

Relevance of History Teaching in the Present Context: A Study

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ABSTRACT: Asserting that "a defined reason for studying history is just a clear effort to bring ideology or social engineering into curriculum," several educationalists have disputed the idea of defining the aims of history instruction. Few educators would contest the need of history instruction in K–12, college, and university settings. History is the previous actions and creations of humans. Politics, religion, leisure and social activities, and daily living are all included. History should be acknowledged as an essential component of our life as people. The research was conducted to examine the goals and purposes of teaching history, to talk about the moral foundations for teaching history, and to examine how history relates to other topics. The researcher used secondary sources of data since the current study is descriptive in nature. For the necessary information, a variety of books, periodicals, and online sources have been used.

KEYWORD: Politics, Religion, Leisure and Social Activities, Teaching History.

INTRODUCTION: The term 'History' is of Greek origin which meaning 'information' or 'an investigation aimed to extract truth'. The concept of "history" refers to the process of human growth across time. History, therefore, is the tale of man. Hence, we might say that it tells the tale of what people have done, said, and thought. It tells the history of what occurred. One may argue that it serves as the parent discipline for a number of specialized disciplines of study.

It is exceedingly difficult to limit history to a certain area. It is a broad, all-encompassing topic without defined boundaries. Almost all areas of human existence are covered by the topic, including the history of art, physics, chemistry, history of religion, history of mathematics, history of civilization, history of geography, etc. It highlights the fact that history encompasses the history of all social, physical, and scientific sciences that we now practise. History used to be confined to local saga in earlier times, but as humans evolved, it evolved into the universal history of mankind, which documents all of the activities and accomplishments of people in all spheres, including political, economic, social, religious, artistic, and technological, among others. It extends its reach from the local to the global levels. Also, it begins in the past, explains the present, and foretells acts and events that will occur in the future.

History offers a wealth of material for comparison with other courses. A good understanding of the nature of history and how it relates to other topics is essential for teachers. Teaching history to student teachers is important because it helps them comprehend how families, societies, institutions, and countries evolved, great people and their deeds, citizenship, the development of science and technology, etc. It provides a good insight into the present and tells the experiences of the past in dealing with the present problems. As history is the foundation of all aspects of human life—political, social, economic, cultural, religious, and social

life—it is the obligation of educators to shape the future citizens. Learning about history plays a significant part in this process.

STATEMENT OF THE PROBLEM:

Man and his social evolution are at the centre of history. It tells the tale of a man's triumphs and setbacks, as well as his aspirations and achievements. Children's knowledge, thinking, feeling, and acting patterns have changed as a result of history. We utilise words like purposes, objectives, and values while teaching history. Aims relate to broad and long-term objectives. Values are the real outcomes that are intended to collect while pursuing the stated aims, while objective denotes immediate, defined, and achievable goals. In this regard the researcher has stated the problem as “Relevance of History Teaching in the present context”.

SIGNIFICANCE OF THE STUDY: It is exceedingly difficult to limit history to a certain area. It is a broad, all-encompassing topic without a defined boundary. Almost all areas of human existence are covered by the topic, including the history of art, physics, chemistry, history of religion, history of mathematics, history of civilization, history of geography, etc. It highlights the fact that history encompasses the history of all social, physical, and scientific sciences that we now practise. History used to be confined to local saga in earlier times, but as humans evolved, it evolved into the universal history of mankind, which documents all of the activities and accomplishments of people in all spheres, including political, economic, social, religious, artistic, and technological, among others. It extends its reach from the local to the global levels. Also, it begins in the past, explains the present, and foretells acts and events that will occur in the future. The current investigation is thus important enough for everyone involved.

OBJECTIVES OF THE STUDY: The present study has been undertaken with the following objectives-

1. To study the aims and objectives of teaching history.
2. To discuss the values behind teaching history
3. To study the relation of History with other subjects.

