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Opportunities For Using Information And Communication Technologies In Developing Creative Thinking In History Less

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Abstract: This article analyzes the role and importance of information and communication technologies as a crucial factor in enhancing the effectiveness of teaching history in modern educational settings. Alongside traditional teaching methods, it examines the opportunities for developing students' creative thinking, skills in reconstructing historical reality, and conducting independent research through the use of tools such as interactive whiteboards, educational websites, virtual museums, podcasts, and video projects. Through practical examples and methodological recommendations presented in the article, it is substantiated that is not merely a tool for making lessons engaging but is a powerful pedagogical instrument that transforms students from passive listeners into active creators.

Keywords: Information and communication technologies, history lessons, creative thinking, digital education, virtual museum, interactive map, project-based learning, video analysis, critical thinking, media literacy.

Introduction: The 21st century is the age of digital technologies, and it imposes its serious demands on all spheres of society, including the education system. Today's student – the "digital native" – is accustomed to receiving information mainly in visual and interactive formats. Therefore, traditional lessons based solely on text and lectures are no longer sufficient to arouse their interest and ensure deep learning of the subject. The reforms in the education sector of the Republic of Uzbekistan, particularly the "Digital Uzbekistan – 2030" strategy, also define the widespread implementation of modern ICT into the educational process as a priority task [1]. This shows that the introduction of ICT into history lessons is not just a personal initiative of a progressive teacher, but a priority direction at the level of state policy. Thus, there is a legal and strategic basis for technically equipping schools, retraining teachers, and creating digital educational resources. This gives the teacher the evidence and confidence to use new technologies in their lessons. The subject of history, by studying past events, has immense potential not only to form patriotism, national pride, and a civic position in students but also to develop their analytical and creative thinking. ICT tools, in this process, serve to transform the student from a mere consumer of information into a small researcher who independently studies, analyzes, and even creatively reconstructs the past.

METHODS

The role of ICT in education has been widely covered in world pedagogy in the works of scholars and practitioners such as Marc Prensky ("Digital Natives, Digital Immigrants") and Salman Khan (founder of "Khan Academy"). They emphasize that technology allows for the individualization of education and enables students to learn at their own pace [2]. Referring to Marc Prensky's theory helps to understand the root of the problem. That is, the "language" difference between the teacher and the student is one of the main reasons for misunderstandings in the classroom. Therefore, the teacher must "speak the same language" as the students, meaning they should deliver information in the format they are used to (visual, interactive, hypertext). The example of Salman Khan practically proves that education can be adapted to each student's individual abilities and speed through ICT. This means that in a history lesson, while one student masters the topic faster and watches an additional video resource, another has the opportunity to review a complex part. The didactic possibilities of using digital technologies specifically in history lessons have also been separately studied in foreign research.

In particular, Peter Seixas, in his work "The Big Six Historical Thinking Concepts," specifically emphasizes the importance of digital archives and online databases in developing students' skills in working with historical sources [4]. The inclusion of this source substantiates that ICT is not just a tool to decorate the lesson, but a powerful instrument for forming the skills of working like a real historian. Students are no longer bound by the ready-made interpretations in the textbook; they can use digital archives to find and compare various sources related to an event (e.g., newspapers, letters, photographs) and draw their own independent conclusions. This is crucial in forming the "working with sources" competency. The project-based learning method is of great importance in directing the student towards creative activity. In this regard, the work of the "Buck Institute for Education" is noteworthy, as they have detailed the process of students implementing projects that find solutions to real-life problems with the help of technology [5]. This source shows the pedagogical theory behind ideas in our article such as "Video-interview" or "Creating a historical blog." This is not just an interesting task, but a holistic methodology that teaches students to unlock their creative potential, think critically, work in a team, and present their work to the public. That is, historical knowledge serves as the raw material for creating a practical, creative product. Furthermore, developing media literacy is an integral part of the modern history lesson. In her work "Digital and Media Literacy," Renee Hobbs stresses the need to teach students how to determine the reliability of information on the internet (including on historical topics) and to distinguish propaganda and fake news [6]. This theory reveals another important aspect of using ICT in history lessons. The student should not just be a searcher for information on the internet, but a critical evaluator of it. The teacher should foster information hygiene in students by asking questions like "From which site was this information taken? Who is the author? Do other sources confirm this?" This skill will be useful to the student not only in history class but throughout their life. The research utilized pedagogical observation, practical experimentation, comparative analysis, project work methods, and the analysis of digital products created by students. The constructivist learning theory, which places the student at the center of the learning process, was taken as the methodological basis.

