

УДК 372.893

<https://doi.org/10.36906/NVSU-2022/04>

Barantseva O., Ph.D., ORCID: 0000-0001-8363-0005,

Ruixi Liu, Sinuo Wang, Xiaochen Hu

Perm State Humanitarian Pedagogical University,

Perm, Russia

THE HISTORY COURSE IN THE FRAMEWORK OF CURRICULUM INTERNATIONALIZATION

Abstract. The article analyzes the phenomenon of internationalization of higher education which is accompanied by changes in the structure of the curriculum, content of the courses and methods of teaching. The focus of the article is the course of History provided for students from China. The article highlights the main limitations of the course provision and offers the outline of application of Bloom's taxonomy in the educational process.

Key words: internationalization of the curriculum; History course; Bloom's taxonomy.

In today's age of global knowledge and technology, institutions are placing more importance on internationalization. Internationalization of higher education is used as an umbrella term for various activities and ideas. J. Knight explained in more detail the different meanings that people assign to it: "For some people, internationalization means a series of international activities such as academic mobility for students and teachers; international linkages, partnerships, and projects; and new, international academic programs and research initiatives. For others, it means the delivery of education to other countries through new types of arrangements such as branch campuses or franchises using a variety of face-to-face and distance techniques. To many, it means the inclusion of an international, intercultural, and/or global dimension into the curriculum and teaching-learning process. Still others see international development projects and, alternatively, the increasing emphasis on trade in higher education as internationalization" [5, p. 5-6].

Internationalization of the curriculum is one of the components of internationalization of higher education. The OECD regards internationalization of the curriculum as curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic students as well as foreign students [6, p. 4].

To realize internationalization of the curriculum, institutions need to find appropriate teaching staff. Farkas-Teekens lists 6 characteristics of an ideal lecturer for the international class [4]:

The ideal lecturer:

- pays attention to good academic standards;
- has a good command of the language of instruction, other than the mother language, but pays sufficient attention to individual differences;
- tries to increase cultural awareness;

– acknowledges that various teaching and learning styles have conditioned people in different traditions of education both formal and informal education;

– makes use of multi-media in an integrated way in the communication process of teaching and learning to enhance the international component;

– pays attention to the fact that in different countries job qualifications, the recognition of diplomas and possible periods of probation are differently organized and valued.

Internationalization of the curriculum is a challenging issue for Russian educational establishments of higher education admitting foreign students on a regular basis. On the one hand, foreign students are supposed to receive knowledge and acquire skills implied by the federal standards and curricula to a full degree. On the other hand, the knowledge they get must be carefully adapted on the basis of students' national specifics, their academic background, their cultural horizon.

In this article we will briefly outline the main difficulties and possible pedagogical solutions in terms of providing the course of History within the internationalized curriculum. The target audience described is Chinese students applying for Bachelor's programmes in Russian higher education establishments.

The course of History is included into the basic part of Bachelor's programmes irrespective of specialization and kind of the educational establishment of higher education in Russia. The main focus of the course of History is the formation of historical thinking which is understood as the ability to observe events and phenomena from the point of view of their historical conditionality, compare different versions and assessments of historical events and personalities, to determine their own attitude to debatable problems of the past and the present. The teaching of history in universities is built on the basis of developmental education through the study of scientific problems, alternative points of view and approaches, the formation of a scientific picture of the world [1, p. 11]. The aims of the course can be successfully realized only if one takes into consideration the specifics of the learners. Below is the brief overview of the main characteristics of Chinese learners.

The educational environment of Chinese students is very different from that of European and American students. Students sit in fixed seats, listen to the teacher, complete their homework and take tests. They have little practical work and few opportunities for discovery learning. Therefore, some methods commonly used in Russian education are difficult to be directly applied to Chinese students.

The first limitation when it comes to offering the course of History to Chinese students is connected with the fact that in Chinese high schools, except Chinese, mathematics and English, students need to choose their own subjects. Students who opt for Physics, Chemistry and Biology are called "science students", whereas students choosing to study Politics, History and Geography are classified as "liberal arts students". In other words, only a limited number of students have some idea of history. It is noteworthy that even if Chinese students might have studied history, they have never systematically studied Russian history – they only roughly acquired some knowledge about Russian history when studying world history, so they have poor command of Russian history.

