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SOME MEASURES TO USE VISUAL IMAGES IN TEACHING 6TH GRADE HISTORY

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Abstract

The renovation of New general education curriculum is one of the issues that are being concerned by society in general and the education sector in particular when the 2020-2021 school year is about to finish. New 6th grade History textbooks are in the process of assessing the significant change both in the content and in the form. Therefore, the improvement of knowledge and skills to meet the requirements of the secondary curriculum is very interested by teachers, including teachers of History and Geography. Based on the new and common point of the 6th grade History and Geography textbook (the History section), New General Education Curriculum (2018), we pay special attention to the effective use of visual images. To solve this problem, the article focuses on the following three issues: (1) The role of the visual image in teaching History; (2) New features of the visual image (History section) in the 6th grade History and Geography textbook - New General Education Curriculum (2018); (3) Some measures to use visuals effectively in teaching 6th grade history - New General Education Curriculum (2018).

Keywords: Visual aids, visual images, History, textbooks, New General Education Curriculum (2018).

1. Introduction

History is the study of life in society in the past, in all its aspect. Historical awareness cannot be directly observed, but through the creation of symbols to restore the past. However, the creation of historical symbols for students encountered complicated difficulties that easily led to the “modernization of history”. Therefore, for students to properly perceive history, it’s

necessary to provide accurate documents and events along with specific images. Visual aids, which include the visual images in textbooks are extremely important for the reconstruction of the past. With the current teaching method towards competency-oriented, the visual image becomes more and more necessary. Therefore, scientists and compiled educators have been especially interested in including the visual images in

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the textbooks of New General Education Curriculum (NGEC - 2018). Does that raise the problem of how to make the best use of the visual images? In this article, we focus on the following issues: (1) The importance of visuals in teaching history; (2) New features of the visual image (historical section) in the 6th grade History and Geography textbooks - NGEC (2018); (3) Some measures to use visuals effectively in teaching 6th grade history - NGEC (2018).

2. Methods

We mainly use the method of analysis and comparison. We base on the theory of teaching history, the content of the NGEC and the 6th grade History and Geography curriculum to clarify the important role of the visual image in teaching history (both the previous point of view and the current capacity development teaching). Through analyzing the content (the History section) of the 6th grade History and Geography textbooks, we point out the new point in general and the visual image in particular in relation to the current textbooks. On the basis of practical analysis of the use of visual images in history teaching, we give some requirements and ways to effectively use visual images (the history section) in 6th Grade History and Geography textbooks - NGEC (2018).

3. Results and discussion

3.1. Visual image and its role in teaching History

3.1.1. Visual image

Before referring to the term visual images, we refer to visual aids in teaching history: "Visual aids are the basis for deep understanding the nature of historical

events, are very effective means to form the most important historical concepts, which helps students to master the laws of social development" [1].

There are many ways to classify visual items, but basically it can be seen that there are three groups commonly used in teaching history at high schools, as following

- Visual artifacts including historical and revolutionary relics; archaeological relics and relics of historical eras...
- Visual visualization tools including restoration, sand table, historical pictures.
- Conventional visuals include historical maps, graphs, diagrams, timelines, tables [2].

Currently, due to the strong development of information technology, modern technical means have been used to help students be able to vividly visualize historical events and phenomena.

Visual image is an important visual means which help teachers convey information in the teaching process. According to the functions and purposes, visual images are similar to visual aids in general, they are also divided into many different categories: visual images used to concretize the content, important historical events in the lesson; provide information for students (historical pictures); both provide information and illustrate the text channel; train practical skills, test students' knowledge.

In order to exploit the visual image effectively, the teacher needs to clearly distinguish the content and genres of the visual images used in the textbook in particular, visual images and visual aids in teaching History in general. According to Assoc. PhD. Nguyen Manh Huong, visual images in textbooks often include taken photos, pictures, drawings, schemas, diagrams,

graphs. Among them, pictures consist of pictures reflecting cultural works, historical architectures; portraits of historical figures; pictures of historical events; Caricatures and satire [3]. Each type of channel has different characteristics, applications, and evaluation criteria.

