

Visual, combinative teaching aids and innovation technologies in teaching history subject at school

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The 21st century has become the century of information technology. It has become the period of time when both the latest achievements of scientific technological revolution and improvements are introduced into all spheres of life. All these innovations have been introduced into teaching process as well. Nowadays, the use of interactive board, video and photo documents has become an ordinary work of school teacher in teaching process.

All these innovations include a cognitive method of enclosing actuality that is the principle of visual methods.

The use of visual methods is a feature that expresses the extent of simplicity and understanding of psychological aspects of cognitive objects for learning subject, that is one of teaching principles.

The Czech teacher Y.Komenskiy gave initially the theoretical proof to the principle of use of visual methods who gave a requirement to teach people to perceive the very things not only the information about it.

The use of visual methods principle plays a great role in learning history subject. It helps pupils to create those objects and types which they haven't learnt before in their personal experience. One of significant disadvantages in teaching history subject is a rote memory of the text without understanding, recreation with the help of people's definite activity and understanding that people create history.

For example, while learning history subject pupils have no opportunity to perceive events and phenomenon of social life. Perception of reality begins from alive contemplation.

The teacher must always have the aim to make his subject interesting, make pupils be interested in knowledge, help them to reveal their abilities, activate their cognitive activities. The use of combinative teaching aids may help in achieving said above.

Combinative teaching aids are the aids that include visual material with the help of different slides, disks, copies that are used for achieving integrated approach in teaching process.

The historical conceptions without use of visual methods become unclear for pupils and even irregular. More often the modernization of the past presents in it that arises because pupils place occasional image borrowed from another more closer to us historical epochs under the written description given by teacher.

Teacher has a constant problem: what and how many visual aids one must use at the lesson. One must not use lot visual aids as it may enable to lose the very theme of the lesson. It is necessary to choose visual aid that will be directed towards the main aims of the lesson.

The uses of visual methods play a great role in reinforcing knowledge in history in pupils' memory. Pupils memorize definite images of the past and abstract ideas with the help of visual teaching aids. Even K.Ushinskiy noticed that. He wrote that people keep those images in their minds which we perceived with the help of contemplation

The current level of educational development makes us estimate the role and meaning of visual aids another way. One can solve this problem by using computer unlimited resources. The use of computer programs affords to use effectively various kinds of visual aids for both individual and group activities. For example, presentations, movies and teaching programs help to learn a new material. Nowadays, pupils can do their own presentations, projects with the help of unlimited Internet resources developing individual creative abilities

The use of presentations is one of the most ordinary and effective means of presenting a new material at history lesson. This method affords to solve a problem of visibility, gives an opportunity to use different maps, drawings, the portraits of historical figures, video-fragments, schemes and diagrams as well. It partly affords to change notes on the board, texts, copy-book and card for pupil's independent work.

The process of doing presentations is a creative process. The higher level of self-educational skills and competence is formed in pupils who work with a computer. Such pupils better have better orientation in getting new information, be able to point out the main information, summarize and make a conclusion.

Thus, modern informative communicative technologies enable to stimulate a cognitive interest to history, to give a problematic creative research to a teaching process, to promote the meaning of history, to individualize a teaching process, to develop pupils' self-activity.

Nowadays, there is a real lack of literature sources especially historical sources, rare archive documents in many school libraries. The use of Internet resources can help in solving this problem. One can find necessary information, get any image, leave his reference toward interesting book or find additional information on any theme with the help of electronic resources.

The scientific technical progress is becoming an integral part of our life and education. The use of Internet resources at history lesson enlarges knowledge in history and affords to realize modern interactive technologies. Lately, the use of interactive boards in teaching process has got a great popularity.

But at the same time, there are some problems in using visual aids at history lesson.

First, many teachers don't have all skills while working with different computer programs and that is why can't use all Internet resources and this leads to old ways in giving information with the help of ordinary schemes, posters and etc.

Second, there is a lack of special equipment and classrooms in rural area.

Third, sometimes there is false information in the Internet and this can mislead pupils.

Interactive board is a good instrument in organization for the lesson and a good opportunity to stimulate pupils to follow the teacher's activity. Interactive board improves teacher's organizational skills and helps him to save time instead of writing

notes, drawings and schemes on the blackboard with a chalk. This is very important for the humanities because a teacher must use a lot of visual aids (posters, schemes, notes, etc.).

So, the use of visual methods has a great educational importance. It is an essential way in teaching history subject. And it is very important for teachers to know and use various methods of visual aids in their pedagogical activity.

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