

# FORMAREA COMPETENȚEI PROFESIONALE A ELEVILOR ÎN PROCESUL DE ÎNVĂȚARE A ISTORIEI

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**Abstract.** *The following research pays attention to formation of professional competences of students in the process of learning history. The process of professional formation during teaching history requires the teacher to have high-quality subject training, a creative attitude to organizing work with a map and other types of conditional visibility, because precisely under such conditions it is possible to reach the level of program requirements. In teaching history use the concept of „historical space” which is formed as a result of interaction social space with geographical and is an integral characteristic of historical social reality.*

**Keywords:** *professional competences, program requirements, history course, subject competences, history education.*

**Rezumat.** *Următoarea cercetare acordă atenție formării competențelor profesionale ale studenților în procesul de învățare a istoriei. Procesul de formare profesională în timpul predării istoriei necesită ca profesorul să aibă o pregătire de înaltă calitate a disciplinei, o atitudine creativă față de organizarea muncii cu o hartă și alte tipuri de vizibilitate condiționată, deoarece tocmai în astfel de condiții este posibil să se atingă nivelul cerințelor programului. În predarea istoriei se folosește conceptul de „spațiu istoric” care se formează ca urmare a interacțiunii spațiului social cu cel geografic și este o caracteristică integrală a realității sociale istorice.*

**Cuvinte-cheie:** *competențe profesionale, cerințe ale programului, curs de istorie, competențe disciplinare, educație în istorie.*

History takes place in two categorical planes - space and time. In modern ones conditions, perhaps the most important thing is the ability to apply theoretical knowledge in real life. Experience shows that the learned material is soon forgotten, and the material formed during training spatial skills students, and then students take with them in real life.

Implementation of the main goal of the history course is to prepare students for successful mastery systematic history courses - impossible without formation professional competences and cartographic abilities and skills, because all the events that are studied, considered in space and time. Professional competence belongs to a generally recognized and stable group of subject

competencies acquired by the student, and then and a student in the process of learning history. Formation of professional competence of students allows you to take into account the age and psychological characteristics of a person's thinking, to optimize educational process, to facilitate students' perception and assimilation of complex material, while teaching them logical and historical thinking. Professional competence is presented in every methodical classification of subject competences, and this speaks of the importance of its formation in the process of learning history. However, among scientists even today discussions continue regarding a clear understanding of the essence of professional competence and uncertainty of the main ways of its formation during history education.

Many studies (Bakhanov K., Desyatov D., Freiman H., Fidrya O., Fidrya N., Korovkin F., Ladychenko T., Moroz P., Mokroguz O., Pometun O., Strazhev A., Zheliba O., and others) have been devoted to the formation of professional skills and abilities.

Pometun O. believes that professional competence of students is made up of skills correlate the development of historical processes and phenomena with the geographical location of countries and natural conditions; using a map, explain the causes and consequences of historical events, processes of national and world history, the main trends of international development relations related to geopolitical and environmental factors; to characterize, based on the map, the historical process and its regional features [2].

According to professional practitioners Fidri O. and Fidri N., the structure of professional competences during history education of students are cartometric, cartographic descriptive skills (have a reproductive, auxiliary and preparatory character) and cartographic analytical skill (the main group of skills that allows you to see behind conditional-planar images historical facts, events and phenomena). Mastering these skills enables students to establish cause-and-effect relationships, development trends, geographical influence environment for the occupation of the population, that is, use a historical map to explain historical process [3].

Desyatov D. in his research came to the conclusion that the version of the structure is professional competence, proposed by Fidrei O. and Fidrei N., is the most detailed and complete, but it is tied to students' ability to work mainly with historical map. Beyond the boundaries of the proposed classification remained the skills, which are the basis such cognitive processes as evaluation, verification, review, generation of historical information related to the understanding of historical space [1].

Professional competence is interdisciplinary in nature. In teaching history use the concept of „historical space” which is formed as a result of interaction social space with geographical and is an integral characteristic of historical social reality. So, the historical space is a form of coordination of various co-

existence social objects and phenomena, cultural phenomena, everything that belongs to the human being. According to Pometun O., history is focused on the study of the influence of geographical factors on the historical process, which helps to establish cause and effect connections of the events that took place and to understand modernity [2].

The modern method of teaching history emphasizes: no lesson without a map or others cartographic means. Thus, some general rules can be defined the use of a historical map in education: the use of cartographic tools is necessary at all stages of education (at studying new material, consolidating and generalizing what has been learned, during control and testing students' knowledge and skills); simultaneously with the formation of knowledge with the help of historical maps is also necessary to teach students the techniques of educational work with various types of cartography manuals (atlases, contour maps, wall maps, technical means); when moving from one map to another, continuity between them is ensured, correlation with a general map or description of their chronological relationships.

It can be concluded that the process of professional formation is complex during teaching history which requires the teacher to have high-quality subject training, a creative attitude to organizing work with a map and other types of conditional visibility, because precisely under such conditions it is possible to reach the level of program requirements. The consequence of such purposeful work of a historian teacher should be the application of a person-oriented approach, the introduction of information and communication technologies in the formation of key historical competencies.

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