



Instructions for students to explore the effectiveness of pictures in history teaching in Vietnam high school with support of information technology

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Abstract- Currently, the innovation of teaching methods in general, History subjects in high schools in particular is changing from teaching to impart knowledge to the formation and development of competencies. In order to comply with the above orientation, history teachers (teachers of history) not only improve traditional teaching methods but also have to approach, support and apply modern teaching methods, including the application of information technology (IT). From the theoretical research results and the practice of teacher training and the history teaching process in high schools, this article will share with teachers ways to guide students to effectively exploit all kinds of pictures with the support of IT.

Keywords: Exploiting history, historical pictures, applying IT in history teaching.

I. INTRODUCTION

Information technology (IT) is a great achievement of the science - technology revolution, it penetrates and dominates in all fields such as economics, politics, health, culture, national defense and security. security, especially in education - training (Education - Training). At the international conference held in France (1999), the World Culture, Education and Science Organization (UNESCO) launched an action program on the threshold of the twenty-first century, affirming: world education There will be a fundamental change in the early twenty-first century due to the influence of IT. In education and training in our country today, IT is also widely applied at all levels of education, subjects, from management level to teachers (teachers), students (students) and parents. 100% of exams for good teachers and innovative teaching methods (teaching methods) of high school teachers all have the application of IT, many online e-books to guide students to self-study appear.... Considering the great role and significance of the application of ICT in Education and Training, Vietnam's new high school education program 2018 has identified the need to form and develop IT capacity for students.

II. METHODOLOGY

This study mainly uses qualitative methods, with synthesis, analytical and inductive methods, combined with historical analysis.

III. MAIN RESULTS

Types of Pictures Need to be Exploited to Apply IT in History Teaching in High Schools

Historical pictures are a form of picture channel (besides schemas, documentary films, diagrams, drawings...), is a tool and means to contain and convey necessary information to teachers during teaching, at the same time is also a diversified source of knowledge contributing to intellectual development, improving cognitive capacity, training practical skills for students when studying. LS pictures play a very important role in the process of formation and capacity development for students, so when compiling textbooks (textbooks), all new knowledge research lessons are written by the author. books of research and selection of pictures and mixed text channels.

Based on functions and purposes of use, when teachers apply IT to guide students in exploiting LS pictures, it is necessary to note the following 5 main categories:

- History pictures reflect cultural and architectural works of mankind (Pyramids in Egypt, One Pillar Pagoda in Vietnam...).
- The picture is a portrait of LS character (Oasinhton, King Ham Nghi, Hítle...).
- Photographs documenting / reflecting on the events and phenomena of history (Attack on the Winter Palace during the Russian October Revolution on October 25, 1917, Tank of the Liberation Army entered the Independence Palace on April 30th. - 1975...).
- Caricature and satire pictures with the theme history (The situation of French peasants before the 1789 revolution, the imperial countries ripped apart China at the end of the nineteenth century...).
- Propaganda picture with the theme of history (Freedom for Russia in early 1917, Soviet - Nghe Tinh in the revolutionary movement 1930 - 1931...).

Teachers can use the above pictures to guide students to concretize an important LS event related to the knowledge in the lesson, or both provide information and illustrate the text channel, at the same time. practice practice skills, test knowledge of students.... No matter what kind of historical pictures, they all have a common feature that reflects the right research object, suitable for the content presented in the "text channel" (articles) in the textbook, has no scientific false information, ensures aesthetics, is educational and has intellectual development effects for students.

According to the method of using traditional pictures, the teacher will let students observe the picture in the textbook, or print, enlarge it and hang on the blackboard, ask prompting questions for students to think and answer. Although teachers have good pedagogical methods and skills, but instructing students to exploit pictures as above is usually less effective than IT application. Learners will always be limited in historical perception due to low vivid visualization (small picture size and no color, images in "static" mode, teachers' difficulty promoting pedagogical ability...).

