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THE IMPLEMENTATION OF THE ORAL HISTORY ARCHIVES TECHNIQUE IN SOCIAL STUDIES TO FOSTER PRIDE IN THEIR NATIONAL IDENTITY AND VALUES AMONG OMANI YOUTH: A REFLECTION OF OMAN VISION 2040

Abstract

Purpose: *This study addresses the challenges faced by modern societies, with a specific focus on Oman and its educational foundation aligned with ,Oman Vision 2040.’ The primary objective is to assess the use of oral history archives in teaching social studies, exploring teachers’ perceptions, familiarity, and the effectiveness of this approach in enhancing Omani students’ identity and national values.*

Method/approach: *The research employs purposeful sampling, incorporating focus group discussions, interviews, observation notes, and survey questionnaires. Thematic analysis is utilized to examine gathered data, categorizing findings into three themes: social studies teachers’ views on oral history archives, their familiarity, and the efficacy of using this approach to enhance Omani students’ identity and national values.*

Results: *The research reveals positive perceptions among social studies teachers regarding the effectiveness of oral history archives as a teaching approach. Themes include teachers’ perspectives, familiarity with the method, and the efficacy of using oral history to enhance identity and national values among Omani students.*

Conclusion/findings: *The study emphasizes the importance of integrating oral history archives into the educational system, aligning with Oman Vision 2040’s goals. Teachers perceive oral history archives as effective tools, enhancing student engagement, intellectual development, and contributing to the learning environment. Recommendations include institutional support, resource allocation, and training initiatives to promote successful implementation in classrooms. The*

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study contributes to Oman's educational landscape and aligns with global oral history movements, emphasizing collaboration with international organizations for enhanced research methodologies and effective teaching techniques.

Key words: *Oral History Archive, Oman Vision 2040, social studies teachers, recent history*

L'IMPLEMENTAZIONE DELLA TECNICA DEGLI ARCHIVI DI STORIA ORALE NEGLI STUDI SOCIALI PER PROMUOVERE L'ORGOGGIO DELLA LORO IDENTITÀ NAZIONALE E DEI VALORI TRA I GIOVANI DELL'OMANI: UN RIFLESSIONE DELLA VISIONE DELL'OMAN 2040

Astratto

Scopo: *Questo studio affronta le sfide affrontate dalle società moderne, con un focus specifico sull'Oman e il suo sistema educativo fondazione in linea con "Oman Vision 2040". L'obiettivo principale è valutare l'uso degli archivi di storia orale nell'insegnamento degli studi sociali, esplorando le percezioni degli insegnanti, la familiarità e l'efficacia di questo approccio nel migliorare l'identità e i valori nazionali degli studenti dell'Oman.*

Metodo/approccio: *la ricerca utilizza un campionamento mirato, incorporando discussioni di focus group, interviste, note di osservazione e questionari di indagine. L'analisi tematica viene utilizzata per esaminare i dati raccolti, classificando i risultati in tre temi: il punto di vista degli insegnanti di studi sociali sugli archivi di storia orale, la loro familiarità e l'efficacia dell'utilizzo di questo approccio per migliorare l'identità e i valori nazionali degli studenti dell'Oman.*

Risultati: *la ricerca rivela percezioni positive tra gli insegnanti di studi sociali riguardo all'efficacia degli archivi di storia orale come approccio didattico. I temi includono il punto di vista degli insegnanti, la familiarità con il metodo e l'efficacia dell'uso della storia orale per migliorare l'identità e i valori nazionali tra gli studenti dell'Oman.*

Conclusione/risultati: *lo studio sottolinea l'importanza di integrare gli archivi di storia orale nel sistema educativo, allineandosi con l'Oman. Gli obiettivi di Vision 2040. Gli insegnanti percepiscono gli archivi di storia orale come strumenti*

efficaci, che migliorano il coinvolgimento degli studenti, lo sviluppo intellettuale e contribuiscono all'ambiente di apprendimento. Le raccomandazioni includono supporto istituzionale, allocazione delle risorse e iniziative di formazione per promuovere un'implementazione di successo nelle classi. Lo studio contribuisce al panorama educativo dell'Oman e si allinea con i movimenti globali di storia orale, sottolineando la collaborazione con organizzazioni internazionali per metodologie di ricerca avanzate e tecniche di insegnamento efficaci.

