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The Use of Artificial Intelligence in the Teaching of History in Nigeria: Challenges and Way Forward

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ABSTRACT

This paper examined the transformative potential of Artificial Intelligence (AI) in enhancing the teaching of history in Nigeria. AI offers innovative solutions to improve engagement, personalisation and critical thinking among students. It further examined the potential of integrating Artificial Intelligence (AI) technologies into the teaching of history to enhance learning experiences and outcomes. Through a comprehensive examination of scholarly works and case studies, this paper provides insights into the transformative role of AI in shaping the future of history. The study identified various ways in which AI can be beneficial to the teaching of history, including personalised learning, adaptive assessment, enriched content delivery, immersive simulations, language support, data-driven insights, teacher support, and global collaboration, as well as motivating both teachers and learners for knowledge acquisition. By leveraging AI-driven tools, educators can create adaptive learning experiences, provide real-time feedback and develop more dynamic lesson plans. The paper also addresses the challenges associated with implementing AI in the teaching of history, including access to technology, teacher training, and ethical considerations, and it also highlights the importance of ethical considerations and equitable access to technology. Ultimately, this study highlights how AI can revolutionise the teaching of history in Nigeria, and foster a more informed, culturally aware and critically thinking generation of students, not only enhancing student understanding of societal, cultural and historical contexts but also supporting teachers in delivering more effective instruction.

Keywords: Artificial Intelligence, Teaching, History, Nigeria.

Introduction

The history lesson deals with the history of people and societies that do not exist in the present, so it is difficult for the student to understand it. To solve such problems, one can use new educational phenomena such as artificial intelligence. In this research, we are looking for practical proof of one of the newest phenomena in the field of education, that is, artificial intelligence, which is one of the valuable opportunities in history education.

Before the introduction of computers and other related technologies, Teachers and students were engaged in teaching and learning mechanically or by using natural human effort. Following the introduction of microcomputers and, by extension, personal computers in the 1970s, which, according to Flamm, provided more computing power and marked an important transition to the electronic era. Hence, the development of individuals' computers makes this possible for individuals and other institutions, and non-governmental organisations to use the computer for various reasons.¹ These transfers encouraged the expansion of computers in various sectors such as education, economy and other sectors. Recent developments in the field of education around the world force teachers to update their teaching methods, thereby causing the traditional methods which heavily relied on rhetoric-based strategies to gradually fade and lose their use in most developed countries.

Information and communication technology can positively influence the educational system in Nigeria, and it also tends to improve the factors that hinder the effectiveness of teaching history, thereby reducing costs, increasing the quality of teaching and learning. The quality of education and the effectiveness of educational systems are among the most important concerns of educational systems and development decision makers, and curriculum planners in Nigeria must address. The use of Artificial Intelligence (modern educational and training equipment and technologies) in the teaching of history, for the development of history teaching in institutions. The use of artificial intelligence as a type of new technology in education, especially in the teaching of history, is worthy of attention. The role of technology in history education in today's world has gained extraordinary importance. It is

¹Mohammad Ekram Yawar, *The Use of Artificial Intelligence in Teaching History and its Effects on Community Leadership*, (2024). <https://www.researchgate.net/publication/389167038>. Retrieved, 15/08/2024.

worth noting that the main goal of artificial intelligence is to imitate human cognitive function and perform activities that are usually performed by a human.²

Artificial Intelligence, with its capacity for data processing, personalisation, and interactive engagement, offers a promising solution to the challenges of teaching history in our institutions. AI can transform the teaching of history by enabling personalised learning experiences that cater for the unique needs and interests of each student.

