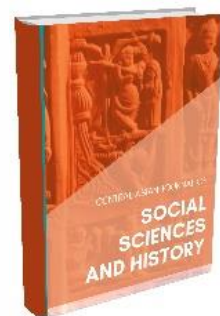




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Some Issues About Effective Ways of Teaching History at Higher Educational Institutions

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Abstract:

History involves what people have done and created in the past. It includes politics, religion, leisure and social activities, and day to day life. As humans, we should recognize history as an integral part of our lives. This article discusses the importance of teaching history to understand our past and create a future and also useful methods to use during history classes

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The main strategy of modern education should focus on the student's independent activity, the organization of self-learning environments and experimental and practical training, where students have a choice of actions and can use initiative as well as flexible training programs. The change in social reality has made changes in the education system of the Republic of Uzbekistan. The priority is the issue of improving the quality of education, which is associated not only with institutional and organizational changes, but also with the introduction of new teaching methods.

The problem of teaching the disciplines of the humanities cycle in non-specific universities is not new. The disciplines of the humanitarian cycle include:

history, philosophy, political science, sociology, pedagogy, psychology, etc.

Currently, there is a reduction in the segment of disciplines of the humanitarian cycle in favor of professional ones. But we should not forget that the main task of the disciplines of the humanitarian cycle is the socialization of students and the preparation of graduates for successful inclusion not only in professional activities, but also in public life.

The identification of teaching models is a complex but useful task as it enables the characterization of teaching profiles and makes it possible for comparison both on a national scale and between countries. Its greatest difficulty lies in defining the different teaching approaches based on each one's characteristic features. Over recent decades, various proposals have been put forward to classify teaching models taking into account different variables, such as teachers' conceptions, students' perspectives, teaching methodology and the education curriculum. There are several methods a teacher can use to make history more vibrant. Active learning techniques, films, library research, specialized topics, and historical fiction can all be used to make teaching and learning history more invigorating. Regardless of what methods are used, however, it is important to apply a humanistic approach to teaching history. Many people view history as an enumeration of facts, figures, dates, and events. While history is concerned with events and when they happened, upon closer examination, we find it is more than that. However, there is no one concrete definition of history except to say that it deals with people and what has happened to them. According to Graves, "History is the record of what people did or failed to do". Teaching and learning at least some history is imperative to our survival as persons with understanding. A knowledge of history has the potential to give people new perspectives on where we have been, and where we may be going in the future: By equipping students with knowledge not only of past events, but also of different interpretations of past events and a means to evaluate the interpretations, teachers will be doing them an enormous service. This is because much of the teaching of history has been reduced to a recitation of trivia that has little or no application to the daily lives of most students. However, history teachers can make history exciting by discussing current, relevant problems and seeing where such problems "lead back and forth across the centuries".

In teaching a course in history (or any subject area) the instructor should explain all requirements, assign all readings, and give all test dates at the beginning of the course. History teachers should be aware of the tendency for our teaching to become over-cerebral, to neglect the emotional and aesthetic side of history and to convey the impression that history is to be found only in articles and textbooks. All too often history has been reduced to a central textbook from which the professor or instructor lectures. Furthermore, teachers are actors who have the authority and ability to realize student learning activities to achieve goals. The teacher's task is to design and implement the design as a person who has professional authority to determine the qualities that students must have, how to achieve these qualities, how to help students carry out learning activities to achieve quality, and determine the status of students in achieving the desired quality. With its position as an authority to help students, the method determined and used by the teacher must be related to the students' efforts/activities that have the intended quality.

To determine methods that can help students in learning, the teacher must know and consider various factors that influence student learning. Before determining the teaching method, the teacher must consider the subject matter, material sources, and students' abilities in the learning process. That is, various problems that may arise in student learning activities must be identified. Based on these considerations, the teacher then determines how to assist students in learning by considering the advantages and disadvantages of a method, the form of support it can provide for student learning activities, and the teacher's ability to carry out the procedures and techniques required for a teaching method. However, there are several methods and different ways of presenting history content and ideas which make it more meaningful to students. Teaching students to think systematically and critically about the strengths and weaknesses of differing views is the ultimate aim of providing a well rounded education. Each of these methods, when supplemented with appropriate reading material, can be used in any history classroom; each method really involves the students in the process of learning history.

Specialized Topics There are other ways to make history more interesting and pertinent. One of these is by supplementing the general historical content of a course with more "specialized" topics. Teaching & Methods in any history course can have lasting benefits. It can give students "an exhilarating intellectual experience which would in future raise their self esteem and their education motivation". In one survey conducted by historians stated that, primary source materials in addition to a standard textbook can make history "come alive" for students_ "Primary sources represent eyewitness accounts of events by those directly on the scene of the happening or occurrence".

For example, using historical films as an historical teaching tool has been greatly overlooked. Newsreels, propaganda films, television commercials, and historical documentaries can be used to help paint a meaningful picture of the past.

The Library Using is also one effective tool to enhance the teaching of history as another method which is helpful. Combining of learning the history with the learning library research tools can be a foundation for students.

None of the teaching techniques and methods describe here will have an effect on students, unless they are taught from a humanistic perspective. History must be presented in a fashion in which students can relate it to their lives and find meaning in it. The first aim of history is "personal growth which satisfies peoples longing for a sense of identity and of their time and place in the human story".

Scientists tell us that our history teaching should include recognition and positive reinforcement for the students in the classroom. Instructors and students should work together to answer questions and solve problems. The main objective is to involve students. If history teachers presented themselves as fellow learners rather than as experts, the classroom would be a more humanistic place.

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