



IMPORTANCE OF ELECTRONIC SOURCES IN HISTORICAL RESEARCH

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ABOUT ARTICLE

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Abstract: In this article, the development of modern communications. Create a new variety of text electronic text. An overview of the data model is given. Their useful and harmful aspects are described. How advanced or passive their role is today is described.

INTRODUCTION

It is known that in connection with the development of modern means of communication, the concept of a new type of text - electronic text - began to spread widely. In this matter, scientists conduct research and pay attention to special types of electronic text (social network, blog, periodical electronic publications, chat and forum, etc.). Electronic text is a text that combines oral and written sentences using electronic information carriers. Recently, the importance of electronic publication of historical sources is increasing. This, in turn, expands the possibility of using historical sources and documents on the Internet. The development of the international Internet network plays an important role in providing science, including history, with information and resources. The creation of electronic resources of scientific and educational value by historians of a number of countries has opened up new opportunities in historical research and history teaching methodology.

However, a universal method of converting historical sources into electronic form as scientific information has not yet been developed. A data model is a concept of the subject area in the form of data and the relationship between them. That is, a data model is a collection of interconnected data structures and operations on these structures. Evidence of the external world, which is recorded by human senses, using various tools and equipment, is called data. Information becomes information if it is considered necessary and useful for solving specific tasks. Therefore, data can be considered as signs or recorded observations that are being used for one or another reason or are being processed in technical means, stored, transmitted. If it is possible to use this information to reduce the abstraction about something, the data becomes information.

So, only the information that is found to be useful in practice, that is, that increases the user's knowledge, can be called information. A person always deals with information in his life from the day of his birth. He receives them through his senses. The need to transition to an information society is

the formation and priority of a new technological order in the world economy, the transition of information resources to real resources of socio-economic development, meeting the society's demand for information products and services, increasing the importance of information and communication infrastructure in the system of social development, international information the improvement of educational, scientific-technical and cultural spheres based on exchanges is conditioned by the use of "global information advantages" on the basis of equal rights. In recent years, the advantages of e-learning over traditional education have become more apparent. In recent times, learners and teachers have come to the conclusion that the advantages of online education are more than some types of traditional education.

The reason is that digital learning platforms aimed at improving the quality of education are increasing in the education system, where the best aspects of traditional and online education are combined to form a blended learning system. The reason for this alternative is the low cost, flexibility, freeness of mixed education, as well as the advantage of using complex technologies in the educational process. Interest in this trend affects students in the educational process and increases the quality of education. Many studies have shown that online education leads to the development of creative thinking in students, that is, it forms the basis for students' independent learning, the ability to adapt the learning process, taking into account their individual needs. We can see the development of e-learning in the ability of students to behave freely in the digital world, that is, to download and analyze the necessary information, to freely use online content. Over time, we can introduce the desired type, method, teaching method of traditional education based on the use of technologies into this trend. University libraries and other research facilities increasingly feel a push from students to provide information resources beyond their physical space. As a result, librarians and archivists have invested in online databases, subscriptions, and in-house digitization projects in efforts to satisfy the vocal proponents of convenient access to scholarly information. This ongoing study, however, focuses on the responses to these initiatives by a community that uses primary materials in serious scholarly investigations and that—unlike their students—did not ask for digitized surrogates: professional historians. The importance of this investigation is underscored because the community of academic historians has been a major target audience of librarianship's traditional efforts to build and maintain research collections.

The study will gauge whether online documents meet historians needs or if the demands of other groups have given archivists and librarians misperceptions of the universal desirability of these digitization programs. The working hypothesis was that historians use secondary electronic resources (for example online indexes, databases, finding aids, and bibliographies) to find their real evidence, but ignore online primary sources in favor of handling the originals, wherever they are. When this research began in 1999, little had been written on use of online tools in research in specific academic communities, and only a few concentrated on American scholars in Humanities disciplines. In the early years of the Internet, there was a wide-spread mistrust of the World Wide Web and the information it had to offer. While some of this mistrust is still present, including among writing teachers and students, the undeniable fact is that the authority of the Internet as a legitimate and reliable source of information has increased considerably in recent years. For example, academic journals in almost every discipline compliment their printed volumes with web versions, and some have gone completely online. These online journals employ the same rigorous submission review processes as their printed counterparts. Complete texts of academic and other books are sometimes available on the Internet. Respected

specialized databases and government document collections are published entirely and exclusively online.

Print and electronic sources are not created equal, and, although online and other electronic texts are gaining ground rather quickly as legitimate research resources, there is still a wide-spread, and often justified, opinion among academics and other writers that printed materials make better research sources. Some materials that are available in some libraries simply cannot be found online and vice versa. For example, if you are a Shakespeare scholar wishing to examine manuscripts from the Elizabethan times, you will not find them online. To get to them, you will have to visit the Folger Shakespeare Library in Washington, DC, or a similar repository of scholarship on Shakespeare.

On the other hand, if you are researching the Creative Commons movement which is a community dedicated to reforming copyright laws in this country, then your best bet is to begin your search on the Internet at. Surely, after reading the website, you will need to augment your research by reading other related materials, both online and in print, but in this case, starting online rather than in the library is a reasonable idea. As a researching writer, you should realize that, inherently, printed and electronic sources are not bad or good.

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