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USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES AS A MEANS OF EFFICIENCY OF AZERBAIJANI HISTORY LESSONS IN SECONDARY SCHOOLS

Abstract. Taking advantage of various tools in teaching Azerbaijani history increases the efficiency of training and broadens the outlook of students. In this sense, the possibilities of information communication technologies are wide. Therefore, it was considered appropriate to use ICT during the research. In order to achieve success when using ICT in Azerbaijani history lessons, teachers should focus on a number of requirements: 1. Independent work should be organized at all stages of the training process, including during the assimilation of new knowledge. This process should be aimed at ensuring the acquisition of not only knowledge, but also ways and means of acquiring knowledge, methods of intellectual work, general skills and habits. 2. Independent work tasks should be focused not only on mastering individual facts, but also on solving one or another problem related to the learning process. In the process of independent work, the student must learn to see and express the problem, solve the problem, choose the knowledge necessary for this, investigate and check the obtained result. The student must take an active position in this process, become an active participant in the process of understanding reality. 3. Independent work should activate students' thinking activity. The student's level of independence should be regularly increased in the tasks included in the work content. 4. The use of ICT in the classroom facilitates both the teacher's work and increases the students' interest in learning. Students of the 11th grade learn the causes and process of the genocide of Azerbaijanis at a high level with the help of the slides and the text on the screen, and their hatred for the perpetrators of the genocide and their patrons grows stronger.

Keywords: Azerbaijani history; information communication technologies; application; learning process; teacher.

INTRODUCTION / ВСТУП

Formulation of the problem. Various means are used in teaching Azerbaijani history. The effective use of information and communication technologies (ICT) among these means improves the quality of education, including the teaching of Azerbaijani history.

“Educational Reform Program of the Republic of Azerbaijan” [1], “Program of provision of information and communication technologies of secondary schools of the Republic of Azerbaijan”, “State Program on Informatization of the education system in the Republic of Azerbaijan in 2008–2012” [2] are of particular importance in terms of the problem we consider in the dissertation.

The use of information communication technologies is essentially a component of pedagogical technology. Scientists who comment on this problem can be divided into three groups. Scientists included in the *first group* characterize pedagogical technologies – means of education, methods of education, ICT as an organizational and methodological instrument of the pedagogical process.

The *second group* of pedagogues consider pedagogical technology as a methodological means used to achieve pedagogical goals and a functionalized system of that tool.

Possible options for the application of ICT in Azerbaijani history lessons: 1) presentations; 2) demonstration of a video film or videofragment; 3) using special electronic materials; 4) acquaintance with historical sources; 5) Internet – work with resources.

As a result of the use of information technologies in history lessons, the following important aspects are observed in students: 1) Increasing interest in the study of history and success in learning; 2) Mastering theoretical material; 3) Students' ability to obtain information from various sources and process it with the help of computer technology; 4) The ability to concisely and accurately formulate one's own opinion.

Analysis of major research and publications. In our republic, I. Ismayilov's “Some theoretical problems of using new information technologies in general education schools” [3], A. Palengov's “Rules for using a computer (Windows, 98)” [4], D. Musayev's “Possibilities of using interactive methods in teaching Azerbaijani history in general education schools” [5], A. Suleymanova's “Ways of using ICT in literature lessons” [6], A. Gasimova's “Using new learning

technologies in teaching the history of Azerbaijan in higher schools” [7], S. Ismayilova's “Didactic basis of work on the use of information and communication technologies in the formation of skills in the process of teaching biology” [8] works on topics attract attention from the point of view of the problem considered in the dissertation.

It follows from the study that the problem of using ICT in the lessons of Azerbaijani history in grades V–XI of general education schools has not yet been chosen as an object of study.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The *purpose* of the study – consists of revealing the pedagogical conditions that ensure the efficiency of the use of ICT in the history lessons of Azerbaijan in secondary schools, justifying them theoretically and verifying them with the help of experiments, developing the pedagogical, psychological and philosophical foundations of students' ICT use skills.