Parole chiave: *Archivio di storia orale, Oman Vision 2040, insegnanti di studi sociali, storia recente.*

IMPLEMENTACIJA ARHIVSKEGA ZAPISOVANJA USTNE ZGODOVINE V DRUŽBENIH ŠTUDIJAH ZA SPODBUJANJE PONOSA NA NJIHOVO NACIONALNO IDENTITETO IN VREDNOTE MED OMANSKIMI MLADIMI: ODSEV OMANSKE VIZIJE 2040

Izvleček

Namen: *Ta študija obravnava izzive, s katerimi se soočajo sodobne družbe, s posebnim poudarkom na Omanu in njegovem izobraževalnem temelju v skladu z vizijo „Oman Vision 2040“. Primarni cilj je oceniti uporabo arhivov ustne izročila pri poučevanju družbenih ved, raziskovanje dožemanja učiteljev, poznavanja in učinkovitosti tega pristopa pri krepitvi identitete in nacionalnih vrednot omanskih študentov.*

Metoda/pristop: *Raziskava vključuje namensko vzorčenje, ki vključuje razprave v fokusnih skupinah, intervjuje, zapiske opazovanj in anketne vprašalnike. Tematska analiza se uporablja za preučevanje zbranih podatkov, pri čemer se ugotovitve razvrstijo v tri teme: pogledi učiteljev družbenih ved na arhive ustnega izročila, njihovo poznavanje in učinkovitost uporabe tega pristopa za krepitev identitete in nacionalnih vrednot omanskih študentov.*

Rezultati: *Raziskava razkriva pozitivne percepcije učiteljev družbenih ved glede učinkovitosti arhivov ustno predanega zgodovinskega gradiva kot pristopa k poučevanju. Teme vključujejo poglede učiteljev, poznavanje metode in učinkovitost uporabe ustnega izročila za krepitev identitete in nacionalnih vrednot med omanskimi študenti.*

Zaključek/ugotovitve: Študija poudarja pomen vključevanja arhivov ustnega izročila v izobraževalni sistem v skladu s cilji vizije Oman Vision 2040. Učitelji arhive ustnega izročila razumejo kot učinkovita orodja, ki povečujejo angažiranost študentov, intelektualni razvoj in prispevajo k učnemu okolju. Priporočila vključujejo institucionalno podporo, dodeljevanje virov in pobude za usposabljanje za spodbujanje uspešnega izvajanja v učilnicah in predavalnicah. Študija prispeva k oman-skemu izobraževalnemu sistemu in je usklajena z globalnimi gibanji za promocijo ustnega izročila, s poudarkom na sodelovanju z mednarodnimi organizacijami za izboljšane raziskovalne metodologije in učinkovite tehnike poučevanja.

Ključne besede: Arhiv ustnega izročila, Omanska vizija 2040, učitelji družbenih ved, novejša zgodovina.

1. INTRODUCTION

The modern-day societies undergo different challenges at national level across the globe. One of the major challenges are centered around for which there is concern of the nation's respective foundation for educations which have actually suited with the respective educational foundations and make sure it fits the best political, geographical, social as well as cultural needs for the nation. In this regard, the world-class success is driven by the youth to be competent in terms of nationalism as well as individualism to achieve the nation's goals. Oman is no exception towards the challenge. In this regard, the government of Oman launched '*Oman Vision 2040*'. The vision emphasizes on to achieve success in terms of the economic growth specifically in the oil sector and it is not limited to the nation development. This vision is also focused on to enhance and develop the education need of the Omani population that possess characteristics and focus on the powerful sense to achieve national identity and values (Oman Vision 2040, 2022). The present study assessed three factors to identify and provide information on the use of oral history archives to teach social studies: perceptions of teachers, familiarity with teachers and oral history archives effectiveness as one of the teaching approaches. The basic goal of this research is to answer the given research question: (1) what are the views of social studies teachers in middle schools regarding the use of oral history archives as their teaching approaches (2) to determine the extent social studies teachers are familiar with the oral history archives approach and to determine the degree towards which it is added in their teaching technique (3) to assess the effectiveness of the way oral history archives are used to enhance Omani students identity along with their national values?

