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THE USE OF E-TECHNOLOGIES IN THE PROCESS OF HISTORICAL DISCIPLINES AT A RELIGIOUS EDUCATIONAL ESTABLISHMENT

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Abstract. The relevance of the investigated problem is due to the fact that information and telecommunication technologies development affected educational sphere, including religious, having given opportunities to create qualitatively new information educational environment. In this regard, creating electronic educational-methodical complex (EEMC) of subjects and interactive, multimedia electronic textbooks remains an important tool at educational activity realization with the use of e-education technologies.

The article purpose is to study the developing manuals problem for e-learning students of the Russian Islamic Institute (Kazan, the Russian Federation). Methodological advantages of teaching historical disciplines through the use of information technologies are also discussed here. The main approaches to the problem study has become essence content analysis and problem-thematic approach.

The article reveals peculiarities of creating e-educational-methodical complexes of humanities cycle disciplines, then experience of teaching historical disciplines with e-education technologies use. It is also revealed the importance of their implementation for ensuring religious figures' professional development.

The article materials can contribute to further experience study of creating humanitarian cycle e-programs and their implementation at various types of educational establishments.

Key words: education, history, e-learning, information technologies, historical disciplines, teaching method, religious educational establishments.

1. INTRODUCTION

E-learning is one of the topical problems in education for Russia and the Commonwealth of Independent States. The Internet with its unlimited possibilities of transmitting graphic, video, sound and textual information gives wide scope for teachers' and students' creativity, including Islamic higher educational establishments, in historical disciplines study. Successful mastering basic courses in Universal, Religious, National and Regional Histories by students has a strong impact on formation their worldviews. This necessitates modernization of higher educational establishments, development of training innovative directions combining in themselves flexibility, scalability, convenience of obtaining knowledge, accessibility for a learner that all are based on up-to-date information technologies (Hastie, Hung & Kinshuk, 2010), (Louise, 2015), (Martin, 2009). On the other hand, in traditional approach the number of hours for historical processes consolidation in the subjects is very little, whereas e-learning courses of historical disciplines can seriously deepen a content of historical material, can encourage students to analyze independently not only a text, but also audio and video materials especially in Islamic Civilization History, in 19th and 20th century History. At that, a teacher has great opportunities for integrating various methodics into courses that makes it possible to form students' practical skills. Reliance on primary sources, namely, on historians' works of different historical directions, on statistical and cartographic materials, on historical sources, including photo and video materials, is developed courses specificity.

E-education (training with e-education technologies use), having appeared officially in Russia in the recent 1997 only in the form of experiment, has become quite popular today (Nazipov & Yusupova, 2014). Thanks to new information technologies, it becomes possible to access databases of historical sources. With traditional approach to history training a teacher and students are limited in this: sources containing in textbooks or chrestomathies are limited by volume of printed manuals, academic people's choice is determined by subjective preferences of textbooks authors. Development of e-manuals problems must take into account subject specifics, students' preparedness level, and therefore e-manuals can contain various sources focused on a certain level of students' preparedness, e-manuals should also contain illustrative, cartographic, audio and video materials, otherwise created databases will

become unclaimed by teachers and students. It should be noted that content part (content) preparation and development of an e-educational-methodical complex are a creative process, difficult to formalize and not amenable to automation in principle, and therefore requiring a lot of time from a courses developer (Nazipov & Yusupova, 2014). The same trend of a positive evaluation of these processes is observed in modern scientific publications (Shemshurenko, Tuhvatullin & Zabbarova, 2016), (Sinitzyn & Krashenninnikova, 2017).

To ensure that e-form training can successfully develop at any type of educational establishment, it is necessary to have considerable efforts not only from programmers, specialists in computer communications and Internet technologies field, but also from specialists in subject areas, from methodologists who are well familiar with Internet and communication technologies specifics, with modern trends in education system, with modern concepts, theories, pedagogical technologies, psychological features of interaction in network, etc. Academic process in e- form is more labor-intensive and multi-aspect than in full-time study.

