CONDITIONS OF EFFECTIVE USE OF INCREASING COGNITIVE ACTIVITY WITH INTERACTIVE METHODS IN TEACHING HISTORY OF AZERBAIJAN IN HIGH SCHOOLS

Summary. This research emphasizes the significance of cognitive activity in Azerbaijani history education. By integrating interactive teaching methods, technology, and learner-centered approaches, higher education institutions can effectively engage students and foster a deep understanding of the subject. Active learning methods, including critical thinking, multimedia tools, and online resources, enrich the learning experience. Recognizing students' prior knowledge and promoting a positive classroom environment contribute to meaningful education.

Keywords: higher school, teaching the history of Azerbaijan, interactive learning, cognitive activity, human capital.

Introduction. Motivating students and enhancing their learning experiences are crucial considerations in education. This conversation explores student motivation, teaching methodologies, and pedagogical approaches to identify effective strategies for promoting engagement and meaningful learning. Research on student motivation contributes to optimizing teaching and learning outcomes, offering insights into effective approaches that support student engagement, academic achievement, and holistic development.

By integrating scholarly works and practical experiences, this conversation offers a novel perspective on student motivation, providing valuable insights and practical recommendations for educators. The paper aims to examine key elements of a motivational learning environment, discuss effective teaching practices, explore emerging trends in education, and identify challenges and opportunities in promoting student motivation. Through a comprehensive review of existing research and literature, we will critically analyze and synthesize previous studies, identifying gaps for further investigation to expand our knowledge in this field.

Based on the research review, several research questions emerge from this conversation. These include:

1. How can educators effectively create a motivational learning environment that fosters student engagement and promotes academic achievement?
2. What teaching strategies and methodologies are most effective in enhancing student motivation and promoting deep learning?
3. How can technology be leveraged to enhance student motivation and engagement in the learning process?
4. What are the challenges and opportunities associated with promoting student motivation in diverse educational contexts?

This study seeks to enhance the understanding of student motivation and offer practical insights for educators and researchers. Findings will inform educational practices and guide future research on student motivation and teaching effectiveness.

Enhancing Cognitive Activity in Azerbaijani History Classes: Exploring Interactive Teaching Methods and the Role of Azerbaijanism Ideology

In the context of Azerbaijani higher school history classes, the enhancement of cognitive activity among students is crucial for effective learning. Scholars such as Y. Komeski, J-J. Rousseau, I. Pestałozzi, G. Frebel, A. Disterweg, J. Dewey, K. Ushinsky, and others have long emphasized the significance of activating learning processes and developing students' thinking and individuality. Interactive teaching methods play a pivotal role in achieving these goals. Consequently, teachers must strive to create a conducive learning environment that stimulates cognitive activity. While research on interactive methods in Azerbaijani history education is relatively recent, notable scholars like R. Khalilov, M. Amirov, I. Jabrayilov, A. Abbasov, F. Rustamov, A. Pashayev, D. Musayev, R. Malkov, Z. Veysova, Kh. Gadimova, A. Abbasov, S. Valiyev, T. Isayeva, F. Bunyatova, H. Jafarov, R. Huseynov, A. Jalilov, B. Abdulla, S. Seyidova, S. A. Agayev, A. Gasimova, M. Guliye, L. Asadova, A. Mamedov, Ö. Ersoy, and T. Pashayev have contributed valuable insights on various aspects of this topic. Furthermore, insights from foreign scholars' studies have been extensively incorporated and deemed of significant importance. This body of research aims to inform educational practices and serve as a foundation for future investigations into cognitive activity and the effective implementation of interactive teaching methods.

Azerbaijan's territory, being one of the world's oldest inhabited regions, has witnessed the birth and development of numerous civilizations, resulting in the formation and transmission of a unique culture over centuries. [3] The significance of cognitive activity in effectively teaching Azerbaijani history to students in history classes is paramount. With the embrace of the ideology of Azerbaijanism and our enduring independence, it becomes essential to incorporate the teaching of this ideology in higher educational institutions, particularly in pedagogically oriented establishments. This approach contributes to nurturing a more democratic and nationally-conscious Azerbaijani youth, instilling pride

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and inspiring active engagement in public administration and politics. Azerbaijani national ideology plays a pivotal role in promoting intergenerational harmony, preserving customs and traditions, facilitating national state-building, and establishing a future national concept. The contemporary relevance of Heydar Aliyev's concept of independence lies in its practical nature, recognizing global realities and emphasizing the significance of a national ideology for the self-assertion of the Azerbaijani people within modern civilization. The unity of Azerbaijani ideology is advocated to safeguard statehood, patriotism, and the socio-national essence of Azerbaijan. By incorporating the historical and moral values of our Enlightenment philosophy, our national leader amalgamated the concepts of homeland, nation, and national state within the framework of Azerbaijani nationalism ideology, thus establishing this synthesis as a significant socio-cultural mechanism to ensure national unity and foster solidarity [16].

