

# Review of: "Historical Semiotics"

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The article presented by Grigory Khislavski set out a curious and potential alternative to history education intended just as a part of a social science linked only with economics and politics. Starting from the ambiguous findings of history education in the Federal Republic of Germany, the author oppose the social phenomenon of forgetting history in the young pupils with the cultural one of commemorative culture, followed by a shift in the social discourse to the right.

The alternative way for history education is rooted in a reconceptualization of history as a human science, a broader concept that contains the specificities, the common characteristics and the different approaches of cognitive linguistics, semiotics, anthropocentric history, systems theory, epistemology and philology.

Despite the complex framework in which historical semiotics is developed, the main argument carried out by Khislavski is based on a whole comprehension of the instruments used by historians to interpret the object of study and the object of cognition. History education can start to develop methodologies based on the practice of interpretation, using the category of otherness, verifiability and fallibilism in order to reconstruct historical contexts, providing a conceptualization of text and language as a medium. Finally, the student should learn first the historical practices of historians, implementing an epistemological and methodological behaviour rooted in a transdisciplinary and scientific approach.

In this sense, a more development of semiotic methodology is required for the enhancement of history education, starting from the work of Umberto Eco and many others historical semioticians, as Gurevich.