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The structure and content of the educational program for the development of reflective thinking of children at the lessons of history

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Abstract

© Serials Publications. The relevance of the studied problem is caused by the need to improve methods of teaching history for the purpose of reflective thinking development of children. The article is focused on the development of reflective thinking in order to improve educational programs in history. The leading approach to study this problem was the design approach that allows selection and structuring of the basic components of the program, their unity provide an effective development of the abilities of pupils to analyze information and allocate the main thing in it, determine the essential features, etc. The research helps to design the structure and content of the program for the development of reflective thinking of children at the lessons of history. It was found that reflective thinking of children at the lessons of history can be developed efficiently by the targeted psychological-pedagogical influence on the process of assimilation of historical concepts and formation of verbal skills to express the content of the concept of different types of judgments. Methodical recommendations for the development of reflective thinking of children at the lessons of history have been developed. Materials can become the basis of effective organization of educational process at the lessons of history, and can be used by the authors of textbooks and teaching materials for historical subjects.

Keywords

Cognition activity, Cognitive development, Historical education, Reflective thinking of children