

METHODOLOGY FOR DEVELOPING HISTORICAL THINKING IN FUTURE HISTORY TEACHERS THROUGH THE USE OF DIGITAL EDUCATIONAL PLATFORMS

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Annotation. The article highlights the methodical system of forming historical thinking in future history teachers through the use of digital educational platforms. The effectiveness of modern digital resources in developing analytical and critical thinking is substantiated.

Key words: digital education, historical thinking, methodology, platform, analysis, innovation.

Аннотация. В статье освещена методическая система формирования исторического мышления у будущих учителей истории посредством использования цифровых образовательных платформ. Обоснована эффективность современных цифровых ресурсов в развитии аналитического и критического мышления.

Ключевые слова: цифровое образование, историческое мышление, методика, платформа, анализ, инновация.

In today's era of globalization and informatization, historical education should not remain limited to memorizing facts alone. The main task of future history teachers is to develop in students the ability to understand cause-and-effect relationships of events, work with historical sources, and draw objective conclusions — in other words, to form historical thinking. Digital platforms (LMS, Coursera, EdX, as well as specialized virtual museums) serve as key tools in this process. Historical thinking is not merely memory, but an intellectual process that includes the following stages:

Interpretation: Comparing different sources.

Chronological thinking: Analyzing changes in society over time.

Critical analysis: Verifying the reliability of historical documents.

In the preparation of future teachers, the following methodological approaches are considered effective:

Virtual historical reconstruction: Immersing students in past environments through platforms such as “Google Arts & Culture” or “Chronas.” This helps them visualize historical events.

Case study: Discussing problematic historical situations collectively through digital forums such as Padlet or Trello.

Gamification: Reinforcing historical chronology in a game format using “Kahoot” or “Quizizz.”

“Digital technologies provide students with the opportunity to work directly with historical sources, search for primary documents in digital archives, and critically analyze them” [1].

Stages of Practical Implementation:

Preparation: Teaching students in higher education institutions how to use digital libraries and international databases (JSTOR, EBSCO).

Interactivity: Using interactive maps and 3D models during lectures.

Independent learning: Assigning students the task of creating short videos using the “Digital Storytelling” method.

An important component of historical thinking is the ability to imagine events not only in time, but also in space.

Interactive maps (such as ArcGIS or Chronas): These platforms help students analyze, layer by layer, how the borders of empires changed, through which regions trade routes (such as the Great Silk Road) passed, and how climate change influenced the fate of states. Students come to understand the impact of geographical factors on historical processes, which in turn develops systemic thinking in them.

Visualization of Historical Data (Infographics and Diagrams)

Historical thinking is the art of identifying the most important information from a large volume of data. Platforms such as Canva, Venngage, or Piktochart can be effectively used for this purpose. Students may be assigned tasks such as creating infographics on a dynasty’s genealogy, war statistics, or the outcomes of economic reforms. In the process of transforming textual information into visual form, students process, synthesize, and establish logical connections between pieces of information.

Digital Storytelling

This method combines students’ creativity with historical analysis. Students create short videos, podcasts, or digital diaries from the perspective of a historical figure or based on a particular historical event. Through this process, students immerse themselves in the “spirit” of the historical period. By studying the clothing, language, social norms, and problems of that era, they improve their ability to reconstruct historical realities.

“Big Data” and Distant Text Analysis

A modern historian should not only read books but also be able to work with digital text databases. Programs such as Voyant Tools help students conduct statistical analyses of the most frequently used words and concepts in thousands of pages of historical documents. This approach enables students to identify hidden patterns, ideological trends, and conceptual changes within historical sources.

Through this method, students can identify the ideological orientation of a particular period and the main emphases in rulers' speeches with mathematical precision. This, in turn, ensures impartiality and objectivity.

Online Collaboration and Collective Thinking

Historical thinking is developed not individually, but through discussions and debates. Wiki technologies and Pad let boards: Students collaboratively create an online encyclopedia or project on a specific historical topic. They supplement or refute each other's arguments. This process helps develop a multiperspective approach toward historical events.

Methodological "Golden Rules" for teachers

Technology is a tool, not a goal: The use of platforms should enrich the lesson content rather than turn the lesson into a mere technical demonstration.

Emphasize source criticism: Students should be taught to constantly compare any information found on the Internet (especially responses generated by artificial intelligence) with academic sources.

Transform students into creators: In digital education, students should not simply be "consumers," but creators of their own digital historical products.

Digital platforms are not only teaching tools for future history teachers, but also mechanisms for self-development and for gaining a deeper understanding of historical reality. The essence of the methodology lies in transforming technology from a goal into a means of searching for historical truth.

Stages of Developing Historical Thinking through Digital Platforms

Working with Historical Sources through the "Digital Humanities" Approach

The foundation of historical thinking is the analysis of the reliability of sources. Digital archives and "Digital Humanities" projects provide students with opportunities to work with primary sources without physically visiting archives. Students may be assigned tasks such as creating their own digital exhibitions through platforms like Omeka or Zotero.

In this process, students do not simply read the source, but also describe it, attach metadata, and conduct contextual analysis. "Digital archives enable students to transform from passive listeners into active researchers, which enhances their skills of historical interpretation" [6].

Virtual and Augmented Reality (VR/AR) Technologies

One of the most complex elements of historical thinking is historical empathy — the ability to understand the perspectives of people from the past. Historical chronology can be presented interactively through platforms such as Google Arts & Culture or Timeline JS. For example, while studying the topic of the “Second World War,” students may observe battlefields through 360-degree panoramic videos, helping them perceive the scale of historical events. “Virtual reality (VR) creates a ‘sense of presence’ in education, shaping students’ emotional and analytical attitudes toward historical events” [7].

Artificial Intelligence (AI) and Historical Simulations

In modern education, simulations of “communication with historical figures” can be conducted through ChatGPT or specialized AI platforms. Future teachers can use AI to create the persona of historical figures (for example, Amir Timur or Mirzo Ulugbek) and organize “interviews” with them. This method requires students to possess deep knowledge of the language, social conditions, and political environment of that historical period.

The digitalization of historical education is not simply the transformation of traditional textbooks into electronic formats, but a process of transforming the intellectual potential of future teachers. Based on methodological analyses and the study of the possibilities of digital platforms, the following conclusions were drawn:

Formation of Analytical Skills

Digital platforms (such as JSTOR and the World Digital Library) allow students to compare contradictory primary sources with one another. This helps future teachers develop the ability not only to accept facts, but also to verify their authenticity and critically analyze them.

Visualization and Emotional Intelligence

The reconstruction of historical spaces through VR/AR technologies and interactive maps fosters a sense of “historical empathy” in students. This methodology helps students perceive past social processes not as dry chronology, but as a living and logically interconnected chain of events.

Professional Competence and Creativity

Presenting historical processes in digital formats (such as infographics, video storytelling, and 3D modeling) enhances students’ creative thinking. By creating digital content themselves, future teachers come to realize how dynamic and engaging the subject of history can be.

Independent Learning Trajectory

The digital environment enables students to become familiar with the conclusions of the global academic community without being limited by the subjective opinions of teachers. This creates opportunities for future specialists to broaden their scientific worldview and develop the ability to draw independent conclusions.

In conclusion, it can be stated that the methodology of using digital platforms is one of the most effective ways to prepare future history teachers as analytically minded, technologically competent professionals who possess “immunity” against modern information challenges. This process makes it possible to transform history from a “science of memory” into a “science of thinking.”

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