The examination of Presidential Decree No. 2469, issued on February 2, 2021, endorsing "Azerbaijan 2030: National Priorities for Socio-Economic Development," emphasizes President Ilham Aliyev's focus on "Competitive human capital and space for modern innovations." This underscores the significance of modern education, fostering innovation, and promoting public health in preparing for global competition.

Our primary objective is to provide accurate, comprehensive, and well-structured information about the history, existence, and development of Azerbaijan, ensuring widespread familiarity with this knowledge among the student population. To address this challenge, various measures need to be implemented. First, regular training programs should be conducted for teachers and individuals involved in educational activities. The educational process in higher educational institutions regarding the history of Azerbaijan should focus on fostering an understanding of the country's history and traditions, cultivating students' respect and love for national values, facilitating the formation of their national ideology and mindset, enhancing scientific and research skills, nurturing responsible individuals with a national and international outlook, promoting the formation of national consciousness and self-identity, and developing an understanding of the interconnectedness between Azerbaijani history and world history. The effective organization of training in Azerbaijani history classes involves curriculum development, incorporating interactive methods and visual aids, problem-based learning and research opportunities, enhancing teaching methods, leveraging technology, promoting collaboration, embracing openness to innovations, conducting training sessions for educators, implementing evaluation and monitoring mechanisms, and staying updated on modern methodological studies. While specific literature on increasing cognitive activity in teaching Azerbaijani history is limited, we have examined relevant programs and textbooks, including the history program of Azerbaijan developed by the Department of History at Azerbaijan State Pedagogical University.

This program, published in 2023 under the order of the Minister of Science and Education of the Republic of Azerbaijan (No. F-725, dated 19.12.2022), reflects a systematic presentation of the history of Azerbaijan from ancient times to the modern era. The scientific editor of the bachelor's degree programs in "Teaching History" (050116) and "Teaching History and Geography" (050117) at Azerbaijan State Pedagogical University is Professor Jafar Mammad oglu Jafarov, the university's Rector and a Doctor of Science in History. The program's authors are Naiba Ahmadgizi Ahmadova, an associate professor in the Department of Azerbaijani History at ADPU, and Zakir Hafis oglu Karimov, an associate professor in the same department. The program underwent review by Professor Ogtay Balagadash oglu Sultanov, a distinguished teacher in the Department of General History and History Teaching Technology at ADPU, who holds a Doctor of Science in History degree, as well as by Ph.D. professors Khagani Mammad oglu Mammadov and Mehman Kahraman oglu Abdullayev, and associate professors Mubarak Zahid oglu Aghalarli and Eldar Ali oglu Hajiyev from ADPU [1].

**Advancing Azerbaijani Higher Education: Integrating History, Cognitive Activity, and Interactive Teaching Methods**

Higher education institutions prioritize preparing highly qualified professionals by providing theoretical knowledge and practical skills. The subject of history, specifically "History of the Motherland," is crucial as a foundation for socio-political subjects. To meet this need, an Azerbaijani history program was developed for students studying "History and Geography" teaching specialties at ADPU. The subject "Azerbaijani history" is a compulsory subject within the vocational training curriculum for the bachelor's level of education, as defined by the State Standards of Higher Education. Recognizing the importance and relevance of teaching the subject "History of Azerbaijan" across all majors in higher education institutions, the program has been included in the general subjects section of the bachelor's level Education Program (2020), as defined by the Ministry of Education of the Republic of Azerbaijan. The subject "History of Azerbaijan-1" is allocated a total of 90 hours (45 hours of lectures, 45 hours of seminars) for the "Teaching History" specialization, and 60 hours (30 hours of lectures, 30 hours of seminars) for the "Teaching History and Geography" specialization. Similarly, "History of Azerbaijan-2" is assigned [13]. Teaching the history of Azerbaijan at the bachelor's level is crucial, as every citizen must be knowledgeable about their people's past. The Azerbaijani history program for non-majors, developed by ADPU teachers, emphasizes the continuity and succession of Azerbaijan's statehood. The program is based on historical objectivity, analytical analysis, and meets modern requirements [1].