METHOD: The researcher used secondary sources of data since the current study is descriptive in nature. For the necessary information, a variety of books, periodicals, and online sources have been used.

Aims and Objectives of Teaching History

The following are the important aims and objectives of teaching history.

UNDERSTANDING OF THE PROPER CONCEPT OF TIME, SPACE AND SOCIETY— one can properly comprehend the concepts of time, place, and society through studying history. It also reveals how the present and history are related, as well as how close and far apart local and national life is from the lives and cultures of men in other nations. Children will thus be lost in the realm of time without awareness of their history.

Acquisition of knowledge— A certain level of education is required for good citizenship. Clear thinking and smart judgment depend on knowledge. The study of history is where this factual information originates.

TRAINING IN DESIRABLE PATTERNS OF CONDUCT— In order to create decent citizens, it is the responsibilities of the school to assist students establish positive behavioural patterns and contribute to character development. The teacher of history is in a fantastic position to impart all the virtues of the subject matter he teaches. Children will learn these virtues through reading about the lives of renowned saints, heroes, and reformers.

DEVELOPMENT OF RIGHT ATTITUDE— one of the main objectives of teaching history is also the formation of the proper mindset. Correct attitudes have a big role on behaviour. The majority of attitudes,

233	ISSN 2690-9626 (online), Published by “Global Research Network LLC” under Volume: 4 Issue: 3 in Mar-2023 https://globalresearchnetwork.us/index.php/ajshr
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whether positive or negative, have both intellectual and emotional components. The role of the instructor is to support his students in developing the proper mindset.

FORMATION OF HABITS AND SKILLS— in the past, labour has included habits and talents on a significant level. A basic learned inclination to behave is called a habit. Students learn from their teachers how to use reference and text books wisely and with precision and speed. A skill is a sophisticated habit that is utilized deliberately. Making models, graphs, and outline maps is a skill that is crucial to the study of history.

DEVELOPMENT OF A SENSE OF BELONGING- Creating in children a feeling of belonging to a place, a community, a country, and the globe is one of the key goals of teaching history. Teachers contribute to foster global awareness and respect for humanity by making pupils aware of the interdependence of nations, people, and people.

SOCIALIZATION OF PUPILS- The socialization of pupils in order to create knowledgeable, enlightened citizens capable of advancing the common good is another essential goal of teaching history. Socialization creates the science of roles that will foster self-assurance, bravery, and pleasure. Also, it fosters ethical reasoning, fairness, tolerance, cooperation, compassion, and selflessness.

EMOTIONAL AND NATIONAL INTEGRATION— we might encourage students' emotional and racial integration via the teaching of history. Without it, we are unable to fulfill our vision of a secular, socialist society. A sense of unity among people of many cultures, religions, castes, and languages is known as emotional integration. It is the sharing of certain shared goals and ideas and elevating them above weaker allegiances.

Values of Teaching History

There is no tangible benefit to studying the purposes and goals of teaching history. It has disciplinary, humanizing, and cultural significance. The impact of studying history usually comes via three avenues. It helps students to get knowledge of the cultural heritage. It gives kids academic instruction and instills moral values in them.

Cultural Value

The fundamental benefit of teaching history is that it helps students understand the vast human legacy. Understanding the causes that determine the fate of mankind is developed via historical research. The teaching of history has a positive impact on our traditions, usages, superstitions, biases, institutional modes, literary works, visual arts, and way of life.

Ethical Value

The study of history introduces students to the lives of great people who lived honourable lives and rendered selfless sacrifices for the sake of mankind. It fosters in them a feeling of gratitude for the unselfish contribution they have provided for the sake of humanity. Boling-broke asserts that "history is philosophy," showing us by example how to act in all spheres of private and public life. History's central issue is human behaviour, and a lot of time will be spent studying both men's behaviour as an individual and as a member of society.

Intellectual Value

The teaching of history is intended to cultivate a wide range of intellectual ideals. History improves memory, fosters thinking, judgment, and imaginative abilities, as well as reading, analyzing, and conclusion-making skills.

