

University Teaching Technology



N.V. Lyapunova

Abstract: *In modern conditions, the importance of methodological culture of a teacher is increasing. First of all, this is due to the peculiarities of the historical moment experienced by human society. Its content is the transition to the information society. Of course, such global phenomena have a powerful impact on society, its educational system and research methodology. Many researchers believe that the completion of the next phase of social development entails the development of crisis phenomena in education and science. Moreover, the key to successful teaching in these conditions can be a high level of methodological culture of a teacher.*

Keywords: *education, methodological culture, methodology of history, methodological modification.*

I. INTRODUCTION

Among the most significant features of the current stage of historical science development, one can name the close attention to the development of its theoretical and methodological problems. It is no accident that some modern researchers recognize that "the idea of history remains one of the most enigmatic and controversial products of the human mind" [1].

The emergence of this idea is also caused by the need of historical science to update methodological approaches in order to reveal the "human" content of history.

This concerns the use of everything valuable achieved in this field and, above all, a deeper understanding of human nature, based on such factors as the alternative strategy of behavior, creative activity, personality, feelings, thoughts and deeds in a specific historical situation [2 p. 367].

According to modern ideas, methodology is a doctrine concerned with ways of organization and construction of theoretical and practical activities of a person [3, pp. 420-421]. At present, methodology is developed through the use of new, unconventional schemes developed as a result of the revision of the earlier theory and practice [3, pp. 420-421].

Since the beginning of the 2000s, interest in the methodology of history has acquired a new quality in connection with the increased requirements for teaching of history in educational institutions and, in particular, in higher education institutions,

as well as the quality of training of historian-researchers, which has been quite clearly reflected in the published educational, methodological and scientific literature [4, 5].

II. LITERATURE REVIEW

Presenting a brief overview of the contribution of modern researchers to the gnoseology of historical science, the existence of the following features should be noted.

Firstly, as a positive experience contained in the works of researchers, it should be noted that their authors have carried out painstaking work to improve approaches to Russian historiography in accordance with radically changed social and scientific realities.

The most important aspect of this activity is the methodological modification of Russian historical science. Based on the valuable experience of the past and using modern methods of historical and social cognition, such scientists as B.G. Mogilnitsky, N.I. Smolensky, N.E. Selunskaya, N.A. Mininkov, A.V. Bocharov and others creatively justified a number of new theoretical and methodological provisions.

Secondly, they focused on the continuity in the development of Russian historiography at all of its structural levels, including theoretical and methodological [5, 6, 7, 8, 9].

The textbook for students of higher education institutions "Theory and Methodology of History" written by N.I. Smolensky deserves special attention in consideration of the above features [5]. First of all, the author's definitions of fundamental concepts are of particular interest.

"The methodology of history", he writes, "is a theoretical expression of the practice of concrete historical research in the form of methods, principles, scientific and historical concepts, etc. Generalizing the practice of research work of a historian, the methodology makes it possible to meaningfully relate to knowledge, develop and consciously apply techniques, procedures, methods, theoretical principles of analysis of general and particular specific historical problems" [5, p. 4]. However, Smolensky emphasizes: "Methodology does not contain a ready-made answer to any of these problems, but teaches to solve them, serves as a basis" [5, p. 4]. The author shows that the fundamental position in the methodology of history is the impact of social practice on the development of society and state. Practice is the corrective factor in the use of certain methodological principles in case of their inconsistency with previous ideas. It also provides continuity in the development of the methodology of historical research. Using in his arguments the dialectical approach, the scientist warns about the fallacy of the idea of the existence of a common history methodology.

Revised Manuscript Received on October 30, 2019.

* Correspondence Author

N.V. Lyapunova*, Russian State Social University (RSSU), Moscow, Russian Federation.

© The Authors. Published by Blue Eyes Intelligence Engineering and Sciences Publication (BEIESP). This is an [open access](https://creativecommons.org/licenses/by-nc-nd/4.0/) article under the CC-BY-NC-ND license <http://creativecommons.org/licenses/by-nc-nd/4.0/>

Speaking about the fundamental foundations of citizenship and patriotism arising from the category of "fatherland", Smolensky makes an interesting conclusion in terms of methodology. He writes: "The upbringing of history is based on the whole past, but only on those layers that, one way or another, are consistent with a particular state political system. In this situation, the past becomes a source of consent of the widest possible strata of the population, while the selective approach to it creates a break in the connection of times, becomes a watershed between generations and social strata in society. Such selectivity is motivated. It is determined by the priority of political values and interests in society. However, it was in critical hours for the fate of the fatherland that patriotic circumstances were brought to the fore" [5, p. 50].

