

INNOVATIVE METHOD OF TEACHING IN HISTORY - SCHOOL LEVEL

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Abstract

The drive of this paper is to assess the innovative methods of teaching as well as history and to suggest other useful teaching methods that can be endeavored in teaching knowledge to the students. Basically, teaching must include two major components such as sending and receiving information to the students. A teacher tries his best to convey knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective can be considered as innovative methods of teaching.

Keywords: *teaching, Methods, School*

INTRODUCTION

The drive of this paper is to assess the innovative methods of teaching as well as history and to suggest other useful teaching methods that can be endeavored in teaching knowledge to the students. Basically, teaching must include two major components such as sending and receiving information to the students. A teacher tries his best to convey knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective can be considered as innovative methods of teaching. The use of innovative methods in the high school level is the latent not only to improve education but also to empower people, strengthen governance and stimulate the effort to achieve the mortal growth objective for the country. Today education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds motivation thinking, intelligently and self-reliance.

In India, the origin of teacher education can be traced back to early 19th Century Common Era. The state initiatives for teacher training were ensured in 1815, which is one of the earliest recorded views in support of the training need of schools teachers. In the year 1947 at the eve of independence, there were 650 training schools with enrolment of 38,770 students. The number of secondary training colleges all over the country was only 42 with an enrollment of 3100 teacher trainees.¹In the field of teacher education, many new trends and innovations have emerged in our country and abroad. After independence, government of India took the task of reconstruction of Indian education on priority basis. Likewise many committees and commissions were set up by the government of India for strengthening the system of teacher education in India. There are mainly three types of teacher training institutions for imparting training to teachers of elementary, secondary and tertiary levels of education respectively. In pursuance of the proposals of the National Policy on Education (NPE) 1986, the government of India has established 48 Academic Staff Colleges (ASCs), which impart in-service training to teachers in education.²The percentage of trained teachers has progressively increased at every level of education. Every year, a large number of teachers are trained and added to the existing

pool of trained teachers. At present the percentage of trained teachers is 88 at primary school stage, 88 at upper primary stage, and 91 at secondary and senior secondary stage.³ This shows that still there are 10 to 12 percent untrained teachers working in the schools at all India level.⁴ Of late, teacher education is undergoing rapid changes in keeping pace with the demands of learning and expectation of learners, community and society as a whole. There are so many efforts have been made to improve teacher education. But gaps can still be seen. It should also aim to upgrade the standard of teacher education, enhance the professional and social status of teachers and develop a sense of commitment among them.

The education system of India has undergone a long process of evolution, from having started off informally in the private home to now unfolding through more formal institutions of private and state-sponsored education. Among the several factors that drove this evolution the most dominant have undoubtedly been those of colonialism and westernization.⁵ The effects of which continue to shape the education system through forces of globalization and capitalism even today.

THE TEACHING OF HISTORY

The effective teaching of history is a prime area of concern for most history educators. Most of the history teachers do not adopt appropriate methods in teaching the subject. Due to this most of the students describe history as a boring and dull subject. The study investigated the perspectives of students and teachers on effective teaching of history. The findings revealed that at the pre-engagement phase, student and teachers perceived effective teaching as comprising the acquisition of content knowledge, knowledge of learners, adequate planning, and collaboration with other teachers. At the engagement phase, effective history teachers demonstrate mastery over content, show enthusiasm, relate lessons to student's prior knowledge, use multiple instructional methods and resources in conveying content create a supportive learning environment and use alternative assessment techniques. The history teachers are open to students concerns after class, seek feedback from students, and update their knowledge in content and pedagogy.⁶

The difficulty that arises in describing and measuring teacher effectiveness may partly relate to the multidimensional, individualized and occasionally observed nature of teaching. A possible causative factor for this difficulty is that different subjects are organized differently and also have differing approaches as regards inquiry and analysis.⁷ A history teacher may use to teach certainly differ from how a mathematics teacher would teach algebra or how a science teacher will teach cell division. In light of this, that history differs from most other disciplines in that its major preoccupation lies with the action of past people and the significance and effects of that actions.⁸

