

**Academic discipline:  
"History teaching methodology"**

<b>Code and name of specialty</b>	1-02 01 01 History and Social Sciences
<b>Training course</b>	2
<b>Semester of training</b>	4
<b>Number of class hours:</b>	48
<b>Lectures</b>	20
<b>Seminar classes</b>	28
<b>Practical classes</b>	
<b>Laboratory classes</b>	
<b>Form of current assessment (credit/differential credit/exam)</b>	Credit
<b>Number of credits</b>	3
<b>Competencies to be formed</b>	Possession of a humanistic worldview, feelings of citizenship and patriotism, understanding of the social significance of future professional activity; possession of a culture of thinking, the ability to perceive, generalize and analyze philosophical, ideological, socially and personally significant problems in professional activity; implementation of professional activity in the conditions of updating its goals, content, technology change, identification of methods for solving professional tasks, evaluation of their effectiveness and quality; design of the educational process, selection of methods, forms, technologies that meet educational goals and objectives, taking into account the orientation of the student's personality and the priorities of educational work; implementation of learning and education processes on a reflexive basis, the use of a system of monitoring and evaluation of educational achievements and the process of educating students; implementation of the selection of content, forms, methods and means of teaching and education, their application in the educational process, taking into account the age and psychological characteristics of students; implementation of effective interaction with participants of the educational process on the basis of the norms of pedagogical ethics.
<b>Summary of the content of the academic discipline:</b>	
The discipline includes the study of the normative and documentary framework governing history teaching in educational institutions, as well as the forms, methods, ways and techniques of teaching history in educational institutions, how teachers prepare for the history lesson, and the potential for an interdisciplinary approach in students' study of history.	