The sampling technique implemented in this study is purposeful sampling to select the relevant participants. This comprises of focus group discussions, interviews, observation notes and survey questionnaires that are used for the data collection. Thematic analysis is implemented in this study for the analysis of the data gathered in the study.

The findings of this research are divided into three themes such as; (a) views of social studies teachers in middle schools regarding the use of oral history archives as their teaching approaches (b) teachers familiarity for social studies to use oral history archives as an approach of teaching that integrates the teaching

technique and (c) efficacy to teach social studies as an oral history approach to enhance the identity and national values of Omani students.

The research can be implied to different professional and practical approaches that appeal different aspects in the educational setting. It is noteworthy to find the research study to integrate the oral history archives approaches in the institutional level and this study is important as it highlights its connection with Oman Vision 2040 goals to foster identity among the Omani youth by implementation of oral history archives in their classrooms as one of the teaching approaches.

The teachers of social studies actually perceive oral history archives as one of the effective approaches for teaching for different reasons. The first cause is to have high engagement in the classroom and enhance the responses of students. Another possible reason is that it is considered as an important tool for personal as well as intellectual development to be among the students. It is considered as a supplementary learning material and an effective research tool in the classrooms which improves the national values among students and raises the identity awareness. It acts as one of the critical parts for the learning environment.

There are different possible recommendations and studies that have been considered to create the hopes and effectively apply the oral history archives approach in the classroom. The educational institutions along with the state have actually added major efforts for the resources and materials for support of teachers. There is emphasis on to provide training, skills as well as seminars which are regarded as the best way to elevate and promote the oral history archives approach in the classrooms.

This study has importance in terms that it aligns with the Oman Vision 2040 based on Islamic identity as well as Arab orientation state. In this case, this study assesses the oral history archives to be part of the education system in Oman for the social studies curriculum to be in the middle school level curriculum. I would highlight the important benefits connected with oral history archives for the students to develop the critical thinking skills. According to Pessanha et al (2021), the basic 13 reasons to implement oral history archives that will benefit the students comprise of:

1. Oral history archives assist students to learn more about individual perspectives that might not be in the historical record
2. Oral history archives enables students to compensate for their digital age

3. Oral history archives allow students to learn diverse sort of information
4. It helps students to ask questions for their personal interest types
5. Oral history enables students to get a personal connection with past community life
6. The oral history archive interviews provide participation chance for historical retelling for individual lives

This study will assist to recognize the idea of oral history archives and accept it as a formal teaching technique and approach in the Sultanate of Oman. This will result in a major transition from the traditional thinking of the given strategy which is quite unreliable and needs a new perspective associated with the oral history. This keeps into account the knowledge of Oman's history and broadens the related factors. This makes unheard people assistance to witness different contributors for several historical events in the country. This study enables to fill the gaps in the history and result in different interpretations of the historical rise. Oman can also be a part of the oral history moment. The idea as similar to different other countries actually hopes that oral history archives are a major part in Oman, to be a part of the oral history movement. The organizations are actually made on international level. Organizations consider oral history movement to have collaboration with Baylor Institute for Oral History (BIOH), Columbia Center for Oral History Research (CCOHR) and Oral History Association (OHA) (Shopes, 2002). There are many other organizations made across the world and are major parts of the diversified movement which is a part of the research methodology and is an effective classroom teaching technique. In case of Asia, oral history projects are also taken seriously taken by South Asian Oral History Project (SAOHP) (Sharpless, 2008).

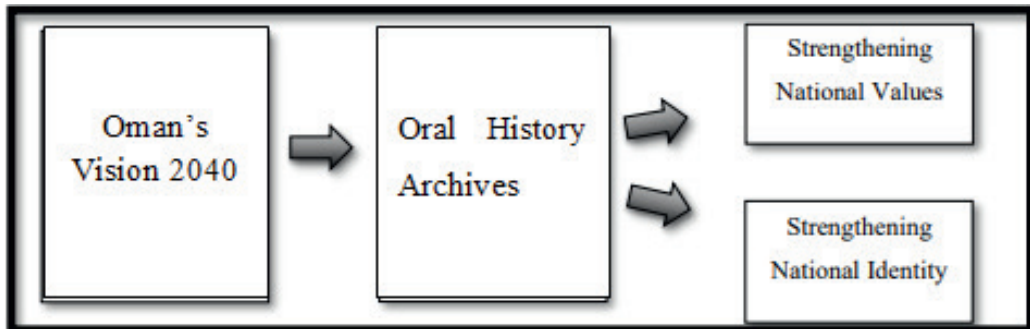
2. CONTEXT

Oral history comprises of the definition as well as history of the strategy. The history has different advantages and has use in history. The assessment provides awareness regarding teachers of social studies in Oman regarding the use of oral history archives as one of the teaching methodologies.

The history study and its democratization is the procedure of oral history which is one of the democratic disciplines (El Shakry, 2015). This has major impact on

the implementation. The oral history approach implements the different steps to conduct oral history interview. There are many successful implementations elaborated in this approach. Oral history archives in the classroom for the challenges related with oral history along with the application of the oral history archives approach has effect on the discussion based on self-explanatory impact.

Figure 1: Theoretical Concept



This study emphasizes on to review the effectiveness of oral history archives to enhance Oman's national identity as well as values to align with Oman Vision 2040 as indicated in the Figure (1). The major goal nationwide is to enhance the education system and make sure the Omani national values and identity is strengthened to promote success. This makes Omani enrichment to take place consciously and also make sure the potential positive engagement takes the world with fast pace.

ORAL HISTORY ARCHIVES AS A SOURCE OF PEACE PEDAGOGY

According to Llewellyn & Cook (2017), oral history is considered as one of the archival opinions that supports peace pedagogy and has work related fact connected with oral historian's development which is a different approach. This makes the barbaric to civilized systems to focus on the peaceful methodology and actually developed by reconciliation technique. The oral tasks actually capture the existing concerns for system injustice. This actually develops healthy relationships on the basis of academic grounds which are already formed. In this regard, critical pedagogy emphasizes on to be more focused as of consciousness and offers tremendous potential use for oral history in connection to the pace education. This actually supports the unheard voices and has made opinions to value and offer insights connected with the ancient patterns and offer opportunities with marginalized value.

Similarly, Christodoulou (2016) indicated in a study that there are two pedagogical elements to be found in the oral history application in the classroom: ‘*engagement*’ and ‘*inspiration*’. These are the terms that allow students to relate and also interact with the primary source of the information. This comprises of the oral history archives assessment to be one of the best methods of research and also none of the experiences channeled by the past but have emotions involved as well. Nussey (2014), reflected on the idea connected with the serious challenges regarding reconciliatory pedagogy among second-year student of history teachers towards the idea of reconciliation. It was found that oral history education plays a major role to address the conflict effects and also there are examples set regarding ‘*dance*’ of reconciliation that provides insights among the assessment of practices and reflect on the opportunity to build the response and relations towards the basic idea connected with history of teacher as an educator.

ROLE OF NATIONAL IDENTITY

According to Precht (2004), national identity plays a major role as in a single person for which the given characteristics impact communities. This has made Middle East to be an example where the national identity among citizens to have valued and have unified approaches among the diverse populations. This makes national identity to be one of the remarkable as well as noticeable features which an individual identifies and links with their origin. Similarly, House (2012), Gulf Cooperation Council (GCC) has emphasis on the idea of national identity. In this regard, it emphasizes on the significance of the officials role regarding the family members and also the consequences of the GCC states which the respective family members as nation icons. The GCC states have focus on the Muslim male tribal members and also the cultural diversity which has connection with Islamic beliefs. This has made Middle East to have accumulation for the influence of various cultures.

HISTORICAL ELEMENT IN SOCIAL STUDIES

History is one of the major components of social studies. According to Pessanha and Salah (2021), history is defined as one of the knowledge branches regarding the past events. It emphasizes on to assess the universe along with the cultural, geographical, and political aspects in the life which has started since the time. The social studies component makes history to begin since fourth grade to edu-

cate students so they can explore the old as well as the contemporary history of Oman and assess the population structure in the era of oil emergence. The history education stays in fourth grade and has focus on the major cultural features of the Arab World in the History and has better understanding for the current situations that shed light on the future.

There are discussions based on history and have not been quite limited to tell the tales from the past with an attempt made to elaborate the present and future events (Mahajan, 2011). These connect the two aspects and have been a major narration used for the drill techniques. This allows the teacher to narrate the respective topic and makes students to get the desired knowledge by narration and make use of Drill Technique based on assumption desired for specific learning as it is revised in different times and is a part of permanent and stable environment.

ORAL HISTORY ARCHIVES APPROACH

Oral history archives before assessment have different downsides. This is considered as to assess the information by the oral traditions which is subjected and based on opinions. There are memories and all lives which are diverse and have impact on the beliefs and emotions. This makes the sample sizes to be quite large and also correct the oral history concerns.

The approach of interview is considered as a primary technique applied in performing the oral history. The interviewer and interviewee have the knowledgeable idea for the respective topic. In this regard, oral history is not limited to gather data but also obtain desired information applicable with the oral history concerns which aim to retain the transparent data and also disseminate the news (Mahajan, 2011). This has disseminated the idea and because of the implementation of the new interview skills there are oral history archives assessed by the interview skills.

The classroom context implements the oral history archives which consider the knowledgeable idea connected to improve the students' performance and encourage them to be sure when they start the oral history archives assessment which focuses on the origin, methodology along with definition. The second stage is quite critical regarding the success factor assessment in classroom projects. The third stage comprise of the instructions along with the tips provided to be an effective interviewer (Çelik, 2018). The fourth stage is regarded as the procedure to

invite the qualified narrators for respective interviews. The fifth stage depends on preparation of the interview which also requires background research for the given project and has background assessment for the history project. The sixth and last stage is considered as application or testing the equipment, and this makes use of pilot interview practices to check the functionality and tools which are used during the interview recording. The seventh stage is to conduct the actual interview and lastly, students focus on to share the findings of the research as it shows similar connection with the actual research interview.

Oral history archives make it easy for the students to learn regarding the individual perspectives which are not evident in the historical record, compensation for the digital age along with the idea to learn various types of information and ask about questions connected with individual personal interest and narrate their personal stories which offers precious details on the human interaction. This makes oral history to allow students in their learning phase and get new historical content and get research skills and develops excellence in the writing skills. It makes sure teaching valuable critical thinking skills and also emphasis is on the inclusion and personal connection with the past as well as community life to develop valuable interpersonal skills.

3. RATIONAL AND RESEARCH QUESTION

This research aims to assess the views of teachers regarding social studies by oral history archives approach as one of the methods used for teaching social studies and also improve the national identity and values of Omani students. The study is important as there were quite a few studies done in the past on oral history archives for teaching the social studies subject in Omani schools that have private and public standards. This makes teachers involved in social studies become aware of the instruction method. Oral history archives are applicable in research and have many benefits for Omani students since they are quite diverse techniques.

This has made oral history archives to be implemented in the classroom context and also the study is essential for the project under the idea to normalize the details in Omani classrooms. This makes the tool for learning environment for students to begin at the middle school level.

This research makes social studies teachers in Oman who technically lack knowledge exposure to the idea regarding the approach of oral history to teach social studies; the case of oral history is concerned to be well taught in the Omani schools while to strengthen the national values and identity. This makes the Arab identity to increase the Islamic values and emphasis is on the Sultanate of Oman. There are theories connected with peace pedagogy and reconciliatory measure designed to cultivate the cultural diversity which emerges as a way to preserve history and also the future and self is assumed to be quite true.

As indicated in this research, the emphasis is solely on the Sultanate of Oman. Middle school students along with teachers of social studies in the Sultanate of Oman are reported in this study. However, there are eighth-grade students that are selected, and the findings indicate that there are no representative generations found from middle school level towards grade six till nine.

This study implements qualitative case study and is designed to find answer to the following research questions:

1. What are the views of social-studies teachers in middle school regarding the implementation of oral history as their teaching approach?
2. How much familiar are the teachers of social studies regarding the teaching with oral history archives approach?
3. What is the effectiveness to use oral history archives approach in social studies to enhance the national identity and values of Omani students?