According to Adewumi and Yusuf,³ the AI platforms help the students to receive tailored content, adaptive assessments, and real-time feedback, which helps to bridge the gap between students' varying levels of understanding. Furthermore, AI facilitate the creation of immersive learning environments, where students explore historical events, cultural practices, and societal issues more interactively and engagingly. The implementation of AI in social studies education also has the potential to enhance teacher effectiveness. AI assist educators in developing more dynamic lesson plans, analysing student performance data to identify areas for improvement, and automating administrative tasks, thereby allowing teachers to focus more on instruction and student engagement.⁴

It is worth mentioning that the integration of AI into history teaching in Nigeria is not without its challenges. Issues such as unequal access to technology, the digital divide between urban and rural areas, and the need for substantial investment in teacher training must be addressed to realise the full potential of AI in education.⁵ Despite these challenges, the potential benefits of AI in transforming the teaching of history in Nigeria are immense. By harnessing the power of AI, Nigeria moves towards a more inclusive, engaging, and effective educational system that not only imparts knowledge but also cultivates critical thinking, cultural awareness, and active citizenship among students.⁶ This transformation is crucial for preparing Nigerian students to navigate and contribute to a rapidly changing world, where understanding social dynamics and historical context is more important than ever.

Conceptual Clarification

For a better understanding of the research topic, there is a need for the keywords of this research to be briefly clarified/explained. Notable among the words are: history, teaching and artificial intelligence.

History

History is as old as human society, though we live in the present, worry and plan about the future, using the past as a compass. Given the demands that spring from living in the present and in anticipating what is yet to come in the future, and still being bothered about what has been? This brings us to the question of what history is. It is, however, expedient to state that the study of history is concerned with the study of the past. The study of history differs from most disciplines in the arts or humanities in that its ultimate and central concern is with the action of the past, the reasons, significance and consequences of those actions carried out by man.

It is an unarguable fact that the history of any nation is a symbol of that nation's identity, which plays a major role in the formation of the personality and identity of its people. Carr⁷ defines history as the study of the human past, an unending dialogue between past and present; it is simply the record of what past ages found notable in one another. John Jacob Anderson defines history as the narration of the events which have happened among mankind, including the accounts of the rise and fall of nations, as well as great changes which have affected the political and social condition of the human race. Okpeh⁸ asserts that the past may be dead, but we cannot bury it. Some people are willing to act as undertakers and wish to see the past disposed of for good. Others have made it their business to see that the past does not completely disappear from our consciousness.

² Chen, L. et al., *Artificial Intelligence in Education: A Review*, 2020. <https://ieeexplore.ieee.org/document/9069875>. Retrieved, 13/07/2025.

³ Adewumi, B. A., and Yusuf, K. T., 'Digital Transformation in Nigerian Classrooms: The Role of AI in Enhancing Pedagogical Practices'. *Nigerian Journal of Educational Technology*, 8(1),(2021), 56-70.

⁴ Ogunleye, A. O., and Odetayo, A. J., 'Artificial Intelligence and Educational Reform in Nigeria: Prospects and Challenges.' *Journal of Educational Policy and Leadership in Africa*, 4(3), (2022), 29-42.

⁵ Duru, C. S., and Eze, S. C., 'Challenges and Prospects of Integrating AI into Nigerian Educational Systems'. *African Journal of Educational Research*, 19(2), (2023), 75-89.

⁶ Eze, S. C., Chinedu-Eze, V. C., and Bello, A. O., 'Artificial Intelligence in African Education: A Nigerian Perspective'. *Technology in Society*, (2022), 69.

⁷ Carr, E. H. *What is History*. (Harmondsworth, Penguin Books, Ltd, 1961).

⁸ Okpeh, O. O. Jnr., 'The Historian and His Facts: A Reflection on Historical Theory and Methodology'. *The Journal of History and Diplomatic Studies*, (2005), p.21-35

Marwick⁹, in his opinion, provided a tripartite definition of history. First, he sees history as ‘the entire human past as it happened’. Secondly, as an attempt to describe and interpret the past, and thirdly, as a systematic study of the past. It must be noted that in contemporary times, history as a field of knowledge encompasses not only past events but also their consequences. History is a study that seeks to reconstruct the activities of the human past.¹⁰

