THE IMPACT OF MEDIA TOOLS IN STUDYING HISTORY

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In modern education, the methods of teaching history, their approaches, and interdisciplinary integration are steadily expanding. One of the most effective approaches is the use of media achievements to present history and the images of historical figures in a more vivid and engaging way before students and audiences, encouraging closer acquaintance and increasing interest.

Historical information, dates, and events are so numerous that it is often difficult to retain them in memory. One of the contemporary methods that helps overcome this problem in teaching history is the extensive use of media tools. “Historical information often includes complex interconnections between time, place, cause-and-effect relationships, and individuals. Multimedia tools simplify this complexity and help form a clear, logical, and systematic historical understanding in students’ minds” [1, p. 4].

The use of visual and audio products in combination with classical teaching methods enables students to perceive historical events holistically. Sh. T. Ergashev substantiates that electronic textbooks, virtual museums, and video materials not only deepen historical knowledge but also develop critical thinking. In A. Kh. Rakhmonov’s research, it was determined that the effectiveness of mastering historical information through multimedia is higher than through traditional methods. According to B. Jonassen’s constructivist approach, multimedia technologies create a favorable educational environment for the active acquisition of historical knowledge.

Modern media tools, particularly historical programs posted on the YouTube platform, are increasingly becoming an effective means of conveying the images of significant figures in our national history to a broad audience. Media interpretations of the lives and activities of Jadid representatives such as Fitrat, Cholpon, Abdulla Qodiriy, and Munavvarqori contribute to shaping in viewers—especially young people—a vivid, understandable, and memorable perception of these historical personalities.

In our country, media products aimed at popularizing and scientifically interpreting history occupy an important place. In particular, programs such as “Legend and Truth,” “The Field of History,” and “Golden Heritage,” broadcast on the Uzbekistan History TV channel, analyze historical events, personalities, and processes based on scientific sources and present them to a wide audience. These programs help reveal historical

truth, demonstrate the distinction between legendary interpretations and scientific facts, and foster critical and historical thinking among viewers.

The practice of presenting history through media tools has become a priority in almost all developed countries. Initially, historical programs and documentaries broadcast on television reached wide audiences; later, the popularity of historical drama series increased. Researchers note that since 2006, the creation and distribution of historical content, including programs and documentaries, on digital platforms such as YouTube has grown significantly. This process has not only contributed to the popularization of historical knowledge but has also expanded opportunities for presenting it in modern visual and interactive formats. For example, "By 2006, internet penetration in economically developed countries reached 65–75%, and the influence of mass media in teaching and learning began to dominate. In 2005, the largest university in the United States offering distance and distributed education was the University of Phoenix" [2, p. 167–168].

In essence, any media product serves to promote a particular idea, viewpoint, or value, and in this sense, it represents a specific form of education. Information transmitted through media directly or indirectly influences the audience's consciousness, shaping knowledge, attitudes, and perceptions. In YouTube historical programs, the power of visual imagery is of particular importance. Through photographs of historical figures, documentary footage, maps, animations, and dramatized episodes, the sequence of events is presented clearly and systematically. This helps viewers perceive historical facts not as abstract data but as real processes that occurred in a specific time and place.

Emotional impact tools—such as dramatic elements, musical background, tone of voice, and narration—also play an important role in attracting the audience's attention. For instance, when the tragic events in the lives of the Jadids are presented through musical dramatization, the psychological and emotional content of historical events is understood more deeply. This fosters empathy and interest toward historical figures among students.

However, when presenting history in the media, special attention must be paid to the boundary between historical fact and artistic interpretation. In some programs, in order to enhance dramatic effect, subjective evaluations of historical events or fictionalized details may be introduced. Therefore, when using historical content in the educational process, it is important for teachers to conduct comparative analysis with scientific sources. This approach contributes to the development of students' critical thinking skills.

Not all media products can be fully trusted. In some cases, historical media content relies on show elements and advances interpretations that are insufficiently substantiated or not based on scientific sources. As a result, historical truth may become obscured under artistic embellishment. As researchers note, “Previously reliable sources of information and entertainment have lost their way. As consumers, we have many choices, but as citizens, we are confronted with an abundance of misinformation and misinterpretation” [3].

The analysis shows that presenting the images of historical figures through media tools strengthens historical memory, simplifies the explanation of complex historical processes, and enhances students’ independent thinking and discussion activity.

References:

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