234	ISSN 2690-9626 (online), Published by "Global Research Network LLC" under Volume: 4 Issue: 3 in Mar-2023 https://globalresearchnetwork.us/index.php/ajshr
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Information Value

History is a chronicle of human behaviour in the past. It affects almost every element of life. It is a sizable repository of information that students are free to look through. It may gratify in a special manner. Historical works, such as chronicles, biographies, novels, and other forms of literary tradition, preserve and honour our history. After a student's attention and curiosity have been piqued, they are free to explore the immense historical information.

Educational Value

It is believed that teaching history to kids helps them to develop their creativity. The students attempt to visualize the situations depicted when a teacher tells a narrative. The tale must be told by the teacher in simple, straightforward language. In this way, he will assist the kids in both visualizing and developing a deep interest in historical artifacts'. History has special relevance and significance if man is the focus of all educational endeavours since it is the only academic discipline that is solely and directly concerned with human behaviour and activity.

Nationalistic Value

Many instructors believe that teaching history cultivates in students a feeling of patriotism and gives them the knowledge of national affairs that is necessary to make them respectable citizens. It is true that teaching kids about the issues the nation faced is important. It is also true that they need to have a strong sense of patriotism and strive tirelessly for the welfare of their nation. Nonetheless, it is essential that this "patriotic ardour" should not develop into a "my nation right or wrong" mindset.

Internationalistic Value:

The field of history is exceedingly broad and deep. The narrative is not limited to any one culture or region of the world. The tales of several cultures are told. This historical viewpoint broadens our mental horizon, cultivates a global attitude, and instills a catholic outlook.

RELATIONSHIP OF HISTORY WITH OTHER SUBJECTS

Geography: History and geography are related to time and space. Geography examines people who live in various locations, whereas history investigates people who live in different eras. The setting provided by geography allows for the participation of humans. Without mentioning space, history becomes lacking. Due to the intimate ties between human behaviour and the environment in which they are found, historians must include the geographical context while researching human thinking and conduct. Why questions are constantly present throughout history. Geographics is interested in the location.

Economics- Economics is the study of wealth, focusing mostly on trade, consumption, and production. The social aspect of all human economic activity is described by history. The development and validation of numerous economic principles and theories are all aided by the history of human economic activity in the past. The world's biggest economic shifts—the green revolution, stock markets, globalization, economic downturn, etc.—have a significant impact on historical developments.

Sociology: Given that they both focus on how people interact with their environments, history and sociology have a tight relationship. In its early stages, sociology relied on history to provide new information. The synthesis of concepts developed by sociologists also contributed to the advancement of history. History may investigate social dynamics, which deal with social change, the evolution of social processes, and social causality, with the aid of sociology.

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Literature History is the record of activities of human beings. On the other hand, literature is the records of emotions, feelings, imaginations, and thoughts. Historians use literature to report history. History represents fact and literature takes it to an artistic form.

Science We need to understand the history of science in order to comprehend the history of any country. If we are unaware of the progression of human discoveries, expeditions, and inventions, our understanding of human history on Earth is inadequate. Human observations, experiences, discoveries, and inventions have a significant impact on history. History may better comprehend human people, their development, and the many different civilizations they have formed thanks to biology, which deals with genetic and environmental factors.

CONCLUSION: It has been thought difficult to find a universal formula that would enable people to live fulfilling lives since history education is intricately related to the learner's cultural, social, and geographic setting. The goal of history education should be to advance humanity to the next stage of its sociopolitical evolution rather than emphasizing its ideals of autonomy and individuality. Although while political context cannot be transcended by history education, it may nonetheless help students progress intellectually and morally. By studying societies that are both geographically and historically far from their own, learners may better comprehend what it means to be different. As a result, individuals could have a greater understanding of the multicultural society in which they reside and might be more accepting of others who are different from them.

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