FORMATION PROCESSES OF DIGITAL HISTORY SCIENCE

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ABSTRACT

In this article, digital history can be understood as the process of digitization of the past as a result of the integration of the field of history with computer, internet and other such modern technologies and thus their widespread use in the study, research and re-presentation of history. Doing digital history is certainly not limited to digitizing the past.

Keywords: Digital history, technology, research, resources, digital history projects, archives, interactive materials.

It's no secret that the integration of primary sources and images with modern technological advances allows historians to turn their research into digitized material. These digital resources are more accessible than traditional methods of presenting research. Digital historians can publish their analysis on websites, blogs, social media, and online journals. Through digital media tools, digital historians can create dynamic materials such as interactive graphs, charts, and maps to help others visualize historical events. Digital history expands researchers' access to historical sources. Digital history in schools provides teachers with resources to create more engaging lesson plans and curricula. Digital history also allows for the creation of digital history projects that appeal to diverse audiences. One of the goals of digital history is to inform a new generation of audiences about important historical information and innovations and to engage them in the study of the past. Video and audio podcasts that focus on historical topics and issues can help build online communities. These digital communities allow people to share their shared experiences and interests. Social media is also a convenient tool in this process. For example, using the Twitter hashtag # twitterstorianson can help reach a wider audience of digital projects.

Digital history is a branch of digital social science that studies the use of digital media and computer technology in the presentation of information and in historical research and analysis. There are two main areas of application of this direction, which is to introduce the Internet audience to digital archives, interactive maps, details of historical events, and to create new research methods for historians to advance history as a science. The latest research in the field of digital history includes the following characteristics: creativity, collaboration of experts in different fields, new technologies, intelligent data analysis, 3D-modeling, large-scale data analysis. Digital history was first used in the 1960s and 1970s to analyze the volume of numbers using demographic data, including census results, election results, and telephone directories.

The active development of software in the 80s of the 20th century saw the creation of the Optical Disk Pilot Project in the US Library of Congress in 1982. The main essence of the project was to write a part of the library archive to laser discs. In 1997, the future chancellor of the University of Richmond, Edward Ayers and William Thomas, first used the term "digital history". They founded the Digital History Center at the University of Virginia, the first research center devoted exclusively to history. Digital history projects require the participation

of experts in various fields, from historians to programmers. This direction develops mainly in the bases of universities and research organizations that have sufficient resources for organizing work.

The largest projects, as noted above, will be carried out at the Roya Rosensway Center for New Media and History at the University of Virginia. In addition, the Department of Digital Humanities of King's College London contributes to the development of this field. The department's faculty and students have created an online database of "Clergy of the Church of England," containing 1.5 million biographies of clergy and parochial school teachers from the Reformation to the mid-19th century. One such non-research project is British History Online, an electronic library containing around 4 million digitized pages of British national and local newspapers from the 18th, 19th and, in some cases, 20th centuries. Digital historians verify the authenticity of various written sources, archival documents, and historical materials. They work in state and non-state non-profit organizations such as museums, libraries, scientific centers and various historical associations. The main difference between a digital historian and an ordinary historian is that he conducts research integrated with computer technology when working on historical projects. Digital historians prepare and publish digital materials using digital tools such as infographics, interactive maps, visual images, as well as timelines, diagrams, and simulations to communicate inclusive histories to diverse audiences. How to become a digital historian

Digital literacy, data analysis, data manipulation, and critical thinking are key skills for digital historians. Fundamentally, digital historians must know how to use digital library catalogs, be able to search databases using keywords, and understand the importance of using digital technologies in education. Adoption of advanced digital technologies among historians is gradual. The digital historian serves to improve the quality of education and enrich the scientific content by studying and analyzing historical sources from the database and presenting their research in online and interactive formats. Digital humanities seem to be omnipresent these days and the discipline of history is no exception. This introduction is concerned with the changing practice of 'doing' history in the digital age, seen within a broader historical context of developments in the digital humanities and 'digital history'. It argues that there is too much emphasis on tools and data while too little attention is being paid to how doing history in the digital age is changing as a result of the digital turn.

This tendency towards technological determinism needs to be balanced by more attention to methodological and epistemological considerations. The article offers a short survey of history and computing since the 1960s with particular attention given to the situation in the Netherlands, considers various definitions of 'digital history' and argues for an integrative view of historical practice in the digital age that underscores hybridity as its main characteristic. It then discusses some of the major changes in historical practice before outlining the three major themes that are explored by the various articles in this thematic issue – digitisation and the archive, digital historical analysis, and historical knowledge (re)presentation isnd audiences.

While the modest amount of clarin projects that deal with historical research can be explained by its remit, the nwo catch program focuses in the first place 'on innovative methods for the management of heritage and on new ways of making collections accessible'. In other words, the focus is on new ways of making collections accessible that could be used for historical

research, and not so much a digital approach of that research itself. It should be noted that the knaw humanities research institutes are overrepresented in these projects in comparison to universities. They have also taken the lead in the recent attempt to establish the clarin/dariah merger clariah which aims to establish a common humanities research infrastructure in the Netherlands. Information gathering and analysis, the two principal components of historical research, are not the only aspects of historical practice that are changing in the digital age. How are historical writing and the way in which historians connect to their audiences affected? While much attention has been paid to new forms of (re-)presenting history online, much less has been said about the future of academic history writing, save for alluding to new communication platforms such as blogs and Twitter that academic historians have adopted.83 Chiel van den Akker aims to reflect on historical understanding in the digital age and proposes the online dialogue as a new alternative to traditional academic history writing in his article.

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