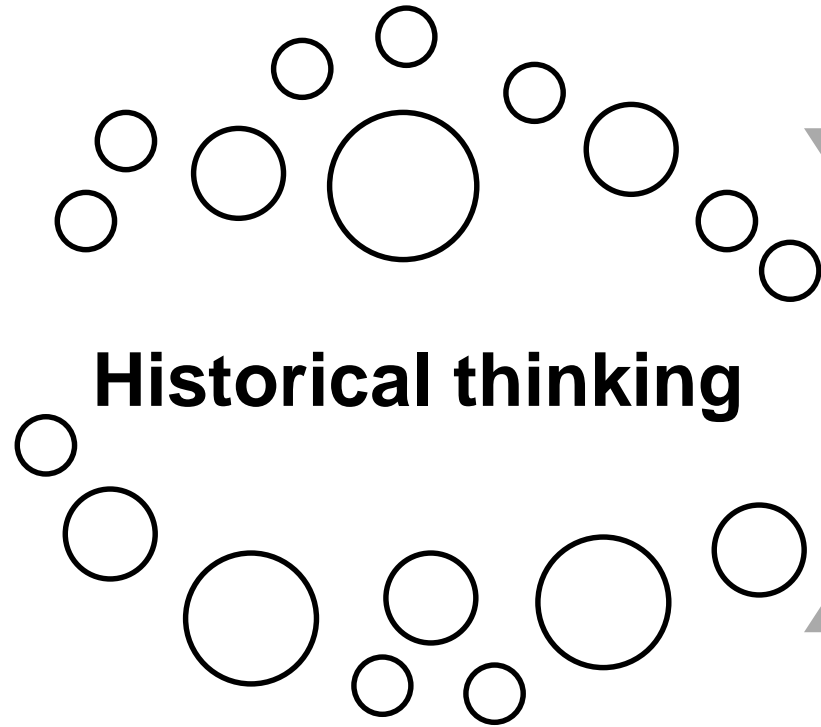


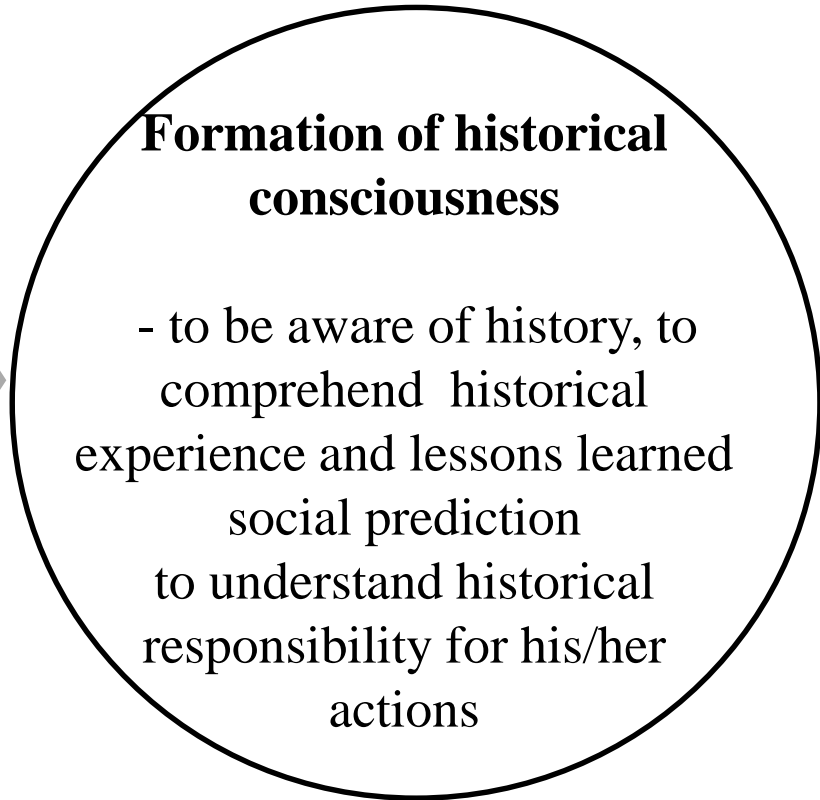
OPPORTUNITIES OF CONCEPTS BASED LEARNING IN FORMATION STUDENTS' HISTORICAL THINKING

