

THE PLACE OF THE SCHOOL OF ANNALS IN THE DEVELOPMENT OF MODERN HISTORICAL STUDIES

Ma'murova Sarviniso Kamoliddin qizi

Fergana State University, Faculty of History History major, student group 23.71

sarvinisomamuroba@gmail.com

Abstract: The Annals School is one of the most important scientific trends that made revolutionary changes in the historiography of the 20th century. This school was founded in France and proposed new methodological approaches to historical research. Representatives of the Annals School placed special emphasis on studying historical processes not only from a political point of view, but also in a broad social, economic and cultural context. They considered history as a complex science and emphasized the need to reconsider the traditional event-based historical approach. This work is devoted to the analysis of the main principles of the Annals School, its founders, scientific heritage and significant literature.

Key words: Annals School, Marc Bloch, Lucien Febvre, Fernand Braudel, Emmanuel Le Roy Ladurie, Roger Chartier, methodology, history of mentality.

In 20th-century historiography, the Annales School, founded by French scholars, marked a fundamental shift in the methodology of historical research. It focused on the study of long-term socio-economic processes, challenging the dominance of political and diplomatic history. The school takes its name from the journal *Annales d'Histoire Économique et Sociale* ("Annals of Economic and Social History"), founded in 1929. Founded by Marc Bloch and Lucien Febvre, the school played a significant role in setting the agenda of modern historiography. The Annales School was founded by two prominent scholars who taught at the University of Strasbourg: Marc Bloch (1886–1944), a medieval historian, and Lucien Febvre (1878–1956), a specialist in the early modern period. They

combined geography, sociology, and history to develop an approach based on long-term historical processes (*la longue durée*), in contrast to the dominant Sorbonne school of the time. The first generation of Annales historians emphasized the study of social and economic structures rather than political events. This approach allowed for a multifaceted analysis of historical processes. The Annales school developed through the work of four generations of historians: First generation — Marc Bloch and Lucien Febvre. Rejection of political history, attention to socio-economic factors. Second generation — development of the concept of *longue durée* under the leadership of Fernand Braudel. Analysis of the importance of geography, climate and demography in history. Third generation — Emmanuel Le Roy Ladurée and others. Development of the approach to the history of mentality. Fourth generation — Roger Chartier and colleagues. Emphasis on cultural and linguistic turn, study of the social history of cultural practices.

Although the Annales School made regular efforts to spread its approach to other countries, its reception was mixed.

Influence in Europe The Annales School was particularly well received in Italy and Poland. In Poland, Franciszek Bujak (1875–1953) and Jan Rutkowski (1886–1949), founders of modern economic history and the journal *Roczniki Dziejów Społecznych i Gospodarczych* (1931–), were interested in the innovations of the Annales School. Rutkowski was in contact with Marc Bloch and other Annales historians, and published in the journal *Annales*. In the 1940s, under the communist regime, Polish scholars realized that it was safer to research medieval and early modern history than modern history, and turned their attention to this field. After the Polish October of 1956, scholarly exchanges between the Annales School and Polish historians continued until the early 1980s.

Influence in South America The Annales School also became popular in South America. From the 1950s, Federico Brito Figueroa laid the foundations for the development of Venezuelan historiography based on the ideas of the Annales School. He brought the Annales approach to all levels of university education, integrating history with a systematic and scientific approach to the social sciences.

Influence in Spain and Mexico In Spain, the Annales School was introduced in 1950 by Jaume Vicens Vives (1910–1960). In Mexico, exiled republican intellectuals developed the Annales approach and promoted these ideas through the Center for Historical Studies at El Colegio de México.

Acceptance in England and the United States The Annales School met with more resistance in England. English historians, especially Marxists with the exception of the latter, were cautious about the Annales School. Although E. H. Carr was sympathetic to the Annales School in his book *What is History?*, British historians were generally slow to adopt the Annales method. One of the few British historians who took an interest in the Annales School was Hugh Trevor-Roper.

In the United States, however, the Annales School was only partially accepted. Lynn White, the founder of American technological history, dedicated her book *Medieval Technology and Social Change* to Mark Bloch. American historians borrowed the demographic research methods developed by Louis Henry from the Annales School.

The Netherlands and World Systems Theory The Wageningen School, led by Bernard Slicher van Bath, was internationally seen as the Dutch analogue of the Annales School, although Slicher van Bath opposed the ideas of the quantitative school of history. The Annales School also had a great influence on the World Systems Theory developed by Immanuel Wallerstein.

Impact on modern historiography The Annales School contributed to the methodology of modern historiography in the following ways: Political history receded from the central position, and socio-economic and cultural history came to the fore. Complex and systematic analysis of history became the norm. Interdisciplinary research began to be widely used. The analysis of historical consciousness and values developed through the history of mentality. Today, the Annales approach is used in research in combination with cultural history, economic history, and political history.

Thus, the influence of the Annales School was perceived differently in different countries: it had a strong influence in Poland, Italy, South America and Spain. It was accepted to a limited extent in England and the United States.

Conclusion the Annals School played an important role in the development of historical science, offering revolutionary approaches to historiography. This school rejected the traditional political approach to history and advocated the study of historical processes from a comprehensive, systematic, and long-term perspective. Its founders and followers expanded the boundaries of historiography, bringing it closer to interdisciplinary research. Even today, the scientific heritage of the Annals School serves as an important theoretical basis for historians and representatives of social sciences.

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