

The respondents who saw inventions and new ideas as important factors in human history differed in their preference for individual curves. The chi-square test confirmed the statistical significance of the difference ($p=0.002$). This group more often chose a rising wave, and less often vertical loops or a declining straight line. Those surveyed who regarded economic interests and influences as the “prime movers of history” leaned towards the rising cyclical spiral (vertical loops). The circle was chosen most often by the respondents who regard religion and the church as most influential (these respondents least frequently selected the declining straight line). The statistical significance of the differences given was proven by analysis of adjusted residual to 95% of the level of significance.

5. Conclusion

The results of this study on the factors shaping historical consciousness may become an impulse for history didactics on several levels. Among the motives for learning about history, an important role is played by film renditions of historical themes; it would therefore be useful to develop models for analysis and interpretation of audiovisual media in education, and make more use of interdisciplinary media in history education. The respondents' preference for history taught as a story should lead to a deeper empirical study on this phenomenon, such as video study and other qualitative methods. Besides the mass media, film, and generally strong visual influences, an important role in the process of shaping historical consciousness is played by personal experience and family memory (or so-called small history). It would be highly suitable during instruction to make use of methods that allow these aspects of the past to be uncovered (oral history, multi-perspectivity). The study presented here may inspire further empirical investigations into historical consciousness also from the standpoint of methodology (mixed research design and use of graphic methods).

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