

CHAPTER 2. INNOVATIVE EDUCATIONAL TECHNOLOGIES

§2.1. DIDACTIC TECHNIQUES IN HISTORY LESSONS THAT CONTRIBUTE TO THE DEVELOPMENT OF STUDENTS' COMMUNICATIVE AND SPEECH SKILLS

The problem of students' speech development is extremely relevant today. The level of speech development of a significant number of schoolchildren is clearly insufficient. This is evidenced by their monosyllabic and expressionless oral and written answers in the classroom, the style of communication at recess. Profanity and the clogging of speech with parasitic words have taken on truly threatening proportions.

The modern education system, along with the media and other social institutions, makes its feasible contribution to speech degradation.

The main task of a modern school is the formation of a competitive linguistic personality capable of adapting to various social conditions, possessing a high internal culture and developed communicative abilities. In this regard, the developing role of the Russian language is increasing. It should become a means of forming a communicative culture and cognitive interests of students. Developed speech is considered as an instrument of cognition of the world and oneself, and the development of speech becomes the central task of personality development. This important task should be solved not only in Russian language and literature lessons, but also in history and social studies.

As a result of studying history, the student should first of all be able to:

- formulate your own position on the issues under discussion, use historical information for its argumentation;
- formulate their worldview views and principles, correlating them with historically emerged worldview systems;
- compare and contrast, analyze historical events and phenomena.

But in order to prepare a graduate in accordance with these requirements, it is necessary, first of all, to develop the child's speech.

What are the main speech skills and abilities that schoolchildren should master in history and social studies lessons:

• Formation of the following general subject communicative competencies among students:

- Oral dialogue;
- Written dialogue;
- Ability to participate in the discussion;
- Monologue speech;
- Development of written speech.

Basic techniques and methods for the development of speech

in the history and social studies lesson

• Fiction is an important source of familiarization of students with the historical past. Its meaning is as follows:

1. the writer's living literary word gives a sample of literate and rich Russian speech;

2. artistic images increase the visibility of the presentation of the material, concretize it;

3. the emotional impact of the teacher's story in the lesson, combined with an excerpt from a work of art, contribute not only to the formation of ideas about the past, but also help to remember the material firmly and for a long time;

4. comparison of descriptions of the same events in fiction and historical writing contributes to the development of students' thinking.

Artistic and historical anthologies can become a help for a teacher - for example, "The History of the Fatherland in Literature, the XIX century: A Textbook for a teacher" (comp. A.V. Shestakov.M., 1991).

- Oral dialogue: ask questions to the interlocutor, construct answers to questions, freely participate in the conversation. The development of students' dialogic speech is promoted by such types of educational activities as role-playing or business play, staging of individual episodes and scenes, protection of project works and presentations, etc.

- Educational discussion. Among the methods that help the teacher to form a competent, reasoned speech of students, it is necessary to highlight the educational discussion. The meaning of this method is to exchange views on a specific problem.

Through discussion, students acquire new knowledge, strengthen their own opinion, and learn to defend it.

The main function of the educational discussion is to stimulate cognitive interest; auxiliary functions are teaching, developing, educating and control-correctional.

Elements of discussion can be used in history lessons already in the 5th grade, and this method is fully used in high school both in history lessons and in social studies lessons.

Forms of discussions:

- "round table" - a conversation in which a small group of students (usually about 5 people) participates on an equal footing, during which opinions are exchanged both between them and with the audience (the rest of the class);

- "expert group meeting", at which the planned problem is first discussed by all group members (4-6 people), and then they state their positions to the whole class. At the same time, each participant speaks with a short message;

- "forum" - a discussion similar to an "expert group meeting", during which this group enters into an exchange of views with the audience;

- "symposium" is a more formalized discussion compared to the previous one, during which participants make presentations representing their points of view, after which they answer questions from the audience;

- "debate" is a clearly formalized discussion based on pre-fixed speeches of participants - representatives of two opposing, rival teams - and refutations;

- "aquarium technique" is a special variant of the organization of collective interaction, which stands out among the forms of educational discussion. This kind of discussion is usually used when working with material whose content is associated with contradictory approaches, conflicts, disagreements.

- Development of monologue speech: to give a detailed answer to a question, to make a verbal description of an event, a historical person, a discussion on a given topic, a speech with an oral message, a report, a presentation of project work, a guided tour in a museum, etc.

It is very useful at the initial stage of the study of history to teach the retelling of the text. This contributes to the development of memory, develops and forms the skills of correct monologue speech.

4.1. Basic techniques for working on the retelling of the text:

- Drawing up a reference synopsis with historical symbols;

- The use of memory algorithms in lessons (in the study of complex, eventful historical phenomena, as well as in the study of participants in these events);

- Work on coherent oral speech (includes "drawing" a verbal picture using pictures or situational pictures, making sentences, a story);

- The use of logical schemes and tables that help to systematize and classify the material.

4.2. Methods of working with students who lag behind in speech development.

- A story based on an illustration. Students are invited to consider the illustration and make a proposal about this or that actor, describe his clothes, actions, etc. This gives visual support, evokes a passive vocabulary in memory, teaches children to see the main thing, enlivens classes. The technique is old, but quite effective.

- Retelling training (example).

Read the text, pick up emotionally colored words, modern expressions. Retell the text in detail.

- Development of written speech.

Promotes such forms of activity as learning to take notes of a text, drawing up a response plan or an article, essay or essay on a topical topic, drawing up memos, instructions, filling out tables, etc.

- Vocabulary work is an important means of forming students' communicative competence.