Teaching

Teaching is the practice that is carried out by a teacher, which is aimed at transmitting knowledge to a learner, a student, or any other audience in a formal setting (educational) or an informal setting. For this study, we are interested in the formal setting of learning. Teaching is a system of actions intended to induce learning.¹¹ Edmund Amidon (1967) defined teaching as “an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities.”¹² Teaching can be conceptualised as a form of problem-solving and decision-making which has many properties in common with the work of physicians. This conceptualisation has led to a body of research which has investigated the decision-making of teaching, focusing in particular on the information about pupils that teachers use to make decisions and the way they tailor instruction to individual pupil needs.¹³

Artificial Intelligence

Artificial intelligence is the ability of machines to adapt to new situations, deal with emerging situations, solve problems, answer questions, machine maps, and perform various other functions. It needs a level of normal human intelligence. Artificial intelligence is the pinnacle of computers, computer-related technologies, machines, and innovations and advances in information communication technology that gives computers the ability to perform close or human-like functions.¹⁴ In modern terms, artificial general intelligence refers to the ability of a machine to establish communication, reasoning and independent action in familiar and new scenarios in a similar way to a human.¹⁵ Artificial intelligence refers to computer systems that can perform complex tasks normally done by human reasoning, decision-making, creating, etc. It can also be defined as the use of technology to automate tasks that “usually require human intelligence.

Application of Artificial Intelligence (AI) in the Teaching of History

Artificial Intelligence (AI) holds significant importance in the teaching of history for several reasons, which are:

- a. Algorithms is an AI application that can analyse students’ learning patterns and preferences to provide personalised recommendations and adaptive learning experiences. This customisation caters for individual student needs, promoting better engagement and understanding of historical concepts. Chandra¹⁶ remarked that Artificial Intelligence enables personalised learning experiences by analysing individual students’ learning patterns and preferences.
- b. Artificial intelligence technologies to support teaching in different subject classes (such as physical education, language and history) by uploading, assigning and distributing tasks and tasks and by expressing problems based on the text used. These programs have greatly improved the efficiency of classroom management for teachers.¹⁷

⁹ Marwick, A., *The Nature of History*, 2nd ed. (London: Macmillan Press, 1970).

¹⁰ Collingwood, R.G. *The Idea of History*. (London: Oxford University Press, 1951).

¹¹ Grasha, Anthony, ‘A Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator, College Teaching’. 4 (2), (2010), 142-149.

¹² Bolak, K., Bialach, D., & Dunphy, M., ‘Standards-based, thematic units integrate the arts and energize students and teachers. Middle School Journal, 31(2), (2025), 57-60

¹³ Isola Rajagopalan, ‘Concept of Teaching’. Shanlax International Journal of Education, 7 (2), (2019) <http://www.shanlaxjournals.in>. Retrieved, 12/09/2035

¹⁴ Mohammad Ekram Yawar, ‘The Use of Artificial Intelligence in Teaching History and its Effects on Community Leadership’, (2024). <https://www.researchgate.net/publication/389167038>. Retrieved, 15/08/2024.

¹⁵ Kazemi, F. K., ‘The Use of Artificial Intelligence in Teaching and Learning Publisher’. Educational Technology Growth Monthly, (2020). Tehran. <https://tinyurl.com/29fkn3tm>. Retrieved, 03/07/2025.

¹⁶ Chandra S. K., ‘The Role of Artificial Intelligence in Education’. International Journal of Applied Engineering Research, 14(23), (2019), 4567-4578.

¹⁷ Thomas, K.F. et al., Systematic Literature Review on Opportunities, Challenges, and Future Research Recommendations of Artificial Intelligence in Education, (2023). <https://tinyurl.com/3przxwpe>. Retrieved, 19/07/2025.

- c. Klinkenberg et al¹⁸ advocated for an automated grading system in the teaching of history. This system can provide immediate feedback to students, enabling them to know their progress and identify areas for improvement. He also posits that AI streamlines administrative tasks and grading processes in the teaching of history, enabling teachers to focus more on teaching and student support. AI streamlines administrative tasks, grading, and assessment processes in history teaching, allowing scholars to focus more time and energy on teaching and student support.¹⁹
- d. Gadelha et al,²⁰ on the other hand, noted that AI technologies like virtual reality create immersive learning experiences, allowing students to explore historical events and engage with primary sources. AI technologies, such as virtual reality (VR) and augmented reality (AR), if applied in the teaching of history, can create immersive and interactive learning experiences for Social Studies education. Students can explore historical events, visit virtual museums, and engage with primary sources, making learning more engaging and memorable. This will go a long way in addressing the risk of travelling and the cost involved in traditional methods.
- e. Touthidi et al²¹, on the other hand, argued that integrating AI into the teaching of history prepares students for the evolving technological landscape and equips them with essential skills for the future. As AI continues to shape various aspects of society, including education, students need to develop AI literacy and digital skills. Integrating AI into the teaching of social studies prepares students for the rapidly evolving technological landscape and equips them with the knowledge and skills needed for success in the modern world.
- f. According to Du Boulay²², in his own remark claimed that AI processes vast amounts of data to identify trends and patterns relevant to the teaching of history and various topics in history, enhancing curriculum development and instructional strategies. On this note, AI can process vast amounts of data to identify trends, patterns, and correlations relevant to the teaching of history and topics in history. Teachers can use this data analysis to enhance curriculum development, identify areas for improvement, and tailor instruction to address students' needs effectively.
- g. Increasing the ability of teachers to teach: a combination of computer-aided learning and artificial intelligence technology is used to help teachers manage their classroom teaching.
- h. Luckin²³ opined that the adoption of AI-powered tools in teaching, especially in history, supplements traditional teaching methods by providing additional support and resources to both students and teachers. AI-powered tools, such as chatbots and virtual tutors, can supplement traditional teaching methods by providing additional support and resources to both students and teachers. These tools can offer immediate feedback, answer questions, and facilitate discussions, enriching the learning process.
- i. It is worth noting that AI can help educators, especially in the teaching of history, incorporate diverse perspectives and cultural representations into history curriculum materials by providing access to a wide range of resources and viewpoints. AI promotes cultural sensitivity, fosters empathy, and encourages critical thinking about global issues and diverse societies. It also provides access to diverse perspectives and representations.²⁴

Challenges of Artificial Intelligence in the Teaching of History

The Integration of Artificial Intelligence (AI) into the teaching of history holds great promise, but it also presents several challenges that educators, policymakers, and technologists must navigate. These challenges range from resource allocation, technological and infrastructural issues, to ethical concerns, resistance to change and the need for comprehensive training. Addressing these challenges is crucial to ensuring that AI is effectively and equitably utilised in enhancing the teaching of history.

1. One of the foremost challenges is the digital divide in Nigeria; as in many other countries, there is a significant disparity between urban and rural areas in terms of access to technology and high-speed internet. While urban schools might have the infrastructure to support AI-driven

¹⁸ Klinkenberg, A., et al., 'Automated Grading Systems in Education'. *International Journal of Information and Education Technology*, 5(4), (2018),123-136.

¹⁹ Klinkenberg, A., et al., 'Automated Grading Systems in Education'. *International Journal of Information and Education Technology*, 5(4), (2018),123-136.

²⁰ Gadelha, M., et al., 'The impact of virtual reality on Education'. *Journal of Virtual Worlds Research*, 10(1), (2017),45-58.

²¹ Touthidi, D., et al., 'Artificial Intelligence and the Future of Education'. *Journal of Education and information technologies*, 39(2), (2021), 210-225.

²² Du Boulay, B., 'Artificial Intelligence in Education: Opportunities and Challenges'. *Journal of Interactive Media in Education*, 43(2), (2020),112-127.

²³ Luckin, M., et al., 'Artificial Intelligence in Education: Promises and Implications for Teaching and Learning'. *Journal of Artificial Intelligence in Education*, 27(3), (2018),321-336.

²⁴ Olga, S., et al., 'Artificial Intelligence and Cultural Diversity: Opportunities and Challenges'. *International Journal of Human-Computer Studies*, 76, (2019),234-247.

educational tools, many schools in rural or underserved regions may lack the necessary resources. This divide can exacerbate existing educational inequalities, leaving students in less privileged areas at a disadvantage. It is important to ensure that AI integration does not widen this gap; thus, substantial investment is required in infrastructure and efforts to make technology more accessible to all students.

2. According to Wang,²⁵ he stated that resource allocation is a critical issue in leveraging artificial intelligence in Social Studies education. Educational institutions must invest in AI infrastructure and ongoing support to ensure sustainable implementation. Schools can collaborate with society to fund the process to achieve the desired end. However, corruption in society today amplifies this problem in that the huge sum of money allocated to schools to acquire needed tools is diverted to the personal purse by an unscrupulous individual.
3. Data privacy and security are another critical concern. AI systems often rely on collecting and analysing vast amounts of data to tailor educational experiences and monitor student progress. This data includes sensitive information about students' learning habits, performance, and personal details. Ensuring that this data is handled securely and ethically is paramount to maintaining trust and safeguarding students' privacy. Additionally, there must be robust measures to prevent unauthorised access and misuse of data, as well as clear policies regarding data ownership and consent.
4. Teacher training and readiness are another significant challenge for AI to be effectively integrated into Social Studies education. Educators need to be well-versed in how to use these technologies and integrate them into their teaching practices. However, many teachers may not have the necessary skills or training to effectively employ AI tools. Professional development programs must be implemented to equip teachers with the knowledge and skills needed to use AI effectively. This includes understanding how to interpret AI-generated insights and how to blend AI tools with traditional teaching methods.
5. Johnson²⁶ suggests that equity issues related to access to AI technologies and digital literacy skills among students be addressed, ensuring that all learners have equitable opportunities to benefit from AI-driven educational tools. Today, many students are still behind in the required knowledge for the utilisation of AI for meaningful learning to take place. Schools are not equipped with the required tools to work with, and this prevents students from having in-depth knowledge of the use of artificial intelligence in the discipline.
6. Cost is also a substantial barrier to developing, implementing, and maintaining AI-driven educational tools can be expensive. Schools and educational institutions must weigh the costs against the potential benefits, and for many, this may be a significant hurdle. Funding and budget constraints can limit the ability of schools, especially in underfunded areas, to invest in AI technologies. Innovative funding models and partnerships with tech companies might be necessary to alleviate these financial pressures.
7. Martinez²⁷ acknowledged that resistance to change among educators and stakeholders may hinder the successful integration of artificial intelligence in Social Studies education. Overcoming resistance requires effective leadership and strategic planning, as well as well-planned public enlightenment.
8. The ethical use of AI in education requires careful consideration as AI tools become more advanced. There is a risk of over-reliance on technology at the expense of human interaction and judgment; ensure that education remains holistic and meaningful²⁸. Education is not just about the transfer of knowledge but also about developing critical thinking, empathy, and social skills. Balancing AI-driven instruction with human elements is crucial to ensure that education remains holistic and meaningful.
9. Kim²⁹ warned that data security risks associated with the collection and storage of student data pose challenges to the leveraging of artificial intelligence in Social Studies education. Safeguarding sensitive information is essential to protect student privacy. Hence, cybersecurity services are needed to protect the sensitive information of the users.
10. To Okafor and Aliyu,³⁰ while AI has the potential to transform Social Studies education in Nigeria by enhancing learning and fostering critical thinking, addressing these challenges is essential. Bridging the digital divide, ensuring data privacy, mitigating algorithmic bias,

²⁵ Wang, L., & Zhang, Q., 'Leveraging AI for Data-Driven Insights in Social Studies Education: Opportunities and Challenges'. *Educational Technology & Society*, 23(1), (2020),124-138.

