

## HISTORICAL RESEARCH : A STUDY OF RESEARCH SKILLS DEVELOPMENT

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### ABSTRACT

*The importance of the historical studies and the complexity of their involvement in the various moral, social, economic, and scientific aspects of life, in addition to the amount of knowledge included and the importance of that in realizing and absorbing many contemporary issues, an attention was paid to the history science and investigating the reading, analyzing, realizing, comparing, criticizing, and interpretations skills that it requires. Therefore, the reading in history develops a number of mental, social, and motor skills such as critical thinking skills, and these skills are considered of importance in light of the information and knowledge explosion era that the world is currently witnessing and that imposes the necessity of learning the new thinking skills such as the innovative thinking, critical thinking, and historical thinking skills in order to be able to face the huge challenges of the era. The study aimed to design a training program to develop the historical research skills after defining the nature of The study concluded to the importance of developing the historical research skills of the history teachers in order for the different educational stages students to acquire the scientific research skills, in addition to the importance of enhancing the history course with several historical images, time maps, and various documents that the student can use in addition to the activities based on analyzing and interpretation.*

**Key Words:** Skills, job-shop production, educational stages

### INTRODUCTION

Given the wide recognition of Based on the knowledge and information era's requirements and the need to investigate the events and understand their nature and results, historical texts memorizing and reading are no longer sufficient and the individual has to know the reasons behind the event, the results of it, the extent to which this event had occurred. Therefore, it has become necessary to reexamine the history science

teaching methods followed in the educational institutions, and abandon the traditional educational methods represented by stating the information and memorizing it, to learn the required skill in science through modern learning techniques that help the students to acquire and master the skill such as investigation and critical thinking skills. History teaching process at the educational institutions depends on the course curriculum and the teacher. Since the current history course curriculum is based on memorizing

the information, it acts as an obstacle in the way of developing the learner's mental skills and applying the active and effective learning techniques, so the different researchers advised to develop and enrich the history science curriculum by the various methods and techniques that enhance the skill acquiring by the student and the student role in the educational process, and free him from the role of the information receiver and consumer as the center of the learning process and the interactive participant to his full potential in the history class, in order to promote the

## RESEARCH METHODS

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Some teachers follow the traditional ways of teaching which restrict the students understanding and absorbing of the facts and concepts described in the history curricula of the secondary stage, and there are only few teachers who have developed their ways according to their personal experience and without any theoretical or scientific basis. In this regard, there must be emphasizes that the teaching way is considered a major and important part in achieving the educational curriculum objectives, and based on the history curricula objectives which are aiming to develop the students' skills especially the historical research skills, and based on the necessity of the role adopted by the teacher to use these skills and practice them during the teaching, the researcher has performed an exploratory study that included 15 secondary stage history teachers to identify the extent to which they practice the historical research skills, and she found that the majority of the sample's teachers do not use the historical research skills, plan to use them, or set a time during the classes to use and train the students on the historical research skills. The researcher found that the underlying reason of that avoidance was their low experience and knowledge level of the historical research skills, what made history teaching reality and the its teaching method, a real problem that needs to be investigated and solved.

The study sought to investigate this problem through answering the main question mentioned about the nature of the proposed training program to develop the historical research skills required for the secondary stage history teachers?

Which has the following minor sub-questions:

- ❖ What are the historical research skills required for the secondary stage history teachers?
- ❖ To what extent the secondary stage history teachers possess the history skills, according to the educational supervisors' point of view?
- ❖ What is the proposed training program to develop the historical research skills of the secondary stage history teachers?

## OBJECTIVES

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The study aims to identify the historical research skills that should be obtained by the secondary school teachers and the extent to which the secondary stage history teachers possess the history skills, according to the educational supervisors' point of view, and then use the facts as a supporting evidence to develop and design a training program based on developing the historical research skills oriented to the secondary stage history teachers.

## IMPORTANCE

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Regarding its theoretical importance, it comes from this study's role in framing the historical research skills in history teaching and emphasizing the importance of these skills and the necessity of developing them. Through these skills the teachers could benefit from them to facilitate the teaching process in the classroom. This study could be used objectively to measure the historical research skills which would contribute in evaluating the history teachers. The study offers the theoretical basis of a self-learning program based on developing

historical research skills of the secondary stage history teachers. Regarding the scientific importance of the study, it comes from informing the curricula authors and developers in the Ministry of Education through the training program to train the in-service teachers as a complementary process to the curricula developing stages in the Kingdom of Saudi Arabia. In addition to informing the educational supervisors to transfer the educational strategies to the teachers in order to address the shortcomings in the educational curriculum. The training program may contribute in improving the practice levels of the historical research skills of the history teachers which melts in the pot of promoting the education process and achieving the learning objectives. This study also benefit those who are in charge of the development programs and preparing the teacher in Education Faculties and who are concerned with teaching ways as an important aspect in preparing and training the teacher.

The basis of teacher's preparation and adequacies: teacher's preparation is related to the teachers' need to cope with the 21th century's skills, so they need to make strenuous efforts to acquire the flexibility of dealing with modern classes management techniques, and support and empower the students' learning and flexibility to adapt with the various teaching methods to absorb the new curricula, and this preparation is based on solid foundations. The selection which is the process of accepting the students to qualifying faculties and institutes as the first step in the selection of the future teacher, that should be based on the standards of physical safety, mental health, genuine commitment, and dealing with the others.