On the basis of the monitoring results
conducted in 2018-2019

Historical thinking



Historical thinking



Formation of historical consciousness

- to be aware of history, to comprehend historical experience and lessons learned
social prediction
to understand historical responsibility for his/her actions

✓ to describe the social phenomenon and event

✓ to be able to recognize the transitional nature of any historical phenomenon and its historical significance

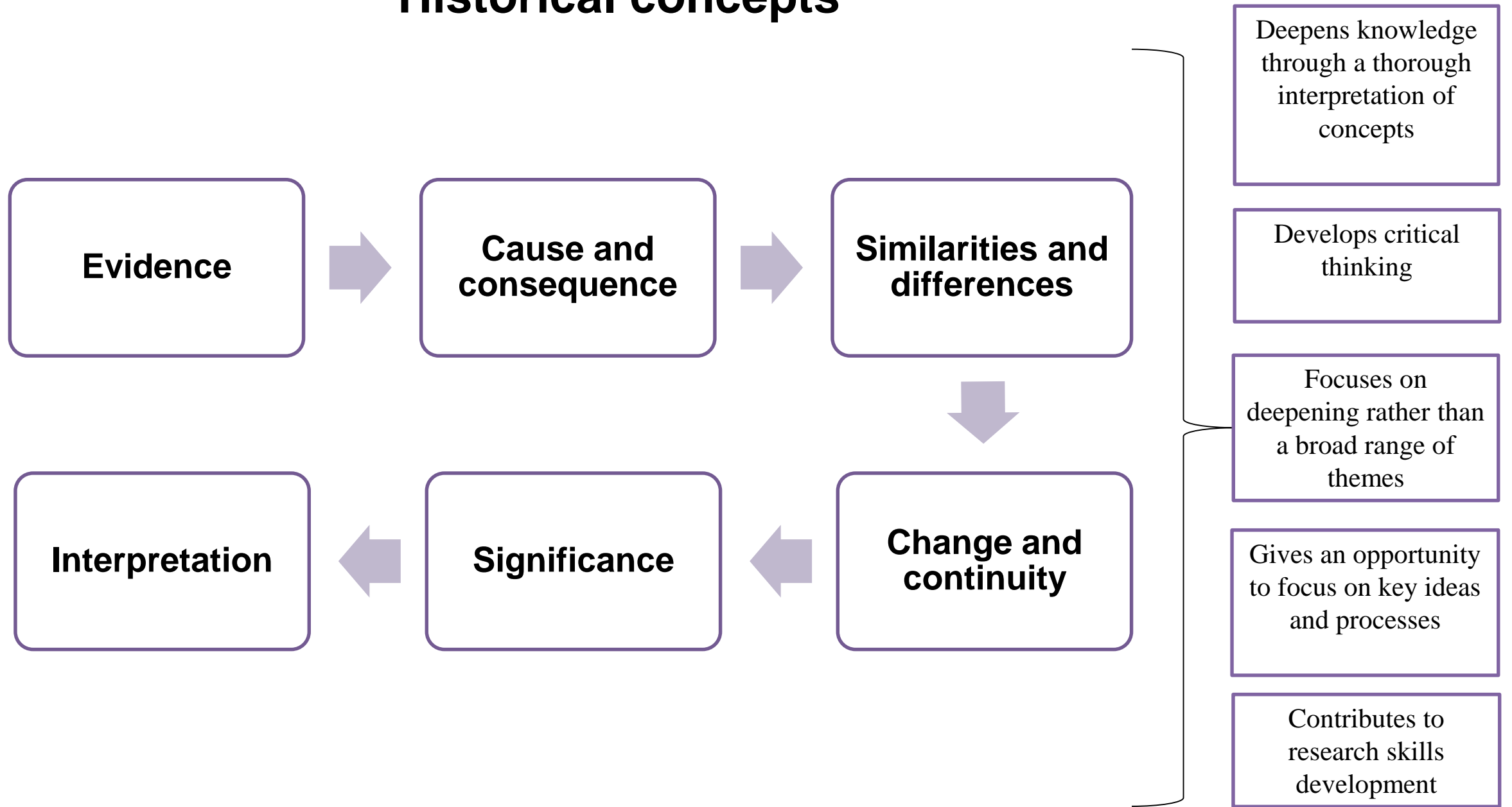
to be able to seek social motivation that defines the actions of public groups and individuals