4. METHOD

This research implements qualitative methodology to accomplish the research objectives. In this regard, the study implements selected phenomenon based on individual's personal experiences. Qualitative research is defined as exploratory in nature and also it has social constructed meaning for the individual interaction with respective world. The qualitative research emphasizes on to uncover the basic trends as well as thoughts with close examination of the mentioned problems or issues on the basis of the data collection.

CASE STUDY

The qualitative study in this research implements case study approach to manage the data. Case study approach is characterized frequently with qualitative data analysis and make sure the suitable comprehensive technique is used for assessment of the issue and research context. Qualitative case study makes use of the methodology which has different topics to be covered which has the motivation and clarifies the comprehension to implement this approach. Qualitative case study is among the famous research method techniques designed to assess the specific topics along with concerns which are in mentioned environment.

RESEARCH CONTEXT AND RESPONDENTS

The sample of the study is obtained from population of teachers as well as students in Oman. There is purposeful sampling technique used to obtain the participants of the study. The logic as well as power as reported in purposeful sampling depends on the information obtained by rich cases for the research study (Suh et al, 2018).

The purpose of the research is to explore as well as assess the social studies teacher's perceptions by use of oral history archives as one of the teaching approaches. The respondents are from middle school social studies teachers in Oman. The effectiveness to teach social studies by oral history archives approach makes the students of eighth grade participate in the Sultanate of Oman. The evaluation of the effectiveness for teaching social studies by emphasis on oral history archives approach enables the participation of eighth-grade students that are enrolled in the semester for the School Year 2022-2023 and are in the Middle School in the Sultanate of Oman.

There is a request initiated to the Ministry of Higher Education to gain assistance for the sample selection. Once the potential respondents are identified there is e-mail sent to the teachers of social studies department with Consent Form and details about the project. The email provided researcher's identity along with the research purpose as well as method (i.e. incorporated oral history with the current social studies curriculum for eighth grade). The selected eighth-grade students of social studies teachers were involved in the present study. In addition, there are different middle school teachers in the Sultanate of Oman contacted for completion of the online survey.

The views of oral history archives as one of the teaching approaches and recruitment of the participants with saturation of the data and no new data is used as additional insight for the research questions for the new data that is redundant.

STUDY PROCEDURES

The first important procedure is to gain approval from the University to conduct the research. There is emphasis more on to assess the participants of the research. There are different steps taken such as permission form Ministry of Higher Education (MoHE) Oman. The research makes use of teachers of social studies to assess the oral history archives use as their teaching methodology.

The most important aspect is to determine the middle school teachers and identify the research participants by online survey and share the individual perceptions for the use of oral history archives as one of the methodologies for teaching. The survey has open-ended questions that allow gathering of maximum information. The questions are designed by the researcher and are based on the understanding of the teachers and familiarity of the oral history archives regarding the perceptions as well as teaching role.

There are personal interviews conducted which helps to assess the status quo along with social distancing and makes teachers to be able to meet the individuals. The open-ended survey is done by sending the e-mail with the suitable format.

The online survey approach makes use of active receiving of responses. I have been a part of teacher meeting for which classroom makes use of oral history archives approach. I also trained the teachers by online mode to use Microsoft Teams for implementation of oral history archives approach in their classroom learning. Once training was done the teachers implemented oral history archives approach as teaching in their online sessions.

The social studies teachers were a part of online survey tool and make use of focus group discussion by Microsoft Teams. Focus group discussions were also part of the conversations. The participants were stimulated and also encourage the free flow discussions based on the opinions and challenges faced by students and teachers regarding the oral history archives to be used in classrooms as their approach for teaching. The group discussions were supported by note taking process.

DATA COLLECTION

There are different sources of data obtained by focus group discussions along with interview with students, notes during class observation along with awareness of teachers regarding social studies by use of questionnaire. **Triangulation** technique is used to assess the different methods of data collection and ensure trustworthiness for the qualitative data collection techniques. There are more than two methods used for collection of data. This is called triangulation as two or more than two methods of data are used.

