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SUBSTANTIVE NATURE AND THE MODEL OF RESEARCH COMPETENCE OF HIGH SCHOOL STUDENTS IN HISTORY SUBJECT

In the article, the authors investigate different approaches to the definitions of «research competence» and «research skills» based on the analysis of scientific and methodological literature and conducted questionnaires. The authors conclude that research competence in history is an integral quality of the student's personality, expressed in readiness and ability to search, research, based on the knowledge, skills, abilities and experience acquired in the process of socialization and learning, associated with the discovery of subjectively and objectively new historical knowledge and cognitive motivation, which is expressed in the form of search, research activity of the individual. In their view, research competence in history can be manifested in the student's readiness and ability for intellectual creativity, reconstruction of historical knowledge, original perception of educational material, divergent thinking, which allows to quickly resolve a problematic situation (research task). The authors of the article defined the substantive nature and the model of research competence of high school students in the subject of history. The analysis of different approaches and taking into account the peculiarities of the school subject of history in high school allowed the authors to distinguish educational research skills from history and group them into components of research competence in history: intellectually heuristic, practically search and communicative-presentation. The article outlines the prospects for further research, which consists in the development of levels

and criteria for the development of research competence of high school students and related to the development, testing and implementation of the methodology of complex development of research skills of students, curricula and school textbooks for textbooks.

Keywords: *history education process; research competence; research skills.*

Problem statement. Features of the development of modern society place new demands on the development of education in general and the organization of the educational process in history in particular. In the context of the information society, such traditional values of education as fundamentality and academism of knowledge are not prioritized. Nowadays, society needs not only highly educated people, but people with a non-standard, creative type of thinking who can make responsible decisions on their own and predict their consequences; capable of active innovation; those that have a mobility and constructive approach to solving problems. This means that the school, and the history teacher in particular, should be guided by the use of such pedagogical technologies and techniques by which not only the knowledge of students will be updated, but also such qualities of the student as cognitive activity, independence, critical thinking, ability creatively perform tasks. One effective way to achieve this goal is to organize students' research activities both in history and after-school hours [1].

Thus, these days, an urgent problem for general secondary education institutions is teaching students how to find and analyze educational information through independent research. Solving this problem requires the purposeful development of students' research competence.

The results of our survey indicate that the vast majority of interviewed history teachers (93.4%) have a positive attitude to research activities in the history teaching process in high school. In their view, engaging students in research helps to create positive student motivation for learning; provides the conditions for the full formation of the knowledge, skills and competences provided for by educational standards and program of history; stimulates the development of skills to acquire knowledge through independent analysis of a particular historical fact or phenomenon; strengthens positive self-esteem, raises levels of harassment, gives rise to self-confidence and sense of satisfaction from successes [2].

Nowadays, research behavior is already seen as a way of life of every modern person, not just those involved in scientific development. The need to explore the world is one of the most valuable and effective features of the human psyche, which provides the conditions for its adaptation to the external environment, meeting creative, spiritual and emotional needs. There are some things of particular value, such as: the ability to quickly and thoroughly analyze the problem situation, the ability to find a solution (sometimes non-standard) of this problem, to take responsibility the decision-making [1].

At the same time, the survey data showed that history teachers pay insufficient attention to the ability to find problems in historical material (which is the primary basis of research), to produce ideas, to hypothesize in a problem situation, to see contradictions, to transfer knowledge and skills to a new situation, to manifest independence of judgment, non-standard thinking, to pass on obtained theoretical information to others in accessible form. In our opinion, this imbalances the full organization of research activities in the history teaching process in primary school, because the practical side of the mentioned activity lies directly in these components of skills. This is where our own educational research begins. This situation prompted us to consider more thoroughly the nature and the model of the research competence of high school students in history, psychological and pedagogical conditions for the effective formation of high school students of historical research competence.