✓ to be able to identify the causes of any social phenomenon

✓ to be able to recognize any phenomenon of historical regularity

to be able to seek for trends specific to each historical phenomenon

Historical concepts



Skills

to recognize the nature and historical significance of any historical phenomenon

Peculiarities



Kenessary Revolt

- Motives, reasons and driving force of the revolt
- Procedure of the revolt
- Stages of the revolt
- Reasons for the loss
- Results of the revolt
- Historical significance



- Work on limited sources (ready texts)
- One-sidedness in content achievement
- Constructing the tasks at the level of knowledge and understanding
- Formation of factual knowledge

- Analysis of historical context of revolt: political, socio-economic situation characteristic to 1837-1847 and its influence on the revolt.
- Analysis of causes of revolt: identifying all possible causes, classifying them into the spheres of political, social and economic society and dividing into for long-term, medium and short-term reasons, concluding two important causes.
- Search for social motivations describing Kenesary's activities.
- Analysis of the procedure of the revolt: analyzing the peculiarities of each stage, determining the stages of turning points, stagnation and progress.
- Analysis of the significance of revolt by means of criteria: Is the event remembered? Is it valued? Is it effective? Is it resonated? Will the significance of the event be relevant in the political, economic, social / cultural spheres after a certain period of time?

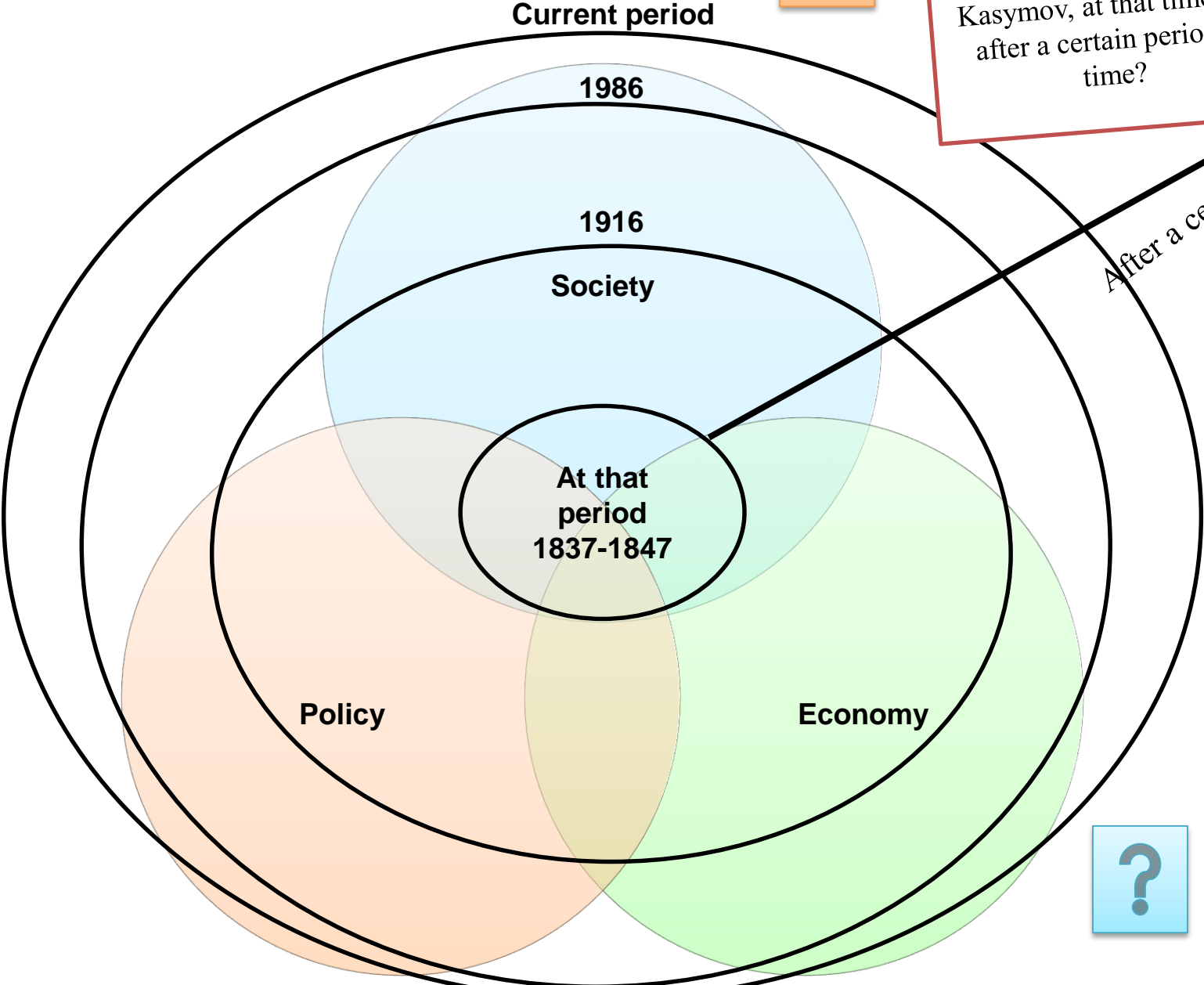


Development of historical thinking and research skills

Historical significance

Traditional lesson:

What is the historical significance of the Kenessary revolt?



What is the significance of the revolt, led by Kenessary Kasymov, at that time and after a certain period of time?