Tasks of the study: 1) to bring into the spotlight the provisions in state documents on the importance of using ICT; 2) to reveal the essence of the use of ICT in the lessons of Azerbaijani history; 3) to study the level of research on the use of ICT in the lessons of Azerbaijani history; 4) conducting analysis of curriculum materials on the problem; 5) to determine the didactic, psychological and philosophical foundations of the use of ICT in the lessons of Azerbaijani history; 6) to reveal the situation of the use of ICT in the lessons of Azerbaijani history; 7) to determine effective ways of using ICT in Azerbaijani history lessons of grades V–IX; 8) to bring to the center of attention the possibilities and ways of using ICT in the lessons of the senior classes of secondary schools on the history of Azerbaijan.

THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ

Theoretical basis of the study – The use of ICT in teaching of Azerbaijani history improves the quality of education, develops the creativity and skills of history teachers; a system of work is used to improve the content of education in the history of the Motherland and general history courses.

Taking advantage of ICT, the solution of any problem can be continued until the desired result is obtained. Sometimes ICT is not used to the required level. Allowable defects are: a) lack of sufficient methodical training of teachers; b) improper determination of the didactic importance, place and role of information communication technologies in the lesson, improper evaluation of

their opportunities to present information; c) loading the lesson.

In such conditions, students become passive listeners of information. The perception of information becomes easier when the teacher's explanation is accompanied by a slide. The teacher focuses the attention of students on the essence, content of phenomena.

The application of ICT in lessons opens up new didactic opportunities for teachers of Azerbaijani history: 1) instead of transmitting information, the teacher does the job of guiding learners and managing assimilation; 2) he does not answer questions, but directs learners to find answers; 3) the teacher pays more attention to the activity of the learners than to himself, etc.

The curriculum serves as a compass for the teacher. One of the characteristic features of the curriculum is that it contains the social order of the Azerbaijani society. Thus, the personality-oriented curriculum is to develop moral qualities such as communicating and cooperating with each other, to judge intelligently, to approach numerous problems differently, to convey and justify their opinions and opinions to others if necessary, as well as to create a motive for the formation of an exemplary citizen.

The main goal of the result-oriented program is to develop a sense of deep knowledge and vital skills in the students, love for the motherland, people, to take an active position in life, exemplary citizenship, respect for national and universal values.

To achieve the goals listed above, the program makes the implementation of the following tasks in demand: 1. Using Internet resources and drawing conclusions from them, as well as analyzing the essence of important events in the history of our country, students should achieve the development of logical, critical and creative thinking. 2. Azerbaijani history teachers should master the basic technical parameters of ICT used in the teaching of the history of the Motherland. 3. History teachers and students should be provided with the skills and habits to effectively use computer technology in the learning process; 4. It should be ensured that both history teachers and students acquire the skills of using the didactic functions of the internet network.

An analysis of educational materials on Azerbaijani history from the point of view of the problem we considered in the study showed that in order to ensure the effectiveness of teaching the history of the Motherland, the following requirements must be met: 1. Education should be conducted among teachers and students regarding the application of ICT. Such features of ICT as didactic, psychological and time saving should be clarified. 2. The best experience gained in the field of ICT use in our republic and other foreign countries should be

conveyed to teachers and students. 3. In the process of using ICT, information on Azerbaijani history should be obtained, processed, stored and transmitted to learners. 4. Students should be taught the skills to benefit from ICT. 5. With the application of ICT, the use of the “Internet” should be used to search for topics, study them and master them.

One of the necessary reasons for the introduction of ICT is the rapid growth of information, both quantitative and qualitative. Another reason is that knowledge soon becomes obsolete and does not respond to new conditions. Also, the opportunities for people to benefit from new sources of knowledge are constantly increasing, it is not enough to simply master certain knowledge, the need to apply it to new conditions, but also in an active, creative way, is increasing. At present, the assimilation of knowledge requires more complex and flexible activities. In modern conditions, education is already considered “the main way, method of shaping the future of the nation.

From our observations of the study in general education schools, it can be seen that in 85–90 % of city schools, teachers, especially young teachers, prefer new learning technologies. We do not consider traditional training to be completely useless. Traditional training has many unique positive aspects. The vast majority of experienced teachers skillfully use the interaction of traditional teaching and new teaching, which has a significant impact on the effectiveness of the lesson.