DISCUSSION AND RESULTS

An analysis of the effectiveness of using information and communication technologies in history lessons shows that this process is not just about introducing novelty into the lesson, but a comprehensive approach that allows for a fundamental change in teaching methodology. According to practical observations and experimental results, the impact of implementing ICT in the lesson process can be seen in several key areas. First, the visualization and interactivity of information dramatically increase students' level of topic mastery. In a traditional lesson, when a teacher talks about "Jalaliddin Manguberdi's struggle against the Mongols," a student may have difficulty imagining the battle sites on the Syr Darya or the Battle of Parwan on a map. With an interactive whiteboard or presentation, however, the battle plan can be shown step-by-step, and the movements of the troops can be animated. This approach fully corresponds to the modern student's – the "digital native's" – inclination to receive information visually, as reflected in Marc Prensky's theories [2]. Using a program like "Google Earth" to show the current geographical state of those areas transforms the student's abstract imagination into a concrete and real spatial perception. Second, the opportunity for "immersion" into the historical environment evokes a strong emotional impact and empathy in the student. For example, when teaching the topic "Architecture of Ancient Rome," one could be limited to showing a black-and-white picture of the Colosseum from the textbook. However, showing a high-quality 3D-reconstruction video from YouTube or organizing a virtual tour through apps like "HistoryView VR" gives the student the impression of being transported to that era. Similarly, virtual tours of museums like the Hermitage or the Louvre create an opportunity to "see" historical artifacts directly. This is a vivid example of using media tools not just for obtaining information, but for enriching and analyzing experience, as emphasized by Renee Hobbs [6]. Third, the highest and most effective stage of using ICT is the organization of students' independent research and creative activity. At this stage, the student moves from consuming ready-made knowledge to becoming a creator of knowledge. This is achieved through the project-based learning method, the effectiveness of which has been proven in the research of the "Buck Institute for Education" [5]. For example, students are tasked with conducting a small research project on the topic "The Press of Turkestan at the beginning of the 20th century." Divided into groups, students use the digitized archives of the National Library of Uzbekistan to find materials from newspapers like "Oyina" and "Sadoyi Turkiston." This aligns with Peter Seixas's concept of teaching students to work with primary sources [4]. They analyze Jadidist ideas, language, and style issues, and finally, they can present their findings in the form of an infographic on "Canva" or a blog post on "Tilda." This process requires them not only to analyze the historical source but also a number of important competencies such as information selection,

systematization, and teamwork. The most important result is that ICT creates a foundation for transforming the student from a mere information receiver into an independent researcher and creator. ICT, combined with project-based learning methods, allows students to search for sources in digital archives, critically analyze them, and present their findings in modern formats such as infographics, videos, or blogs. In this process, they acquire not only historical knowledge but also essential 21st-century competencies like media literacy, critical thinking, and teamwork. Thus, it has been proven that integrating ICT into history lessons is an effective means of diversifying the teaching process, increasing student motivation, and forming deep, practical skills.

CONCLUSION

In conclusion, the advent of information and communication technologies into the modern education system has created wide opportunities for reconsidering the methodology of teaching history. The analysis conducted shows that ICT is not just a tool for decorating the lesson or providing additional information; if used correctly and purposefully, it becomes a powerful pedagogical instrument for developing a student's creative and critical thinking. Tools like interactive maps, 3D reconstructions, and virtual museums make abstract historical information visual, lively, and emotionally closer to the student, which sharply increases the effectiveness of information assimilation. Most importantly, by combining the project-based learning method with the capabilities of ICT, it is possible to transform the student from a passive listener into an active participant in the lesson, an independent researcher, and a creator. Tasks such as working with digital archives and creating blogs or videos on historical topics not only reinforce historical knowledge in students but also form vital 21st-century skills such as analyzing and selecting information, teamwork, and creatively expressing one's thoughts. Of course, this process requires the teacher to constantly work on themselves, learn new technologies, and plan lessons creatively. However, these efforts will undoubtedly yield high results in the future by nurturing a competitive generation with a broad worldview, one that deeply understands its past and can find its own way in the flow of information. Therefore, the widespread introduction of ICT into history lessons is a relevant and promising direction for today's education.

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