The second constraint is students' examination-oriented thinking which seriously hinders their process of learning new knowledge. Many students lack interest in learning under the influence of examination-oriented thinking in high school, especially under the dual pressure of teachers and

parents, they have a rebellious attitude towards learning. After a long period of examination-oriented education, many students will naturally develop examination-oriented thinking, resulting in individual thinking rigidity and even inhibiting individual long-term comprehensive development. Long-time passive learning leads to students' low interest in obtaining new knowledge. In the long-term process of passive learning, many students will rely on teachers' teaching and ignore individual learning. The long-term narrow passive learning makes the majority of students not take the initiative to explore their own learning methods and strategies, but stick to rote methods. Therefore, it is a great challenge to guide students to find the most suitable learning methods and enhance students' interest in learning activities.

The final limitation is connected with lack of group cooperation among Chinese students. Consequently, in the teaching process, university lecturers need to exercise students' sense of cooperation and improve their communication skills, social skills, thinking skills and self-management skills.

To solve the problems caused by the aforementioned limitations we suggest applying Bloom's taxonomy.

Bloom's Taxonomy is a system of hierarchical models (arranged in a rank, with some elements at the bottom and some at the top) used to categorize learning objectives into varying levels of complexity [3]. The taxonomy provides different levels of learning objectives, divided by complexity. Only after a student masters one level of learning goals, through formative assessments, corrective activities, and other enrichment exercises, can they move onto the next level.

The original version of the taxonomy, the cognitive domain, is the first and most common hierarchy of learning objectives. It focuses on the acquisition and application of knowledge and is widely used in the educational setting. The individual tiers of the cognitive model from bottom to top are as follows: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation.

In 2001, the original cognitive model was modified by educational psychologists David Krathwol and Lorin Anderson and published with the title "A Taxonomy for Teaching, Learning, and Assessment". These skills are from low to high: Remember, Understand, Apply, Analyze, Evaluate, Create [2].

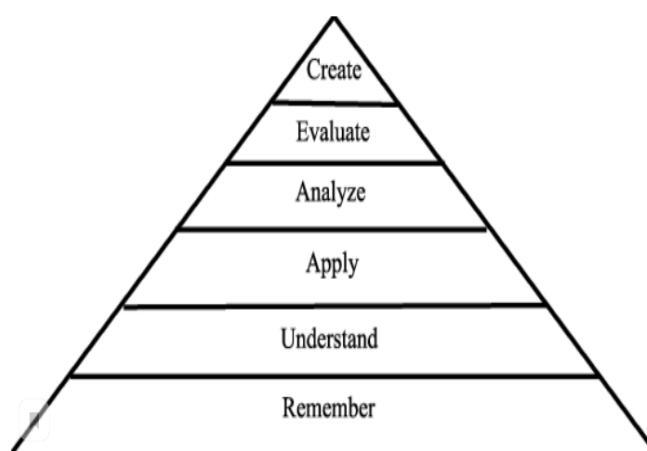


Fig. Revised Bloom's Taxonomy

Outline of possible application of the revised model of Bloom's taxonomy in History course.

1. The main target of *Remember* level is for students to memorize important dates, facts, historical personalities. At the level Remember students can be asked:

- to define some significant terms or events. For example, principality, khan, the Battle of Kulikovo;
- to identify famous historical figures (Dmitry Donskoy, Peter I, etc.);
- to mark the location of some territory on the map (the place of a battle, the territory of an empire);
- to list historical events.

Taking into consideration the fact that the rote learning model is typical of Chinese education the tasks of this level are not likely generate any difficulty for Chinese students.

2. Understanding step implies checking how well students comprehend the essence of historical facts. The students can be asked:

- to summarize some events (for instance, they can explain the tactics of a military battle);
- to answer the questions after reading some historical document;
- to give examples (examples of battles, monarchs, etc.).

As this stage is still focused on memorization of the material given, the tasks of this level can be applied to all students irrespective of their academic success in the previous experience.

3. The Application stage is aimed at checking how students can apply the knowledge they have acquired. The possible tasks may be:

- to tell the information to their groupmates (teach back);
- to prepare a mini-project (about a historical figure, a historical event);

4. At the Analysis stage students are supposed to carry out analysis of historical events and figures and categorize them. They can be given the assignment:

- to make up the timeline of historical events
- to create the mind-map, spider-gram of causes and results of revolutions, wars;
- to explain some historical facts.

