

PEDAGOGICAL SCIENCES

WAYS AND CLASSIFICATION OF DEVELOPING COMPETENCIES IN HISTORY TEACHING

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Abstract

The development of competencies is one of the key objectives of modern education, particularly in the teaching of history. This article examines the theoretical and practical foundations of competency-based history education, the classification of competencies, and effective pedagogical methods for their development. Special attention is given to student-centered learning, 21st-century skills, and innovative teaching approaches such as project-based learning, problem-based learning, and interactive methods. The study emphasizes the role of teachers in fostering critical thinking, creativity, communication, and collaboration skills among students.

Keywords: history education, competencies, critical thinking, student-centered learning, 21st-century skills, pedagogy

One of the main objectives of teaching history is the formation of students' thinking and competencies. According to many educators, acquiring cognitive activity means transforming knowledge into skills. The development of students' competencies depends on several factors. The development of communication skills is closely related to the development of thinking and intellectual abilities. The teacher's speech, textbook texts, historical documents, mass media, and historical literature serve as the main tools for developing students' speech. [2, p10]. During the teaching of history, the competencies formed in students can be conditionally grouped as follows:

1. Analyzing historical sources, identifying the main features and cause-and-effect relationships of historical events, and explaining historical concepts.
2. Systematizing the content of historical knowledge.
3. Relating historical facts within a timeline, preparing chronological and synchronous tables.
4. Explaining historical space, correctly using maps and symbols.
5. Comparing historical events and identifying their similarities and differences.
6. Analyzing historical facts and drawing conclusions.
7. Interpreting historical material and participating in classroom discussions.
8. Using ICT, preparing and presenting various information.
9. Structuring historical material, determining cause-effect relationships, and using historical literature correctly.

A history teacher must first determine the competencies already formed in the class. They should know which skills have been developed in students. Based on this, a differentiated approach is applied. Students of the same age and class may have different competency levels. The formation of competencies is based on mastering certain cognitive skills. To develop a specific competency, the teacher must explain the essence and implementation of the relevant logical operations. Students then perform these logical operations under the teacher's guidance. One of the ways to develop competencies in history teaching is working with historical

sources and documents. Through source analysis, students not only gain knowledge about the past but also develop critical thinking and analytical skills.

The sources must be appropriate to students' age and comprehension level. Working with historical sources helps develop research, comparison, and analysis skills. Working with historical sources also develops cognitive skills. Tasks such as identifying the type of source, its period, author, events described, and cause-and-effect relationships contribute to cognitive development. Illustration-based learning also plays an important role in developing competencies. Through illustrations, students learn to exchange ideas, analyze historical processes, and draw conclusions about historical periods. Working with maps plays a special role in competency development. It helps students apply what they see and develop skills such as creating approximate maps. Integration also plays a significant role in developing competencies. Through integration, students develop skills such as analogy, logical reasoning, research, and interdisciplinary comparison. The ability to systematize listened and observed material helps students develop planning skills.

To develop students' ability to compare historical facts and events, comparative tasks should be used. In grades VII and VIII, the development of comparison skills may follow this sequence:

1. Creating tables
2. Comparative analysis of two historical figures, schemes, images, documents, or textbook texts

The teacher's pedagogical mastery and speech play a crucial role in developing competencies. The teacher's speech should be clear, structured, and well-justified so that students can easily understand it. Independent work plays a major role in developing students' competencies. It fosters creativity and the ability to apply learned skills in real life. Independent work also develops research skills, book-handling habits, observation skills, and the ability to understand terminology.

In the modern world, essential competencies for individuals have been identified. The key 21st-century skills include:

1. Critical thinking
2. Creative thinking

3. Collaboration
4. Communication
5. Information literacy
6. Critical evaluation
7. Effective use of technology
8. Flexibility
9. Leadership
10. Initiative
11. Productivity
12. Social skills

One of the methods for developing competencies is the "Incident Method." This method involves solving real-life problems. Students work in groups, analyze incidents, and develop solutions. This method develops problem-solving, logical and critical thinking, evaluation, reasoning, and decision-making skills. Another effective method is the "Who Am I?" technique, which helps students test their knowledge of historical figures in an interactive way and develop questioning and analytical skills. The Socratic Dialogue method also plays an important role. Through dialogue, the teacher identifies correct and incorrect ideas, helping students develop critical thinking. According to the Resolution of the Cabinet of Ministers of the Republic of Azerbaijan dated September 29, 2020, competencies formed during education are referred to as "competences." These include knowledge, skills, habits, and values. [5, p.55]

Classification of Competencies

Cognitive Competencies

- Creativity
- Critical thinking
- Problem-solving
- Decision-making
- Independent learning

Activity-Based Competencies

- Communication
- Cooperation
- Digital literacy
- Information literacy
- Financial literacy

Values

- National identity
- Civic responsibility
- Social responsibility
- Respect for human rights
- Respect for cultural diversity

In conclusion, the development of competencies in history education involves fostering critical thinking, creativity, decision-making, and communication skills. Teaching methods depend on various factors such as class level, lesson objectives, and pedagogical requirements. Teaching approaches can be teacher-centered or student-centered. Modern education prioritizes student-centered learning, where learners actively participate in the learning process. Student-centered learning enables learners to acquire 21st-century skills independently. Teachers guide students and support their learning process.

4C Skills of the 21st Century

1. Critical Thinking
2. Creativity
3. Communication
4. Collaboration [9, 25]

Critical thinking includes analysis, argumentation, classification, comparison, explanation, evaluation, and problem-solving. Creativity includes brainstorming, decision-making, visualization, improvisation, and innovative thinking. Communication includes listening, reading comprehension, speaking, writing, analysis, and information evaluation. Collaboration includes teamwork, leadership, conflict resolution, and time management.

Teaching Methods Supporting 4C Skills

- Project-Based Learning (PBL)
- Problem-Based Learning
- Higher-Order Thinking
- Game-Based Learning
- Technology-enhanced learning

Various platforms such as Kahoot, EdApp, Raptivity, ProProfs, Archy Learning, and others support interactive learning. Low-tech and high-tech teaching methods both play important roles. Research shows that handwritten notes often improve learning retention. Edgar Dale's Cone of Experience demonstrates that interactive learning improves retention and understanding. Interactive learning enhances students' competencies and prepares them for real life by developing 21st-century skills.[6, p.34]

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