

## Structure of Educational Objectives in History Teaching.

### Brief outline of a research project

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*The aim of our research project* was to construct the taxonomy of educational objectives for history teaching in schools.

*Used methods* : Our project used three special research methods.

First method : analysis of the literature concerning esp. the taxonomy of educational objectives in general with the high respect, among many others, to the work of Mr. Bloom, B.S. : Handbook on Formative and Summative Evaluation of Student Learning, USA 1971 and to his book : Taxonomy of Educational Objectives, New York, I.II. 1956, 1964. We used also numerous history aims conception literature embraced in the books of this paper author : Modern Way of History Teaching, Prague 1992 and Didactics of History, I.II., Prague 1983.

Second research method : watching and testing of more than 200 teaching lessons of History realized according to the special expert watching list following the selection of objectives, subject matter, methods of teaching and the level of understanding of history by students.

Third research method : analysis of historiographical text from more than 30 historical studies checking the types of informations, concepts, way out of historical sources etc.

*The result of our research* was the taxonomy of educational objectives in history teaching as follows :

#### I. Section of knowledge and skills - cognitive sphere. Categories :

##### 1. Principal knowledge of historical phenomena.

Historical facts concerning time, space, events, sequence of events, personalities, all that in the mutual relations.

Historical terminology. Historical axiomatic statements.

Knowledge of the main historical sources.

##### 2. Principal skills : to understand historical phenomena, to look for the historical sources, to acquire the informations from them and to collect them to the given question, to order the knowledge within a sequence of time and to use synchronical and diachronical grouping.

Skills : to range historical facts with the relation to the time and space and to build sequence of events.

Skills : to compare historical events or phenomena, to understand the irregularity of historical development. Skills : to reconstruct historical events in oral or written way with the help of description or in the narrative form.

##### 3. Advanced knowledge of historical system.

Knowledge of historical concepts, judgement, opinion, historical interpretations.

Knowledge of classification, of categories, generalization of historical phenomena, historical short or long-time processes. Continuity and change in history.

Knowledge of historical theories, philosophy of history and knowledge of the procedure of historical research (historical research methods).

4. Advanced skills : to understand historical system.

Skills : to understand historical conditions, causes and effects of events, to know how to structure them (to give them into mutual relations).

Skills : to apply historical knowledge, transfer, analogy.

Skills : to analyse historical material, the ability to make historical criticism of sources and to interpret historical facts.

Skills : to synthesize historical informations and to order them into the broader relations, to the structure of historical epoch.

Skills : to use historical methods to solve historical problems and to communicate the results in different ways (oral, essay form, exhibition, manual work, etc.).

II. *Section of values - affective sphere. Categories :*

I. Cultivation of interest in the subject matter of history : from becoming aware of historical phenomena and the will to learn to know more about the point of interest to the critical attitude towards the phenomena, interiorization of the interest, personal identification with the point of interest. Preparation for further study of history.

2. Evaluation of historical phenomena and events and the ability to appreciate them (positive or negative standpoint), empathy in history.

3. Structure of values : from single values to the system of values, from the justified opinion to the personal attitude to life, to people, to students themselves. Aesthetic values.

4. Historical consciousness. Historical experiences. Indoctrination from history. Actualization of history. Psychological aspects in history. World outlook.

III. *Section of Behaviour :*

1. Ability to find one's bearings in the present world, to solve life situations with the help of historical knowledge.

2. Ability to incorporate new knowledge, feelings, values into the accepted fixed structure of values or the ability to get over this structure.

3. Ability to adopt historical understanding to the new findings or situations. Ability to understand the origins of contemporary problems.

4. Ability to communicate one's point of view, to discuss the problem, ability to listen to the others, ability to convince the others. Ability to develop one's self-confidence.

5. Ability to contribute to better international and community understanding, to the democratic participation and citizenship.

*Practical use of research results*

1. Taxonomy of educational objectives in history teaching shows the gradual rise of difficulties in acquiring knowledge, understanding and values of historical phenomena.
2. Taxonomy can help to measure the ability of students to understand history, to test the level of skills they reached.
3. Taxonomy serves to differentiate the system of subject matter selection in primary education (section I, point 1, 2, section II., point 1, 2, section III., 1, 4, 5) from the system in secondary education (the rest).
4. Taxonomy shows the positive connection between section I, point 1, 2, and 3, 4. It brings negative results in education, if we combine for instance section I, point 1 and point 4 or point 2 and 3 only, or section I. point 1 and section II. point 3 and section III. point 2 and others.
5. Taxonomy can lead to the prevailed communication in history. Narrative in primary, problem solving method in secondary education.
6. Taxonomy can be used for further empirical research, for instance for the finding of standards in history teaching, for the theory of subject matter selection, for the methods of teaching with the use of historiographical research methods, for the solving of psychological problems of history teaching.
7. Taxonomy shows how and when, in which school grade, it is possible to use historical sources. In primary schools mainly for illustration of historical phenomena, in secondary schools for gathering of informations and for generalization etc.
8. Taxonomy can help to create historical curricula, can help to prepare the concret teaching.

*Conclusion*

Taxonomy of educational objectives in history teaching contributes to solve the problem of the relation between historical science and historical education, the problem of transfer of the results of historical research into education, the other way round the problem of transfer of the educational qualities into historical science.

Taxonomy is the abstract structure which was derived of course from the empirical studies, but the educational life is more diverse. "Grey is every theory, green is the tree of life".