On the contrary, if teachers know how to integrate the advantages of IT to design and display pictures on the screen, instruct students to exploit according to the orientation of questions suitable for each type of picture (using Trigger technique for export). show and disappear according to the pedagogical idea), the effect will be higher. At that time, students are mobilized all senses, maximally training skills to participate in the learning process: the word "vivid visualization" (thanks to the image is always larger in size, better in color, easier). more perceptive) to "abstract thinking" (fantasy, logical thinking, analyzing) and applying knowledge (expressing, presenting his opinion, judgments about events, historical phenomena).

Orienting How to Ask Questions When Instructing Students to Exploit Various Types of Historical Pictures with the Support of IT

In order to form, train and evaluate the skills of exploiting various types of historical pictures of students, right from the lesson preparation stage, teachers need to design oriented question types suitable to each type. Due to the characteristics of each type of historical picture, the method of guiding students to exploit and the evaluation criteria is also different. Teachers need to follow the following orientation:

The questionnaire guide guides students to exploit and evaluate skills to exploit some types of channels in history teaching.

Picture type	Orientation of how to ask corresponding questions	Criteria to evaluate skills exploitation of historical pictures
Historical pictures reflect cultural and architectural works of mankind	<ul style="list-style-type: none"> • When was the building built? What is the purpose? • At what point are the special features and values of the work and the culture of the work? • How are historical factors reflected through this work? • What are your thoughts and comments on the historical value of this project? 	<ul style="list-style-type: none"> • Students can observe and recognize the correct type of historical picture • Students discover the content and information reflected through this work (in terms of historical value, architecture, culture...) • Students know how to comment, evaluate history, know how to contact other projects in countries at the same period.
	<ul style="list-style-type: none"> • What do you know about this historical character? • What is the merit, contribution (or crime) 	<ul style="list-style-type: none"> • Students can observe and recognize the correct types of historical pictures.

Sketches and portraits of historical characters	<ul style="list-style-type: none"> of the character to the history shown? Why do people set up temples / take character names for the streets / schools? Do you have any comments and reviews about this historical character? In my opinion, what would the history (country name) be like if there were no characters? 	<ul style="list-style-type: none"> Students mentioned the characteristics - outstanding symbols of the historical character (personality, merit, crime... for that country's history). Students can perceive and evaluate the historical character (front or antagonist according to Marxist historical point of view).
Pictures to record / reflect on events and history phenomena	<ul style="list-style-type: none"> The picture is recorded, taken at the moment (time) history? What does the content (landscape) of the picture tell us? At what point is the historical value of the picture shown? Why? Do you have any comments about the significance of the historical event reflected in the photo? 	<ul style="list-style-type: none"> Students can observe and recognize the correct types of historical pictures. Students know how to describe the scene (where the historical event took place) is reflected in the picture. Students are aware of the historical value of the picture. Students know how to evaluate and comment on events based on given historical documents.
Caricature and satire pictures with history theme	<ul style="list-style-type: none"> What message does the caricature / sarcasm send us? What historical factors are expressed through the caricature / satire of the picture? Do you have thoughts, comments about history at that time reflected in pictures? Name the caricatures / satire in society with the historical theme that you know. 	<ul style="list-style-type: none"> Students can observe and recognize the correct types of historical pictures. Students exploit the LS factors shown through caricatures and sarcasm. Students know how to evaluate and comment on events and history phenomena through pictures, related to reality.
Propaganda pictures, propaganda with the theme history	<ul style="list-style-type: none"> Please tell us the topic, the message of the promotional picture. Which historical factors are reflected in this propaganda picture? (The picture tells us how the history of (country name) at that time?) What is the significance of the picture, the impact on history of (country name) at that time? 	<ul style="list-style-type: none"> Students can observe and recognize the correct types of historical pictures. Students discovered the historical content of (country name) at that time through the picture. Students stated the meaning and impact of the propaganda and propaganda picture on history at that time.

Based on the orientation table for how to ask questions above, when teachers organize, guide and evaluate students, skills of exploiting LS pictures need to be comprehensive (from observation skills, information discovery to attitude and using information in learning). At the same time, teachers can also type these skills at every stage in the teaching process: from checking old lessons, preparing students to study new knowledge to learn new knowledge and consolidate, review and test. Because students are in different regions and regions, their ability to receive information and cognitive skills is also different, so teachers need to have good pedagogical skills to be flexible, proactive, avoid imposition and machinery when applying IT.

