USE OF THE CONTENT ANALYSIS METHOD IN TEACHING THE SCIENCE OF HISTORY

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A B S T R A C T	K E Y W O R D S
This article describes the advantages of content analysis in teaching history in higher education, quantitative and qualitative analyzes aimed at determining the relationship between the content, form and communicative functions of the text.	Content analysis, science of history, technology, semantic, communicative, unsystematic, random, historical.

Introduction

All scientific knowledge is focused on the analysis of the source. For a historian, sources can be presented in the form of archaeological artifacts, audio recordings, videos, photographic materials, narrative sources: chronicles, political writings and projects, journalism, periodicals, sources of personal origin, documents of political parties and public organizations, statistical materials, scientific and educational works, literary works, essays, reference publications, memoirs, etc.

The most complete information about the past is contained in the narrative

source. But during the analysis of the text, the historian is faced with the problem of incomplete disclosure of the content, which naturally affects the quality

of the presentation of the results.

In addition to explicit factual information, each source has latent (hidden) content, where the search for information is represented by a syntactic-semantic level of text analysis, or a correlation analysis of semantic units of the text.

In the process of working with narrative sources that provide the most extensive information about the past, historians face the problem of not being able to fully reveal its content, which is reflected in the presentation of research results.

Because such sources, in addition to clear evidentiary information, have a hidden content, in which the search for information is represented by the syntactic-semantic level of text analysis or the interconnected analysis of text meaning units.

When analyzing a source, the historian usually has three goals: to determine the authenticity of the source and its creator (author, period); determine the reliability of available evidence and conclusions; the validity of the interpretation of the text (taking into account the historical reality and the conditions of its creation).

At the same time, a significant share of success in research results depends on the level of professionalism of the researcher and his objectivity.

In this regard, it is appropriate to use the content-analysis method in the research of historical sources consisting of a large set of documents and communicative correspondence.

Content-analysis is used in the study of sources that exist as apparently unsystematic, randomly organized textual material, but are unchanging and permanent in terms of structure or content.

The method of content analysis began to be widely used in the information age, but the history of this method goes back to much earlier times. For example, in Sweden in the 18th century, the repetition of certain themes in the text of a book was considered a criterion for determining whether it belonged to heresy.

The phrase "content-analysis" was first used in American journalism at the end of the 19th - beginning of the 20th century in the works of B. Matthew, A. Tenney, D. Spiid, and D. Wipkins. The founders of the content-analysis methodology are the American sociologist G. Lassuel and the French journalist J. Kaiser. G. Lassuel started the application of content analysis in the field of political research with the analysis of propaganda materials during the Second World War.

This method has been used in historical and political research since the 1950s and 1960s. Content-analysis is used in a wide range of fields, and this method is effectively used in sociology, anthropology, personnel management, psychology, literary studies, as well as in the field of historical research.

In historical research, content analysis is a method of researching the source and source texts, based on the complex interpretation of the text and the construction of its communicative model.

Content analysis can be used to study any type of historical source, but is most effective when working with textual materials. Of course, not every historical document can become an object of content analysis. In order to apply this method, the researched content should allow applying the same rules for reliable recording of the desired features, and also the elements of interest to the researcher should be found repeatedly in the source.

Therefore, when using this method, press, radio, television and Internet messages, official documents, correspondence, minutes of meetings, etc., as well as open-ended questions of free interviews and questionnaires are taken as research objects.

Content analysis includes quantitative and qualitative analyzes aimed at determining the relationship between the content, form and communicative tasks of the text. Text interpretation is carried out on semantic, structural and communicative levels.

Methodologically, this approach tends to hermeneutics: the text is not just an object of information, but is seen as a communicative event affected by personal relationships, and its study includes extended interpretation, "understanding" of meanings and connotations.

Quantitative analysis (or content analysis) is based on the study of words, themes, and messages, allowing the researcher to focus on the content of the message. In addition to the words, themes, or messages that define the content of the studied texts, there are other units that allow for qualitative analysis. In this case, the researcher should learn not what is being talked about, but how it is being talked about. In this way, attention is focused not only on the content of the resource, but also on the way it is delivered, its size and the way it is highlighted. Stages of using content analysis:

1. Determining text features: determining the official status (type) of the text (press, official order, letter, report, etc.), the author of the text or the parties involved in the communication process (real or

implied), the creation information about the place and time, the size of the text, the purpose and circumstances of the creation of the text, the completeness of the text available for analysis, or the frequency of occurrence of the message specified in the text, the method of distribution of the message, etc.

2. Text decomposition: identifying units of analysis (words or topics). That is, the selection of semantic, structural, stylistic and rhetorical elements of the text that are most important for understanding the semantic and communicative direction of the document (including methods of argumentation, accent, symbolic images, graphic components, syntactic features).

3. Reading the text: on the basis of identified text units, the general semantic and communicative direction of the document is determined ("what" was said, "how it was said", "why it was said").

4. Hermeneutic analysis of the text: interpretation of the reasons and goals that influenced the author in creating the text, analysis from the perspective of the author's subjective worldview, ideological, political, methodological and other positions, unfounded instructions that influenced the author's point of view differentiation and communicative tasks faced by the author in the situation of text creation.

5. Interpretation of results (communicative modeling): a general conclusion about the characteristics of text perception, its functional and communicative importance. Usually, at this stage, what exactly the author of the text wants to say or what he wants to hide becomes clear.

Content analysis is unique in that it examines documents in their social context. In the quantitative and qualitative descriptive analysis of the text, the researcher consistently and in detail reflects the events of social life against the background of historical time.

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