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**STATISTICAL SOURCES IN HISTORY LESSONS: HOW TO USE THEM
EFFECTIVELY AND CREATIVELY**

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Abstract: The article discusses the features of using statistical sources in history lessons. According to the authors, statistical sources play an important role in studying and researching history, as they contain fairly accurate data on phenomena and processes that occurred in society in a certain historical period. It is noted that statistical materials should be considered together with other sources, paying attention to the reliability of the data.

Keywords: statistical materials, historical source, research study.

Statistical sources are important for historical analysis, as they contain reliable information about socio-economic phenomena and processes in different historical periods. Statistical data reflect the level of development of a country or region at a certain time [4].

Statistics have a long origin, which is associated with the formation of the oldest states. For effective state activity, it is necessary to have data on the population (number, age, social and property status, gender), economy and trade, finance, land ownership, agriculture, army and other indicators [2].

Statistics as a science uses, systematizes and summarizes information about certain types of human activity. The term «statistics» itself comes from the Latin word «status», which means the position, state of phenomena. The words «stato»

(state), «statista» (statistician, connoisseur of the state), «statistiks» (statistics - a certain amount of knowledge, information about the state) arose from the root of this Latin word [5]. According to the well-known saying of the German historian, publicist and statistician August-Ludwig von Schlotzer (1735-1809), «statistics is static history, history is statistics in motion» [1, p.93]. However, we should note that statistics at that time meant «state science» («Staatswissenschaft»), and its task, according to Schlotzer, was the collection and description of «state memories», that is, empirical facts.

Nowadays, the term «statistics» is used in several meanings:

- 1) it is the data that characterize the mass social phenomena;
- 2) it is the process of collecting, storing and processing data on mass social phenomena, that is, the field of practical activity aimed at obtaining, processing, analyzing and publishing mass data on phenomena and processes of social life;
- 3) it is the science that studies the magnitude, size and quantitative aspect of mass social phenomena and processes in an inseparable connection with the qualitative aspect of these phenomena, with their socio-economic content [5].

According to its content and depending on the field where it is applied, statistics are divided into different types: economic, demographic, social, administrative, military, trade, etc. It is worth noting that each type of statistical source has its own characteristics and features. Thus, social statistics studies such quantitative and qualitative indicators of social life as the social structure and composition of the country's population, the level of its education and culture, the state of health and medical care, employment of the population, the level of real incomes, consumption of material goods and services, housing and communal and living conditions, work and rest conditions, etc. Economic statistics investigates the quantitative side of mass social phenomena and processes in the field of material production in order to identify trends and patterns of their development. Thus, the application of statistical methods makes it possible to identify patterns and trends in the development of socio-economic phenomena and processes both at the level of the state and at the level of regions [5]. Statistical sources are considered an accurate tool

for the study of specific historical phenomena and processes. It is advisable to use them in a history lesson during the study of the socio-economic development of countries, the standard of living of different strata of the population, for the comparative characterization of the development of different states in one or another historical period. Statistical tables, graphs, charts (circular and bar) are used as visual aids when working with digital material in the educational process [4]. We note that sources with statistical data are the educational resource that allows to realize the competence potential of history as a subject (by key competencies). In this case, we are talking about mathematical and information-digital competencies, in particular such skills that are provided by the curriculum in history, such as: operating with digital data, mathematical concepts for cognition and explanation of past and present social events, phenomena and processes; transforming source information from one form to another (text, graph, table, scheme, etc.); building logical chains of events, actions; using statistical materials in the study of history [4].

As Y. Malienko [3] notes, the study of socio-economic processes that are not too vivid for students can be organized as a study of statistical data, which will enable students to follow the dynamics of relevant trends. According to the scientist, it is important to acquaint students with general recommendations for working with static information. In particular, in the process of learning history, it is worth using tasks for statistical materials of various types, for example:

- Familiarize yourself with the data presented in statistical tables, charts, etc.
- Define the main parameters, indicators used by researchers (historians, economists, sociologists, etc.) during the compilation of statistical information, comment on its main content.
- Determine the trends of social development, reflecting the tables, diagrams, explain how the specified changes affected the life of a person.
- Predict which processes can be analyzed using relevant statistical data [3].

Therefore, statistical information played an important role in society, because without reliable data it was impossible to manage the state effectively. For a historian, statistical materials are a valuable and fairly accurate historical source, the

study of which makes it possible to more fully illuminate a certain historical process or phenomenon. In the methodology, statistical documents are most often used during the study of socio-economic issues. However, it should be remembered that statistical data, like any source, can provide incomplete, one-sided, even falsified information. Therefore, statistical materials should be considered together with other sources, paying attention to the reliability of the data. It is also necessary to take into account who, when and where compiled the information, for what purpose, from which sources the used data comes, etc.

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