Guide Students to Effectively Exploit Types of Historical Pictures with the Support of IT When Organizing Teaching - Learning Activities in Class

- First, it must be confirmed that in teaching in general, teaching LS in high schools in particular is a complex pedagogical process. This process has the participation of many factors that make up: teaching objectives, curriculum framework, content, textbooks, teaching facilities, teaching methods, teacher - student activities, teaching environment... finally check. Each factor has a certain position and role in the teaching process (illustrated in the next figure). The teaching quality of subjects in high school can only change fundamentally when we change those factors in a positive direction.

A certain backward factor will affect immediately the quality of teaching. For example, we have identified a clear teaching goal, have a good curriculum, guaranteed textbooks, classrooms are equipped with adequate facilities, but the educational environment is not good and the LS in the concept of society,

students, parents and leaders at all levels are still just "secondary subjects" then there will be no major change in the quality of the subject.

Or other factors such as in innovating teaching methods, teachers and students all strive towards promoting the cognitive capacity of students, improving self-study capacity, but the method of testing and re-evaluation is outdated, still according to the concept. The subject matter of the test taker, the quality of history teaching will not change drastically. From that perspective, in our opinion, in order for the quality of history teaching to change positively, it is necessary to comprehensively change all the factors affecting the teaching process. Each of us should base on our working position to contribute to the above factors: historians must have more true historical scientific achievements; program builders, writing textbooks must be closer to reality, or better; society's concept of history must be more objective and fair; History teachers must have correct conceptions about innovation and actively innovate in order to have lively and attractive history lessons for students; At the same time, the test and assessment should be synchronous and comprehensive, avoiding the thought of "learning something to learn".

Second, there will not be a universal PP used for all types of pictures, as well as image channels when teachers apply IT to history teaching. Understanding the position and functions of each type of historical picture will help teachers identify and choose the right means and methods used in each historical content. However, teachers need to pay attention to the basics, images and fit for students. When teachers instruct students to exploit historical pictures with the support of IT, they need to reflect the right objects, in accordance with the content of knowledge, there is no scientifically false information, or distract the concentration of deduction. Students' thoughts about the events in the lesson, if the pictures shown on the PowerPoint screen must be clear, have harmonious, vivid, and pedagogical colors.

Third, flexibly apply pedagogical steps and manipulations when instructing students to exploit various types of historical pictures (based on the orientation table for how to ask questions).

Step 1: Prepare at home (associated with the process of designing teachers' lesson plans).

Firstly, to have a successful class in class, teachers must study the articles in the textbooks to determine the goals, knowledge standards, ideas, attitudes, skills and capacities that need to be formed and developed for students. On that basis, the teacher will collect and select pictures to be used in each content of the lesson: which ones are used to concretize the important events, which are illustrated or illustrated and provided and inculcate knowledge for students. Each lesson about researching new knowledge, historical pictures also have different properties, such as: pictures reflecting human cultural and material achievements; picture is character portrait; or pictures that satire, denouncing the historical phenomenon.

If choosing pictures outside the textbook, the teacher must determine the correct object and knowledge content presented in the text channel: there is no scientific false information, adversely affecting the perception and thought of students about classroom events.

Second, the teacher learns the content of knowledge of the history "hidden" in the picture to avoid mistakes when teaching in class is to turn the instructions for students to exploit the pictures into presentations and fun illustrations.

Historical knowledge "hidden" in historical pictures is very rich and diverse (depending on each type of picture), such as character biography, moment - historical events occurred, cultural works, architecture. Pictures always play an important role in students' cognitive process, but it requires careful preparation and takes a lot of time and effort of teachers to find out the origin, content and meaning of history. When finding out the content of historical knowledge "hidden" in the picture, the teacher will orient the method to guide students to exploit (expected questions, pedagogical situations).