3.1.2. The role of visual images in teaching History

The characteristic of learning history is that it is impossible to directly observe the events that had taken place, so visual aids in general and visual images, in particular, have a vital position and role.

Visual image contributes to symbol creation, the concretization of events and overcoming historical “modernization”, a foundation for students to deeply understand the nature of events. The visual image plays an important role in helping students memorise and understand deeply images and historical knowledge; develop students’ ability of observation, imagination, thinking, and language; train students’ skills to practice subjects such as building using maps, diagrams, timelines... Visual images has ideological educational significance, orienting attitudes and creating aesthetic feelings for students.

Thus, the channel has great significance of reformist, education, and profound development, contributing to improving the quality of teaching history, causing excitement for students, which is one of the “bridges” between the past and present.

In the current context of an educational innovation: moving from content approach to competency approach, not the equipping knowledge, but using the development of students’ competencies and qualities as the main purpose; The role of visual images in

teaching history has become more important than ever.

3.2. New features of the visual image (the history section) in 6th grade History and Geography textbooks

3.2.1. New points of the 6th grade History and Geography textbooks

* Grade 6 History and Geography textbooks

The current 6th grade History and Geography textbook includes 3 series: The Kites - Pedagogical University Publishing House, Creative Horizon and Knowledge Connection with Life - Vietnam Education Publishing House.

Based on the NGEC of History and Geography (secondary school level), the History section is built based on 3 books of 6th grade History and Geography containing the basic contents.

- The importance to study History
- The Prehistoric Ages
- The Ancient World
- History of Southeast Asia (B.C - 10th 1century)
- History of Vietnam (the 7th century B.C- the early 10th century) [4].

* The new points of the 6th grade History and Geography textbook

The 6th grade History and Geography textbook series was compiled by a team of different scientists and educators, but in this article, we do not mention the differences, do not evaluate, or compare the books together, we focus on new changes of all three books.

Firstly, curriculum guiding principles: the 6th grade History and Geography textbooks are compiled to support teaching towards the development of students’ qualities and competencies, including 4

parts: Introduction, Formation of new knowledge, Practice Practicing, applying but not taking lightly the role of knowledge. The book has been compiled in the direction of supporting teachers to effectively innovate teaching methods and educational activities. Therefore, textbooks are no longer a tool for teachers to transmit knowledge to students but become a support tool for teachers and help students learn by themselves.

Secondly, the form of the textbook: All three books are designed with 4 colors, and vivid; there is a harmonious combination of text and visual images, creating excitement for students when learning and exploring knowledge.

Thirdly, curriculum contents: the 6th grade History and Geography textbooks have been compiled, based on closely following NGEC (2018) of 6th grade History and Geography and inheriting the contents and highlights of the current textbooks.

The obvious advantages of the new 6th grade History and Geography textbooks are the content is concise, easy to understand, not heavy on numerical facts; reduce academic knowledge, reduce text channels, increase the use of visual images, materials associated with activity requirements, or questions to guide students to exploit, help form knowledge, develop capacity for learning born; to limit the author's general or subjective judgment.

Although the 2 parts of History and Geography are separated, the new textbooks have many integrated and interdisciplinary contents. The new textbook highlights the goal of the Historical Education Program; emphasizing the points of view to building the program such as science, modernity; system, basic; practice, reality; nationality, humanities; the open, the connected; in

particular, it is very important to the content of historical practice, connecting history with real life.

3.2.2. New points of the visual image (the history part) in 6th grade History and Geography textbooks

Because of the important role of visual aids in teaching history together with the current point of view on capacity development and student-centered teaching, the visual image is one of the special focused contents. It can be said that the visuals (the history section) have a completely new look in all three-6th grade History and Geography textbooks - the NGEC (2018) has just been issued. This is demonstrated in the following aspects:

In terms of the quantity and form:

The number of visual images used in the three new textbooks is much more than that of the current textbook: almost every knowledge unit in the lesson has at least one supplementary picture channel (with possible content). This is one of the most obvious new points compared to the current textbooks (usually each lesson has only 1-2 or no pictures).

