

PHOTOGRAPHY AS A MEANS OF LEARNING THE PAST:
VISUALIZATION OF HISTORY IN SCHOOL

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Abstract: *The article reveals the informational and methodological potential of photo documents as a historical source. According to the authors, photographs are a unique and reliable means of preserving historical memory for future generations, as well as a fairly informative source of information about historical events and phenomena, historical figures, traditions, customs and everyday life of people in the past. They are also an invaluable source for studying and researching the history of the native land, its memorial places, and monuments.*

The methodological value of photographs as a historical source, according to the authors, is that their use in the educational process activates the cognitive, research and creative activity of students, develops their cognitive interest, promotes the stability of attention, the development of critical thinking and visual memory, plays an important role in the formation of their media literacy and ideas about the historical past.

Keywords: *photography, historical source, textbook*

Studying history has always been an important component of education, helping the younger generation understand the past and its influence on the present. However, history doesn't always appear fascinating and engaging to students, and teachers often have to find new ways to make this subject more accessible and captivating. One such approach is the use of photographic documents to visualize historical

events and phenomena. In this work, we will explore how photographic documents can be employed in the school teaching of history and provide practical advice for educators.

The informational potential of photographic documents as a historical source is immense. One of the primary attributes of photographs is their direct capture of historical information at the moment of action. Consequently, they serve as invaluable carriers of visual information about the times when they were created. Unlike written sources, photographic documents allow researchers to visually transport themselves into the past, as if becoming participants in it. It's no wonder that one of the most renowned American photographers of the 19th century, Mathew Brady, stated, «The camera is the eye of history» [8].

According to Olga Koliastruk, photographs are unique artifacts of their time, and unlike other sources, they have the ability to convey the spirit and atmosphere of the past, shedding light on the specific way of life in society, including daily practices, rituals, household details, appearance, emotional states, behavior, and more [1].

When using photographs in history lessons, it is important to draw students' attention to the fact that photographs are a unique and reliable means of preserving historical memory for future generations. They are also a valuable source of information about historical events and phenomena, historical figures, traditions, customs, and the everyday lives of people in the past. Photographic documents are an invaluable source in the study and research of the history of one's homeland, its landmarks, and monuments. Special emphasis should be placed on the study of family photo albums, as knowing the history and traditions of one's own family, locality, and region is essential for every individual [2].

In the educational process, particular attention should be given to research work with photographs as historical sources, as it stimulates students' thinking as a whole and develops their ability to critically analyze historical information in particular. The most comprehensive research approach to the study of historical sources is realized during practical/research work and lessons, as they involve active cognitive

activities of students during a certain stage of a lesson or the entire class. Such lessons have a dual purpose: they are one of the ways to learn new material based on the processing of various sources of information and an important means of developing students' research competence [3].

Introduction to photography as a historical source in history lessons begins in the 5th grade. It is important to make students aware that photography seems to freeze time, permanently capturing events, phenomena, and objects. By studying photographs, valuable information can be obtained from primary sources (individuals who lived during that time) about various aspects of human life: specific historical events, daily life, customs, fashion, production processes, leisure activities, natural and man-made disasters, international activities, wars, cultural and political life of the corresponding historical period. Thus, photography serves as a chronicle of both society's and an individual's everyday life, capable of presenting and reconstructing the past for the future [5].

We recommend that students conduct research on photographs as historical sources in two stages: 1) observation and description, 2) interpretation (analysis, synthesis, and evaluation) of what is depicted. Observation and description of the photographic document involve students answering simple closed-ended questions: Who and what is depicted? How many individuals, of what age, gender, and social affiliation? What objects and items are visible? What is the background (nature, interior, architecture)? Are there any inscriptions (signs, posters, newspapers, advertisements)? The initial interpretation, as suggested by Irina Martinova, should include an examination of: How typical or exceptional is the situation depicted in the photo? When did it occur (year, season, period)? Is the photograph staged or documentary? What do the inscriptions indicate? Historical interpretation, according to the researcher, should encompass conclusions about the social status of those depicted, their age and professional groups, their material status, their moral condition, and their psychological state [2].

When analyzing photographs, it is important to consider several points. Firstly, they often reflect the conventions, traditions, and expectations of the historical period in which they were taken. Secondly, photographs, especially in periodicals and books, undergo careful

selection and sometimes censorship: both the photographer and editors choose photographs based on various criteria (contemporary relevance, relevance to specific content or newspaper reports, etc.). It should be noted that photographs can easily be manipulated and their content altered, sometimes even forged (especially in the age of digital photography) [4].

Photographic documents play a significant role in the study of wartime events. It is in the context of war that photography becomes an invaluable tool for preserving historical memory. Many wartime photographs depict combat actions and their consequences for civilian populations, both heroic and tragic [7].

Furthermore, in the context of media literacy, it is essential to draw students' attention to the fact that photography, as a visual component of conveying information to the reader, is an extremely important tool in propaganda and information warfare between states. Specifically, for propagandistic purposes, photography is used to disseminate short and informative messages (often with falsified information) and to create a particular form of internet humor – satirical "memes" and "image macros." The goal of these is to mock opponents and expose their positions, history, and culture. Therefore, developing students' ability to analyze photographic sources is a relevant issue for contemporary history teaching methods [4].

Photographic documents are an important means of exploring the past and visualizing history in schools, as they allow us to recreate the atmosphere, events, personalities, and everyday life of past eras. Photographic documents also serve as valuable sources of information about historical memory, culture, traditions, and the identity of nations. However, photographic documents require critical analysis and interpretation because they can be manipulated and falsified. Therefore, working with photographic documents in schools requires students to apply special methods and approaches that help them uncover the informational and methodological potential of photographs as historical sources.

The methodological value of photographs as historical sources, in our opinion, lies in their ability to activate the cognitive, research, and

creative activities of students. They stimulate their cognitive interest, enhance attention span, foster critical thinking, and develop visual memory. They also play a crucial role in shaping students' media literacy and their understanding of historical events. Additionally, photographic documents are of great significance in the context of information warfare surrounding history and the present day.

In conclusion, photographic documents are unique historical sources and reliable means of preserving historical memory for future generations because they depict a specific image of an era with all its details and nuances. The use of photographic documents in the study of history can make this subject more interesting and accessible to students. Photographs and other visual materials help create a vivid connection between students and history, as well as develop their analytical and critical thinking skills. Such an approach promotes a deeper understanding of the past and its impact on our present. Therefore, history teachers should actively incorporate photographic documents into their work, making education more effective and engaging for their students.

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Філологічні науки

АНАЛІЗ МОВНИХ ЗАСОБІВ МАНІПУЛЯЦІЇ В ІНОЗЕМНИХ ТЕКСТАХ ЗМІ

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Анотація: ЗМІ є ключовими для інформаційного обміну в сучасному світі та мають важливий вплив на погляди громадськості. Вони використовують мовну маніпуляцію, зокрема метафори, для впливу на аудиторію. У дослідженні аналізуються американські та британські електронні ЗМІ, де виявлено використання метафор для формування негативного враження від політичних подій та обставин.

Ключові слова: ЗМІ, мовна маніпуляція, аналіз мовних засобів.

ЗМІ, або засоби масової інформації, є одним із найважливіших каналів передачі інформації у сучасному світі. Вони не лише надають громадськості засіб для отримання новин і аналізу подій, але і впливають на наше сприйняття світу та формують наші пог-