Third, teachers design historical pictures on slides of the e-lesson plan, test and exploit information (expected) related to each type of pictures (based on the direction table for questioning above), to avoid mistakes when teaching in class.

Step 2: Use in class (combining organizing for students to study new knowledge).

When teaching content of knowledge to guide students to exploit, the teacher presents a picture for the whole class to observe, use vivid words, combined with other teaching methods (such as exchange - conversation, description, characterize...) and pedagogical skills to guide them to learn the content of the picture as follows:

First, the teacher instructs the class to observe to have "vivid visualization", by using a pointer (or laser pointer) to introduce the name of the picture in a clockwise circle.

Next, the teacher focuses the students' attention on some important details on the picture, asking open-ended questions, and orienting them to exploit the content. Depending on each type of picture, teacher gives appropriate orientation questions (sticking to the principle of teaching problem-raising), such as: questions that encourage students to present their own understanding related to the picture., the question requires students to observe the picture and then identify the history, the question in the form

of a final command requires students to comment, evaluate the history... imaginary thinking and evaluation of students.

Teacher spends a short time for students to think, then answer according to the teacher's suggestions previously, the other students in the class listen and supplement their ideas.

Finally, the teacher comments (both in the spirit of learning and the students' answers), presents and conclusions, helps them clarify the contents of historical knowledge "hidden" in the picture. It should be noted, when teachers give questions to instruct students to exploit the visual channel, they must have clear "feedback", avoiding the situation of just stating it and leaving it there. If it is a picture of a character portrait, it is necessary to help students identify the character well through their merits, or their crime towards history. If it is a picture that reflects important events or events, you must help students to carve the LS image and moment deeply, and at the same time make their own comments and thoughts. In the case of a sarcastic picture, it is necessary to clarify the satire of the picture, thereby helping students to deeply understand the nature and relationship of the history.

Step 3: Check the results of students' cognitive activities: Teacher asks students to generalize the content of the picture, or make comments, thereby training practice skills, applying history. Then, move on to other contents so as not to distract students' thoughts and lose their concentration when studying the next content.

For example, when teaching section 2. War developments and the establishment of the United States of America (Grade 10 LS, standard program), teachers fully exploit the strengths of IT, guide students to exploit 3 slides According to the interactive pedagogical method:

- a) When exploiting the event "Bauxite tea": The teacher instructed students to study the textbooks and answer questions about the direct cause of the war outbreak. After answering the questions, the teacher presents a picture (the textbook does not exist, the teacher searches the Internet) to both illustrate and concretize the event, to help them carve the symbol of the event "Bauxite tea" on time, place, and LS events occurred (below figure). Here, IT is exploited not only as a tool and means to support presentations, but also as a source of useful knowledge and concretize the event, helping students to understand why this is the cause of the war.
- b) When the education about the event of the Second Continental Congress (5-1775) decided to establish the "Colonial Army" and appointed G. Oa-tanon as the Commander in Chief: IT supports the teacher to enlarge the character portraits to guide students to exploit: What do you know about G. Oa-Sinh-Ton? What role did you play in the War of Independence of the 13 British colonies in North America? Why is the capital of the United States named Oa-sinh-ton? Students finished exchanging and answering, the teacher commented, then introduced an overview with analysis of outstanding biographies and merits of the character, helping them understand why his name was named the capital of America. Here, the teacher emphasizes the merits of Abelon: He was the commander-in-chief of the armed forces in the war for independence, presided over the drafting of the Constitution and was the first President of the United States, Reputation should be re-elected for a second term in 1792 (pictured below).



Figure 1. Teacher instructs students to exploit historical pictures with the support of IT

- c) When educating about the second Continental Congress passed the Declaration of Independence (July 4, 1776): Teacher enlarged the picture, accompanied by a portrait of Thomas Jefferson (1743-1826), who was the main editor.. Teacher instructs students to observe and exploit the picture with evocative questions: In what historical context does the Second Continental Congress take place? What historical content did the meeting approve? What does this conference mean?