In terms of the appearance: Images use clearly include color and black and white photos, harmonized basic colors, clear schemas, diagrams; Design the layout between the picture channel and the text channel to harmonize; Content, data, and events are not longer a burden for students to study history. With a diverse system of visual images, textbooks are no longer a dry document set but become lively and attractive to attract students to explore and explore. The inclusion of a picture in new textbooks has helped many teachers get out of the situation of "mistaking" images on the Internet or not choosing images suitable for previous lectures.

Table 1. Statistics and comparison of the number of visual images in the trilogy 6th grade History & Geography textbooks (the history section) with the 6th grade History textbook (the old)

No.	Name of the books	The number of lessons/ Chapters	The numbers of visual images	The average of visual images/ lesson	The number of each type of visual images			
					Photos of the original materials	Illustrations	Maps	Schemas
1	The Kites	19 lessons/ 7 Chapters	171	9	117	22	14	18
2	Creative Horizon	21 lessons/ 5 Chapters	162	7.7	86	36	19	21
3	Connecting knowledge to life	20 lessons/ 5 Chapter	143	7.15	90	16	22	15
4	6 th grade History textbook (the old)	28 lessons/2 parts/5 chapters	59	2.1	41	5	3	10

In terms of the curriculum content:

In each textbook, the visual image selected by scientists is different, but we find that the common and new features of the book are as follows:

Visual images are adequately chosen, closely following the content of each unit to help illustrate and provide more knowledge for students to explore the lesson. Each image, diagram, and schema have their

own clear annotation. Through the system of visual images, teachers guide students to discover the knowledge. This will be a new point in the process of teaching and learning history in high schools because before, the visual image is still illustrative, not really aroused in students subject learning capacity as well as other competencies; Along with that is the pressure of knowledge and time that teachers do not use the visuals or only mention it in their lectures.



Hình 7.6. Một trang trong sử thi *Mã-ha-bà-ra-ta*

Figure 1. Book “The Kites”, page 34 [5]

Another highlight of the visual image which can be found in the new 6th Grade History and Geography textbook is about its use function. Visual images not only help illustrate, provide knowledge and develop students’ competencies in the lesson process, but also directly put into



▲ Hình 1. Lư đồng – một phát minh của người Trung Quốc

Figure 2. Book “Connecting knowledge to life”, page 39 [6]

practice and application. The inspection and evaluation through the video channel system will also be focused. Thus, the visual image will follow the teacher and students during the whole lesson, from the begin, new knowledge formation to practice and application.



Figure 3 . Book “Creative Horizon”, Page 26 [7]



Figure 4. Book “Connectin Knowledge to life”, Page 10 [6]



Figure 5. Book “Creative Horizon”, Page 14 [7]

With a diversified and rich system of visual images, 6th grade History and Geography textbooks will help students develop historical competencies (including components: understanding history, history perception and thinking, knowledge application, learned skills).

3.3. Some requirements and approaches to effectively apply visual image (History section) in 6th grade History and Geography textbook - NGE (2018)

3.3.1. Measures to utilize visual images effectively

* Some principles of using visuals

The way of using the visual image has been mentioned by many history-education scientists in their works in accordance with the novelty of 6th grade History and Geography textbook - NGE (2018), this issue requires further research and development. This benefits not only schoolteachers' guidance when first using the new textbook in the school year 2021-2022 but also the training of prospective teachers of History in universities. In this paper, we recommend a principle and an approach to effectively exploit the channel as follows:

Firstly: To effectively apply the visual image with many innovations, the teacher should use the textbook scientifically and flexibly. The Diagram of Dairi is still the lodestar for using the History textbook. According to the Dairi diagram, the teacher plays the role of deciding the lesson content and the one-way knowledge transmission, which is no longer suitable with the viewpoint of developing learners' qualifications and capacity [1]. Thus, it is necessary to have flexible application, giving learners due consideration to both place the learners at the center and ensure their comprehension of basic knowledge.

