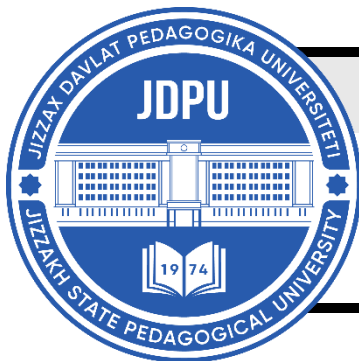


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FORMATION OF DIDACTIC CULTURE OF FUTURE HISTORY TEACHERS

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ABOUT ARTICLE

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Abstract: Didactic culture plays a significant role in enabling effective teaching and learning of any subject. It encompasses the methods, procedures, tools, and resources used by educators to enhance students' understanding of a subject. In the field of history, the formation of didactic culture among future teachers is essential to ensure that history is taught in an engaging and relevant way to younger generations. The subject of history is not only about learning about the past but also about developing critical thinking skills, understanding the present, and shaping the future. Hence, it is crucial that future history teachers are adequately equipped with the necessary didactic skills and knowledge to effectively address these goals. This article delineates the formation of didactic culture among future history teachers and discusses the key factors that contribute to it.

INTRODUCTION

Didactic culture in history has evolved over the years based on various developments in education and pedagogy. In the past, history was taught in a didactic way, mainly through lectures, rote memorization, and textbook-based learning.

The primary focus of history education was to impart a set of facts and figures related to historical events, dates, and personalities. This approach was criticized since it failed to develop students' analytical and critical thinking skills, which are vital for understanding the complexities of history. In contrast, modern didactic approaches aim to make history more engaging and relevant to students by incorporating more

interactive and student-centered teaching methods. Students are encouraged to engage in various forms of assignments, projects, and research works to explore the past from different perspectives, evaluate multiple interpretations, and develop their own opinions. This approach enables students to develop a deeper understanding of historical concepts, events, and personalities, thus making the study of history more meaningful and rewarding.

MATERIALS AND METHODS

Key Elements of Didactic Culture for Future History Teachers Given the significant evolution of didactic culture in history, future history teachers must possess specific key elements that make them effective educators. Some of these elements include:

1. A deep knowledge of history: Future history teachers must possess a deep knowledge of historical concepts, events, and personalities. This knowledge is essential for effective teaching since it enables them to convey historical information in an easily understandable way. A robust historical background also enables teachers to design student-centered activities and assignments that facilitate students' learning.

2. Pedagogical knowledge: Pedagogical knowledge refers to the ability to apply effective teaching strategies, techniques, and tools. Future history teachers must acquire pedagogical knowledge to ensure that they can deliver history education in an engaging and relevant way. This includes understanding how to design assignments and activities that promote students' active participation in the learning process.

3. Communication and interpersonal skills: Communication skills are essential for effective teaching since they enable teachers to convey information effectively to students. Interpersonal skills enable teachers to create a positive learning environment, promote collaborative learning, and establish trust and mutual respect with their students.

4. Critical thinking and problem-solving skills: Future history teachers must possess critical thinking and problem-solving skills to encourage students to adopt a more analytical approach to history. These skills enable students to evaluate different

interpretations and perspectives on historical events, thus developing their own opinions.

5. Technological literacy: Technological literacy is increasingly becoming an essential element of didactic culture in history. Future history teachers must be familiar with various technological tools and how to incorporate them into the curriculum to enhance student learning. This includes the use of multimedia tools, online resources, and interactive whiteboards.

Factors contributing to Formation of Didactic Culture among Future History Teachers Several factors contribute to the formation of didactic culture among future history teachers. These factors include:

1. Teacher Education: Teacher education programs play a significant role in shaping future history teachers' didactic culture. A robust teacher education program should ensure that aspiring teachers acquire a deep knowledge of historical concepts, pedagogical skills, and critical thinking skills. The program should also provide opportunities for future teachers to engage in classroom teaching, which allows them to develop practical teaching skills.

2. Continuous Professional Development: Continuous professional development allows history teachers to remain up-to-date with the latest pedagogical approaches, technological tools, and historical developments. Continuous professional development can be in the form of workshops, seminars, conferences, networking, and mentorship programs. The opportunities provided by professional development enable teachers to refine their teaching practices continually.