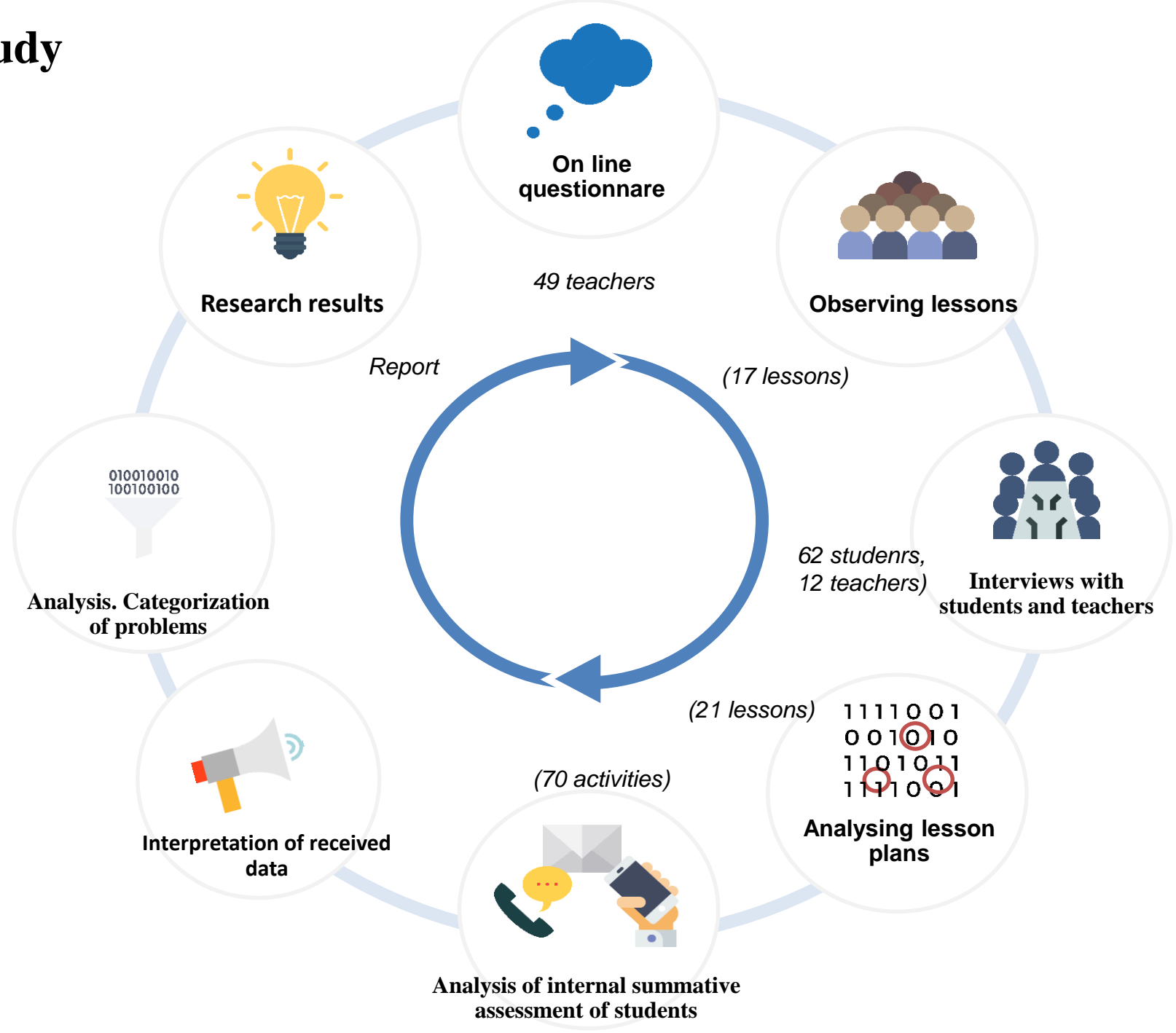


The purpose of the monitoring study



✓ **The purpose of the monitoring study** is to determine how teachers use concept- based teaching in the learning process.

✓ **Objectives:**

- How do teachers understand concepts- based learning?
- Are teachers able to develop concepts -based tasks?
- How are the research skills developed in the history lesson?



The preliminary results of the monitoring study:

+	-	Recommendations
<ol style="list-style-type: none"> 1. The use of the active teaching methods in history lessons. 2. The use of various historical data. 3. Awareness of the cause-and-effect relationships of students and how to identify them. 	<ol style="list-style-type: none"> 1. Teachers' difficulty in developing the tasks based on concepts "change and continuity", "interpretation". 2. Teachers' disuse of the concepts in day-to-day practice. 3. The problem of quality of tasks based on assessment of skills in the evaluation. 	<ol style="list-style-type: none"> 1. Development of a methodical manual, consisting of a set of tasks for each concept. 2. Special emphasis should be given on concept - based learning in subject trainings. 3. Organization of a joint classroom planning process for teachers.
 <p>The design of topics in the curriculum as a problematic question contributes to the development of students' cognitive skills."</p> <p>"Students have skills of defining the causes and consequences of historical events, moreover, they are able to justify their response."</p>  <p>On 10 lessons out of observed 17 lessons work on historical data were observed.