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Methods Used in History Teaching and Their Classification

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Abstract: *This article describes the methods used in teaching history and their classification, information and communication technologies (ICT) and their effective methods. In addition, this article also mentions the use of pedagogical technology and interactive methods in history lessons.*

Keywords: *history, information and communication technologies (ICT), teaching, information, animations, internet resources, video film, motion picture.*

Introduction: The use of educational information and communication tools in history lessons increases the effectiveness of the lesson. Information and communication tools serve to increase the quality of teaching and learning, to study the educational material with interest and mastery. Information and communication tools of teaching include screen manuals, i.e. animations, internet information, video film, motion picture, radio and television broadcasts. But information and communication tools cannot replace the teacher in the teaching process. Therefore, the teacher will have to perform the role of moderator at an excellent level. In practice, the following situation may occur, i.e., illustrations, wall charts, schematic pictures on the blackboard may be used in the textbook for a lesson on one topic, there may also be a film and others.

For example: in a lesson about the culture of the Renaissance, illustrations from the textbook, periodicals, and TV shows can be used.

How to organize work with students? These questions take into account the teacher's teaching conditions and the characteristics of the class. First of all, you should pay attention to the content and convenience of these manuals. For example, in a lesson on the topic "Art of the Italian Renaissance", more pictures, videos or slides taken from websites can give the lesson a chance to be well received. In school films, fine materials will be given a lot, and can be difficult to introduce them to this topic for the first time. Therefore, photography, map, tables are widely used through the video trainer. The subject is given illustrations to be classified and repeating at home. Students should understand the sides that are new to them. The most convenient way to showcase through information and communication media are video films. The coverage of historical events is different from others to the diversity of plots, with the riches.

The teacher himself determines the consistency of presentation through information and communication tools. Based on the footage, the teacher can tell a story, explain and conduct a conversation. This allows students not only to see the material, but also to write down the necessary parts of the text in their

notebooks. The teacher does not lose contact with the students. TV broadcasts, spiritual and educational films can provide a lot of information in a short time. Through them, he can hear the live voices of the participants of historical events (performed by actors). TV shows have more (topical) relevance than movies. Through them, especially the students get acquainted with the events of recent times.

Before showing the educational material to the students through the means of information and communication, the teacher himself should carefully review and study it. There are several ways to use educational films in history teaching experiences:

- a) The teacher leads his statement by showing the most important and bright pages of the educational film;
- b) 10-15 minutes lesson will be devoted to short educational films;
- c) Lessons are organized through information communication tools.

There should be a special history room for taking educational lessons through information and communication tools. When the teacher shows Internet information and videos in the lesson, it is necessary to clearly know their function in the process of education. It is difficult and responsible to accept this as the main source of knowledge when imparting knowledge on the subject through information communication means. Neither the teacher nor the students should ignore it, and it requires a lot of preparation. It is also a good way to prepare the students by telling them what information they need to get from the screen before the lesson. In it, you can give tasks that should be completed while watching the movie. This includes questions about the film, making a plan (which will be written on the board). Students should search for answers.

During viewing through information and communication tools, the teacher draws students' attention to important frames, gives clarity to unfamiliar terms, geographical terms, names, dates are written on the board. In addition, information and communication tools increase the effectiveness of teaching in the teaching of history. In addition, at the end of the lesson, using the possibilities of information communication tools, it also works on existing gaps with students who have slowly mastered the subject.

Conclusion: *By the conclusion way, the experience of teaching history through information and communication tools has proven to be more convenient and preferable than other instructional tools from an ideological, educational and didactic point of view.*

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