

Tarih Öğretiminde Analoji Yöntemi Analogy Method In History Teaching

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EXTENDED SUMMARY

The goal of history education, is to equip young people who have reading, writing and communication skills, who can think democratically and emphaticizes with others. History education also aims to create world citizens who have historical and critical thinking, writing and reading skills, thus, have ability to analyze historical documents with awareness of sensitive issues. In addition, like in all other school subjects, success and enduring perennial learning needs to be achieved in history classrooms.

It is thought that in order to improve students' historical thinking skills, to teach historical concepts easily, to achieve lasting and meaningful learning experience, various teaching materials and methods should be employed. There are so many various methods which can be employed in history teaching. Examples to such methods are narration, question and answer (Q&R), site visits, Project-based learning, discussion, document research and analyzes, case study, drama and role-playing. Analogy can be added to these methods to increase success and improve historical thinking ability by helping students to grasp history subjects.

Analogy is to explain some complex, unknown, foreign concepts with known simple ones. Analogy is defined as a reasoning method for conceptual changes in cases where desired result is to establish the connection to the targeted facts from known information. At the same time analogy is a cognitive mechanism to make inference and learn new concepts, thus play an important role in teaching and improving cognitive ideas and concepts.

For many people, having previous experiences and knowing similar or connected facts in relation to new concepts facilitates learning in the process. At this point analogies present itself with 2 main justifications. By using analogies, first the connection can be made between new concepts and previous experiences and then incomprehensible and abstract concepts become comprehensible. Life-long learning to encourage all people to learn something new in technologies, cultures and social life. Many tries to benefit from old learning to learn new.

Various models have been developed in order to use analogy as a teaching method. Among these developed models, many emerge from studies in natural sciences. The names of these models are as follows:

- Teaching With Analogies, "TWA"
- The General Model of Analogy Teaching-GMAT
- Bridging Analogies
- Structure-Mapping Theory
- Dupin ve Jonsua (1989) Analogy Teaching Model

These analogy models are experimented by researchers and presented for further use for science community. Beside these models, analogies in the classrooms are divided into different groups according to their usage such as, verbal, visual, story-telling and dramatization analogies. It is thought that verbal analogies are more commonly used in history, philosophy, political science and literature.

Using different teaching methods can raise the interest levels of the students who are not much interested in history classes and have difficulties to concretize the subjects, and think past events do not make much sense in today. Using new methods can ease the process for both teachers and learners. Analogy can be seen as one of these different methods. When the literature related to the subject are analyzed, analogy has a place as a method in history teaching but it has been overlooked and has not been underlined as the other methods.

This research aims to present information about analogy as a teaching method in history classes. In this context, analogies which can be used in in history teaching are divided into different groups. The first one is an analogy which is establish connection between two different events in the past. The next one is connecting the past with a current concept. This is called terminological analogies which explains historical concepts with a current ones. Beside these, there are analogies which are being used to explain differences between two different historical characters or events in history or political science papers. It is also seen that analogies can be used to teach sensitive subjects in history classrooms.

As a result of current research it is concluded that analogies which are more often found in nature studies teaching literature can also be used in social studies one. The research emphasis how to use analogy method in history classes, gives analogy examples which can be used in the classrooms, while mentioning the limitations of analogy usage. In the appendix, an analogy-based activity sheet which is developed by the researcher/author of this article is also presented for the use of the interested parties.