It is important to underline, that Chinese students must be provided with the examples of techniques used at this stage, in particular they must be taught how to make up mind-maps, timelines beforehand as it is not common to use these techniques in Chinese schools.

5. The Evaluation stage asks students to make a conclusion based on facts, analysis of information, and new solutions. Students can be asked:

- to evaluate the actions of a historical figure;
- to agree or disagree with some statements of famous political leaders;
- to assess the importance of a historical event.

The stage requires well-developed critical thinking and the ability to express the ideas coherently and clearly.

6. The Creation stage means much creativity from students and implies some unique product as the course (lesson) outcome. At this stage students can be given the task:

– to write an essay (for example: Think about the reasons for the failure of the Northern War. If you were a military leader, what would you do to avoid these failures? Write a report of not less than 450 words to illustrate your point of view);

– to create a blog devoted to a historical event.

The tasks of this level are not usually met by Chinese students with enthusiasm, as creative tasks are quite rare in the Chinese system of education. The assignment at the *Creation* stage demands a lot of preliminary work on the side of the professor delivering classes to foreign students. This might include careful scaffolding at the primary stage with further autonomy.

As it is seen from the analysis of Bloom's taxonomy the provision of the History course to Chinese students is targeted at diversifying assignments and methods of teaching, which is paramount in terms of formation of 21 century learning skills traditionally known as 4Cs: collaboration, communication, critical thinking and creativity.

Below some recommendations on facilitating application of revised Bloom's Taxonomy are given.

1. To use revised Bloom's taxonomy, one must set learning goals for a lesson or unit by first fitting student work into each level. Teachers can increase students' learning motivation and mastery of historical knowledge by dividing the class into different levels. These levels can be used to decide what types of thinking and reasoning you want students to do at the introduction of a lesson and what types of thinking and reasoning students must be able to do upon a lesson's conclusion.

2. Students with higher ability and higher interest can be given higher requirements and homework so that they can appreciate the historic knowledge outside the syllabus. Middle-level students are required to accurately complete the basic goals, do a good job in the consolidation of historic knowledge, and challenge higher-level goals. Students with low interest and unsatisfactory grades can be required to complete the goals of basic historical topics.

3. It is advisable take advantage of opportunities to make student work more meaningful. Bring personal experiences and authentic purpose into the questions that students are answering and tasks that they are doing. For instance, have them remember the names of important figures from local history or create solutions to problems that the students faced.

4. Lecturers also need to carefully analyze their own teaching results, verify the teaching effect, and correctly and scientifically judge whether the level goals are achieved. Then they adjust the level in time according to the changes in the academic situation, and form a new level goal on the basis of the new academic situation. The level of continuous development always shows an upward trend, because the quality of each student is constantly improving under a good competition mechanism. Bloom focuses on the process of learning and regards evaluation as part of the learning process. Evaluation is the purpose of testing that indicates how to deal with the measured evidence of the student's level and teaching effectiveness. The test is not just to know how much the student has learned, but to serve as a corrective feedback system.

Revised Bloom's Taxonomy is a universal educational tool that helps to make knowledge and skills of students systematic thanks to organized efforts of a lecturer.

Литература

1. Урмаева К.О. О концепции преподавания истории в вузе // Вестник Ставропольского государственного университета. 2007. № 51. С. 9-14.
2. Anderson L., Krathwohl D. Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman, 2001. 352 p.
3. Bloom B.S. Taxonomy of Educational Objectives. The Classification of Educational Goals. New York: David McKay, 1956. 403 p.
4. Farkas-Teekans. Teaching in the International Classroom. Profile of the Ideal Lecturer and its Implications for Staffing Policy. The Hague: Nuffic, 1997. 150 p.
5. Knight J. Internationalization Remodeled: Definition, Approaches, and Rationales // Journal of Studies in International Education. 8(1). 2004. P. 5-31.
6. OECD. Tertiary Education for the Knowledge Society: Vol. 1-2, 2008. 724 p.

© Barantseva O., Ruixi Liu, Sinuo Wang, Xiaochen Hu, 2022