The primary goal of the Azerbaijani history subject program is to develop students' ability to analyze ongoing processes, investigate, and draw independent conclusions within the context of global political, economic, and cultural events. The program outlines the objectives, place, and role of "History of Azerbaijan" in the Curriculum, as well as the competencies students will acquire. It specifies the educational credit units, teaching methodologies, assessment methods, division of theoretical and practical lessons, and recommended literature.
To ensure an engaging and beneficial learning process, educators and methodologists emphasize the adoption of active/interactive training methods. ADPU teacher Dayanat Musayev in his monograph "Possibilities of using interactive methods in teaching history" notes that the main issues of interactive methods used in teaching the history of Azerbaijan are as follows:

1. Knowledge; 2. Skills and habits; 3. Moral values. He notes in the monograph that interactive training is a special form of organizing cognitive activity [14].

The Doctor of Pedagogy, Professor Intigam, who we investigated in relation to the problem. H. Jabrayilov's monograph "Methodology of Azerbaijani history teaching" is entirely devoted to the theoretical and practical issues of Azerbaijani history teaching [10].

T.S. Pashayev's monograph "Teaching history: historicity and modernity" reflects the general problems of teaching Azerbaijani history, organization of pedagogical practice, teaching local history materials, and teaching the legacy of national leader Heydar Aliyev [18].

Malikov, R., & Najafli, H. Jabrayilov's monograph "Interactive Teaching of History" explores teaching history using interactive methods, including lesson examples, interpretation of interactive teaching methods, and strategies to promote learners' cognitive activity. It incorporates maps, illustrations, and various sources, while providing information on work forms, reflection, and generalization [12].

Teaching the history of Azerbaijan aims to enhance students' cognitive activity in understanding and evaluating historical events. According to David Kember, key elements for improving student learning and motivation include creating interest, relevance, learning activities, teaching for understanding, evaluation, teacher-student relations, and fostering a sense of belonging among group mates. David Kember identifies demotivating elements in a learning environment, such as boring courses, limited student interests, abstract theory, didactic teaching, rote memorization, lack of contact with teachers, and cold relationships among peers. Motivating elements include creating interest, independent course selection, compatibility, active learning activities, teaching for understanding, assessment, teacher-student relationships, and fostering a sense of belonging among students [11].

Cognitive activity is the ability of students to understand historical information, understand the relationships around them, study the processes that occurred in different historical times and places, understand them with their causes and consequences, and adopt different ideas and solutions for solving any historical problem.

Cognitive activity in history involves students understanding historical information, analyzing relationships, studying processes, comprehending causes and consequences, and formulating solutions to historical problems. Campbell and Norton (2007) emphasize informing, reminding, discussing, and training as effective approaches for promoting learning power in students [15].

Claxton, G. (2002). Building Learning Power: Helping Young People Become Better Learners. In this 119-page book, Claxton outlines four aspects of developing learning power: resilience, competence, reflectiveness, and reciprocity. Each aspect encompasses various skills, such as managing distractions, making connections, planning, collaboration, and empathy. Claxton emphasizes the importance of being ready, willing, and able to learn, both independently and with others, while fostering joy, relevance, and strategic thinking in the learning process [5].

The methodology used to enhance cognitive activity in teaching Azerbaijani history involves a combination of practices aimed at deepening students' understanding and fostering their overall development. Strategies include presenting engaging materials, utilizing diverse teaching approaches, stimulating interest, and promoting open discussions. Cavigiolli and Harris propose accelerated learning techniques, such as relating new information to prior knowledge, considering the big picture, and incorporating different learning styles. De Bono's tools for directing attention, including PMI, CAF, OPV, APC, AGO, FIP, and C&S, further contribute to the learning process. Providing a supportive environment, considering factors like hydration, nutrition, temperature, and incorporating breaks, is emphasized [15].

Unleashing the Power of Cognitive Activity: Enhancing Azerbaijani History Education for Engaged Student Learning

It is important to note that knowledge is constructed through the interaction between individuals and the physical environment, as well as the social and cultural context. Teachers prioritize student understanding and utilize learning technologies to foster meaningful learning experiences beyond information delivery [8].

Bloom's taxonomy aids open-ended learning objectives, preventing task-focused goals among students. Technology integration in higher education spans printing, multimedia, computer-based instruction, teleconferencing, interactive multimedia, Internet-based broadcasting, and Web 2.0/3.0. Enhancing cognitive activity in Azerbaijani history involves situational explanations, historical context, research methods, diverse resources, fostering questioning, assessment, technology utilization, and offering materials in multiple languages/formats [8].

Learning is a dynamic process influenced by teachers' guidance and students' actions. It involves continuous change in knowledge, beliefs, behavior, and relationships. Prior knowledge is crucial, as inadequate understanding can impede new knowledge acquisition [2].

