

MODERN METHODS OF TEACHING HISTORY

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ABSTRACT

Past and historical memory have been in the spotlight throughout human history. This article analyzes the development characteristics of history teaching methods in line with human development on the basis of local and foreign sources.

KEYWORDS: *History, Historiography, Methods of Teaching History, Historical thinking*

INTRODUCTION

The past and historical memory have been in the spotlight throughout human history. As a result of this attention, many questions related to historical events, individuals, and processes have been sought through scientific research and studies. This process led to the emergence of historiography as soon as man began to write about what had happened in the past. History teaching is a process of educating students through historical material, educating them in the spirit of national independence and fulfilling their tasks of development, mental and internal and external learning activities of teachers and students (external).) process is understood. The content of the history course means, first of all, the scope of historical knowledge defined in the history program, the teaching material: its original content, the system of teaching methods, skills and competencies in the field of using students' knowledge of historical materials, including the simplest forms of their research work. [1]

A comprehensive analysis of history and historical processes, the political-historical situation in the scientific study of the main causes and characteristics of their occurrence is a major factor in the emergence of historical truth. In particular, the different approaches and opinions of authors

in historical scientific works created in different periods, the diversity of conclusions, their in-depth scientific analysis and drawing the most accurate conclusions based on history, science and objectivity are important tasks for historians today. Students studying history today need to understand how to use historical works, how to analyze them, how to use them effectively, how to do historical research, and how to achieve scientific and historical truth. [2]

Until the nineteenth century, we see history as sometimes written, sometimes oral, and mostly literary. The changes that have taken place in the natural sciences in this century, as well as the historiography and positivist approach in the countries that have experienced the Industrial Revolution, have had an impact. During this period, historical data based on material sources became important due to the positivist understanding. As a result of the analysis, we can see that the science of history has been used for many different purposes from the past to the present. History has been used especially to increase interest in the past, entertainment, moral and religious education, and political and ideological interests. History was seen as an interesting field and was used to attract people's attention. In particular, historical dialogues have been used in every age as a means of propaganda to attract people's attention.

History has also been a means of transmitting moral and religious knowledge and attitudes to new generations. Ethical and religious texts in particular have been used to achieve this goal. Moreover, history, like today, has served ideological and political purposes in every age. In each period, historical sources were used to prove by law the right to come to power. At the same time, history is seen as a powerful tool for personality development. In the past, in addition to being a field of science that sought to understand and interpret human behavior, it was also taught as a subject in schools and universities. [3] By the nineteenth century, the science of history had emerged as one of the main directions of compulsory and modern educational institutions. history is the common memory of this nation, the memory of the past, but the memory of the past is no longer the past in the literal sense of the word. It is a past that is renewed and renewed according to modern norms, focused on the values and ideals of people's lives in the present, because the past exists for us and thanks for that. K. Jaspers expressed this idea in his own words: "History is directly connected with us ... and everything that interests us is thus a modern problem for man." [4]

The reasons for the emergence of compulsory education in Europe are explained as follows.

- Training obedient soldiers to serve army purposes.
- Training obedient workers to mine the mines needed for industry.
- Create a class of civil servants who strictly follow government orders.
- Training of civil servants required by industrial institutes.
- Educate citizens to think in parallel on important issues and problems

When studying the reasons for the emergence of compulsory education, it can be seen that the history lesson played an important role in fulfilling the tasks assigned to education at that time. History lessons have played an important role in nurturing obedient and like-minded individuals needed by the military, government, and industrial institutions. In this sense, the beginnings of teaching history as a systematic subject were taught in the early nineteenth century to achieve the goal of educating the general public in modern educational institutions. During this period,

history was taught for a very long time, mainly for the purpose of developing national identity and educating obedient people. Prior to World War II, history lessons were conducted on the basis of cultural assimilation, with the aim of educating obedient and good citizens. However, during this period, the idea that education could play a role in democratization, the importance of human rights, and the prevention of wars changed the concept of teaching history. In addition, technological and economic changes have complicated life and diversified the skills and competencies that people need to have. These events necessitated a rethinking of the traditional history lesson.