During the research, the possibilities of using ICT in Azerbaijani history lessons in V–IX classes were investigated. In the V grade on Azerbaijani history – “Tabriz”, in the VI grade – “The emergence and rise of the state of Manna”, in the VII grade – “The completion of the process of formation of our people”, in the IX grade – “The emergence of the National Press, theater. Literature and art”, in the X grade – “People's movement”, in the XI grade – “March genocide of Azerbaijanis in 1918” the possibilities of the topics in terms of the problem considered in the dissertation were investigated.

Here is an example from a lesson:

5th grade. Theme: “Tabriz”. Standarts: 1.2.2 Conducts historical research using illustration, photo and documentary materials.

The purpose of the lesson: Students conduct historical research about Tabriz using illustrations, pictures, and documentary materials.

Integration:

Literature 1.1.4 Differentiates oral and written examples of literature.

Azerbaijani language: 3.1.2 He/she prepares a text based on the materials he/she has collected on the topic.

Informatics: 3.3.2. Demonstrates basic internet work skills.

Form of training: Collective work, Work with groups.

Teaching method: Discussion. Brain attack, BIBO, Venn diagram.

Resources: textbook, electronic textbook, worksheets, ICT, etc.

To achieve cognitive activity and attract their attention to the lesson, schoolchildren are presented with the following questions on a slide developed in the *Microsoft Power Point* program:

Teacher: What cities have we learned about so far?

Students: Derbent, Barda, Shamakhi, Gabala.

Teacher: What cities do you know that were the capital of Azerbaijan?

Students: Baku, Gabala, Shamakhi etc.

Teacher: What unites these cities ?

Students: Their location in a favorable position on caravan routes connecting different countries.

Their important role in the political and cultural life of the country.

High development of crafts.

The fact that the country is the main trade center, etc. these distinguish the cities from others.

Teacher: Which of the listed influenced their choice of capital?

One by one, students approach and mark the option they have chosen on the electronic board.

Students: – All listed features. Basically, the favorable geographical positions in which it is located.

Teacher: – Which of the southern cities of Azerbaijan do you know?

Students: Ardabil, Tabriz.

Study question: What was the significance of the city of Tabriz in the history of Azerbaijan?

Later, a small video about Tabriz is shown on the screen via the internet (*youtube*). General information about Tabriz is provided. Students are divided into groups. The groups call themselves after the southern cities of Azerbaijan. Worksheets are distributed to groups. Each group is provided with computers with direct internet access.

Tabriz group: – From the textbook, *Google* from the internet, and *Wikipedia* do more extensive research on Tabriz, comparing it with the city of Barda, which we learned about in our previous lesson. *Mark* their similar and distinctive features in the *Venn diagram in the Microsoft Word program*.

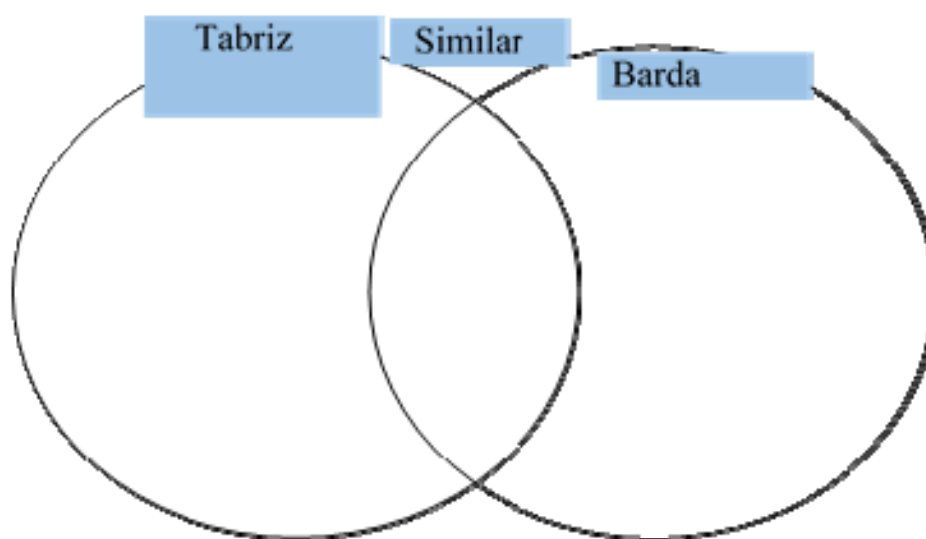


Diagram in the Microsoft Word program

Ardabil group: – Prepare a presentation at <https://prezi.com/> by researching the factors influencing the development of craftsmanship in Tabriz and the world-famous Tabriz carpets, which are the most beautiful examples of craftsmanship. During a short research, you can access the website of the Azerbaijan National Carpet Museum and get extensive information, and even establish an online relationship with the employees of the museum. Place the most beautiful examples of Tabriz carpets in the presentation. Here, distinguish Tabriz carpets from other carpets and determine their main features.