In summary, the effective promotion of cognitive activity in the teaching and learning of Azerbaijani history involves structuring learning objectives, leveraging technology, and considering the impact of students' prior knowledge on the learning process. In order to promote effective classroom interaction and develop students' listening skills, it is beneficial to encourage paraphrasing and asking clarifying questions. This can be achieved by instructing students to restate someone else's statement in their own words and then assessing whether their understanding is accurate and complete. As an instructor, you can model this skill by paraphrasing students' responses and seeking confirmation if you have captured their perspective correctly [2].
Establishing ground rules is vital for maintaining a productive classroom environment, guiding student behavior, and fostering respectful interactions. Examples of ground rules include active listening, requesting clarification, avoiding interruptions, respectful criticism, providing evidence for opinions, confidentiality, and personal responsibility for discussion quality. In lecture settings, guidelines may cover punctuality, cellphone usage, laptop purpose, early departures with prior agreement, question clarification, and minimizing distractions. To involve students in rule creation, reflective discussions on positive and negative experiences can inform the development of agreed-upon rules, which should be periodically reviewed and adjusted as necessary [2].

To improve memory and combat information overload, several strategies can be employed. First, focus and concentrate on the task at hand. Secondly, use association and grouping techniques to enhance memory retrieval. Engaging multiple senses can also strengthen memory retention. Additionally, prioritize key ideas and facilitate recall. Taking time to relax and process information can also enhance memory function. When brainstorming, different approaches like team idea mapping, individual brainstorming, and question-based brainstorming can be effective. Incorporating mind maps while note-taking or reading improves understanding, increases speed, and organizes thoughts. Finally, utilizing metacognitive and cognitive strategies optimizes synaptic connections and promotes continuous learning and brain plasticity [6].

Learning occurs in three stages: input, processing, and outcome. In the input stage, learners gather necessary information. In the processing stage, they analyze and elaborate on the collected information. In the outcome stage, learners apply and demonstrate their newly acquired knowledge and skills [6].

Teacher cognition for SP—Scientific Practice involves four key aspects of knowledge: Subject Matter Knowledge (SMK), Scientific Practical Knowledge (SPK), Nature of Science Knowledge (NOSK), and Pedagogical Knowledge (PK). SMK pertains to understanding the content, while SPK involves knowledge of scientific practices. NOSK focuses on the nature of scientific knowledge, and PK relates to effective instructional strategies. These aspects form the foundation for teachers to guide students in scientific practices [7].

In “The Heart of Higher Education: A Call for Renewal,” Parker J. Palmer explores the concept of the epistemology of love as the essence of higher education. He identifies seven stages: respect, understanding and gentleness, intimacy, sensitivity and self-confidence, participation, transformation, and imaginative thought. These stages emphasize ethical orientation, cultivating understanding, fostering connection, embracing uncertainty, active engagement, personal transformation, and the development of imaginative cognition. By following these stages, individuals deepen their understanding of the world and themselves, nurturing their capacity for imaginative thought and expanding their perceptual faculties. Palmer highlights the importance of these stages in cultivating a holistic and transformative educational experience [17].

In “Towards Socially Just Pedagogy in the Global Context,” edited by Ruksana Osman and David J. Hornsby, the transformation of learning and teaching in higher education is emphasized. Experiential education is highlighted, with learning outcomes focusing on integrating knowledge, applying theory to practice, understanding policy, utilizing empathy, and engaging in self-reflection. Freire’s emphasis on dialogue as a catalyst for consciousness transformation and participatory learning is also underscored. The book highlights the importance of these elements in fostering socially just pedagogy and transformative educational experiences [4].

Conclusion. In conclusion, our discussion has highlighted the significance of cognitive activity in Azerbaijani history education. By prioritizing the subject and integrating interactive teaching methods, technology, and learner-centered approaches, higher education institutions can effectively engage students and foster a deep understanding of the country’s history. Recognizing the role of students’ prior knowledge, establishing ground rules for productive classroom interactions, and promoting active listening contribute to a positive learning environment. As we continue to refine our teaching practices and adapt to the evolving educational landscape, the promotion of cognitive activity remains essential in preparing knowledgeable and skilled professionals who can contribute meaningfully to Azerbaijani society.

The incorporation of interactive and active learning methods has emerged as a promising approach to stimulate cognitive activity among students. By encouraging students to explore, analyze, and evaluate historical events, they develop critical thinking skills and a deeper understanding of the subject matter. The utilization of technology, including multimedia tools and online resources, further enriches the learning experience and facilitates independent research and investigation. Moreover, the recognition of students’ prior knowledge and the creation of learning objectives using Bloom’s taxonomy promote meaningful and learner-centered education. By establishing ground rules and fostering a positive classroom climate, educators can create an environment conducive to active listening, respectful communication, and collaborative learning.

References: