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CREATIVE HISTORY TEACHING IS THE MAIN ENGINE FOR SUCCESSFUL AND SAFE TEACHING

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Abstract. The creative teaching of history has a broad and global character and refers to the improvement of the educational system as a whole and signifies a novelty that is inserted into the pedagogical reality. According to its quality, it will always be a progressive and developmental change in teaching. Special emphasis in the subject is given to the creative teacher who is never satisfied with ordinary results. He constantly researches, discovers and creates something new. The paper presents the results of this dynamic, which can be achieved by successful communication with the teacher and the student with a new style and own model of work.

Key words: teaching, history, creativity, educational technology.

Introduction

History as a scientific discipline has a significant role in the education and upbringing of students. Knowledge of historical phenomena and processes enables students to better reason about the past and understand the present. Today, the school, teachers and students work and create in completely changed and different conditions. In these modern conditions, the school cannot remain isolated, that is, stick to the traditional way of working in which the teacher and the student are the only sources of information to which the teacher teaches, and students are passive listeners. In order to enable successful and high-quality teaching, it is necessary to apply new innovative forms of work, as one of the most significant is the creative way that ensures successful and high-quality teaching, and the results and knowledge will be permanent and useful.

Creative teaching has a broad and global character and refers to the improvement of the educational system as a whole, namely the changes in the placement of individual degrees and types of education, the achievement of permanence in teaching, the democratization and expansion of the class with modern means of communication. Due to the great importance of creative teaching in educational work, there will be successful results, only if it is well planned by the creative history teacher who will enable obtaining valuable reliable and stable teaching. In this teaching, we meet the concepts and practical models that are more often confront with a large number of traditional representations in teaching, its technology for the function of the teacher, students and separate sources of knowledge. Creative teaching has such meaning and role that allows students to acquire new knowledge and actively engage in changes in their environment and more distant surroundings.

Research activity in creative teaching is interesting and useful. About how to build on the laws of opinion, what forms of work to apply in order to bring out the creativity of students and how to individualize teaching. The teacher in creative teaching is constantly looking for new data, his ability is to continue learning by exploring and discovering new things. It is

characterized by an active research approach in teaching. A teacher is never satisfied with ordinary results. He should constantly explore, discover and create something new.

The famous Croatian pedagogue Prof. Marko Stefanović writes: "Creativity is not something absolute. There is not one creativity, but creativity that is different in terms of type, shape, material and intensity. Creativity is the opposite of giving ready knowledge. The student with independent learning discovers procedures that come to new knowledge. He independently makes a plan and defines research hypotheses. Creative procedures open opportunities for establishing relationships between experienced and rational moments" (Stefanovikj, 2003).

Creativity in teaching means novelty that is based in pedagogical reality. Due to its quality, it will always be a progressive and developmental change in teaching. Through this teaching, the role of the teacher also changes. He is now not exclusively a lecturer, but an organizer of teaching and a partner in direct communication. This teaching is widely used in modern projects and innovations such as team teaching, group form of work, tandem, dialogic method, ecology and others. Then in the educational technology and their application in the education and upbringing of the student. The creative teacher uses texts from literary works, the textbook as a source of knowledge, literary works, historical fiction, art historical materials and objects after teaching history. All this indicates that teaching is very comprehensive and professionally interesting. Pedagogical creativity will be successful if the teacher accepts it and understands that it is of special value and meaning that should be advocated. If the teacher is not motivated enough, creativity, regardless of its value in teaching, will not be successful. Therefore, the teacher must be the initiator and bearer of creativity in teaching. The task of the creative teacher is to succeed or enable the student to see for himself the possibility of applying his acquired knowledge in an area, where and how to apply it.

The history textbook is a basic teaching tool in which the quality and scope of the students' knowledge is determined. Approaching the use of the history textbook, the teacher is obliged to study it in its entirety. History professor Violeta Achkovska will show it most illustratively" after studying the textbook, the teacher determines when and how he should use the additional material, general manuals, monographs, encyclopaedias, original literary and scientific texts, familiarization with the content of the textbook also enables the teacher to organize a conversation about the textbook in the first class and predict what homework he will give them during the year.(Achkovska, 2001).

Creative teaching of history also requires appropriate ways to implement that teaching without using an appropriate teaching method. The text method is an irreplaceable confirmation for the creation of scientific and confirmed truths in all forms, scientific, literary, historical, artistic and many others from the spiritual life of its people. We can get immediate sources of data and information when we use texts from the social environment, such as historical places and monuments from local history and from our country. In the creative teaching of history where the past is studied, it is necessary to use as many auditory and visual means of educational technology as possible, with the help of which we can bring the students closer to and reconstruct the past. We will achieve this with the help of the demonstration method, which is considered one of the main dialectical methods in teaching. In addition to this knowledge, the most vivid are the words of Josip Milat who wrote: "the task for the teacher through the method of demonstration, and with the analytical problem approach is to process the information, develop the ability for critical opinion, the ability to judge the quality of accuracy and justification of the factors information and knowledge".

The development of the cognitive area is expressed by the knowledge, intellectual skills and intellectual abilities for analytical, synthetic, creative and critical opinion. The creative history teacher's main goal is for students to acquire broader knowledge about significant social phenomena, processes and events from the past and present, and to enable students to interpret them scientifically as well as to develop a critical opinion so that they can understand the natural development of the society.

The teacher should possess the ability for certain theoretical knowledge, the ability for practical programming, monitoring and evaluation of the innovative work model. Then the current exemplar model, the programmed teaching, the problem model and the group form of

work should be his priority. Svetozar Naumovski in the Methodical Manual for History Teaching will write: "the group form of teaching work is particularly suitable for application in history teaching. When processing historical material, the group form of teaching work provides greater opportunities for independent processing of teaching material, developing student self-initiative in the research and use of historical texts, popular scientific and artistic literature with artistic content" (Naumovski, 1991).

The teacher has to choose the teaching content that he will process or the teaching topic that he will determine and systematize, then he has to prepare tasks for the groups, the appropriate teaching aids and technical aids. Literary texts should be used sparingly in the processing of historical content. They are also important sources of knowledge, as well as the living word of the teacher, the student and other teaching aids. During the processing of the literary text with historical content, the historical truth must be used critically and taken into account. The research activity in this domain presents very interesting and useful knowledge, in such forms that it is possible to observe the creativity of the students, and how to organize their independent creative activities. This creativity has successful results in teamwork where new knowledge, skills and necessary competencies are acquired, active learning of the teacher and students and creation of opportunities for dialog discussions, conflict resolution, communication and integration.

From the above, it can be concluded that students should constantly find themselves in the role and function of direct researchers. With the professional competence, special emphasis should be placed on the interpersonal competence of the teacher's competence for a more humane approach to teaching, the realization of a friendly relationship with the students, more intense interaction, two-way communication in the form of dialogue, respect for the opinion and the establishment of trust and responsibility as prerequisites for processing. A teacher who increases confidence manifests it with increased engagement and motivation for creative enrichment of teaching, which makes him satisfied, and students should constantly find themselves in the role and function of immediate researchers.

Tandem work enables frequent communication between them, good mutual relationship, joint work on the set tasks, enabling them to express their attitude to decide and present. A successful creative history teacher manages to properly use the results and adequate means of work. He permanently educates himself following the modern achievements in pedagogical science as well as in the overall achievement in the social environment. The research activity in this domain presents very interesting and useful knowledge about how teaching should be built on the laws of opinion, in what forms creativity should be cultivated among students and how to organize their independent creative activities. The methodology understood in this way will enable the history teacher to develop autochthonously, creatively, freely and independently for an organized independent process for concretizing the content, the choice of methods, means and sources and how to realize the goals and tasks for quality and efficient teaching.

The importance of including historical places and events from the homeland in the process of teaching history is great for preserving and nurturing the benefits of the past. Precisely because of all this, the study of local history as an integral part of teaching is of invaluable importance not only for teaching but also for the entire educational process. Native history is a significant factor for nurturing revolutionary traditions among young generations. A special form of using cultural and historical monuments is holding a history lesson in a museum, archaeological sites, memorial monuments. This lecture is suitable to take place in the place where the school is located, and it can also be during a one-day excursion to a historically significant place near the place of residence. A talented teacher is at a great advantage for creativity, but only on the condition that he continuously works, learns and creates. He has a great meaning and will successfully break into the essence, will constantly look for new connections, carry out transformation, make new rare and distant combinations. He will discover new data by himself and create his own knowledge with his students. He will not transfer ready-made knowledge with his students, but will guide them to find knowledge independently and with research efforts.

At the very beginning with „ (Mandic, 2001). the introduction of the computer after the teaching of history was clear that a huge amount of data was opened, the possibility of communication with any point in the world and the fastest access to information. The computer has become an irreplaceable factor for the development of the student's intellectual thought, creativity and independent creation, from this it follows that in the conditions of the application of computer technology, the creative teacher is less and less a lecturer and examiner, and more and more a strategist of the teaching process, an organizer of the teaching, an advisor to the students, an intellectual leader, a governing factor in the teaching and learning process in which one knows who is doing what".

Through the study of the cultural landmark, aesthetic, moral, patriotic and ethnic values and a sense of belonging to the state are acquired. For the moral education of the students, the talented teacher should develop only the positive qualities. The main source of the creative teacher's success consists in how he will approach the students, how he will deal with them and what will be the relationship with them. The teacher should know well the motivation of his students, their creativity and possibility, therefore he should know each student and in what he is the best. It is the satisfaction of work and the desire to stand out and be successful. Creative teaching indicates the need for knowledge, calls for activity during the lesson, perceives every problem as an entrusted task that needs to be solved. Students develop interest, which in some way is a basic motive for learning and a means for intellectual and emotional development of students. A talented history teacher will achieve all this if he sincerely loves his profession. It should be said that a good teacher cannot be imagined without his personal characteristics and moral values. Only such a creative teacher can gain trust and build authority among students and the wider environment.

Conclusion

Each work has its own value and knowledge. Knowledge is obtained through knowledge and learning with one's own engagement, effort and commitment. The task of the creative teacher is to succeed or enable the student to see for himself the possibility of applying his acquired knowledge in which area, where and how he can accept it. The teacher, applying creativity in teaching and research activity and constantly refreshing it, enriching it and improving it through numerous innovations makes students gain new knowledge, independent knowledge in theory and practice. Therefore, the creative a teacher should form a positive image towards the students, convincing the environment that what he does must be the best, qualitative, impressive and well-argued.

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