

HISTORICAL EDUCATION IN TERMS OF MULTICULTURAL TRAINING OF THE XXI CENTURY HISTORY TEACHER

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The relevance of the research issue is due to the task of defining the role and the place of historical education in the university education structure nowadays. The objective of the paper is to reveal priority values and urgent tasks of improving the quality of domestic historical education in the current conditions of multicultural History teacher training using the example of Kazan (Volga region) Federal University. The main approach of studying this issue is to analyze the system of historical education, fundamental theoretical problems with regards to the historical profession self-awareness and the process of studying history in Russian higher institutions. The basic results of the research are systematizing the author's approaches in determining the vectors of changing the historical education contents and technologies in terms of the XXI century History teacher training. The article materials might be helpful for lecturers and students in realizing the essence and the objectives of modern historical education and discovering new approaches to educational process organizing.

Keywords: history, education, teacher, university, Russia, multicultural training, critical thinking.

INTRODUCTION

History, along with Literature and Social Studies, is one of the main humanitarian subjects in secondary and high school. It is the science of history that makes the core of historical education (Repina, 2006). The value of history as a science is unique according to its influence to the young generation's way of thinking, it enables a human to move freely in historical space providing historical experience, this ultimately results in correct evaluation of current political and social processes (Chubaryan, 2003). Besides, knowledge of history contributes to a personality's own point of view, their independent assessments, but at the same time teach how to appreciate and respect other people's opinions. Historical subjects facilitate to develop such important for modern society qualities as broad-mindedness and wide world view, tolerance, civic resolve, imaginative power (Êartashov, 2015). As a result, historical knowledge prepare young people to independent life in the modern world, create favorable conditions for mutual understanding between individuals having different cultural, ethnic, linguistic and religious traditions, help a person to identify themselves not only as a representative of their own country, but as a citizen of Europe and the whole world (Vyazemsky, 2015). All these items contribute into creating in young generation some important skills that are vital for democratic development societies nowadays.

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There can be seen some positive trends in teaching history in Russia in recent years: history programs have become free to a large extent from ideology, dogmatic concepts and excessive theoretizing; more attention is given now to regional and everyday history, the history of culture, the role of personality in history; some new author's programs and alternative textbooks have appeared. But still a lot of traditional shortcomings have survived, namely: national political history domination, overloading textbooks with too detailed information related both to the history of events and economic history (which was obviously inherited from Marxist historiography), lack of correlation between world and national history, orienting pupils towards memorizing facts, not towards developing critical thinking (Koposov, 2012). All these reasons require rethinking of the training system of professional historians and pedagogical education for future History teachers.

RESEARCH METHODOLOGY

The methodology of research approaches allows to reveal the main trends of system development and the contents of historical education in contemporary Russia, to evaluate diverse practice of researchers-theorists, methodologists and practitioners.

The theoretical and methodological basis of our research are conceptual fundamentals of scientific research in the field of historical education problems at school and university. The use of methodology and methods of existing research helps to determine the tasks of historical education in the process of reforming education in Russia, as well as techniques and methods of pedagogical education and training XXI century teachers of History.

The main methods used for research into the above mentioned issues were as follows:

- a) comparing and matching different points of view concerning theoretical framework and methodology of historical education in contemporary Russia;
- b) studying innovation processes and modernization of education, as well as university lecturers' and History and Social Studies teachers' best practices;
- c) identifying trends of historical education development in Russia in the international experience context.

Using dialectic approach has provided an opportunity for generalization on this issue in close connection with the implementation of the mainstream educational program focused on pedagogical education with two training profiles: "History and Social Studies" and "History and English" at the Institute of Foreign Relations, History and Oriental Studies of Kazan Federal (Volga region) University.

RESULTS

At present historical education and issues of teaching History in secondary and high school are attracting attention worldwide on the background of XXI century

challenges. These challenges require that young people should form a new historical way of thinking that would allow them to enter consciously the real world of people, living next to them and having lived before them. This new way of thinking also includes analyzing historical facts, possessing knowledge in the legal and socio-political field and respect for other peoples' cultural traditions. It is not so easy to achieve this objective because at every point of historical space there are some processes and phenomena related to different cultural – historical, religious, ethno-psychological traditions. In this context it is essential to analyze the most acute problems existing in historical education and determine the potential direction of its improving in the Russian Federation.