Analysis of recent research and publications. Nowadays, the research approach to teaching has been used in many secondary education institutions and has become the subject of

a number of scientific studies. Within the topic of the article there are relevant scientific works on the issues of organization of research activities in the institutions of general secondary education of Ukrainian researchers S. Babiychuk [3], M. Golovan [4], M. Likhodeeva [5], T. Mier [6], O. Mikhno [7], S. Omelchuk [8], V. Yatsenko [4] and foreign J. Barraket [9] A. Khutorskoy [10], B. Rosenshine [11], O. Savenkov [12], M. Weimer [13]. These works not only reveal the role of research activity in the educational process, but also the substantive nature and model of students' research competence.

In the process of research activities students are formed appropriate skills. Significant contribution to solving the problem of formation and development of students' research skills was made by A. Karlaschuk [14], T. Mier [6], N. Nedodatko [15], S. Omelchuk [8], O. Zabolotnyi [16] and other scholars.

The peculiarities of the organization of research activities of students in the process of teaching history are covered in the works of Ukrainian methodologists N. Hupan [17], V. Kryshmarel [18], Yu. Maliienko [19], S. Mykhailychenko [20], O. Pometun [17], V. Vlasov [17], who paid attention to the issues of problem formulation and teaching methods for individual history courses using research teaching methods.

However, the historiographical review of the problem leads to the conclusion that there is no special systematic research of the model and essence of research activity of high school students in the course of history teaching, the psychological and pedagogical conditions of formation of their research skills are undefined. All of the above prompted us to look into this issue.

Formulating the goals of the article. The purpose of the article is to determine: 1) the substantive nature and the model of research competence; 2) psychological and pedagogical conditions for the effective formation of historical research competency of high school students.

Main material. Despite the considerable number of scientific papers on the subject of research activity, there is still no single definition of the substantive nature of the student's research competence. This, in our opinion, complicates the identification and justification of optimal ways of forming it.

We will consider research competence based on such an understanding of the terms «competence» and «competency». According to S. Omelchuk, research competence is the relevant knowledge, skills and values, as well as attitudes that can be applied in research and other activities, and research competence is the experience of successful implementation of research activities of the implementation of certain competencies [8].

According to A. Khutorskyi's theory, students' research competence refers to a group of educational and cognitive competences, which the scientist interprets as «a set of student's competencies in the aspect of independent cognitive activity that contains elements of logical, methodological, general activity, related to real cognitive». Components of this group of competencies are: knowledge, ability to carry out goal-setting, planning, analysis, reflection, self-assessment of educational and cognitive activity [10].

Based on the analysis of scientific sources [1], [3], [4], [6], [8], [11], [13], [17] we believe that research competence in history is an integral quality of the student's personality, expressed in readiness and ability to research activity, which is based on the knowledge, skills, abilities and experience acquired in the process of socialization and learning of history, associated with the discovery of subjectively and objectively new historical knowledge and cognitive motivation, which is expressed in the form of research activity of the personality. In particular, research competence in history can be manifested in the student's readiness and ability for intellectual creativity, reconstruction of historical knowledge, original perception of educational material, divergent thinking, which allows to resolve a problematic situation (research task) quickly.

The model of a student's research competence in history is presented in the diagram:

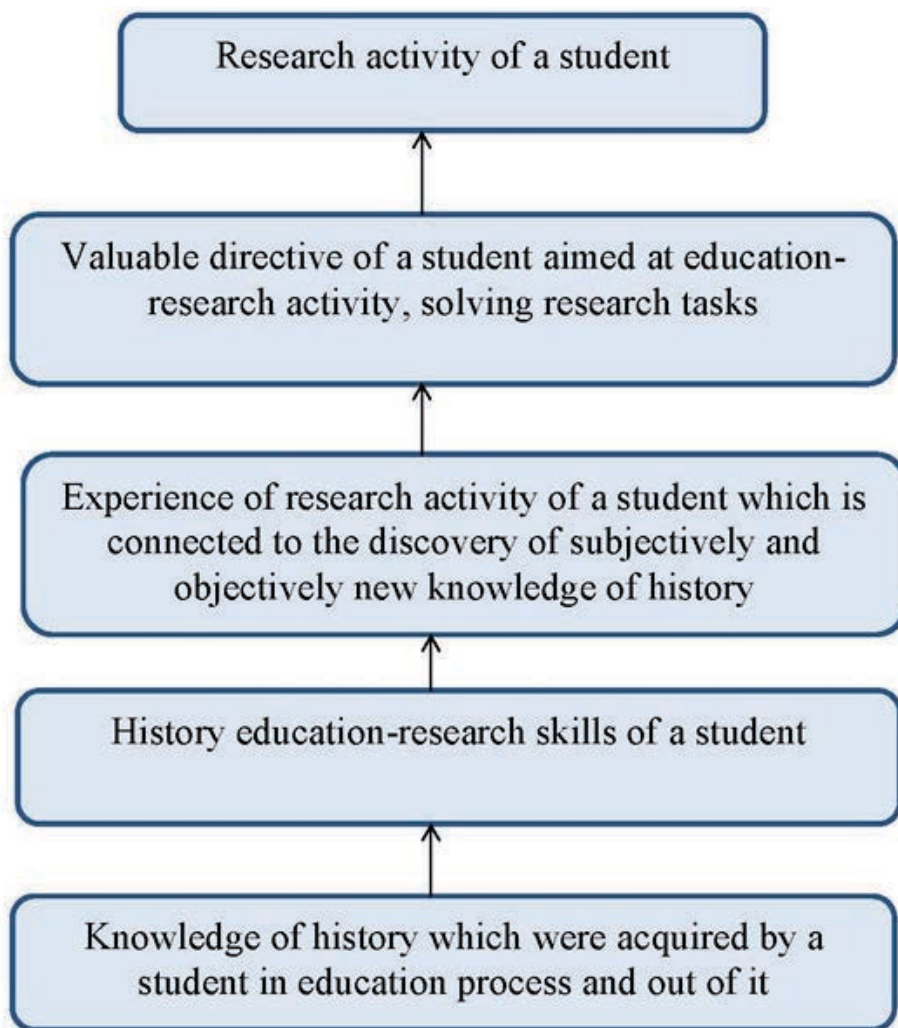


Diagram 1. The model of a student's research competence in history

The basis of research activity on history is the knowledge acquired by the learner both in and out of the education process. Without knowledge, research cannot be organized. However, a leading component of historical research competence is educational and research skills. It is in the educational process that they bring knowledge into «motion». The systematic application of research skills forms the student's research experience and value-based guidelines for self-seeking, research, and problem-solving [1].

So let us consider the interpretation of the concept of «educational and research skills» in the scientific literature. A. Karlaschuk bases his research on the following definition of this concept: «Educational research skills - the ability of the student to perform mental and practical actions that are consistent with research activities, subordinate to the logic of scientific research, based on the knowledge and skills acquired in the process of learning the basics Science » [14, p. 8].

According to A. Zabolotnyi research skills is a higher, creative level of development of general education skills. The researcher notes that research skills should include such qualities and personality traits as: the ability to see contradictions, formulate a problem, set a goal and objectives of the study, hypothesize research, select and use research methods, collect and analyze information, independently plan the activity by stages, try hypothesis, justify their own views, evaluate their own activities [16].

N. Nedodatko [15, p. 21] believes that research skills are a complex psychic formation of the student, which is a combination of a set of actions (intellectual, practical, self-organization and self-control), mastered and entrenched in the modes of activity. These skills are the basis of students' readiness for cognitive search and are formed only in the process of students' research.

According to S. Omelchuk [8], on the one hand, the basis of educational and research skills is a system of actions consisting of logical thinking operations (techniques), in particular: abstraction, characterization, theoretical reasoning, analysis, synthesis, transformation, comparison (comparison and juxtaposition), classification, conclusion, on the other hand - the levels of the cognitive sphere: knowledge, understanding, application, analysis, synthesis and evaluation. In particular, by educational and research skills, a researcher understands a set of qualities of a student's personality that ensure his / her readiness to perform purposeful analytic-synthetic and search-and-transform actions (operations), practically applying systematic knowledge of the subject in the process of theoretical and practical exploration.

