

History and Its Teaching

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Abstract. History is the record of the past literature, law, art, architecture, social institutions, religions as well as the philosophy of man. History is a study of the past human beings and it begins to be interested in the past when human beings first appeared in it. The essential concern is with human experiences and actions. Therefore history is concerned with all these human saying, thoughts, deeds and sufferings which occurred in the past or as an organized narrative of the past events. Furthermore, history according to Car E.H (1980) is the continuous interaction between the historian and his facts and an unending dialogue between the present and the past. However, the teaching of history is to capture how history is concerned with the people, their interaction and their relationships with other disciplines. In addition to depict how events of the past had effected on the lives of the people. It is instructive to note that, the teaching of history should be strategized in order to bring about positive historical reconstruction of the relevant events of the past as well as positive learning on the part of the learners.

Keywords: Events, Man, Dialogue.

1. Introduction

Scheffler (1960) defines teaching as the intended behaves for which the aim is to induce learning. For Eisner (1979) teaching is the array of activities the teacher employs to transform intentions and curriculum materials into the conditions that promote learning. Lefranceis(1985)claims that teaching involves implementing strategies that are designed to lead the learner to the attainment of certain goals. The strategies according to him are communication, leadership motivation and control. Curzon (1980) Defines teaching as a system of activities intended to induce learning, comprising the deliberate and methodical creation and control of these conditions in which learning does occur.

In effect, teaching is the systematic series of activities through which the teacher seek to interpret his specific tasks in relation to medication of the learner state of knowledge.

It is a process of making it possible for someone to learn. More formally, to teach is to help someone acquire or change some behaves, that is some skill, attitude, knowledge, appreciation or ideal, teaching is much than presenting information or ideas to students or learners. It includes probing, analyzing and discovering usually referred to as reflective thinking of attitudes, values, skill development and other aspects of learning. Unless learning has taken place as a result of some effort, the effort cannot be referred to as a teaching

2. Requirements for Teaching and Learning History

Teaching is not learning, but teaching and learning are two different yet closely related processes. Children for instance can learn without a teacher. This is true in the sense that children learn many things when their teacher is not teaching. However, learning often results from teaching.

2.1. Factors for Effective History Teaching

Joel M Levine (1989) identified sixteen important features for effective teaching: These are

- Delivering course of instruction (units, topic, lessons)

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- Identifying and using basic sources (to enrich understanding and counsel)
- Determining the course, unit, and lesson objectives
- Procuring and using instructional resources
- Getting to know other teaching, administrators, and staff
- Becoming familiar with school policies and expectations
- Maintaining emotional stability and physical health
- Getting to know students (their needs, interests, backgrounds)
- Establishing rules and standards of conduct
- Managing routines and resources (note books, seating, materials)
- Determining teaching strategies and pace of instruction
- Utilizing various instructional methods and activities
- Assessing students readiness for learning
- Designing and using various assistant technique

2.2. Teacher Competencies and Qualities

Teacher like other professionals are expected to possess some qualities and perform some unique functions. Such qualities are attributable to successful teaching, while deficiencies to those qualities do cause serious set back to their job performance. In his own submission on the subject, Osokoya(1991)claims that the history teacher belongs to two worlds namely: that he is professional teacher as well as an academic historian and should possess the qualities necessary for satisfying this double roles.

It should be stated that for successful history teaching, the teacher should personally enjoy a good physical and mental health to enable him perform his functions satisfactorily. As a minor to students, the teacher is expected to dress properly and have a sensitive attitude towards his pupils. On the professional grounds he should be interested in his students, possess the ability to plan his instructions properly and manage or execute his plan for instruction in this regard, he should be vast in psychological principles of human behavior and establish a satisfactory classroom climate. He should be able to maintain favorable relation with students, teachers as well as parents both inside and outside the classroom.

Other comprehensives and qualities expected of such history teacher included:

Knowledge ability: The best history teacher possess great deal of knowledge. They read much widely. They are also able to organize their topics around important concepts, generalization or big ideas.

Scholarship: The history teacher must be a good student. He must be interested in knowledge and learning. Teachers who possess this quality are opened minded. They are among about the world around them and are able to reach beyond a single field of knowledge to inquire about matters that spans a continuum from simple to complex. The competent history teacher is able to capture the students' interest and make the most of it. He should be able to create a situation where pupils like to learn and respect learning for learning sake.

Caring: The best history teachers care a great deal about their students and about the society in which they live. They know how to communicate such caring perhaps, the psychological roles that the teacher performs are very important in setting the stage of motivating students to learn. There is need to emphasize the personal interactions between the history teacher and students.

Confidence: The competent history teachers have confidence in themselves and their pupils. They know their short comings as well as their strengths. Because they are relatively themselves secure, they are free to help other.

Creative: The effective history teacher has imagination. Everybody is important to him. Such a teacher has a wide variety of strategies to make the present and the past live for students.

Curiosity: Effective history teachers are never satisfied with what they know. They are eager to explore, to inquire, and discover.

Leadership: Effective history teacher are good leaders who will be consistent, honest, punctual, supportive, courteous and well organized so that their lessons satisfy the needs of the students.

Social Model: Traditionally the history teacher was expected to represent the values that the communities held very dearly. In performing such a role, the teacher serves as a model for his students. The history teacher must be aware that he is expected to be a model for the social values in the society.

3. Conclusion

For effective history and its teaching a good history teacher should make it a point of duty to attend conferences, seminars, workshops and public lectures. By so doing it will provide opportunities for history teacher to become aware of the share practical suggestions on new ideas for teaching difficult historical topics.

Again, such history teacher should enroll in education course or degree programmes, life long interest in learning is essential for successful teaching. History teachers should make visit to other schools to observe other teachers. History teacher should engage in a quarterly self-evaluation of teaching effectiveness. Each history teacher should take time to evaluate his or her effectiveness in the classroom. By and large, the history teacher should engage in regular reading of daily and weekly newspapers and periodicals. When the teacher is conversant with local, national and world news and issues, he is well informed and stands a better chance of applying such issues raised to improving his lesson.

4. References

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