Hamadan group: – Familiarize yourself with the topic of Tabriz in the textbook, research through the Internet, additional sources, record what you already know, what you learned as a result of your research at the beginning of the lesson, and what you want to learn more in the *BIBO* table using the tool <https://miro.com/>.

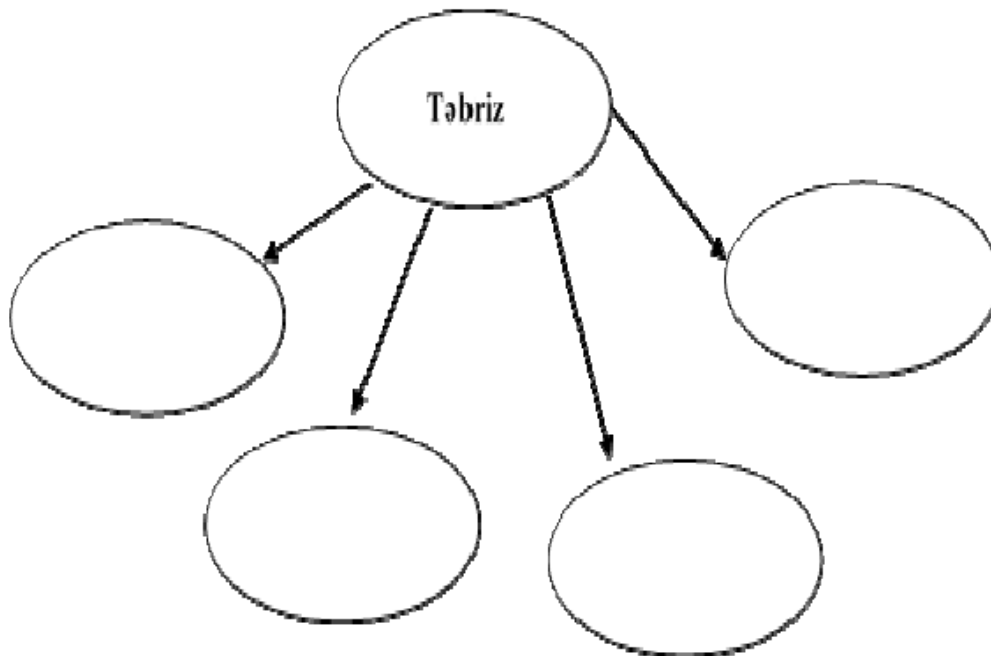
Table 1

BIBO table using the tool

What I know	I want to know	What I learned

After the research, the groups present their work. At this time, the other groups listen carefully. New information is discussed with all groups. Generalizations are made. Returning to the research questions, the students

answer them again with what they have learned about Tabriz. On the electronic board, they show the main features of Tabriz as a capital city in *Cluster*.



Features of Tabriz as a capital city in Cluster

The teacher then organizes a small tour of the city of Tabriz via google map on his computer and demonstrates it with the help of a projector.

In conclusion, the activities of the groups are evaluated.

Table 2

Assessment of group activity

Criteria	I group	II group	III group
Cooperation			
Presentation			
Research, proper use of sources.			
Layout			
Comprehensiveness and accuracy of facts			

Creative application:

Based on the information you have about Tabriz, one of the most beautiful southern cities of Azerbaijan, prepare a wall newspaper about Tabriz carpets and other examples of its fine art (In the Ms. Publisher program).

Prepare a musical presentation based on what you have learned about Tabriz using the PhotoPeach tool.