2. METHODS

To verify the hypothesis it was used the methods, complementing each other: analytical and essence problem ones. Literature and real experience analysis on creating e-educational-methodical complexes was conducted by e-Education Department of the Russian Islamic Institute.

The peculiarity of essence problem approach is identification of problems and search for mechanisms and ways to solve them. In order for the problem to be solved, it must be properly formulated, realized and substantiated from scientific position. Thus, the first steps in overcoming certain difficulties occur on a theoretical level, and then all this is considered during the creation of educational-methodical programs and e-education resources of humanitarian and historical cycles.

The build and development of e-learning system create optimal conditions for improving quality, accessibility, large-scale involvement and economic efficiency of training in confessional education system if differentiated approach is applied to learners, if high interactivity and regularity of academic process throughout the whole training period are maintained, if conditions for individual

training in those forms that are the most convenient for students and listeners are created.

3. RESULTS

The main goal of e-learning is learning orientation principle and historical materials self-mastering principle. Self-control is provided through testing systems and tasks, a number of emerging questions can be discussed at feedback with a teacher online or offline, it is arisen possibility of creating groups for joint projects implementation. Practice of forming an e-manual for e-learning is based on development of courses modules on topics, sections, each of which contains elements of intermediate control, as well as possibilities for testing various pedagogical methods. Particular module study takes a strictly defined time, so that necessary efficiency of interaction between teacher and student is achieved.

As a basis for e-learning it is selected information technologies that provide:

a) access to various sources of information in different languages (texts study in the Arabic and Persian languages is welcome for students of an Islamic university); b) possibility of feedback between teacher and student; c) possibility to promptly transmit information of any kind and volume; d) possibility to hold an online conference and a discussion on the topic under study; e) possibility of solving copyright problems.

As an illustration of e-learning problems for a particular development, it is created the course of regional history - "History of Tatarstan and Tatar people" (author's development of e-educational resource for 2012):

The e-educational manual is designed for students studying in the specialty 031900.62 "Theology", according to the All-Russian Specialties Classifier for Education. Students should be familiarized with the main stages and events in Tatarstan Republic history on the whole, and with peoples inhabiting it, in particular, beginning with the primitive communal system in the Middle Volga Region territory and the Hun-Turkic traditions of nomadic society (according to prevailing historical paradigm in Tatarstan) to the end of XX –beginning of XXI centuries.

The program includes 13 topics in which a range of problems has been identified both well- studied in domestic historiography and controversial, requiring further research and clarifications. Material presentation is based on problematic chronological principle. "Tatarstan History" is a regional

component discipline of the general humanitarian and socio-economic disciplines cycle. The course aim is students' ability development to formulate the leading problem of each historical epoch, to read and analyze scientific historical literature, and to possess necessary historical tools.

As an example of e-course didactic component, there will be presented Topic 3 "The first early medieval ancient Turkic states in the Great Migration era (III-VII centuries)".

Lecture course content:

Economy, everyday life, social system and Eurasian nomadic tribes' spirituality in the period of tribe system decomposition. The Hunnu State (III century BC – I century AD). The Huns' movement to Europe, formation of the Hunnic Empire and the causes of its fall. The Huns' role and influence in a barbarian world. Formation and development of the early feudal state - The Turkic Khaganate; its state system and internal politics; the union of nomadic cattle breeding societies with agriculture areas and urban trade centers. Military-diplomatic contacts of the Turkic Kaganate with the civilizations of Byzantium, Iran and China. Splitting of the Turkic Khaganate into the Western and Eastern Khaganates. Achievements of ancient Turkic spiritual and material culture: Tengriism, runic writing, urban planning, architecture, art. The Turkic Khaganate role and place in Eurasian History. The Khaganates era (the Avar, Kyrgyz, Uighur, Kimak, Khazar Khaganates). Interaction of Eastern Europe nomadic Turkic tribes: the Avars, Bulgars, Alans, Khazars, Magyars, Oghuz, Pechenegs, Torkils. Confrontation between the "Great Bulgaria" and the Khazars for leadership in Ciscaucasia, elevation of the latter. Emergence of the Khazar Khaganate and the main stages of its history. Its state system, territory, ethnic and social composition of the population. Formation of multi-sector economy, development of international trade. Relations with Byzantium, Baghdad Caliphate, Kievan Rus, Volga Bulgaria. Penetration of Islam, Christianity, Judaism into Khazaria, their interaction and influence in the Khazar society. Weakening of the Khazar Khaganate and its fall. Significance of the Khazar Khaganate in Eastern Europe medieval history.