The content of historical education

Russia has always been at the intersection of different peoples' cultures and civilizations. As for the Tatarstan Republic and Kazan, they take a special place in the Euro-Asian social and cultural realm, demonstrating the model of successful interaction in the society with diverse cultures and religions and playing an outstanding role in the formation of Russian civil identity and patriotism.

There are more than 44, 000 students at Kazan Federal University altogether, 4,000 out of them being foreign students from over 100 different countries of near and far abroad. The Institute of Foreign Relations, History and Oriental Studies currently has 2643 students, and 195 out of them are citizens that come from countries which are members of the Russian Federation. This multiculturalism of students leads to new demands to the contents of historical education.

1. It is demanded to reduce the volume of political and economic history and to include much more materials on social and cultural history, including historical anthropology, ethnology, history of religion, art. In this way the mainstream educational program would be reoriented towards mastering the world's cultural heritage and acquiring experience in cultures interpretation and understanding the «Different one». To do this, the third generation Federal State Standard of Russia entitles an educational organization to make decision on their own, at fixed rate, about the subjects (modules) relating to the elective part of educational programs for Baccalaureate and practice. Thus, at the Institute of Foreign Relations, History and Oriental Studies of KFU future teachers who study at the direction of “Pedagogical training” have the following elective subjects: “Ancient Culture”, “Everyday Life and Culture of XVIII-XIX centuries Russian Peasantry”, “Russian Art of the Early XX century”, “Russian-Indian Relations: History and Modernity”, “Social History of Russia”, “Conflict Management”, etc.
2. It is necessary to provide better correlation of History course with courses in Social studies, Literature and Geography. It will enable to introduce

comparison into historical time and space, to show the diversity of historical development options and complex relationship both between different aspects of historical process and different cultures. The realization of the direction “Pedagogical training” at the Institute of Foreign Relations, History and Oriental Studies of KFU contributes into it, providing two training profiles: History and Social studies. This solves one more important task of professional special graduates training with “teacher of Social studies” qualification, the first graduation being expected in 2017.

3. Creating opportunities for studying foreign languages (also through elective subjects), expanding international cooperation programs, the wider use of foreign (both translated and original) literature as compulsory and supplementary literature for home-reading and preparing for exams. These opportunities have been successfully realized for dozens of years at the “Pedagogical training” direction with two profiles of training “History and English”, preparing two qualification teachers who can teach both History and English, such professionals being highly demanded by modern Russian secondary general education schools.

Methods of teaching History in higher educational institutions

The most important factor in achieving the objectives of historical education modernization in Russia is professional and personal commitment of pedagogical staff to accept new values of education, to provide changes in the field of the historical education contents, in educational technologies, in the ways of measuring achievement in education, in solving of all the full range of socio-educational tasks facing a teacher in modern school.

There is thorough experience gained worldwide concerning training teachers of the new type who are ready not only to adapt to social changes conditions, but also to participate actively in this process. First of all, teacher training programs should include considerable practical components, reinforcement of psycho-pedagogical and methodological training of the XXI century History teacher.

At Kazan (Volga region) Federal University acquisition by historian students of such courses as “Theory and methods of teaching History”, “Methods of education and upbringing” is directed to arming future teachers with knowledge not only theoretical fundamentals of modern history didactics, but also development of competences necessary for highly efficient subject teaching; forming the willingness to use up-to-date methods and technologies of conducting educational activity on the subject of History at general and secondary educational establishments, as well as cultural and educational work. Relevant pedagogical technologies reinforcing practical components contribute to this common objective. Out of 180 class hours for this discipline, 108 hours are given to laboratory and practical sessions which pay particular attention to the following items: giving

presentations by students with general and problem analysis of lessons, conducting trial lessons, applying educational visual aids, ways of working with historical sources and documents, analysis of modern school History textbooks and presentation by students of their own textbook on one of history courses. The forms of checking homework during practical classes are as follows: business game on the topic “The main factors of teaching History process”, students’ presentation on the topic “Teacher’s and students’ activities”, modelling a History lesson on the topic “History lesson and teacher’s preparing for it” by students. Such practical work and mastering this discipline by students precede pedagogical practice in secondary school which takes place on the pre-final year at university. At the stage of pedagogical practice all competences (general cultural, professional and special) acquired by bachelor students during university class-work and homework are evaluated.

The XXI century teacher training

One of the central tasks of historical education modernizing is the task of the new type teacher training in the changed circumstances in the Russian society with its multiculturalism, multi-ethnicity, many confessions and education diversity.