3. Curriculum Development: The curriculum is critical for shaping the didactic culture of future history teachers. The curriculum should incorporate new pedagogical approaches, technological tools, and historical developments. This ensures that the curriculum remains relevant and engaging for students while providing effective support for teachers.

4. Supportive Environments: Supportive environments enable teachers to focus on developing their didactic culture without interference from external factors such as administrative challenges or lack of resources. A supportive environment can be in the

form of appropriate institutional policies, financial support, and access to resources such as textbooks, computers, and multimedia tools. The Challenges of Formation of Didactic Culture among Future History Teachers Despite the significant benefits of didactic culture in history, it remains a challenge to ensure that future history teachers.

Today, the system of general education requires professionals to have a high level of professional competence and skills of organizational, educational and administrative work in a pupils' group. Under these conditions, there is a need for professional training of teachers who can objectively and critically evaluate information and validity, independently conduct causal relationships and give a reasoned assessment of the events using only facts. A professional teacher should be aware of the responsibility for the results of their professional activity, have a stable civil position and a formed scientific worldview. The combination of these qualities and skills is the basis of the didactic culture of the future teacher. Thus, taking into account the requirements of society as a whole and a modern education system in particular, there is a need to develop modern technologies which would allow to shape the professional and didactic culture of future teachers and provide an objective comprehensive assessment of the level of its formation. On the socio-pedagogical level, the relevance of this problem is based on the necessity to improve the content of future teachers' training with regard to the requirements of time. On the scientific and theoretical level, it is expressed in the absence of the elaborated conditions for the formation of professional and didactic culture. On the methodological level, the relevance of this problem stems from the need to develop specific guidelines in order to facilitate the formation of professional and didactic culture of the future teacher. Drastic changes in the international, political, social, economic and other spheres of society determined the advanced development of the education system on the basis of the intensification of the educational process (Samokhin, 2012). Contemporary education should be aimed at ensuring an adequate level of general and professional culture of each individual, the level of mental development of the individual, professional qualification and professional competence. This is impossible without focusing on two important aspects of the educational process: the personality of the

learner, including his or her personal and professional qualities, and the pedagogical system that defines the objectives, content and methods of the formation of the personality (Levina et al., 2015). Let us consider this problem using a specific example of training of the future teacher of history and peculiarities of the formation of his or her professional and didactic culture. Historical consciousness is not just a collection of people's knowledge about the past but also their valuable attitude towards historical facts and ideas about the influence of the past on the present and the future. History, as well as many social and humanitarian disciplines, to some extent always performs an ideological function in addition to a cognitive one. Every time the image of the past is modified by the present, and there is the reinterpretation of historical facts and the transformation of the very structure of objects of historical interest. This leads to a high responsibility of history teachers in the process of historical knowledge transfer to pupils (Hendry, Frommer & Walker, 1999).

On the basis of the analysis of pedagogical literature, the following components of pedagogical responsibility can be identified in the broadest sense: 1. Legal responsibility. Its content is set forth in the Russian legislation as the “duty of the teacher stipulated by legal norms to undergo adverse consequences of the non-performance or improper performance of duties assigned to him”. 2. Moral responsibility. In psychological and educational literature, there is no single definition of the “moral responsibility of the teacher”. However, its content, in general terms, requires the self-examination of his or her activity, self-report on the results of this activity, awareness of the social significance and moral obligation to the community. 3. Pedagogical responsibility in the narrow sense includes the provision of safety and health of children in the pedagogically organized activities, as well as the responsibility for the essence and content of training, education and development (Mirzagitova, Mukhametgaliyeva & Tirigulova, 2015). The need to study the professional and didactic culture of the future history teacher also derives from the requirements of the modern socio-educational situation to pedagogical activity. Its specificity is that it constantly reproduces new conditions, means and organizational forms of training. Professional and didactic culture is a prerequisite for pedagogical activity that