- Contributes to the training of taking notes of the text, drawing up a response plan or an article, essay, drawing up memos, filling in tables, etc.;

- Enriches the vocabulary of students (working with concepts, historicisms, catch phrases);

- Vocabulary work permeates the entire process of learning history (it is correct to use historical terms not only during the answer in the lesson, but also to use new words in everyday speech).

- Before getting acquainted with the concept, you can ask the question: "What associations does a new word cause you?" A comparison of several associations will help formulate a definition;

- The "hot chair" technique to consolidate the studied material: one student sits on a chair with his back to the blackboard on which the concepts are written; the teacher shows the concept that needs to be defined, the children say the definition, the student on the chair calls the concept;

- Making crosswords;

- The task is to find several definitions of the same concept in different dictionaries and compare them with each other.

It is advisable for high school students to give tasks to analyze words and choose those that they would use in their speech, make speech constructions with new words. In addition to the dictionaries presented on the Internet, many interesting publications have now been published that can help with dictionary work:

It's no secret that for most students, an oral answer in class causes difficulties. Due to a weak vocabulary, erudition, superficial acquaintance with the text, children with difficulty form an answer in accordance with the requirements for oral answers of the History course. To solve this problem, the teacher faces the following tasks: 1) to form students' ability to consciously use speech means in accordance with the task of communication; 2) to develop students' ability to express their feelings, thoughts and needs; 3) mastering monological and dialogical forms of speech in accordance with the norms of the native language.

To solve this problem, it is necessary to use didactic techniques that contribute to the development of oral speech of students.

1. I use didactic games. For example, "Describe a picture", when a student describes the events depicted on it. The event is in front of the eyes, it makes it easier for the student to choose words. If the student has no difficulty describing the picture, then the next level is to name the time that is depicted, the author, and his attitude to the event.

Application

Memos to students for the development of speech in history lessons:

1. If you have to give a speech

There are four categories of speeches:

- 1) learned by heart;
- 2) those that are read out according to a pre-written text;
- 3) pronounced according to pre-prepared sketches;
- 4) spoken impromptu.

In order not to read on a piece of paper, but to easily remember the text of the speech, you should:

1. think about what you will talk about;
2. write down the main ideas of your speech;
3. think over the overall performance plan;
4. having thought over the structure of the speech, write it down and add the necessary details and details to it;

5. for insurance, it is useful to write out on a card or remember the main points of the speech.

What should the student's speech be like:

1. Speech must be literate and correct, then it will be understandable for the listener.

2. The student freely and independently, realizing the goals of his speech, chooses language means and is responsible for his choice.

3. The speaker's speech must be truthful and sincere, not violating generally accepted norms of behavior and morality.

4. In the process of communication, it is necessary to observe the culture of listening.

What should be a detailed oral answer on history:

1. The answer must strictly correspond to the question posed by the teacher.

2. The detailed answer consists of an introduction, the main part and the conclusion, conclusions. The introduction may reveal the reasons for the event or phenomenon under consideration (for example, the question: "Abolition of serfdom in Russia", the introduction - the reasons for the abolition of serfdom). In the introduction, you can briefly describe the background of the issue (projects for the abolition of serfdom under Alexander I and Nicholas I); give a brief description of the primary sources and historical literature on the issue under consideration.

3. The answer must be consistent, coherent.

4. The answer should be reasonable, based on the principle: thesis - arguments - conclusions.

5. The answer should contain all the main questions of the content of the topic and all the main facts. You should use historical terms, concepts, and be able to reveal their meaning.

6. If necessary, the answer is accompanied by a display on the map, an appeal to artistic images.

7. Conclusions may contain assessments of historical material (their own assessments or assessments of scientists). The answer can be completed by identifying contradictions, problems that are controversial or unresolved.

8. Your speech should be literary, literate, accurate.

How to prove your judgments?

• Proof - consistent justification of thoughts, ideas, theories. Evidence is possible in history:

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1. with the help of scientifically established, non-doubtful facts (those facts that are taken from reliable sources are considered scientifically justified, and, if possible, are confirmed by other evidence, confirm the thesis put forward);

2. using logically constructed arguments. Arguments and facts should relate to the essence of the disclosed issue (the proof is more justified when various aspects of historical processes and phenomena are taken into account - economic, political, social, etc.).

- The proof consists of an argument (argument), reasoning, conclusion:

1. Analyze the task, clarify what you need to prove.

2. Determine the conclusion that you will prove.

3. Identify the sources that you will use to argue your conclusions.

4. Highlight the essential facts supporting your conclusion and systematize them.

5. Logically build your proofs, link them to the conclusion.

6. Find out if all the arguments have been exhausted.

Algorithm of historical personality characteristics

1. Historical conditions in which the activity of the individual takes place.

2. The tasks that the historical figure seeks to solve, and the methods of their solution.

3. The interests of which class (classes, strata of society) does the historical figure express?

4. The significance of his personal qualities.

5. Evaluation of the results of the activity of a historical personality.

Memo for working with a historical source

1. Give a description of the historical source: a) the author; b) the time of creation; c) genre.

2. Briefly state the content of what you read and formulate the main ideas and facts.

3. Determine the features of the text, including artistic ones, highlight and write down the main historical facts in the notebook.

4. Determine what prevails in the given fragment - historical facts or an artistic description of events.

5. Justify whether the given fragment of the source can be trusted.

Memo "How to write cinquain"

The word "cinquain" comes from the French "five". This is a five-line poem.

The first line is the theme of the poem, expressed in one word, usually a noun.

The second line is a description of the topic in a nutshell, usually with adjectives.

The third line is a description of the action within this topic in three words, usually verbs.

The fourth line is a four-word phrase expressing the author's attitude to this topic.

The fifth line is one word - a synonym for the first, on an emotional-figurative or philosophical-generalized level repeating the essence of the topic.