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СОВРЕМЕНОТО ВОСПИТАНИЕ И ОБРАЗОВАНИЕ - СОСТОЈБИ, ПРЕДИЗВИЦИ И ПЕРСПЕКТИВИ

ШЕСТА МЕЃУНАРОДНА НАУЧНА КОНФЕРЕНЦИЈА
– ЗБОРНИК НА ТРУДОВИ –

CONTEMPORARY EDUCATION - CONDITION, CHALLENGES AND PERSPECTIVES

VI INTERNATIONAL SCIENTIFIC CONFERENCE
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METHOD OF DEMONSTRATION IN TEACHING HISTORY

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Abstract. This paper presents a special review of the demonstration method in history teaching. Through this method, students develop their intellectual thought, skills, independent creativity and broaden their knowledge about certain areas. Many didacts regard this method as one of the main and most used in teaching methods for history. The paper discusses the activities that need to be realized in order to achieve the expected success. This demonstration method is expected to be a permanent process and an important factor for further scientific research.
Key words: method of demonstration, teaching history

МЕТОД НА ДЕМОНСТРИРАЊЕ ВО НАСТАВАТА ПО ИСТОРИЈА

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Апстракт. Во трудот е даден посебен осврт за методот за демонстрирање во наставата по историја. Преку овој метод учениците ја развиваат интелектуалната мисла,вештини,самостојно творештво и проширување на одредени знаења. Многу дидактичари овој метод го сметат за еден од главните и најмногу употребувани во методиката во наставата по историја. Во трудот се зборува за активностите кој треба да се реализираат за да се добие очекуваниот успех. Се очекува овој метод на демонстрирање да биде траен процес и важен фактор за понатамошните научни истражувања.
Клучни зборови:метод на демонстрација, настава по историја

Modern teaching requires the teacher to be an intelligent organizer, a wise implementer in teaching itself and in extra-curricular activities. He/she is a researcher, innovator, creator, moderator and initiator of changes in teaching. Modern teaching should be a skillful combination of presenting on the part of the teacher and self-learning of the student. One of the basic needs of modern teaching is that students be allowed to use different sources of knowledge independently in order to reach certain solutions and conclusions. How will the teaching process in history teaching implemented, which and what kind of activities a teacher and his/her students will have in the process depends primarily on the choice and application of teaching methods. The teacher should know and strive how from every methodological situation to choose and apply those methods that will give the best results. Because of that they have a

special value. In teaching history there is a large number of objects, things, institutions, and events that can be used as direct sources of data and information. Their usage is of great importance both for acquiring new knowledge and for expanding, systematizing and determining the teaching contents of this course.

In the latest approaches to the implementation of the teaching process in contemporary history teaching, the method of demonstration plays a particularly important role in acquiring knowledge, habits, skills, and practice.

The methods of research and demonstration are mutually connected and represent an indivisible whole. A teacher uses the method of research so as to come to certain knowledge and to discover the truth, and with the method of demonstration, he/she systematically and practically processes facts. With the demonstration method students are enabled both during regular classes and in other teaching forms and activities. When the method of demonstration is used in combination with other teaching methods it shows the best educational results.

Demonstration method is a process of planned, thoughtful and systematic setup in order to solve some subject, phenomenon or process, and to acquire new knowledge from history teaching. It is an organized process of observation, realization and familiarization. The method of demonstration in history teaching has a rich diversity and wide application in the educational process. According to some didacts, this method is considered one of the main and most widely used in teaching methods for history. It is adapted to history teaching and is accepted by teachers and students, since it starts from specific sources of knowledge that determine the ways and procedures in the teaching process. This "classification at the same time takes into account the goals and objectives of education, the level of knowledge students acquired and the students' need to be a subject in the teaching process. The purpose of teaching is to develop their independence and creatively acquisition of knowledge, skills, and habits to form a scientific approach to historical phenomena. To develop critical thinking and certain moral attributes and behaviors."[33] How we will apply these in history teaching and how the teaching process will take place depends primarily on the choice and application of the method of demonstration.

The role of the teacher is to be ready and able to choose the content that will give the best and most reliable results. Based on the goals and objectives of demonstration and its results appropriate actions should be initiated and taken that should improve the situation and contribute to the successful resolution of the perceived problems. Through this method, students develop their creative, intellectual and other abilities and interests. While demonstrating, the teacher should think not only about the problem to be shown but also about students' previous knowledge. The content is linked by means of teaching aids and then, after a conversation, conclusions are made about historical science. This requires a high degree of concentration and emotional stability. At the same time the application of "the method of demonstration in teaching history brings the historical past closer to students, increases the students' interest in historical sciences, develops the ability for observation, experiencing, creating their own judgements and conclusions, independently forming conclusions, analyzing and artistic

[33]Ачковска, В. (2001) Методика на наставата по историја, Скопје. УКИМ.

expressing of the things observed, both visually and audio-visually, and developing thinking abilities."[34]

In order to activate students and motivate them to get involved to the maximum, the subject we demonstrate should be interesting and cause experience. It is implied that inappropriate demonstration causes the opposite effect. This method produces more activities that need to be analyzed in order to obtain the expected effect. These activities depend on the objective, the type, and the area to be demonstrated.

The method of demonstration in teaching history is realized mostly through using movies, radio, objects, maps, images, portraits, documents, etc. When using this method, preliminary preparations are needed, both for the teacher and for the students.