This, according to the author, is one of the lessons of Russia's past.

III. PROPOSED METHODOLOGY

A. General Description

Another methodological position put forward by the researcher is no less interesting. It concerns the support in the education by history on the qualitative originality of phenomena and the social environment, which is inseparable from their nature and essence. "Patriotic civil position, as well as national identity, includes everything that distinguishes the historical past and the real life of one people from another" [5, p. 50]. Here, Smolensky adds that the patriotic position also implies activity, expressed in the form of active love for the fatherland, the desire to bring it specific benefits. The logical conclusion of this idea of the author consists in the fact that "the importance of the past transcends the differences in the sphere of ideology" [5, p. 50].

Thus, the innovative approaches of the famous researcher to the theory and methodology of historical science will undoubtedly be of great help in the training of young historians [10].

Among the works of this kind, in our opinion, the textbook "Problems of the History Methodology" written by N.E. Selunskaya also deserves particular attention [6].

Like the work of the above-mentioned author, the content of the analyzed work also goes beyond the scope of a textbook, being at the same time a scientific study.

The mentioned publication also reflects such problems as the object and subject of history, scientific-historical and artistic representation of reality, historical knowledge, social functions of historical science, historical necessity, determinism in history, the principle of historicism, the objectivity of historical knowledge and more.

Together with the formulation of these categories, the manual contains a description of the main methods of historical research. It is valuable that the paper analyzes the strong and weak points of each of them. All this contributes to the achievement of a holistic consideration of the history methodology problems.

The monograph written by D.A. Tosh entitled "The Pursuit of Truth: How to Master the Skill of a Historian" [11] is devoted to the objectivity of the process of historical knowledge as a methodological category.

The problem of this work is characterized by a high degree of relevance, which means it reveals not only the scientific but also the social potential of the modern methodology of history.

It is characteristic that the researcher connects the concept of objectivity with truth and science. He notes that for a historian, the study of the past has the main purpose of obtaining true knowledge that adequately reflects not only the general course of social and historical development but also its various aspects.

The problem of objectivity of historical knowledge is considered by the author in a rather extensive historiographical context with the use of comparative analysis. As a result, it is convincingly presented as a cognitive process, an essential characteristic of which is the progressive development of competing theories and views. Their use as complementary brings the researcher closer to the truth.

On this basis, Tosh also considers the issue of correlation in the cognitive process of its objective and subjective side, refracted in the social conditionality of historical knowledge.

Using a rich historiographical material, the author shows, in the light of historical retrospective, the impact of the surrounding social environment on a researcher. This allows concluding that the skill of a historian depends largely on his/her social position, on his/her ability to deny the monopoly on truth in any instance, on his/her understanding of the inferiority of unlimited pluralism, descending to the recognition of the equivalence of any ideas about the events under study.

Thus, this work is a modern understanding of the historical knowledge objectivity problem, including the social component of the methodology of history as a scientific and educational discipline.

Speaking about the topical issues of modern theory and methodology of history, it is impossible not to mention one of the main goals of the national historical science – the formation of the historical consciousness of Russian citizens.

B. Algorithm

Although this problem is essentially not subject to the history methodology, dealing with the study of nature, principles and methods of historical research, it provides an opportunity to educate Russian youth from deeply scientific positions on the examples of the past of Russia and foreign countries.

One such noteworthy publication is an article written by N.B. Burykina in the journal "Science, Education, Society" published by Sakhalin State University [12].

The author of the paper proceeds from the very historicity of historical consciousness. She believes that the work on the formation of the population of this worldview is an effective means of changing the mass consciousness in the direction of its improvement and the return of a person to himself/herself. Therefore, Burykina states that it is necessary, first of all, to clearly formulate the modern definition of this concept.

She gives it in the following interpretation: "Historical consciousness is a system of views, ideas, values, meanings of human existence, which are opened and assigned by a person, absorbing all stages of the historical path of mankind; it is the generation of ideas on a dialogical basis; the generation of meanings (meanings as answers to the questions of human existence); historical consciousness as the self-consciousness of a person, his/her self-determination" [12].

The author's idea of the place of the historical in the structure of a person is quite original, although controversial. "Trying to put a person in a situation of development, using history as a humanitarian technology", she writes, "it is necessary to understand for oneself that there is the "historical" in a person". The author defines the historicity of a person as the process of a personality formation throughout the history of mankind. Moreover, the author connects the stages of historical development with the stages of human development and consciousness. Every person goes through all stages of historical development, the development of human thought, the stages of finding answers to the eternal questions of human existence, accepts them as one's own, lives them fully and assigns, and this is his/her way of development". The last sentence of the quote sounds very controversial.