</p>	<ul style="list-style-type: none"> • According to online surveys, 32.7% of teachers (16 teachers) found it difficult to develop concept –based tasks. • 26.5% of teachers (12 teachers) teaching in the 7th grade and 18.4% in the 10th grade reported to have difficulties in concepts -based teaching. • 42.9% of teachers (21 teachers) expressed their opinions to have difficulties in developing the concepts – based tasks on "interpretation" and 16.3% of them found it hard to deal with "change and continuity". • According to the results of the external summative assessment in 2017-2018, it became apparent that students faced difficulties while working on historical data, analyzing them, explaining them, and interpreting different data based on concepts “evidence”, “interpretation”. • From 17 observed lessons, 8 lessons had tasks based on concepts. Tasks were related to "evidence" and "cause-consequence" concepts. 	



Preliminary conclusions based on the results of the monitoring study:



It is effective to use concepts - based learning to form historical thinking skills and understand the subject content deeply.



Tasks for the lesson should be developed on the basis of one or two concepts.



It is a good idea to use more primary and secondary sources in the history lesson.



It is important to take into account the progression of the skills developing on the basis of these concepts when moving from one form to another form.

Research perspectives:



To continue the monitoring study on how to develop students' research skills on the history lessons



To focus on the concept of "interpretation" and "change and continuity" in the monitoring study in 2019-2020

Thanks for your attention!