At Kasan Federal University within the framework of priority activities the Strategic Academic Unit (SAU) of the “The XXI century teacher” humanitarian track has been set up on the basis of the Institute of Psychology and Education. The objectives of creating and developing SAU named “The square of pedagogical training transforming – 4T” are the development of the concept of reflexive and research-oriented pedagogical training, design and implementation of a new structural-functional model of training a teacher at classical university: transforming student, education transformation, transforming teacher, pedagogical education transforming.

The globalization process which one of the trends in the development of today’s world leads to the active interaction and integration of national communities and areas, to blurring of boundaries between traditional cultures and religions. Many countries including Russia are faced with the problem of training representatives of different confessions and ethnic minorities. The increase in the number of such students is linked to increased migration process in today’s world. This problem requires a new type of teacher – a multicultural one. In the context of globalism ideas development the problem of learning foreign languages becomes acute. Finding a common language becomes a necessary condition of mutual understanding between people.

Within the project the integrative type of pedagogical education organizational structure is being realized. Training of future teachers in different subjects is carried out on the basis of specialized institutes inside the SAU structure. Psycho-pedagogical part of the future teachers training is implemented on the basis of the

Institute of Psychology and Education. Practical training is held on the basis of KFU lyceums and basic schools through real partnership between schools and the university. Such integrational type teachers of History and Social Studies are trained according to Bachelor mainstream educational programs at High school of History sciences and World's Cultural Heritage of the Institute of Foreign Relations, History and Oriental Studies. To carry out the SAU objectives and tasks, due to the modern society multiculturalism factor, training students in speciality 44.03.05 "Pedagogical Education" with two profiles, History and English (the course of training 5 years) seems very important. Professional training of History and Social Studies teachers is greatly essential for modern Russian school firstly, for teaching the subjects above and secondly, for subjects based on the complex of social sciences, like Philosophy, Sociology, Economics, Political Science, Cultural Studies, Jurisprudence – subjects that are focused on scientific knowledge about different aspects of life, about a human and society development, about the influence of social factors on every person's life. Training school teachers of History and English coordinates worldview and linguistic competences of the XXI century teachers, and this is important in the context of the bi-lingual model of teachers training that implies as well their language mobility.

Within the SAU framework Master students of all pedagogical profiles training is carried out on the basis of the Institute of Psychology and Education, also including Master students program "Historical education", the author of this article being the scientific supervisor of it (from 2012 to 2016 Master students training was carried out by the History of Russia Department of the Institute of Foreign Relations and Oriental Studies). The above mentioned project will show the efficiency of the integrative type of pedagogical education structure.

DISCUSSIONS

The methodological basis of this paper are the works of the leading Russian expert in school and university historical education, E.E. Vyazemsky (2004) and French historian Mark Ferro on specific characteristics of History teaching at schools in Africa, Australia, Middle East, Germany, Japan, the USA, China, Poland and Russia. The areas for developing historical education in Russia in the context of foreign experience are considered in the articles of a historian and methodologist from Yaroslavl, A.B. Sokolov (2011). This research is summarizing modern experience of techniques and methodologies of teaching History and Social Studies at secondary and high school for training future teachers by KFU specialists in pedagogical education A.R. Faizullina (2016), G.M. Mustafina (2012), E.M. Shuvalova (2016), A.M. Stolyarov (2015), A.Kh. Tukhvatullin (2016) etc., as well as the results of scientific and organizational work of Kazan historian G.P. Myagkov (2006, 2013, 2016) and the work of the article author linked with organizing conferences and writing on problems of historical education within the last dozens

of years. Some issues went beyond the scope of the article, such as building mainstream educational program at the Bachelor's level in such a way as to link them with Master students programs for secondary school teachers training, instructing students in the area of "Pedagogical education" on the third level of higher education (post-graduate course) and so on.

CONCLUSION

The globalization process which one of the trends in the development of today's world leads to the active interaction and integration of national communities and areas, to blurring of boundaries between traditional cultures and religions. Many countries including Russia are faced with the problem of training representatives of different confessions and ethnic minorities. The increase in the number of such students is linked to increased migration process in today's world. Migration flows in the Russian Federation have their own special characteristics. In our country there is a clear majority of migrant workers, predominantly from former Soviet Union republics. This process involves universities (including KFU) and schools, and it also makes relevant training a new type History teachers and their personal commitment to accept new values and historical education objectives.

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