Each of the listed problems is illustrated or contains links to video materials. A number of questions and problems for students' independent work was suggested for a seminar on this topic:

1. The Hunnu period as prehistory of Turkic statehood.
2. The Great Migration. The Hunnic Empire.
3. The Turkic Kaganate, its role and place in Eurasia history;
4. Emergence of the Khazar Khaganate and the main periods of its history;
5. The Khazar Khaganate state system and economy;
6. The Khazar Khaganate Spiritual Culture.

To each question it is given two-three sources from works of contemporaries and historians of the past that allows more fully explore a given problem. This makes it possible to combine such diverse manuals as a course of lectures, a manual for seminars, a chrestomathy. If technically possible, students are offered video materials from Youtube and authorial presentations. References for self-study are listed separately especially for the students who write course papers or diploma papers on this subject. The following elements are means of control:

1. Testing system, which allows to assess student's basic level; in case of incorrect answers the system suggests repeating these or other questions.
2. After studying a section a student must answer tests or write one or two essays to consolidate the material studied. Marks are automatically displayed at testing, and the essays are directly checked by teacher, who after reviewing them, sends their comments and wishes to student via e-mail.
3. After completing the entire course, students take an exam in the form of writing the essay on two random questions on the course. The final marks based on the results of all control works are given by teacher.

4. DISCUSSION

In modern literature there is a sufficient number of works analyzing governance, development, content and effectiveness problems of a given education form (Barbakov & Goreva, 2007). The reasons for wide spread of e-education in contemporary Russia were emphasized by L.Y. Averyanov, who believed that "Education today fulfills not only social prestige maintenance function, but also, in fact, socialization function, because entering the signs and symbols world is possible only from a certain educational stage" (Averyanov, 2004).

V.G. Domrachev in his works defines e-education as "... a new stage of correspondence education, which provides information technologies application based on personal computers, video equipment, audio equipment, space and fiber-optic equipment use" (Domrachev, 1994). Herewith, the quality of e-learning and e-education, according to the authors Osipova L.B. and Goreva O.M., "...is often viewed

as identical, which is not entirely accurate, because learning and education have different orientation, different content and form, in connection with which, naturally, the quality criteria are different. E-learning is a means and method for obtaining e-education. Therefore, e-education is naturally bound with e-learning, since it is the result of learning" (Osipova & Goreva, 2014). Thus, the problem of different approaches to e-education is discussion today.

5. SUMMARY

At present, the Russian Islamic Institute e-Learning Center carries out activities in two directions: realization of higher professional education programs in "Theology", "Economics" specialties and conducting short-term refresher courses for various population groups. At that, historical disciplines are studied only in "Theology" specialty. Thanks to balanced approach in selecting materials it has been found the optimal distribution level of lecture material for 4 years of work, where only 12 classroom hours are allocated for lectures. The bulk of the material is provided to students in the form of an e-manual in pdf format, containing an expanded version of lectures, assignments for seminars, chrestomathies, audio and video content.

Thus, e-education with up-to-date information technologies use is one of the promising areas in modern pedagogy and can be easily adapted for theological specialties students.

6. CONCLUSIONS

It should be noted that at the stage of creating e-learning programs compilers faced a number of challenges. Firstly, there was a problem of creating training and material support. There were no approximate or partially completed courses throughout the religious cycle and in most natural-humanitarian disciplines. It was necessary to create new e-courses, including ones in historical disciplines, taking into account communication technologies specifics in line with trends in education system, with modern concepts, theories, pedagogical technologies, psychological peculiarities of interaction in network. Secondly, there is a problem of training e-learning teachers. Thirdly, there is a problem of creating normative-legal framework for e-education which should regulate all relations in organization and e-learning system, especially in matters that relate to copyright.

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