²⁶ Johnson, P., 'Addressing equity issues in AI-driven Social Studies Education'. *Journal of Educational Equity*, 15(3), (2022), 267-282.

²⁷ Martinez, R., 'Overcoming Resistance to Change in AI integration in Education'. *Educational Leadership Review*, 35(2), (2024), 167-180.

²⁸ Adeyemi, M., and Bello, O., 'Ethical Considerations and Data Privacy in AI-Based Educational Technologies in Nigeria'. *Nigerian Journal of Technology in Education*, 16(1), (2024),32-47.

²⁹ Kim, H., 'Protecting Student Data Privacy in AI-Driven Social Studies Education '. *Journal of Cyber Security in Education*, 12(4), (2021),567-582.

³⁰ Okafor, P. L., and Aliyu, S., 'Data Privacy Concerns in AI-Driven Educational Systems in Nigeria: An Analytical Perspective'. *Nigerian Journal of Data Protection*, 7(2), (2024),22-37.

investing in teacher training, managing costs, and maintaining ethical standards are all critical steps toward effective and equitable integration of AI in education.³¹

In adopting the use of AI in the teaching of history, content relevance and cultural sensitivity pose additional challenges. AI tools must be designed to accommodate the diverse cultural and historical contexts of Nigeria. Educational content should be accurate, relevant, and sensitive to local contexts and perspectives. This requires collaboration between AI developers, educators, and cultural experts to ensure that the materials are both educational and culturally appropriate. Thus, by navigating these challenges thoughtfully, stakeholders can harness the power of AI to enrich the teaching of history and contribute to a more informed and engaged student body.

Way Forward

To effectively address the challenges associated with integrating AI into the teaching of history in Nigeria, several strategic measures need to be taken, such as:

- i. Investment in AI Infrastructure: Educational institutions should prioritise investment in AI infrastructure, including hardware, software, and training programs, to ensure effective implementation of AI technologies in history classrooms.³²
- ii. Bridging the Digital Divide: Investment in infrastructure and technology ensures equitable access to AI tools across urban and rural areas. This includes enhancing internet connectivity and providing necessary hardware and software to underfunded schools. Public-private partnerships and government initiatives can play a crucial role in addressing these disparities.³³
- iii. Collaboration and Knowledge Sharing: Stakeholders in the field of history should collaborate and share best practices for integrating AI into instructional practices, fostering a community of practice to support ongoing innovation and improvement is highly essential.
- iv. Mitigating AI Bias: The Development of AI systems with diverse and representative datasets helps to minimise bias. Collaborate with educators and cultural experts to review and refine AI algorithms, ensuring that educational content is accurate and inclusive. Ongoing monitoring and updates are essential to address any emerging biases.³⁴
- v. Community Engagement: Educators, parents, students, and community members should be engaged in discussions about the role of AI in the teaching of history, thereby promoting transparency, accountability, and shared decision-making. These will go a long way in making the application of AI in history teaching in Nigeria worthwhile.³⁵
- vi. Managing Costs: There is a need to have alternative funding models, such as grants, subsidies, and sponsorships from technology companies. Schools can also seek collaborations with educational technology providers to access affordable or subsidised AI tools. Prioritise investments that offer the greatest educational impact.
- vii. Research and Evaluation: Continued research and evaluation of AI applications in the teaching of history are essential to understand their impact on student learning outcomes, inform evidence-based practices, and identify areas for improvement.³⁶
- viii. Cultural Sensitivity: To ensure content relevance and cultural sensitivity, there is a need to engage local educators, historians, and cultural experts in the development and review of AI-generated educational content. This collaboration ensures that the materials are relevant, accurate, and sensitive to the cultural contexts of Nigerian students.³⁷
- ix. Investment in AI Infrastructure: Educational institutions should prioritise investment in AI infrastructure, including hardware, software, and training programs, to ensure effective implementation of AI technologies in the teaching of history.³⁸

³¹ Eze, M. E., and Chukwu, O. C., 'Integrating AI in Nigerian Educational Curricula: Challenges and Future Directions'. *International Journal of Educational Innovations*, 12(2), (2024), 89-105.