A. QUESTIONNAIRES

In this research, there is open-ended survey instrument that is designed to collect information from social studies teachers about demographic profiles and assess the perceptions regarding oral history as one of the approaches for teaching and is done by the online survey. The questionnaire makes use of 16 open-ended questions assigned by middle school teachers in Oman.

B. INTERVIEWS

The oral history archives approach is implemented to the classroom regarding interviews with the students of eighth grade. The data is obtained by semi-structured interviews and use open-ended questions to collect insights the students from the government measures by COVID-19 pandemic. The open-ended questions use interview regarding the participants allows discussion on their own research topic.

C. OBSERVATIONS

Observation notes are used for support of data sources. There are observation techniques for support of the study. The research implements the observation of virtual class and teacher makes use of the oral history archives. The notes were taken completely and also teacher assessment is presented with observations regarding the student's behavior with considerable researcher.

D. FOCUS GROUP DISCUSSION

There is collective conversation with the social studies teachers to collect the data. There are open-ended questions used and probe with questions and apply the confirmation of understanding and the participants are encouraged to elaborate on the details. The designated note taking with focus group discussion online by Microsoft Teams and are hired by professional transcriptionist teams with analysis of data with field notes with note-taker and use my notes.

5. SIGNIFICANCE AND CONCLUSION

The goal of the study is aligned perfectly with Oman Vision 2040 in terms of the innovation prospect in education, Islamic identity along with the Arab orientation. In case of education, the oral history in terms of social studies curriculum mentions that middle school level there are benefits connected with the critical thinking skills development.

The oral history approach in classroom actually is a type of exercise which incorporates the projects under the social studies, and this emerges as a teaching approach which is normalized in Oman classrooms. The emphasis of the middle school level considers different benefits with oral history for the students and their critical thinking skills development. The oral history as applied with classroom in Oman classrooms and make sure there are tools for learning environment for the respective students at the middle school level. This research emphasizes on the social studies instructors in Oman that lack knowledge and also are not exposed towards the idea of oral history approach which is being taught in classrooms. Another idea is that students strengthen and build a strong sense of values and national identity by the use of concept of oral history.

The Arab nations as elaborated in this study are the major focus for which this study has major importance in Middle East. The association and assessment of eighth-grade students as per selection makes non representative generations by the middle school level.

In conclusion, the approach of oral history archives is quite effective for academic and social tools. The teacher's views are one of the successful and efficient ways to manage high engagement response by the students and these acts as an efficient way to deal with personal and efficient way to achieve personal as well as intellectual development among the students as a major supplementary mode to use learning material for research class tools. This has been effective social tools for students to enhance national identity and values which have emphasis on to improve critical thinking skills. This has made certain need for improvement and teachers require the support of the educational institutions and make sure resources are accessible for everyone. Teacher training is also required for oral history archives as a teaching approach and also several teachers are focused on the effective implementation in the near future.

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SUMMARY

In line with the objectives of Oman Vision 2040, the study evaluates the use of oral history archives in middle school social studies and finds that they are beneficial in helping Omani youth develop their sense of self, strengthen national values, and develop critical thinking abilities. Oral history is a strategy for studying history, with various advantages and uses. Teachers in Oman are aware of the use of oral history archives as a teaching methodology. This democratic discipline has been successful in implementing oral history interviews, and its application in classrooms can enhance self-explanatory discussions. Oral history archives are crucial for peace education, promoting reconciliation and addressing structural injustice, particularly in the Middle East, where national identification is crucial due to cultural diversity.

This study implements qualitative case study and is designed to find answer to the following research questions: What are the views of social-studies teachers in middle school regarding the implementation of oral history as their teaching approach?; How much familiar are the teachers of social studies regarding the teaching with oral history archives approach?; What is the effectiveness to use oral history archives approach in social studies to enhance the national identity and values of Omani students? The study evaluates the effectiveness of oral history archives in teaching social studies in Oman, using a qualitative case study approach and triangulation technique.

The study aligns with Oman Vision 2040's education innovation prospects, highlighting the benefits of oral history in middle school education, particularly in developing critical thinking skills. It emphasizes the importance of oral history in Middle Eastern education but suggests improvements and teacher training for effective implementation.

Typology: 1.03 Short Scientific Article