In the late 1960s, history lessons in England were criticized for being based on names, numbers, and elements. The debate has escalated to the point that some people have suggested that the history course should be removed from the curriculum because it would not prepare students for life in that day's environment. In the late 1960s, especially in the UK, criticism led to a wide-ranging study of how history teaching could prepare a learner for everyday life beyond historical knowledge and attitudes. Public opinion polls were conducted. These studies have identified what skills learners can acquire through history lessons. In other words, research has played an important role in showing how history lessons can be linked to modern life. Research in the field of history teaching in England continued into the 1970s. The School Assembly History project was implemented in the UK and has played a particularly important role in imparting practical skills and competencies in history lessons to students. Through this project, history teaching has been proven to be based on research, questioning, evaluation of evidence, and drawing conclusions through evaluated evidence. In schools, it has been found that students learn about the past effectively by conducting surveys based on questionnaires and evaluating evidence such as detective stories. Thus, students were able to acquire basic skills such as scientific reasoning and determining the scientific validity of the information given to them, as well as studying the past. continued at a rapid pace over the years. Research has been going on in Canada and the United States, especially in recent years, with the understanding that a history course should prepare students for daily life. Efforts to study historical events based on first-hand sources have brought "historical thinking skills" to the fore. By the 2000s, historical thinking skills, which had become increasingly important, had been used as one of the most effective, efficient, and creative ways to study history.

Historical thinking skills are grouped into five categories based on the study of historical knowledge and an understanding of its essence.

- Chronological thinking
- Historical understanding
- Historical analysis and interpretation
- Historical research
- Historical issues, analysis and decision making

As noted above, since the 19th century, there have been significant changes in the content and objectives of history lessons, which have begun to enter formal education institutions. As the well-known Methodist AI Strajev said: "The method of teaching history consists of these logical practices based on historical material." It is sometimes recommended to classify teaching

methods according to the level of activity of students. This distinction is more about the general nature of teaching than about teaching methods. In the 1960s, the methods of teaching history and their classification were decided differently. Methodist A.I. Strajev "The organization, methods and tools of teaching history serve to carry out certain educational tasks of history," he said. However, it also leaves uncertainty in the issue by making the basic teaching methods a method of studying the historical process itself. AI Strajev recommends the following teaching methods: [4]

- Methods of studying historical facts;
- Methods of studying chronology;
- Methods of studying local historical events;
- Methods of forming basic historical concepts;
- Methods of studying cause-and-effect relationships;
- Methods of revealing the laws of the historical process.

It is well known that teaching history is the process of organizing teaching and learning. It is also clear from the classification of Methodist A. Strajev that it implies only that the teacher teaches the students, does not take into account the organization of the students' learning and the teacher's guidance in their learning. Prominent Methodist VG Kartsev takes a different approach. It includes a system of methods with characters of a learning nature ("narrative method", "inquiry method") and general didactic tasks ("material study method", "reinforcement method", "knowledge test method" and others) rather than students' laws of knowing historical events. The methodological basis of the theory of methods is the transition from live observation to abstract thinking and from it to practice. [5] As for the subject of history, it deals with events that have taken place in the past. Topics in the history program are usually far removed from students' daily lives and experiences. Although there are many historical relics and materials around us from the past to the present, history can be found as an abstract subject in its own right. Because of this feature of the history lesson, especially young students face difficulties in understanding events that took place long before their time. In other words, because of the attempt to teach history without connecting it to the present day, some students find history lessons boring, confusing, and consist of a series of numbers, figures, and objects. [6] One of the most important elements we use to bring our past to the present is the historical environment. The historical environment has many elements such as buildings, roads, towers, open spaces with historical events and historical objects. In addition, memories, letters, maps, newspapers, plans, postcards, stamps, coins, pictures, books, and historical objects are elements that contribute to the teaching of history. Through the effective use of historical environments and objects in history lessons, history lessons can be made more accurate and effective.

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