³² Obisesan, O., 'Application of Artificial Intelligence in Social Studies Teaching: Problems and Prospects', (2024.) Retrieved, 19/09/2025.

³³ Bakare, M. I., 'Artificial Intelligence and Social Studies Education in Nigeria: A Pathway to Enhanced Learning and Critical Thinking in Nigeria', (2024). www.ijcrt.org. Retrieved, 30/08/2025

³⁴ Obisesan, O., 'Application of Artificial Intelligence in Social Studies Teaching: Problems and Prospects', (2024.) Retrieved, 19/09/2025.

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³⁷ Obisesan, O., 'Application of Artificial Intelligence in Social Studies Teaching: Problems and Prospects', (2024.) Retrieved, 19/09/2025.

³⁸ Obisesan, O., 'Application of Artificial Intelligence in Social Studies Teaching: Problems and Prospects', (2024.) Retrieved, 19/09/2025.

x. Maintaining Ethical Standards: Development of guidelines for the ethical use of AI in education, emphasising balance between technology and human interaction. Ensure that AI applications complement rather than replace essential aspects of teaching, such as critical thinking and emotional intelligence.³⁹

xi. Professional Development for Educators: Comprehensive professional development programs should be developed to train both students and teachers in the use of AI tools and techniques for history instruction/instructors, emphasising hands-on training and ongoing support. Training should cover not only the technical aspects but also pedagogical strategies for integrating AI effectively into the curriculum. Support from tech companies and educational institutions can help in this effort.⁴⁰

xii. Ensuring Data Privacy and Security: Implementation of robust data protection policies and encryption methods helps to safeguard student information. Establish clear guidelines for data usage and obtain informed consent from students and parents. Regular audits and compliance checks can help maintain high standards of data security.⁴¹

Conclusion

Considering the important role of history education in the development of societies and its influence on national identity, it is necessary to reconsider and compare the ways and methods used in the field of history teaching, and the current strategies and possibilities at the world level. Artificial intelligence is the most emerging phenomenon in the field of technologies related to education. Although this phenomenon cannot replace the original teacher, by using it along with the training of specialised teachers, it can attract the maximum participation of students in the teaching process, reduce the stress caused by evaluation, and provide appropriate feedback from the teacher and personalisation of the process. The teaching of various subjects, especially the history lesson, which today relies on traditional methods including lectures, which causes students to become inactive in the classroom, is outdated and suffers from many shortcomings in the teaching process.

It is therefore pertinent to note that the integration of Artificial Intelligence into the teaching of history in Nigeria represents a significant opportunity to address existing educational challenges and enhance the learning experience for students. As Nigeria continues to develop and innovate in the field of education, AI will play a pivotal role in shaping the future of education and ensuring that students are equipped with the prerequisite knowledge and skills needed to succeed in a complex and interconnected world. The integration of Artificial Intelligence (AI) in education is rapidly transforming how students learn and how educators teach. In Nigeria, where the educational landscape is marked by challenges such as; unconducive learning environment, inadequate resources, large class sizes, and a lack of personalised learning, AI presents an opportunity to revolutionise the way history is taught and learned. History, as a subject, plays a crucial role in developing students' understanding of past events of their community and nation.

The research focused on how the use of AI can be integrated into the teaching of history in Nigeria to improve the quality of instruction (teaching), engage students more effectively and develop critical thinking skills and ability. The research also opens a discussion on the challenges and opportunities of implementing AI in education, including access to technology, teacher training, and ethical considerations. However, the traditional methods of teaching history often fail to engage students meaningfully or develop critical thinking skills; thus, leveraging AI in teaching history will enhance learning experiences, making education more relevant, attractive, accessible, and impactful to the Nigerian students.

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