Table 3

Evaluation criteria; conducting research

I	II	III	IV
Has difficulty identifying important data during historical research	Attempts to conduct historical research using illustrative, pictorial and documentary materials	Doing historical research about Tabriz using help	Conducts independent historical research about Tabriz using illustration, photo and documentary materials

The use of ICT in the teaching of the topic “Tabriz” – the display of footage containing the history of the city, the illumination of the text of the topic on the blackboard, their research through the Internet, a tour of the *online* carpet museum, a virtual trip to the city of Tabriz on *google maps*, and presentations prepared using various *web* tools, have significantly contributed to the development of students' learning skills and 21st century skills.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

Study methods. Research methods such as theoretical analysis and composition, pedagogical observation, pedagogical interview, study and generalization of best practice, mathematical statistical methods, pedagogical experiment were used.

RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Effective use of ICT in Azerbaijani history lessons provides the basis for the development of logical, creative and critical thinking, and provides both internal and external visibility by affecting the students' sense organs.

The use of ICT in Azerbaijani history lessons improves and optimizes the teaching of the history of the Motherland, raises the quality of education, and visually conveys important historical events and historical personalities to students. It promotes self-esteem, self-control, and internet usage among students. Educational improvement programs involving the use of ICT bring positive results for both students and teachers. Greater hopes are given by the wide application of the latest and newest technologies. Teachers help students master difficult concepts.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ

ICT has very wide didactic opportunities in teaching the Azerbaijani history. They are roughly made up of:

1) ICT prevents the loss of time and creates the basis for the delivery of necessary materials to students;

2) it serves as a tool for students to obtain topics to be learned from their teacher, their thematic plans and literature on the subject via e-mail;

3) in the senior classes, it creates a motive for the effective use of debates, discussions, Socrates dialogue, as well as internet resources in the course process;

4) the use of ICT allows the development of creative, logical and critical thinking;

5) the effective use of ICT motivates students to form skills and habits such as searching the internet, selecting, studying, analyzing and composition of materials, and applying the materials studied;

6) taking advantage of ICT not as a goal, but as a motive for the student to objectively understand the world;

7) has an additional informational role in the subject;

8) plays the role of self-education of teachers and students and self-organization of work;

9) creates a foundation for a personalized approach for teachers and student's intellectual activity.

Curriculums on the history of Azerbaijan, as a result of the application of ICT, students' thinking activity increases, their search and independence, their intellectual levels increase, and they create a motive for mobility and dynamism in class.

Prospects for further research in this direction. There is a need to fundamentally update and improve the content, structure and methodological apparatus of the programs and textbooks to be developed in the future.

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ВИКОРИСТАННЯ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ ЯК ЗАСОБ ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ УРОКІВ ІСТОРІЇ АЗЕРБАЙДЖАНУ В СЕРЕДНІЙ ШКОЛІ

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Анотація. Використання різноманітних інструментів у викладанні історії Азербайджану підвищує ефективність навчання та розширює кругозір учнів. У цьому сенсі можливості інформаційних комунікаційних технологій широкі. Тому було визнано доцільним використання ІКТ під час дослідження. Для досягнення успіху при використанні ІКТ на уроках історії Азербайджану вчителі мають орієнтуватися на ряд вимог: 1. Самостійна робота має бути організована на всіх етапах освітнього процесу, в тому числі під час

засвоєння нових знань. Цей процес має бути спрямований на забезпечення засвоєння не тільки знань, а й способів і способів їх набуття, методів розумової праці, загальних умінь і звичок. 2. Завдання для самостійної роботи мають бути орієнтовані не лише на засвоєння окремих фактів, а й на розв'язання тієї чи іншої проблеми, пов'язаної з процесом навчання. У процесі самостійної роботи студент має навчитися бачити і висловлювати проблему, розв'язувати задачу, добирати необхідні для цього знання, досліджувати і перевіряти отриманий результат. Учень повинен зайняти активну позицію у цьому процесі, стати активним учасником процесу осмислення дійсності. 3. Самостійна робота має активізувати мисленнєву діяльність учнів. Слід регулярно підвищувати рівень самостійності учня у виконанні завдань, включених до змісту роботи. 4. Використання ІКТ на уроці полегшує як роботу вчителя, так і підвищує інтерес учнів до навчання. Учні 11 класу за допомогою слайдів і тексту на екрані на високому рівні дізнаються про причини і процес геноциду азербайджанців, посилюється їх ненависть до винуватців геноциду та їх покровителів.

Ключові слова: історія Азербайджану; інформаційно-комунікаційні технології; застосування; навчальний процес; учитель.

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