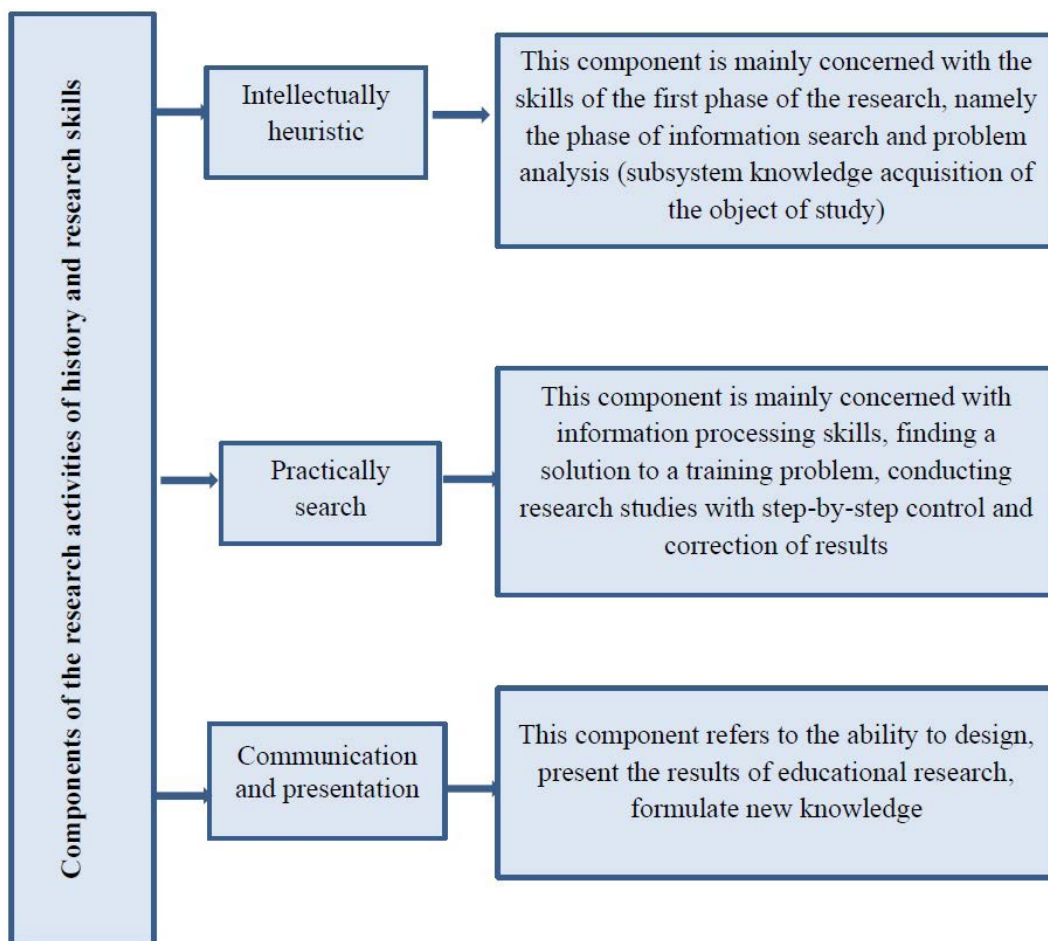
Generalized analysis of the definitions presented in the psycho-pedagogical literature allows us to define the concept of «educational and research skills» as a set of qualities of the student's personality, which can ensure the readiness of students to cognitive search, in particular to acquire new knowledge independently, apply them in a new educational situation perform analytical-synthetic and search-conversion activities.