Secondly: Application of visual images should promote students' positivity. Teachers should assign prior tasks to students at home. This is a requirement and a method to help students proactively approach lessons. Teachers instruct students how to explore information or let them learn, exchange, and discuss by themselves during the regular class through class activities: Warm-up; Explore; Wrap-up; Apply.

Thirdly: Using visual images requires a combination of modern technological devices such as television, projector, and the

Internet. This flavors interaction between students and teachers during the lesson; and supports the use of other materials besides the textbook. However, with a large, diversified, and plentiful number of picture channels mentioned in the new set of textbooks, teachers must be aware of selecting necessary materials or not, only using picture channels in the textbook to avoid introducing, watching movies, pictures that dilute the lesson.

Fourthly: To use the visual image effectively, teachers need to set goals and be mindful of suitable methods for each specific type of visual image. Teachers give students clear targets and requirements of working with images so that they are informed to use picture channels effectively. There should be a balance of using both visual and textual channels, avoiding abusing analysis of images, leading to detachment of the core-content lesson.

For each type of visuals, teachers should instruct students to use it. Take the visuals in History as an example: teachers should help students distinguish taken photos and drawings; they are about historical figures, things, events, or caricatures, from which appropriate questions and requirements for students are given. Pictures as original materials should be given due attention because they are the most valuable material in creating historical symbols. For maps, schemas: read the map's name to identify objects, territories, and content shown; read the glossary to understand how objects on a map and schemas are represented; observe objects based on requirements to identify, define, describe each object, finally observe the surrounding objects to find the relationship between them.

Besides, teachers need to determine the lesson purpose, which is associated with students' capacity development. Teachers are a facilitator of learning, not a provider of knowledge via lecturing, explaining, imposing personal judgments, forcing students to follow their own views.

Fifthly: It is necessary to use visual images in testing and assessing students' competencies. This is completely consistent with the design of new textbooks when the visual image exists from the beginning to the application of the lesson. In the past, we overused data, factual knowledge in testing and assessing, leading to the hatred of the History subject. With fundamental and comprehensive innovation in education and training: "assessment must be considered a breakthrough in the comprehensive innovation" and "assessment must be a driving force for encouraging learners to grow up", the variety of assessment forms is one of the effective ways to enhance learners' competencies.

3.3.2. *Demonstration of using visual image (History section) in the 6th grade History and Geography textbook - NGEC (2018)*

Effective use: Figure 3. Schema of Ancient Egypt and Mesopotamia (Lesson 7: Ancient Egypt and Mesopotamia, page 30 - 6th grade History and Geography Textbook - Connecting knowledge to life, Page 30) [6].

* Step 1: Identify learning activity objectives (Activity 1. The gift of rivers)

- General capacity: self-control and self-learning ability, problem-solving ability.

- Special ability:

+ Ability to investigate history: Identifying, distinguishing and exploiting some basic information of historical

resources in learning activities: original documents, diagrams.

+ Historical cognitive and thinking capacity: Presenting the natural conditions of ancient Egypt and Mesopotamia; analyzing the influence of the natural condition on the formation of the state, the first civilization in human history.

+ Applying learned knowledge and skills ability: Applying learned knowledge to Vietnamese history.

- Key qualities: having an attitude of respect for the diversity of world history and human culture.



▲ Hình 3. Lược đồ Ai Cập và Luông Hà cổ đại

* Step 2. Identifying the purpose of using the visual images

- Students analyze the simple contents of the diagram: colors, words, content shown (geographical location, rivers, borders...)

- Students identify the location of ancient Egypt and Mesopotamia on the world map today (which country, which region, which continent....)

- Students initially explain the relationship between natural conditions and the

formation of the ancient state in Egypt and Mesopotamia; can explain the title “Gift of the Rivers”.

* Step 3. Design learning activities with visual images

- Teachers prepare teaching aids including computers, projectors, globes, diagrams.

- Teachers use problem-solving teaching methods combined with brainstorming methods.