contributes to further formation and self-development of professional and personal qualities of the teacher of history (Mirzagitova & Akhmetov, 2015). Pedagogy researchers has been actively discussed the problem of the development of professional and pedagogical culture and its forms, including. The individual aspects of the future teacher's training have been reviewed by L.G. Akhmetov, I.M. Faizrakhmanov and A.L. Faizrakhmanova (2013, 2014). Their works describe in detail the issues of training of a competitive teacher. The use of communicative interaction is considered as a system-forming factor of the preparedness of students of the teacher's training college to competitive relations. It acts as a direct or indirect communication between two or more people related to the transfer of information or the exchange of other results of individual activity (Akhmetov, Faizrakhmanov & Faizrakhmanova, 2013; Akhmetov, Faizrakhmanov & Faizrakhmanova, 2014). A.L. Mirzagitova and L.G. Akhmetov (2015) in their paper "Selfdevelopment of pedagogical competence of future teacher" analyze the conditions necessary for the formation of a motivation to develop future teachers' competence. They also consider the basic stages in the process of pedagogical competence formation (Mirzagitova and Akhmetov, 2015). However, it should be noted that so far there are no works devoted to the complex research of the formation of professional and didactic culture of the future teacher. It is important to note that the modern educational process is characterized by scales. Whereas previously didactics was limited to a lesson and a learning process itself, today teachers face a deeper problem - to provide an integrated educational process, including the implementation of educational, disciplinary and developmental problems.

RESULTS AND DISCUSSIONS

The study has showed that many teachers have a low level of formation of innovative behavior and willingness to innovate, which is largely a consequence of the traditional academic training. It is possible to formulate such a pedagogical phenomenon as the innovative behavior of the teacher – a set of external manifestations of his or her personality, which reveals the inner "I" (attitude, worldview, personality traits), aimed at changing the components of the modern education system. For future teachers of history the formation of such a component of professional and didactic

culture is an integral part of professional development. Training of the modern teacher of history, capable of implementing the idea of the learner-centered education and addressing creatively the topical educational and socio-cultural issues, requires a special organization of the practical and intellectual activity. It should be noted that the willingness to innovate is determined by the organization of the optimal innovative environment and educational activities oriented to innovation. For the formation of the innovative approach to solving educational problems, it is necessary to help students-future history teachers gain confidence in the relationship with classmates, teachers and propose the option of refraining from assessment that enhances the flow of ideas and the concentration on comprehension problems. Metaphors, analogies and search for new associations and connections can also be used. The possibilities of the creativity pursuit grow at the expense of unusual comparisons. During academic training, the work with metaphors not only encourages imaginative thinking but also stimulates the spontaneous creation of images and their purposeful apprehension. It is important to develop imagination and fantasy. This contributes to creating an environment of inner freedom. The important qualities for history teachers are open-mindedness and sensitivity to changes in the external environment, the breadth and richness of the perception of the world, which is the basis for the development of professional sensitivity.

Thus, the formation of professional and didactic culture as a whole and the critical thinking of the future teacher, in particular, should lead to the following results:

- an increase in the motivation of students for the educational process, the process of preparation for the future profession;
- an increase in students' thinking abilities, flexibility of their thinking, its switch from one type to another;
- development of the ability to independently design, build concepts, and to operate them;
- development of the ability to transfer the author's information to others, subject it to correction, understand and accept the point of view of another person;

- development of the ability to analyze the information. Obtaining new information, students-future teachers must learn to consider it from different perspectives and to draw conclusions as to its accuracy and value (Banning, 2005). Students-future teachers with a versatile stock of knowledge and a certain social experience are able to absorb integrative knowledge and skills translated into competences if they have a motivation and a positive attitude towards an active working life. During the formation of critical thinking skills, teachers can put the problems of the formation of integrative mental competences on the basis of logic, problem and critical thinking.

CONCLUSION

Thus, the combination of the process of future teachers' preparation and the process of the formation of their professional and didactic culture would enhance the effectiveness of such training. As the result, the graduate would have a conscious picture of his or her future profession and a well-planned work flow chart of his or her professional growth on the basis of personal qualities and individual success. The process of future teachers' preparation and the formation of their professional and didactic culture represents a unified system of actions aimed at:

- the gradual development of the structural and functional components of a professional and didactic culture model;
- the formation and development of teachers' personal qualities; - the disclosure of teachers' creative possibilities;
- the translation of potential features into current;
- the creation of the conditions for the realization of teachers' creative potential in the professional and didactic activity.

Given the above, it becomes obvious that in the current context of the educational process it is necessary to implement the purposeful formation of the didactic culture of the teacher and to empirically determine the effective technologies and methods of its development.

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