

THE ROLE OF HISTORICAL EDUCATION AND MULTIMEDIA TOOLS IN IMPROVING STUDENTS' MEDIA CULTURE

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Abstract

This article provides a scientific analysis of the pedagogical significance of historical education and multimedia tools in improving students' media culture at higher education institutions. Specifically, the article examines the fact that the systematic use of multimedia tools in history education, along with increasing learning effectiveness, also improves students' media literacy.

Keywords: Media culture, historical education, multimedia technologies, media education, higher education, digital education.

Introduction

In today's information space, where students obtain historical information from various media sources, developing skills in critical analysis, media product evaluation, and conscious perception has become a pressing task. In this rapidly evolving digital age, the education system faces new pedagogical challenges. The increasing flow of information requires students not only to possess knowledge but also to be able to critically perceive, analyze, and evaluate information. Therefore, developing media culture is becoming a priority for higher education.

Scholarly sources define media culture as a person's ability to consciously, critically, and purposefully perceive information disseminated through the media. History education is a convenient subject for developing media culture, as historical information is often conveyed through films, documentaries, digital archives, and online resources.

From this perspective, the use of multimedia support in history teaching is an important pedagogical tool for enhancing students' media culture. The purpose of this article is to scientifically substantiate the role of history education and multimedia technologies in developing students' media culture.

METHODS AND RESULTS

The following methods were used in the study:

- analysis of scientific and pedagogical literature and media education;
- study of the use of multimedia in history lessons;
- observation and analysis methods;
- experimental pedagogical work;
- questionnaires and interviews.

The study shows that the effective use of multimedia in history education yields the following positive results: increased media literacy; students learn to critically analyze historical films, online sources, and digital documents; historical thinking develops; interactive maps, chronological videos, and virtual tours facilitate a deeper understanding of historical events; information skills are also developed; students acquire the ability to compare information from different sources and draw conclusions; the effectiveness of the learning process is enhanced, and multimedia enhances interest in lessons.

DISCUSSION

Multimedia support tools are crucial for improving history education. History develops students' understanding of national identity, shapes historical thinking, and develops skills in analyzing socio-political processes. In the modern education system, teaching history using traditional methods alone is insufficient, so the use of multimedia technologies is becoming increasingly important.

Multimedia support is a set of digital tools that combine text, graphics, audio, video, animation, and interactive elements.

Multimedia tools include: electronic textbooks, video lessons and documentaries, interactive maps, historical animations and simulations, presentations (PowerPoint, Prezi), virtual museums, and 3D tours.

Multimedia technologies offer the following opportunities in history teaching:

Increased visibility: Historical events, figures, and processes are vividly illustrated through video and animation.

Increased student interest: Audio and video materials enliven the lesson and encourage active participation. Developing independent learning: Students can gain knowledge outside of the classroom using electronic resources.



Develops critical and historical thinking and develops analytical skills through interactive assignments and tests.

History lessons organized using multimedia enhance learning, save time, expand teachers' creativity, and facilitate the introduction of modern pedagogical technologies.

Today, the global information society is a priority. A huge amount of information is received daily via the internet, social media, and online platforms. Therefore, students' ability to critically perceive any information, analyze it, and draw correct conclusions is directly related to their level of media culture.

Media culture is a person's ability to consciously, critically, and purposefully perceive mass media, digital resources, and media products. Media culture includes the following skills:

- the ability to distinguish between sources of information;
- the ability to distinguish between false and reliable information;
- media product analysis;
- compliance with information security regulations.

Developing media culture in higher education helps students develop not only as knowledgeable but also as socially active, conscious, and responsible individuals. History is one of the most suitable subjects for developing media culture. This is because history requires analyzing events, understanding cause-and-effect relationships, and comparing different sources.

Today, historical information is presented through documentaries, archival video footage, interactive maps, electronic textbooks, and online articles. Therefore, when receiving historical information, students learn to evaluate its reliability, verify, and analyze sources. This develops their media culture.

Multimedia support tools include video and audio materials, presentations (PowerPoint, Prezi), interactive maps, virtual museums and tours, online platforms, and educational apps.

The use of multimedia in history lessons makes the lesson lively and engaging, helps visually explain historical events, and develops students' independent thinking. For example, students watching a historical film or archival video analyze the information contained therein and evaluate its veracity. This process is a practical form of developing media culture.

The following methods are effective for enhancing media culture in history education: analyzing media materials, viewing and discussing a historical film, video, or article, comparing sources, comparing different online sources about an event, conducting active discussions and debates, leading discussions on historical topics, project and presentation work, and preparing multimedia presentations by students.

These methods transform students into active participants and develop media literacy skills.

The role of the history teacher in developing media literacy is crucial. This involves selecting the right media materials, guiding students toward critical thinking, and explaining information security rules. The teacher must also possess media pedagogical competence.

As can be seen from the above, the results demonstrate that multimedia support tools play an important role in developing media literacy in history education. They encourage students not only to accept information but also to analyze, evaluate, and draw independent conclusions. However, the effective use of multimedia tools depends largely on the teacher's media pedagogical competence. If multimedia materials are not methodologically sound, the effectiveness of learning may be reduced. Therefore, training history teachers in the basics of media education is of great importance.

CONCLUSION

In conclusion, history education and multimedia support tools are important for enhancing media culture among students. Multimedia technologies adapt history teaching to modern requirements, developing students' critical thinking, information analysis skills, and informed decision-making skills. They adapt the educational process to modern requirements, developing students' critical thinking, information analysis skills, and informed decision-making skills. Therefore, the widespread integration of multimedia and media education elements into history teaching in higher education institutions is an important task today.

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