- Preparation programs balance which means that these programs should comply with the quality standards to achieve a quantitative and qualitative balance of the content, implementation mechanisms, and schedule.
- Teacher's preparation on the basis of adequacy and it means preparing the teacher to acquire all the knowledge and skills required to ensure achieving the students adequacies mastery. Adequacy means all the

knowledge, skills, directions, and experience related to the academic, occupational, and cultural aspect of the teacher through which the teacher can perform his task with the same required levels. Based on that it could be said that the adequacies are various as there are knowledge adequacies that are related to the information and facts that are related to the educational curriculum, performance adequacies that are represented by the teacher's possession of a clear behavior in the training and educational practical activities, resulted adequacies that are related to the results of the skill practicing by the teacher, and the emotional adequacies that are related to the individual's views, beliefs, behaviors, and personal tendencies and attitudes. Recently, a tendency towards the preparation programs that are based on the adequacy was distributed, and they were related to several causes. The deficiencies of the traditional preparation and training programs that focus on the knowledge and do not address the performance. Caring for the continues training to improve the teacher's performance and capabilities. The accountability principle emergence in the educational process in the light of transferring to focusing on students' learning. The increased calls to pay attention to the educational process, teaching methods, and teacher's preparation as a result of all the technological advances that the world is witnessing in the education field.

The attitude towards the education and the self-learning. Paying attention to the behavioral aspect of the educational process which was formatted in a form of objectives to facilitate helping the teacher to perform his task. The teachers adequacies' importance lies in achieving the implied educational aspects to enhance the occupational performance and increasing the teacher's acceptance to himself, in addition to increasing the students' academic achievement, and improving the teacher's attitude towards the teaching profession with increasing his abilities to use and apply the educational methods and the

teacher's ambition increasing. The history teacher's adequacies were specified as follows:

- Judgments issuance - Using original resources - Using foreign resources - Using the local environment - Historical concepts teaching - Adding the currents events
- Learning aspects evaluation - Local history using - Using literature in teaching and classifying the historical events chronically and spatially. Teacher's training the training is considered a group of connected activities and methods within a functionally integrated system that is prepared within chronically organized steps in order to achieve a comprehensive occupational development for the trainee, which would equip him with the ability to perform his job effectively and efficiently. The training consists of a group of components that affect each other and they are: the trainer, the trainee, and scientific material.

The skill there are several definitions of the skill, one defines it as an acquired ability to do a specific work perfectly and efficiently. Also, it was said that the skill is all what an individual masters and governs, but the broader and comprehensive definition of the skill is that it is a mental and motor performance that the learner or individual follows to perform a specific work efficiently, accurately, and quickly, in addition to ensuring the continuity of the performance level. From the perspective that considers the skill a mental and motor activity that is based on important components that are represented by the time used to do the job and the extent of the job mastery and accuracy, in addition to the effort that the individual exerts to do the job, these all determine whether the skill was acquired or not.

## CONCLUSION

The skill is considered one of the major aspects of any education or training process and it is the standard of the success or failure in achieving the goals, as it has a role in facilitating the job, and it ensures doing it perfectly in the shortest time period and with minimal effort. Skill teaching methods differ from a learning individual to another, as there are no lines or unified steps to learn the skill generally due to the differences between the skills natures and the individual's potentials. However there are basic principles that ensure teaching or learning the skill. First, there must be an emphasize that the skill is not a group of repeated movements that the individual learns regardless of the reality of the practical situation that the skill is used at, but the skill learning should be integrated gradually and through training and exercising into a real practical reality, and there must be a notification that the repetition changes with the individuals natures and the surrounding practical reality, and that the skill teaching is strongly connected to the learner's level and potential. For the individual or trainee to be able to acquire the skill, first, he must understand the skill through the knowledge building of the skill and its basics, so he would gain a right concept that leads to the skill practicing, and then this concept could be enhanced by noticing the skill practicing through a person who possesses this skill, so the learner can build some notices about the way of performing the skill, then the time would come for the learner or trainee to perform and practice the skill under the supervision of a person who mastered this skill until the weakness points appear to the trainee and he would be able to determine if he reached the mastery level. After mastery, the trainee should continue practicing the skill and applying it on real situations to determine the degree to which he masters the skill and the performance level, and then improve the skill performance. In light of that, we must indicate the historical research skills that the study is about, in order to reach to an understanding of the skill. To achieve that the researcher mentions the scientific research skills

definition as all the skills that historians use through their dealing with the historical subject or resource in order to reveal the information and the fact that has a historical significance such as the skill of weighing the significance values or linking the causes to the results, recognizing the facts, and concluding to generalizations, and the other skills that the literature specified. Creating a timeline of the events, explaining their continuity, and noticing the event changes with time unit. Determining the resources types, and their content, origin, purpose, and historical context, and the ability to evaluate and use them for the purposes of interpretation, investigation, and reaching to conclusions. Mentioning the historians different opinions of the events and then interpreting the history within the procedures, values, and motives context of that time period. Matching the research plan with the research objectives, and determining the suitable selection and organizing ways of the information from their resources in light of using the knowledge and evidence related to developing the suitable historical research.

Historical research topic specifying skill, selection of the historical resources and references that suit the research topic, time perception skill, the event spatial perception skill, Internal and external criticism skill, Event investigation skill, Historical facts deduction skill, Historical estimation skill, Research writing skill. Each of the main skills includes a group of minor skills.

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