The history textbook is the basic source of students' knowledge and the basic teaching aid. It comprises the contents of the subject that are in the context of teaching. The history textbook is indispensable to achieving the goals and tasks of teaching and is the base for the realization of the teaching content in history. During the processing of the basic text illustrations, patterns, additional texts, as well as blackboards are often used in the demonstration method. For using these sources, students are trained at school, both during regular classes and in other teaching forms and activities. From the textbook students accept the method that should be demonstrated if it is of good quality, properly used and presented by the teacher. The correct answers, as well as correct solving of tasks, will be a condition for students' ability when correctly demonstrated from the textbook. Demonstration is planned, organized, realized, guided, controlled and valued.

In addition to the textbook, a historical map is an important teaching aid and a source of knowledge about the past, without which historical events cannot be explained to students, and they cannot be permanently memorized, understood and scientifically interpreted. In order to achieve better results by showing a map, it is necessary for students to acquire knowledge of cartographic literacy. Demonstrating a content on a map can be indirect and direct. It is direct when a student is given to directly demonstrate some natural characteristics of a territory or facility. This combination of demonstration is used in the first days of its application, and in the next stage of work on a map, indirect demonstration is more used. A historical map "is not only a source of new knowledge but also a tool that encourages independent work and successfully develops student's thinking abilities. The map should correspond to the psycho-physical abilities of the student. A map can be successfully used in history teaching only if it is transparent."[35]

When using pictures it must be determined when, where and in which part of the lesson they will be used. Each picture should first be viewed as a whole, and students need to understand what it represents. Then the details that are supposed to reveal what is most important are analyzed. Students also use other literature for obtaining information and data such as the collections of texts, illustrations, tables, schemes, encyclopedias and lexicons.

The use of portraits of historical figures is often present in all textbooks, handbooks and books with historical content. The use of portraits of significant figures

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[34]Наумовски, С. (1991) Методски прирачник за наставата по историја, Скопје, Просветно дело.

[35]Петрович, М. (1995) Методика наставе историје, Београд. ЗЗУ.

from history combined with the method of demonstration develops a sense of patriotism, moral and ethical values and love for their homeland in students.

As in other teaching subjects, different forms of teaching are applied in contemporary practice in history teaching. Group form of teaching offers great opportunities for independent processing, researching and using historical texts. This includes teamwork, working in pairs and individual work. In such a working atmosphere, the teacher and the students feel as a working collective, they all have the same tasks and everyone is interested in working together. From these sources of knowledge, students should be able to quickly and correctly find the right data and expand certain knowledge. During demonstration several work styles are used, such as numerous compromises and solutions. There is no successful demonstration without successful observation. The attention is directed to a particular aim in order to perceive some phenomenon, object or process as they are without changing them. The method of demonstration is especially active and has great application in organizing student excursions. The method described here is mostly used when visiting museums, archaeological sites, memorial monuments, locations where famous battles and the like took place. The method of "demonstration is aimed at demonstrating certain methods of work and working procedures, application and use of tools, devices, and other technical facilities or technological processes, ways of operation and management, handling technological objects, tools, devices and mechanisms greatly increases the efficiency of working technical training."[36]

Demonstration is aimed at the possibility of insight into different aesthetic values in different areas and the development of aesthetic experience and aesthetic values and emotional experience.

Historical topics have a special place in the creation of historical plays. Demonstration of films can be used in all parts of a lesson. The methodical procedure for using films during a lesson aims to familiarize students with the content of the film, give guidance for its viewing, projection and, eventually, talking about the film. Demonstration may be organized so that students are able to follow all the important sequences in the film. Television with its programs and shows can be an important source of knowledge. Its influence on the students is realized by sound and movement. It can be an irreplaceable source of knowledge. With its technical capabilities, a student can travel to the farthest places in the world. They can moniot various phenomena and processes in nature and society.

Schools must recognize the needs for changing, analyzing and planning depending on the conditions and environment that the teacher should follow. Today, we cannot think about teaching without the use of modern technical and technological tools. Educational technology is widely used and becomes an important factor in history teaching. It is a powerful tool that can be in a functional connection in the realization of a teaching technique with prior planning of contents in the teaching of this subject. Educational technology actually means mutual cooperation of a teacher and students with using a teaching technique. So "educational technology is not just a teaching technique, or just what didactics studies, but an endeavor to achieve better results in teaching using modern teaching tools and aids and approach to different methodical

[36]Милат, Ј. (2014) Педагогија-теорија на оспособување. Штип. УГД.

solutions and forms of information transfer between the two basic subjects in the educational process: teacher-student."[37]

The method of demonstration in teaching and learning using a computer has a positive result in lasting knowledge and getting quick information about the student. At the very beginning, when introducing this in history lessons, it was clear that a space opened for obtaining a vast quantity of information for processing, communicating and demonstrating, as well as for quick access to it. With a computer-assisted demonstration method, a history teacher uses a program for processing text, objects, buildings, portraits, maps and other data that can be corrected, shaped and adjusted. It can be used in many ways – from the simplest aid for the teacher in preparing a lesson to using it in all its parts.

For a short period of time, the Internet has managed to occupy one of the most significant places in the field of research, demonstration, and discovery of different information in history teaching. It should also be emphasized that the method of demonstration should be critically used in the processing of historical contents by the teacher and that he/she should speak the historical truth.

From all this we can conclude that the method of demonstration can be used for all types of classes, in free and in extra-curricular teaching activities. The need to continuously educate students in terms of encouraging initiative, various approaches and solutions and freeing from fear and mistakes should be emphasized.

With these sources of knowledge students should be enabled to quickly and correctly find the real data and expand the acquired knowledge. The method of demonstration in history teaching is expected to be a lasting process and an important factor for further research.

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