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**RESEARCHES RELATED TO THE USE OF VARIOUS METHODS
OF TEACHING HISTORY**



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ABSTRACT:

One of the main aims of studying history is to understand the present through the study of the past. This is because the historical events form a continuous series of events; each one is integrated and complemented by the other until we reach the time being. It is not possible to understand the historical events directly, but through historical evidence that can be obtained from reference books, texts, correspondence, physical effects analysis and linking events to each other. The teaching methodology of history through

sources gives students the access to the events' feel and allows students to analyse them, and arrive at the truth through deductive thinking. This methodology will also allow students to get the historical knowledge from its original sources, providing them with the skills and knowledge that would enable them to take advantage of these sources through criticism.

KEYWORDS

History, Education, Teaching, teaching methodology

INTRODUCTION :

History has been defined as the study of human development in its political, social, economic, spiritual and thought aspects. As such, history encompasses the past, present and the future (AL.sheikh ,1988) . Historical events do not reach us directly but through genuine references such as books, texts, correspondences and tangible remnants. Genuine references include all remnants that had been handed to us from previous stages. They are of different kinds such as books coetaneous to events, texts, treaties, and official correspondences, personal diaries, physical materials such as castles, temples, churches, mosques, engraving on walls (Khadher, 2006). Accordingly, what is meant by the reference method is the teaching method where documents, texts, books coetaneous to events, and manuscripts are used in addition to the allocated school curricula. The use goes hand in hand with the analysis, comparison, linking and foregrounding points of view (Al-Mawajda , 2011).

Studying references gives students an opportunity to review texts and historical events from their genuine sources and study and analyse them carefully. It, also, relates events to each other to arrive at conclusions. To make this method successful, the history teacher should take his role represented by allocating the historical material to be taught, selecting texts from their sources, collecting them and exposing them to students (Qatawi 2007)

The reference method basically depends on inductive thinking to arrive at the truth through researching and inspection in evidences and relating them with previous knowledge. It includes two kinds of processors; criticism and construction. The aim of criticism is to prove the truth of the evidence (historical text) in form and content concerning the narrator and the text (Qatawi 2007) .

Researches on History were studied with respect to different teaching methods used such as, Comparative study of lecture and discussion method, Constructivism, Use of CAI, Use of self learning material, Cooperative learning, inductive deductive method, etc. The studies are summarized in table form.

RESEARCHES ON HISTORY

Sr no	Researcher's name	Method /Variable	Source	Title of the study
1	Veerkar,P.P (1980)	Integrated approach	M.B.Buch Vol.II	A study of the effect of Integrated approach of teaching Social Studies Of the pupils of fourth standard of the primary school.
2	Jaychandran,J (1980)	Programmed filmstrip	M.B.Buch Vol II	An experimental study of the efficacy of programmed filmstrip as a method of teaching History in secondary school.
3	Pandey, S.N (1986)	Advance organizer and Inquiry training model	M.B.Buch, Vol II	Effectiveness of Advance organizer and Inquiry training models for teaching social studies to class VIII students

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4	Menezes, L (2002)	Inductive and deductive method	Unpublished Ph.D Thesis	A study of the effects of the Inductive and Deductive methods of teaching history on the achievement and thinking operations of pupils of std.IX with different creative problem solving style.
5	Shirsat, M (2002)	Lecture method and discussion method	Unpublished master's thesis (In Marathi)	A comparative study of the effectiveness of discussion method and lecture method on one unit of the subject history of std. VIII.
6	Patil, M (2004)	Correlation	Unpublished master's thesis (In Marathi)	A study of the correlation of the study habits and the achievement in the subject history of std.IX
7	Gholap, U (2005)	Self learning material	Unpublished master's thesis (In Marathi)	Preparation of self- learning material on one unit of the subject history for students of std VII and study its effectiveness
8	Tyambake, A (2007)	Correlation	Unpublished master's thesis (In Marathi)	A study of the correlation between the brain based learning??? and the achievement in the subject history of the students of std.IX
9	Shambharkar, R (2007)	Self learning material	Unpublished master's thesis (In Marathi)	Preparation of self- learning material on one unit of the subject history for students of std VII and study its effectiveness
10	Dudhal, M (2008)	Lecture method and discussion method	Unpublished master's thesis (In Marathi)	A comparative study of the effectiveness of discussion method and lecture method on one unit of the subject history of std.IX
11	Raykar, A (2008)	Self learning material	Unpublished master's thesis (In Marathi)	Preparation of self- learning material on one unit of the subject history for students of std VIII and study its effectiveness
12	Bhujbal, A (2009)	Use of CAI	Unpublished master's thesis (In Marathi)	Study the effectiveness of CAI programme on a unit of History of std. IX
13	Malkekar, S (2010)	Project method	Unpublished master's thesis (In Marathi)	A study of the effectiveness of Project method on a unit of History of std.VI
14	Jadhav, A (2010)	Use of audio visual aids	Unpublished master's thesis (In Marathi)	A comparative study of the effectiveness of the use of audio visual aids and traditional method on one unit of the subject history of std.VI

15	Dixit, J (2010)	Use of CAI	Unpublished master's thesis	Development of Computer Assisted Programme (CAI) to teach History and study its effectiveness
16	Mohsin, Q,B (2011)	Project and lecture method	Interdisciplinary Journal of Contemporary Research AN: 61067919	Effect of project and lecture methods of teaching on students' achievement in social studies in rural area
17	Majoka, M, I (2011)	Cooperative learning	Interdisciplinary Journal of Contemporary Research AN: 61067908	Effectiveness of Cooperative Learning for Teaching Social Studies to Students with Different Ability at Elementary Level
18	Kolage,S (2011)	Dramatization method	Unpublished master's thesis (In Marathi)	A study of the effectiveness of Dramatization method on a unit of subject History of std.VIII
19	Mistri,D (2012)	Inquiry training model	Unpublished master's thesis (In Marathi)	A comparative study of the effectiveness of Inquiry training model and traditional teaching of one unit of the subject history for standard VIII
20	Nalavade,S (2012)	Use of concept maps	Unpublished master's thesis	Effectiveness of concept maps of teaching History- A study

TEACHING FACILITIES IN THE REFERENCE METHOD

Teaching facilities have a very significant impact on the success of the educational process. The reference method, similar to any other teaching method, requires certain facilities to achieve the intended goals. Some of these facilities are traditional commonly used and the other are peculiar to this method. The most important of these facilities are;

- 1- The School Book: It has a remarkable role in this method as it shows the possibility of using sources after determining the subject to be taught.
- 2- Historical Texts and Documents: These should be selected, photocopied and distributed to the students .
- 3- The Board: It is used to write concepts and facts contained in the text and its summary provided the whole text should not write on the board.
- 4- Wall Facility: It is used after finishing the lecture to write what summaries the students could arrive at. These summaries are pinned on the wall for group benefit (Al-Mawajda, 2011).

RECOMMENDATIONS

The reference method in teaching history enjoys many characteristics that conform to the modern educational curricula. Therefore, it is so necessary to adopt this method in school providing the following demands be implemented:

- 1- holding intensive training courses for teachers of history to be trained on the modern curriculum in teaching history according to the reference method.

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- 2- providing the basic history sources in school libraries to help adopting the reference method.
- 3- providing teaching facilities such as postures, documentary films and the means to present these materials to help teaching in this method.
- 4- choosing a sample of clever students to implement this program in its initial stage before being generalized to all students.
- 5- designing a special evaluation system for this method, which should be more developed and accurate than the traditional evaluation system in order for the new program to be successful.

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