The author's idea that historical consciousness is the basis for solving the problems of the modern time is worthy of attention. It is possible, using historical experience, to give birth to ideas, meanings, to be independent, creative, which contributes to the formation of a person. This personal manifests himself/herself not only in the development of individuality and the destruction of mass consciousness but also in his/her responsibility for actions in the world in which one lives.

So, we believe that the work written by Burykina is indirectly connected with the theory and methodology of history and concerns the practice of humanitarian education of Russian citizens, which presents its undoubted value.

Speaking about the ways of using the authors' of the considered above publications fruitful ideas in the work of history teachers at higher education institutions, it should be mentioned that they are applicable both in theoretical and practical terms.

In theoretical terms, it is, first of all, the use of advanced methodological provisions in the preparation by teachers and their students of monographs and scientific publications, as well as in the search for promising areas and research topics for young historians and research groups [13].

In practical terms, it is the reliance on these achievements in lectures, seminars and workshops with students and graduate students.

The issues of improving the quality of the system of knowledge about the past of Russia among students are connected with another equally interesting and no less important problem – the development of historical consciousness of history teachers at higher education institutions.

Its relevance is stipulated, first of all, by the fact that at present, there is an acute ideological struggle between the camps of Russian patriots and cosmopolitans seeking to prove the uselessness of the feeling of love for the fatherland among

Russian citizens.

In this struggle, secret and overt enemies of Russian national pride using the most devious and sneaky methods from sophistry to blatant and cynical lies and slander to denigrate the heroic pages of the history of Russia [14].

Many of yesterday's schoolchildren, current students of higher education institutions as a result of anti-patriotic propaganda have a very distorted idea of historical facts and events. Therefore, teachers need to expose all the falsifications, give them a due assessment and teach students to do the same [15].

IV. RESULT ANALYSIS

We see the following ways of development of historical consciousness of teachers at higher education institutions:

- to improve knowledge and adherence to the principles of historical science: scientific character, objectivity, historicism and partisanship (currently, this principle applies in the context of a multiparty system in Russia);

- to develop the ability to use modern scientific approaches in historical science: specifically-historical, formational, civilizational, determinism (recognition of objective regularity and causal conditionality of all historical phenomena and processes), boldly reveal the indeterminism of anti-scientific theories and works;

- to study and learn to use progressive theories of historical socio-political development, including the role of an individual and the masses in history;

- to constantly engage in self-education (the study of literature on national and world history) and self-education (paying special attention to the prevention of double standards in personal behavior and statements);

- to improve methodological skills in teaching history, from the narrative presentation of the material and problem statement of the issues studied in the classroom to the introduction of modern computer methods and media technologies;

- to achieve a high quality of the content of textbooks and teaching materials prepared for publication.

With regard to the latter, it should be noted that the ongoing reform of education in Russia has identified the development of a program of teaching historical disciplines in secondary, secondary special and higher education as one of the key tasks [16].

This problem is caused by three factors [17, 18, 19]. On the one hand, the historical consciousness of teachers is very often different from the proposed system of education history course: They, translating the theory, add their individual assessment.

On the other hand, the problem is complicated by the lack of unified approved textbooks. The lack of approved literature is associated with a low degree of study of real historical consciousness, the uncertainty of optimal historical consciousness and mechanisms of its formation.

It should be noted that while academic science scrupulously was searching for new approaches to the study of history, political journalism has succeeded in all sorts of reassessments of historical phenomena, events and facts, historical figures, discrediting some events and individuals, undeservedly raising others, struggling with some myths, creating others.

All this rewriting, the revaluation of history has led to a general concern for the consequences. As shown by sociological studies, publications in the media of many similar materials on historical topics have reduced the number of students, experiencing pride in the historical past of the fatherland [14].

The analysis of the content of the recommended educational literature on history shows that, despite the preparation and release of a sufficiently large number of versions of textbooks on the subject, their authors are very far from the use of the modern methodology of historical knowledge. Many of them practically do not take into account the social groups of individuals, at whose training these publications are directed.

V. CONCLUSION

As a result, a number of conclusions can be drawn.

Firstly, the problems of formation of methodological culture and historical consciousness of history teachers at higher education institutions in the late 20th – early 21st century are stipulated by fundamental changes in all spheres of life.

Secondly, since the beginning of the 21st century, the theory and methodology of Russian history has been further developed, manifested in an in-depth study of the problems of historicism, the objectivity of historical knowledge and the achievement of truth, continuity in the development of the methodology of historical research, which is reflected in the published scientific and educational literature.

Thirdly, a number of steps have been taken to clarify the meaning of history and the possibility of its prediction functions.

