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## **MONITORING THE EFFECTIVENESS OF USING PROJECT TECHNOLOGY IN THE PROCESS OF TEACHING HISTORY**

The modern unpredictability of economical and technological development of society puts the problem of predicting and projecting different kinds of human activity requires from the education the training of young generation, adapted to life in conditions of society that is constantly changing, able to make decisions and take responsibility for its implementation.

The Concept of general secondary education (12-year-old school) [3] there have been indicated that the education of the XXI century it is education for man, his rod – developmental, culture-creative dominant, education of responsible personality, who is able to self-education and self-development, able to think critically, to process different information, use acquired knowledge and skills for solving creative problem, to change own life and life of the country. Thus, a young person needs help to succeed in new information society that is largely dependent on the ability of personality to organize his life as a project: to see distant and near future, to find and attract the necessary resources, to draw a plan of action and realize it, to evaluate the degree of achievement of objectives. The realities of today require from historical education the introducing new methods, techniques and teaching technologies, which include project technology of teaching history.

Purpose of this article is to report the results of monitoring of project technology of teaching history (for example, students of 10th grade).

The control experiment has confirmed the influence of developed and implemented in history teaching methods using of design technology for forming the subject-historical competencies of ten-forme pupils. The giving investigation gives opportunity to confirm that worked out method will be widely used under conditions of sing some practical advices: a history teachers are to use in their own pedagogical activity technological, competence and personality-oriented approach to the organization of pupils learning; to cultivate democratic and open style of communication with pupils; to get information about domestic and international experience of using project technology in school history education; actively implement in their practice teaching the history project technology; to focus project activity on the actual needs of pupils; to adapt the method of project technology of teaching history to learning opportunities of pupils; widely use in their own practice psychological and pedagogical diagnostics and monitoring of pupils competence growth; to seek to continuous improvement in their own teaching activity.