



TEACHING HISTORY BY NEW APPROACHES, EXPERIENCES AND METHODS

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Abstract

The teaching of history in Uzbekistan is loaded with strong political and symbolic stakes. Studies on the history of this teaching have therefore been mainly concerned with describing their contents, largely ignoring the way in which they were taught. This introductory article proposes some ways to fill this gap, based in particular on the contributions collected.

Key words

history, theory, lesson projects, based-methods, way.

One of the originalities of the educational system (school, college / high school) is the place of history, taught from elementary school to baccalaureate, where it is examined. In many countries, its teaching is compulsory only at the level of the average school, history becoming optional in later studies. This peculiarity is deeply rooted, judging by the wave of protests against the weakening of historical teaching in the early years of 1991 and the recent passing of two "memorial" laws prescribing the teaching of facts from the past to make known to younger generations. Even if the provision in this sense of the second of these two laws was finally reported, its inscription in the text of the law as it was voted testifies to the hopes placed in Uzbekistan in the knowledge of history, and by his teaching, to shape the conceptions of future citizens.

This award to history - at least by certain sectors of society - is reflected in the great attention paid to its programs, whereas its methods have not been the subject of such investment. Everything then happens as if there were and there could be only one way of teaching it, as if this school discipline was itself without history beyond that of its contents. The ambition of this issue is to show that it is not so.

The teaching of history has always been aimed at increasing the sense of national identity among young people. History is often instrumentalized by politics, as recent controversies attest, and through the learning of this discipline, students must be able to learn to unravel the true from the false, to acquire a critical look.

History is also the teaching of time. Young people have difficulties to be in time, they live in an eternal present. They forget very quickly what happened yesterday, which causes difficulties in situating themselves in society. And who says forget the past, says it has difficulties in conceiving the future, the difficulty to project. The teaching of history is there to show that we can change things, that others have faced serious crises before us and that the questions that feed some debates today (integration of people of foreign origin into a society, changes in ways of working, tensions between cultures, etc.) are not altogether new, that answers have already been made at other times.

Finally, history is a discipline that has its own tools for research and analysis. These are very useful in our digital society, which force the user to sort through the information that comes to him via the Internet. Identify the author of an information, verify the information, cross the sources learned, especially through the learning of history.

Teaching history to high school students with learning difficulties or learning disabilities can be

complex because of content requirements that involve multiple skills:

- an important capacity for memorizing and recalling information,
- the use of an abundant specific vocabulary,
- the use of underlying conceptual concepts and structures,
- the use of many texts to learn and build new knowledge (hence the obligation to read),
- the use of conferences that are faster than the usual courses and
- the use of the most complex and specific comprehension strategies.

In the following section, we will discuss four pedagogical situations (1- concepts teaching, 2-project-based inquiry, 3- questions to the author of the text, and 4- historical reasoning) specific to the teaching of the subject. history that can help improve the knowledge and understanding of students with learning difficulties or disabilities. These pedagogical situations are relevant considering that they propose a structured, step-by-step approach, thus facilitating the understanding of students with difficulties.

Teaching concepts: It is possible to improve the understanding of concepts by integrating the following elements:

- identification of clear learning objectives,
- systematic revision of the contents,
- integrated issues throughout education and
- added a guide for taking notes.

Moreover, by organizing the information to be taught according to general themes and highlighting the conceptual links between the different pieces of information, the conceptual coherence of history teaching is improved.

In connection with this reorganization of the content of texts to be read, the authors also suggest that students would learn more about a text by:

- Emphasizing the meaning of key ideas,
- clarifying causal relationships,
- explicitly drawing attention to the interconnectedness of ideas and
- offering sufficient explanations to counter the limits of a lack of prior knowledge (Beck, McKeown, Sinatra and Loxterman, 1991, Graves, Slater, Roen, Redd-Boyd, Duin, Furniss et al., 1988, Voss and Silfies, 1996).

As for class practices, their reconstitution, while of course requiring knowledge of the programs and instructions, requires cross-references from various sources, teachers' files, administrative and pedagogical reports, notebooks and student testimonials, on the "lessons" of history in high school36, which illuminates several causes of the preponderance of the magisterial teaching in this discipline during the inter-war period: the price granted to the oratorical performances by the general inspection and the administration of the high schools, the distrust to with regard to "pedagogy", considered to be primary, among professors wishing to maintain a sense of belonging to an elite teaching, the sclerosis of aggregation boards after the First World War.

Such research shows the complexity of the institution that is historical teaching, too often considered solely from the point of view of its management by the programs, by revealing the role of its actors in the field, teachers and teachers, and also of its management, formed by the administrators and the inspectors. The list of questions to ask in the history of history teaching is not closed. We will present here the articles in this issue that clear new avenues of exploration.

In short, teaching history to students with learning disabilities is based on teaching practices that take into account explicit teaching, clear concepts, guided reflections, and high-level questions. On the other hand, elements such as active student engagement, use of graphics, note taking, student interaction, and metacognitive strategies also help to foster understanding of story concepts.

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