

Abstract:

This dissertation focuses on the presentation of the mutual relationship of history and memory. It asks questions relating to the increasing interest in the memory. Concerning the memory, we want to draw the attention to the fact that the memory tends to democratize the past and broadens the possibilities of themes of the past in a very prominent way even outside the traditional historiography. The work is attentive to memory controlling in the undemocratic environments not forgetting to mention abusing of the memory in the democratic regimes too. Special attention is paid to the twisted memories of the shoah.

The focus of this dissertation is therefore the memories of the shoah survivors. The key elements of the testimonies, which are pursued in this work, are thus questions in relation with the shoah survivors and their own memories and remembering, their motivation for talking about the past or clarifying the reasons which led them to being silent for years and years about their war experiences.

To investigate the communication memory of the shoah survivors, “memory shoah literature” was used, together with visual archives of the oral history USC Shoah Foundation Institute for Visual History and Education. The work reflects about the historical knowledge brought to the recipients of the film testimonies from these archives. It follows with the questions about the possible didactical challenges they contain. Various didactical approaches are shown connected to the secondary history education. They offer us the way how to work with the shoah memory, audiovisual testimonies and oral history in the education environment.

Key words: memory – the shoah survivors – audiovisual archives – history didactics