HISTORY AND THE TEACHERS

In India, since in the early 19th Century Common Era it is more difficult to learn and understand than previously thought the subject history. Before the 1980s it was generally assumed that a gradual process of committing historical narratives and constructed around key events, details, names, and dates (substantive knowledge) to memory would eventually result in a sturdy understanding of the past.⁹ The body of research compiled since 1980, however, demonstrates that learning history, if it is to lead to deeper understanding, involves not only the repeated

study of such narratives, but also the acquisition and use of a set of domain-specific cognitive strategies (strategic knowledge).¹⁰Applying these strategies serves as the means by which the past is learned and understood. The researchers and the educators frequently refer to the application of these domain-specific strategies to the process of exploring and interpreting the past as historical thinking. Before examining in more detail the implications of this research for learning history, it is important to understand the nature of the domain that learners are attempting to comprehend.

The history teachers are storytellers as well as instructors and they usually teach at high school levels. Although classroom curricula vary depending on the level and course you're teaching, you have plenty of opportunities to share your knowledge of history and your passion for learning.¹¹The history teachers educate students on the events and lessons of history and how they may relate to current events. A teacher specializing in this field must possess a detailed knowledge of history supplemented by study in other disciplines to help students understand how historical events have shaped the world as we know it. This guide provides in-depth information on what history teachers do, how to become one, and their salary and job outlook.

A history teacher leads students in the study of past events in India. They generally teach students at the middle school, high school, and postsecondary levels. The history curriculum can cover a wide range of topics from recent events to ancient history. The teachers encourage students to view the world from multiple perspectives and to become informed citizens. The teachers facilitate teach by providing stimulating discussions, readings, and projects.¹²They often help students comprehend and process the significance of difficult social and political issues. To reach these goals, teachers of history organize lesson plans in line with curriculum standards, collect and design lesson presentations and class assessments and perform other common teaching tasks such as grading assignments.

To be successful in teaching history, an educational background in history from all time periods and global regions is a must. Successful history teachers generally have strong communication skills as well as classroom leadership skills that foster a learning environment centered on discussion and debate of past events and how these relate to modern times.¹³ A interest in history can help the teachers to engage students in the subject. In addition, the history teachers should have knowledge of modern research and citation methods to help students learn about and cite historical facts.

INNOVATIVE METHODS OF TEACHING

Nowadays classrooms are exemplified by student diversity. The students in the schools are diverse in different aspects such as culture, religion, family background, region, modern devices and where they have been studying. Due to such diversities, students learning needs are also becoming increasingly diverse. A new challenge is to look for the teaching ways that can address their needs. To respond to such diverse needs of the students at high school levels, different innovative teaching and differentiated strategies and methods are being used by the teachers in their classes. Since the last three decades, innovative teaching methods to deal with the diversity of today's students are widely being used worldwide.¹⁴

In recent days, global trends in cultural and economic development have brought forth reforms

in educational paradigms. These reforms have been accompanied by changes in the ways educational practitioners or teachers. Approach with the subject, learners is centered and the problems are having greater potential to impart to the next generation.¹⁵ Over the years, there has been a big change in the thinking process of educational theorists. Major policies are more concerned about equality of opportunity for education. The government has focusing on the need of meeting diverse needs of students and they are more focused on learner-centered teaching.¹⁶ The teaching methods and strategies are more flexible now. There seems to be close interrelation between the diversification and flexibility patterns of higher education.

The more diversified and flexible innovative systems will give more exercise a universal access policy to meet diverse needs of the student. Following are some of the measures that teachers can easily adopt to create interest in students for history as a subject such as,

1. Knowledge in the subject
2. Effective lesson plan
3. Teaching methods
4. Study with dictionary
5. Practice with maps and charts
6. Digital class rooms
7. Teaching aids
8. Sample note books
9. Use the internet and the multimedia and
10. Run-through smart phones

A history teacher wants to teach the lesson nationalism in India in grade should understand the chapter with additional knowledge which is not mentioned in the class text book. During the lecture discussion and debate of the topic, the students will definitely ask questions beyond the information furnished in the chapter. The educator must be well prepared for all the topics in detail. Students always have deep respect for good educators. Beyond the class textbook, educators should read supplementary books on history to update their knowledge and for effective teaching.