- Students work individually.

* Step 4. Implementation

- Introducing to the origin and content of the visual aids: A Map of Ancient Egypt and Mesopotamia.

- Guiding students to do their tasks:

+ Introducing the diagram: Teachers use a combination of projectors, ask students to read and analyze notes and content on the diagram.

+ Assigning the task to students:

Find the location of ancient Egypt and Mesopotamia on a modern world map (using a map or globe).

Observe the diagram, find the common natural characteristics leading to the formation of the state of ancient Egypt and Mesopotamia?

Ask students to read and analyze the original text in the textbook and explain: Why did the Nile River turn from “a dusty field” to “a flower garden”? Why did the Historian Herodod observe: “Egypt is a gift of the Nile river?”; Why is it said that: Ancient Egypt and Mesopotamia are: “Gifts of rivers”?

Relate the learned content to the formation of the Van Lang state in Vietnamese history.

- Comments and summaries:

+ The teacher introduces more about the rivers (can use more actual illustrations) and summarizes the knowledge presented by the students.

+ The teacher assesses students' ability through the use: Diagram of ancient Egypt and Mesopotamia.

The assessment can be done right after the lesson is over or at the start of the new lesson in the next period. The assessment should aim at developing students' historical competence, students can: analyze the schema content; locate Egypt and Mesopotamia on the world map; explain the problems posed in the process of learning; relate to Vietnamese history.

4. Conclusions

The role of visual images in teaching and learning History is extremely important to develop students' skills and abilities. In the context of comprehensive school reform in secondary schools, the introduction of new textbooks and effective use of visual images is a difficult problem for many History teachers. Under the analysis, the writers would like to point out the new points of the textbook and the visual images in the 6th grade History and Geography textbook (History section), expecting that: (1) Teachers need to learn carefully about the visual image used in each unit of the textbook, including the origin, content, meaning of the visual images in developing students' capacity; Designing

teaching and learning activities to maximize the capacity of students, to avoid falling into introducing and presenting mechanically. (2) Students actively learn about the visual images in the textbook associated with the content of the lesson. Those are the basic premise for the implementation of the lesson objectives, towards the goals of the NGEC.

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MỘT SỐ BIỆN PHÁP SỬ DỤNG HIỆU QUẢ KÊNH HÌNH TRONG DẠY HỌC LỊCH SỬ LỚP 6

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Tóm tắt

Đổi mới giáo dục phổ thông (GDPT) đang là một trong những vấn đề đang được xã hội nói chung và ngành giáo dục nói riêng quan tâm khi năm học đầu tiên triển khai chương trình trung học cơ sở (THCS) bắt đầu. Sách giáo khoa lớp 6 - Chương trình GDPT mới (2018) - đã được lựa chọn để thực hiện nhiệm vụ năm học 2021-2022. Bởi vậy, ngay từ lúc này, việc nâng cao kiến thức, kỹ năng để đáp ứng yêu cầu của Chương trình GDPT mới (2018) được các thầy cô giáo hết sức quan tâm, trong đó có các thầy cô dạy môn Lịch sử và Địa lý. Trên cơ sở nghiên cứu và phân tích ba bộ SGK Lịch sử và Địa lý lớp 6 (phần Lịch sử), chúng tôi đặc biệt chú ý đến việc sử dụng hiệu quả kênh hình. Giải quyết vấn đề này, bài viết tập trung vào ba vấn đề sau: (1) Vai trò của kênh hình trong dạy học Lịch sử; (2) Điểm mới của kênh hình (phần Lịch sử) trong sách giáo khoa Lịch sử và Địa lý lớp 6 - Chương trình GDPT mới (2018); (3) Một số yêu cầu và cách thức để sử dụng hiệu quả kênh hình (phần lịch sử) trong sách giáo khoa Lịch sử và Địa lý lớp 6 - Chương trình GDPT mới (2018)

Từ khóa: Đồ dùng trực quan, kênh hình, Lịch sử, sách giáo khoa, Chương trình Giáo dục phổ thông mới (2018).