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PECULIARITIES OF MASTERING HISTORICAL CONCEPTS BY PUPILS OF THE 7th FORMS

Study of the history at school helps students to make correct approach to analysis of historical events of past and present, gives them scientific understanding of basic laws of the social development, introduces with long heritage of human culture. To get a really scientific knowledge of definite historical events and processes it means to master the system of concepts in all their interactions and relationships. The mastering historical concepts by students of the 7th form general school allows not only teach, but also to develop students thinking, to analyze, to compare, to synthesize, to categorize and finally to summarize the historical facts. Correct using of concepts by students gives opportunity to increase the quality of knowledge: their strength (full, length, ease and correctness reproduction); depth (number of perceived significant connections and relations in knowledge) and systematic (awareness of a particular object as a whole with all its elements and relationships).

In the researching problem of mastering concepts in the history lesson there are three stages. The first begins from the second half of the 30th and ends by the 60-years of the twentieth century. During this period scientists begun to research the questions of forming of historical concepts at students as a result there were a scientific discussion about time and ways of including concepts in the curriculum (inductive or deductive), at that time general recommendations as for the process of formation of historical concepts are developed (G. Zalesky, O. Mishulin, N. Andriewsky, V. Bernadsky, M. Zinoviev).

The historical concepts are higher degree of knowledge, highest level of generalization, a form of historical thinking. Their main purpose is organization and regulation of students practice. The concept is considered mastered only if they used (problem solving), when students learn to see general in concrete. The mastering the concepts is a long and complicated process that takes place for several stages. The first stage is characterized by the fact that students master the features available to sensory perception. The second stage is the penetration into the internal relations of the object, mastering features inherent other similar items.

These results indicate that students of the 7th forms have a common understanding of historical concepts, and typical mistake is that some students can not give a complete definition of the concept or its, sometimes mixing and replacing some phenomena and events by others. In addition, students defining concepts not always understand the relevant material and can not use the concept in practice. In the process of using the historical concepts the attention of pupils is paid to outer side of phenomena and events that encompass mastered concepts, they first of all to master the features that are available to sensory perception. Besides understanding is irregularly: first, pupils master the most common features that are typical for many concepts. The mastering

historical terms depends on the specific understanding of the historical perspective and the degree of inclusion in the mental activity of pupils. The main difficulty of this process is in the inability of pupils to compare certain facts, analyze them, and find in them common and differences, group them, to distinguish more important from less important, make certain conclusions and generalizations.