Fourthly, the value of these works largely lies in the fact that they are focused on practice and, in particular, on the formation of the historical consciousness of the citizens of the Russian Federation.

Fifthly, a huge role in the further improvement of teaching history at higher education institutions belongs to the systematic improvement of methodological culture and historical consciousness of teachers.

REFERENCES

1. V.V. Furs, "History", In Skakun, V.M. (Ed.), *The Latest Philosophical Dictionary*, Minsk: V.M. Skakun Publ, 1998, p. 291.
2. A.I. Kupriyanov, "Historical anthropology: Problems of formation", In *Historical research in Russia: The trends of recent years*, Moscow: AIRO-XX Publ, 1996, pp. 366–385.
3. A.A. Gritsanov, "Methodology", In Skakun, V.M. (Ed.), *The Latest Philosophical Dictionary*, Minsk: V.M. Skakun Publ, 1998.
4. I.N. Danilevsky, V.V. Kabanov, O.M. Medushevskaya, M.F. Rumyantseva, "Source study: Theory. History. Method. Sources of Russian history: Textbook", Moscow: Russian State University, 2000.
5. N.I. Smolensky, "Theory and methodology of history: Textbook for students of higher educational institutions", Moscow: Publishing Centre "Akademiya", 2007.
6. N.E. Selunskaya, "Problems of history methodology", Moscow: Publishing Centre "Akademiya", 2003.
7. N.A. Mininkov, "Methodology of history: A guide for the novice researcher", Rostov-on-Don: RGU Publ, 2004.
8. V. Bocharov, "The main methods of historical research: Textbook", Tomsk: Tomsk State University, 2006, pp. 190.
9. B.G. Mogilnitsky, "Academician of RAS I.D. Kovalchenko as a methodologist of history (to the 80th anniversary of his birth)", *National History*, vol. 6, 2006, pp. 127-138.
10. A.P. Kopicchnikova, N.I. Lyapunova, N.A. Pechen, M.V. Rattur, O.V. Serdyutskaya, N.I. Starostenkov, "Methodology of innovative development of the main directions of historical education at the higher education institutions", Moscow, 2013.
11. D.A. Tosh, "The Pursuit of Truth: How to Master the Skill of a Historian", Moscow: Ves mir, 2000.
12. N.B. Burykina, "Cultural and anthropological bases of formation of historical consciousness as a technology of mass consciousness change", *Science, Education, Society: Sakhalin State University Journal*, vol. 1, 2007, p. 12.
13. N.V. Starostenkov, "Methodological culture of a teacher of social and humanitarian disciplines of the higher education institution and the problems of its formation", In *Proceedings of the Conference "Social and humanitarian education in modern Russia: problems, prospects"* Moscow, 2013, pp. 5-11.
14. N.V. Lyapunova, N.V. Starostenkov, T.E. Demidova, G.G. Provadkin, V.E. Makarov, "The Modern Historiography of the World War II (1941-1945)", *Review of European Studies*, vol. 7(6), 2015, pp. 302-307.
15. E. Kryukova, N. Starostenkov, S. Krapotkina, E. Timoshina, D. Makeeva, T. Yudina, "Socio-economic problems of today's high school students in the context of reforming the educational system of the Russian Federation", *Journal of Advanced Research in Law and Economics*, vol. 7(2), 2016, pp. 285-291.
16. O.A. Evreeva, L.N. Kochetkova, "Education in the context of contemporary social discourse", *Social Policy and Sociology*, vol. 15(1-114), 2016, pp. 88-95.
17. M.N. Dudin, E.A. Pogrebinskaya, V.N. Sidorenko, E.I. Sukhova, N.Yu. Zubenko, Ju. S. Shishalova, "Cross-cultural management in the system of harmonization of interests in the multi-confessional educational environment", *European Journal of Science and Theology*, vol. 3, 2019, pp.191-199.
18. N.S. Spartakian, I.G. Ryabova, E.Yu. Ivanova, N.M. Dugalich, Yu. A. Ermoshin, "A Study of The Moral-Ethical Views of Mohandas Karamchand (Mahatma) Gandhi Under The Influence of L.N. Tolstoy's Nonresistance-To-Evil Philosophy", *European Journal of Science and Theology*, vol. 15(2), 2019, pp. 171-178.
19. I.M. Faizrakhmanov, Zh. T. Tanatarova, L.M. Allanina, E.I. Sukhova, E.A. Pogrebinskaya, "Modern Theological Education in Russia: European Experience and Development Prospects", *European Journal of Science and Theology*, vol. 14(6), 2018, pp. 183-193.