Why would America later take July 4 as National Day? Students finished answering, teacher commented, narrated the event, combined just on the screen and finalized (below picture):

"The picture depicts the scene of the Second Continental Congress of 13 British colonies when the Declaration of Independence was passed. The Congress established the Drafting Committee of the Declaration of Independence, consisting of: Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman and Thomas Mifflin, in which Thomas Jefferson is the chief editor. The painting reappeared the scene of Thomas Jefferson and the rest of the Drafting Committee presenting the contents of the Declaration of Independence to the presidents of the Congress and all delegates. The contents of the Declaration of Independence denounced the oppressive colonial regime of the British colonialists and officially declared that 13 colonies had escaped from the state, establishing an independent nation called the United States of America. Although still limited, but at that time, the Declaration of Independence was a document of great historical significance. For the first time, human rights and civil rights are formally proclaimed to all of mankind. With such great significance, since July 4 is America's most glorious and memorable day - Independence Day and National Day".

 <p>Đại hội 13 thuộc địa Anh thông qua bản Tuyên ngôn Độc lập (4/7/1776)</p>	<ol style="list-style-type: none"> 1. Đại hội lục địa lần thứ hai diễn ra trong hoàn cảnh LS nào? 2. Đại hội đã thông qua những nội dung LS gì? Ý nghĩa? 3. Tại sao ngày 4/7 lại trở thành ngày Quốc khánh của nước Mĩ? 	 <p>Thomas Jefferson (1743 – 1826)</p>
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Figure 2. Teacher instructs students to exploit historical pictures with the support of IT

An example of how teachers instruct students to exploit historical pictures with the support of IT above shows the innovation in using visual aids in history teaching towards developing students' competencies. The appearance of color pictures, with questions next to them has contributed to increase the visual image, and at the same time orientated students for better answers. Students will be interested in learning and acquiring knowledge better, engrave historical symbols about the character, time, location of the historical event... as well as understand the nature and relationship of the factors. components of the history.

IV. DISCUSSION

History Department in high schools has many advantages in applying IT to innovate methods and improve the effectiveness of teaching... Based on each content of knowledge, teachers can choose appropriate forms, methods, pedagogical measures to organize effective teaching activities with the support of IT, such as: Students exploit picture channels (documentary films, pictures, diagrams, diagrams, charts...) on the software PowerPoint, Violet, Prezi... The process of researching the theory and practice of history teaching in high schools over the years. It shows that the application of IT contributes significantly to the formation and development of history learning capacity for students, overcoming the situation of "vegetarian teaching", "vegetarian study" which is quite popular among many teachers today.

Many education experts have affirmed: if you just apply heavy teaching methods to impart knowledge (read - copy), 90% of the students' knowledge will be received through the ears, 10% through the eyes after a short time will fall into the mind. fatigue, reduced attention, but if they can both hear and see through images, combined with activities (ie mobilizing multiple senses at the same time), the results are saved. keep students' knowledge at more than 90%. However, there are still many teachers when applying IT to instruct students to exploit pictures abusing modern techniques, mainly just "click" to introduce and illustrate the lesson. There are teachers who try to exchange - talk with students but are confused in the steps, do not know the technique of questioning each type of history picture. So in this

article, the author would like to discuss and share about ways to guide students to effectively exploit all kinds of pictures in history teaching in high schools with the support of IT.

V. CONCLUSION

Currently, the innovation of teaching methods has shifted from attaching importance to knowledge transmission - focusing on providing knowledge to forming and developing students' competencies is an inevitable trend of modern teaching theory. It is not only suitable for the context of the international integration process, but also meets the current training target of the young generation: educating the Vietnamese people to develop comprehensively, making the best use of their potentials and abilities. each individual's creativity. In history teaching, if teachers know how to effectively apply the advantages of IT to guide students in exploiting LS images, they will make an important contribution to the implementation of the above objectives. However, "IT is versatile, not omnipotent", only teachers who are well equipped with knowledge, mastering methods, and know how to handle them skillfully in pedagogical profession will help students be passionate and excited., love to study history, thereby improving the quality of teaching subjects

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