

DEVELOPING KEY COMPETENCES THROUGH INTERDISCIPLINARY TRAINING IN GEOGRAPHY AND HISTORY

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ABSTRACT

This scientific publication explores in detail the possibilities of the interdisciplinary approach in geography and history education for the targeted development of key competencies in students. In the modern educational context, where the emphasis is mainly on the acquisition of skills necessary for successful personal and professional development, the integration of knowledge and skills from different subject areas is gaining increasing importance. The presented scientific work analyzes the main theoretical statements on the issue under consideration, noting the specific connections between geographical and historical science, which could be effectively used for the formation of key competencies such as: critical thinking, solving cases and problems, communication and presentation skills in Bulgarian and a foreign language, digital skills, social and civic competencies, initiative and entrepreneurship, as well as lifelong learning and cultural expression. Through specific examples and pedagogical strategies, the ways that could further develop and optimize the educational process, as well as significantly increase the motivation of students, are presented. In conclusion, the benefits and challenges of implementing the interdisciplinary approach in geography and history teaching are summarized as a good practice for developing key competencies that correspond to contemporary educational requirements in Bulgaria and around the world.

Keywords: education, interdisciplinary approach, competence approach, geography, history

INTRODUCTION

Contemporary education in Bulgaria and worldwide is focused on the search for high quality and efficiency, which is directly related to increasing students' motivation in the educational process. The modern, dynamically changing world and the challenges of the information society place new, higher demands on the educational system. The successful personal and professional realization of young people in the modern world does not depend only on the accumulation of factual knowledge, but also on their ability to think critically, solve cases and problems, be able to work in a team, and adapt to various changes. In this context, the focus of learning is shifting from a subject-centred to a competence-based approach, which aims at the formation of a system of key competences as defined in the 2003 European Reference Framework on Key Competences for Lifelong Learning - skills that prepare active, responsible and reflective citizens. Overcoming the traditional fragmentation of learning content and moving towards a more holistic understanding of the world is one of the key conditions for the effective development of different competences. This is where the interdisciplinary approach is able to reveal its enormous potential [2]. As an educational