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**The use of images in the teaching of historical disciplines**

Abstract

Among the visualization tools in the teaching of history, an important place is given to educational images and illustrations. Students are attracted to external entertainment in pictures and the educational materials contained in them. It should be used in various types of cognitive tasks. You should start working with pictures with the simplest tasks for composing stories and writing essays. In this case, the learning process takes place in an atmosphere of creativity of the teacher and students, as well as in the form of independent work. The learning process affects the soul of the child and develops creative abilities. Works of fine art in history lessons, due to their emotional impact, ensure the assimilation of the content of the educational material. And this contributes to the formation of spirituality and intellectuality of the younger generation. This article specifies the requirements that a teacher must comply with when using paintings. The necessity of using visualization in teaching history is substantiated. It is important to be able to use pictures correctly when teaching history. Because the picture is mainly used by the teacher as a basis for building a vivid story that can reveal the depicted event.

**Keywords:** pictures, history teaching methods.

Even though the main source of historical knowledge for students is the teacher's word, visual materials and written sources remain important forms of learning. In visual learning, students' ideas are formed based on the perception of the studied events or the use of their images. The role of visibility in history lessons is not limited to the task of creating specific representations. It equally covers the sphere of thinking. Its use serves to generalize historical phenomena and leads to an understanding of history.

It is very important that students know not only how the event is happening, but also where it is happening. Events are localized using maps and schematic plans. Paintings, engravings, and photographs are used to characterize the area (Dovgyallo, 2018). Teachers mainly use visual effects to support oral presentations to clarify concepts. Providing students with a graphical or iconic representation supports the brain and allows the student to work according to a simplified scenario (Triacca, 2017).

In some cases, visibility in history lessons is mandatory, in others it is only desirable. One of the goals of visual education is to make history vivid, vivid and visually perceptible. It can be solved only through the extensive use of visual aids. The content and plot of the educational picture should fully correspond to the school curriculum and the age of the students. It reflects not random episodes, but significant nodal events and phenomena that are studied in history lessons and are accessible to students' understanding. And most importantly, all the content of the educational picture is specially selected in accordance with the educational objectives.

In the classroom, it is not recommended to use a picture whose plot goes far beyond the school curriculum. Its use can lead to an overload of the lesson and the need for long and complex explanations. The educational picture of the school curriculum is not of particular interest to high school students. It is suitable for students aged 10-14 years. For high school students, it is preferable to use paintings by artists. Images should not overload the lesson or go beyond the curriculum. They are used along with paintings painted at one time by contemporaries, and are a document of the era (Dovgyallo, 2018).

If students have never analyzed historical photographs at school, the teacher will need to start with one image that the whole class can view together. Students should work in pairs or small groups to analyze photographs, focusing on a number of topics. In order for children to gain experience in historical analysis skills, students will need to repeat this process several times in the following lessons (Barton, 2001).

It is not recommended to display the picture in the classroom before the lesson or at the very beginning of the lesson. In this case, it will distract students ' attention from the current work, and you may also have misconceptions about its content. The picture should be shown to students only at the right time of work in the lesson after preliminary preparation. Preparation of students for the perception of the picture is carried out during the conversation or presentation preceding the show. The display and explanation of the picture should be consistent and logical. Any inconsistency, an arbitrary transition from one composition group to another, instead of ordering, causes confusion in perception and results in confused, unclear ideas of students about the subject of study. Students should be taught to first focus on the main thing, on the subject as a whole, then proceed to analyze its details, establish connections and interrelations of its parts and, thus, get closer to understanding the whole (Shogan, 2007).

The sequence of displaying the image in the lesson is as follows: first, prepare students for the perception of the image. Then, after the picture is published, students are given a little time to perceive. In the end, the show and the explanation. They should be consistent and logical (Jurasova, 2012).

When using the drawing, the teacher must comply with the following requirements:

\* use a maximum of 2 pictures per lesson;

\* Show the picture only at the right time of the lesson;

\* Take into account the age of students.

Pointing to the place of the drawing in the lesson, it should be emphasized that it can be used at any time of the lesson. For example: to include a teacher in the story when presenting new material; a drawing can be used to consolidate or verify the studied material; sometimes a drawing can become a source of new knowledge; a drawing can be used as a transition to the presentation of new material.

With the right choice, the drawings in the textbook are an integral part of its content. The picture should complement and clarify the text of the textbook. The content of some illustrations requires a detailed explanation or even a story from the teacher. As a rule, it is necessary to strive to make an illustration the subject of active work of students, during which they are taught to independently extract maximum knowledge from each illustration, to develop their attention, observation, thinking and speech.

There are several recommendations for a modern teacher to work with a historical picture. Let's look at the general issues of working with an image. The most important thing is the number of images. Attracting a large number of paintings would prevent students from deeply and firmly assimilating their content. Even in high school, lessons based mainly on the use of visual material should not be overloaded (Shogаn, 2007).

First of all, the picture in history lessons serves as a kind of support for students who listen to the teacher's speech. Combining a story with a picture makes it more concrete, clear and convincing. It would be wrong to assume that the source of knowledge for students is only the teacher's story, and the picture serves only as a "visual support" that facilitates the assimilation of knowledge. These two functions complement each other perfectly.

A picture in history lessons enhances the emotional impact of the teacher's story, the emotional and moral significance of the material being studied. In the lower grades, a good educational picture successfully serves this purpose. For older students, an educational picture may not cause them the appropriate emotions. But in high school, works of great art, reproductions of paintings by great artists, attract emotional and moral significance.

As a result, we can draw the following conclusions about the role of pictures in the process of assimilation of historical material by students: a picture can prepare students for new material; when a picture is drawn, the emotional impact of the teacher's story and the meaning of the studied material increases; pictures in history lessons help us understand historical phenomena, their nature and laws; a picture that is easily imprinted in the minds of students helps to consolidate historical material and relevant conclusions; a picture often serves as a means of checking the assimilation of the studied material (Kim, 2015).

One of the important components of visibility is the use of images in history lessons. Like other methods, the method of using images has its own characteristics. Paintings and illustrations in history lessons are used as a source of active extraction of new knowledge and as a means of clarifying the text of the textbook. You can use them at any time of the lesson. In addition, the teacher's speech and the picture during the lesson will saturate and complement each other. When performing tasks using images, it is important to develop speech, attention, observation, creative imagination, historical thinking, moral and aesthetic education of students, as well as the development of a number of valuable practical skills and abilities.

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