The effective lesson planning is an important part of the teaching and learning process. It offers the teacher an insight into ensuring that all the students strive for excellence. It will pave the way for a completely engaged classroom. The lesson plan should consist of learning outcomes, prior knowledge, hook questions, teaching methods, quizzes, activities, debate-discussion part and written work assigned in the class. The effective lesson plan of forty minutes implementation in the classroom will surely create interest in history subject.

The teachers can prepare a dictionary for history according to chapters in various grades. This will help the students to understand the meaning of various words and terms mentioned in their history books. For example, a dictionary for the lesson the Indus Civilization in the class may contain words and meanings.

Make a list of all the historical maps and charts required as per the syllabus in each grade and purchase them. The teacher should demonstrate with the help of pointer in the classroom. For example board, maps and charts of World Revolutions, First World War, Second World War and

Indian Freedom Struggle etc. The location and labeling on the map will help in understanding the topic as well as develop map skills of the students.

The contents on history from various chapters taught and explained through digital classrooms using smart boards will create interest in the learners for the subject. The teaching aids can be used according to the lessons. The power point presentations, story books based on cave temples, architectural motifs, models of various monuments etc.

The notes, question bank, photocopied or handmade sketches, pictures and map work of each lesson should be kept in the form of a sample notebook which is maintained by the teacher for students in the resource room. This sample notebook will inspire them to maintain their own notebooks too in the same manner.

Everything they can possibly want to know can be found out on a web pages, so how can a teacher possibly to use that? As they find and show the multimedia to going to lectures and as they can access the same information online in YouTube videos and webpages. Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience

Nowadays so many children have a smartphone in their pocket. This is a correct time we realized we need to change the way we teach our children to stay up-to-date. Perhaps students can find out everything about a subject online but that may not be the most thought-provoking and interesting way to learn the material. This is where teachers can step in, to present the material in a new way. Technology can be used to guide the students learning and engage them in lessons. So, the teacher acquires the knowledge and changing their role in the class room. This leads to a student who is more conscious of their learning, more independent, active in the process and hopefully inspires them to become lifelong learners.

THE ROLE OF TEACHERS

The teacher stands at the front of the classroom, in front of a blackboard and relays information for children to learn by rote. The success is judged on their ability to retain this information and convey it within a strict time constraint.¹⁷ While this method might produce academically smart children, they may end up lacking in other skills that are vital in this age to make them employable. Today, teachers do more for our children than simply teach them. Often, they are also a parent, a friend, a counselor, a disciplinarian. Their job is not only to educate our children but also to counsel them, to be their friend when they need one, to be a shoulder to cry on, to help them become valuable members of our society. It's time for teachers to embrace their new role in the classroom as a mentor to children. Teachers can guide students by being a positive role model for them, particularly for children that don't have this positive influence at home. By incorporating a teacher-mentor mentality in the classroom, teachers can coach students and encourage them to adapt learning methods that suit their own learning style, thus challenging them and inspiring them to learn.

CONCLUSION

Furthermore, allowing history be taught in innovative way it let students develop historical

thinking and reasoning skills. Due to ethical dilemmas in events, such methods support students to make right judgment based on their right decisions in history.

The teacher will use innovative methods to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. The media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better. The innovative teaching methods make the students to understand other culture of the country. It also let students develop into critical thinkers as well as good decision makers assessing their decisions and choices made in the past to interpret the present. Besides, innovative teaching in history to help students develop critical judgment on historical matters and comprehend existing events in the proper historical context.

No longer do we need to rely only on the syllabus to impart our knowledge to students. These days globalization is opening up a whole new world for students, giving them access and information. It is a time to teachers move away from teaching what to think and learn, to showing students how to think and how to learn.

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