The analysis of different approaches [1], [4], [6], [8], [14] - [20] and taking into account the peculiarities of the school subject of history in secondary school enabled us to distinguish educational and research skills in history and group them according to the components (stages) of the research activities of history:

1. Intellectually heuristic component. This component is mainly concerned with the skills of the first phase of the research, namely the phase of information search and problem analysis (subsystem knowledge acquisition of the object of study), in particular: a) independently find and formulate the problem in historical material; b) to ask challenging questions and to answer them; c) express intuitive assumptions, original ideas, hypothesize in a problematic situation and find ways to test them (formulate a possible solution to the problem that can be tested in the process of research or solving a research problem); d) formulate definitions of historical concepts.

2. Practically search component (structural design). This component is mainly about the information processing skills, finding a solution to a training problem, conducting research studies with step-by-step control and correction of results, namely: a) to analyze historical facts, phenomena, activities of historical people, to highlight the main material in the learning material and to synthesize (learn historical process in a whole); b) work with historical documents of different types; c) to obtain information from different sources simultaneously and to compare historical facts; d) establish causation between historical facts; e) to substantiate, systematize, classify; e) to correlate and compare facts, phenomena, concepts, views, activities of historical people; f) to structure historical material (to create a historical reconstruction of a certain historical event (phenomenon), or a model of the topic studied in the form of algorithms, diagrams, tables, projects, frames).

3. Communication and presentation component concerning the ability to design, present the results of educational research, formulate new knowledge: a) to argue their own judgments, to show non-standard thinking; b) draw conclusions and conclusions so that new knowledge can be formulated on the basis of existing knowledge (experience); c) an inductive (or deductive) way of proving or refuting a certain theoretical (or practical) statement; d) to defend the point of view, to explain, to dispute; e) transfer the obtained theoretical information to others in an accessible form; f) evaluate the results (knowledge, skills) and apply them in new situations.



Scheme 1. Components of the research activities of history and research skills

Based on the generalization of the experience of using research activities in general educational institutions, the results of questionnaires of teachers and works on this subject [1]-[3], [6]-[8], [11], [13], [17],[19], we highlight the following psychological and pedagogical conditions for effective formation of historical research competence of high school students:

1. Person-centered approach to the learning process, which involves the subject-subjective relationship between the student and the teacher, the active position of students in learning activities. That is, students and teachers should become equal participants in educational and research activities. According to M. Weimer, the teacher should position himself as a facilitator and participant in the educational process, not as the only source of knowledge [13].

2. Teacher experience in organizing students' research activities in the history teaching process. The research approach to the educational process requires the flexibility, mobility, and development of the teacher's research skills, which enables him to quickly adapt his professionalism to uncertainty.

3. Difficulty in structuring the content of history teaching. Implementation of problem-based learning methods involves the use of various sources of information in the educational process, the raising of problematic questions and tasks, the creation of problematic situations, the organization

of search activities for students to solve them. Such an approach assumes that students have the necessary and sufficient subject knowledge to learn new and perform various research tasks, projects.

4. Creation of a research development environment that provides for the realization of the individual interests of students, their independent educational activities and responsibility for the result. According to M. Weimer, it is important in the research approach to learning to shift responsibility for learning outcomes from teacher to student and to create objective criteria for evaluating students' academic achievement of the subject. Systematic and step-by-step development of students' research competence involves the formation of students' internal motivation to study, their independent work on a chosen topic of research, active participation in specially organized research projects [13].

5. Active use of the work in group on the basis of cooperative approach. According to some researchers, cooperative learning increases the efficiency and effectiveness of the educational process, as it allows students to get feedback from their peers and increases their motivation to learn. In addition, co-operative learning is characterized by a high level of dialogue and interaction, enables students to develop teamwork skills, increases their self-esteem and communicative competence. As noted by M. Weimer, one of the strengths of the cooperative approach is that it allows students to create a shared experience that provides a common base for engagement in the learning process of the subject [13].

Conclusions and prospects for further research. In summary, a systematic approach to the educational process makes it possible to consider research training as one of its possible types of organization, as a specific system that combines the appropriate purpose, objectives, content, methods and forms and provides for specific learning outcomes of students. The main feature of such learning is to intensify the educational work of children, giving it a research, creative character, and thus, to give gradually the initiative to students in the organization of their cognitive activity.

Research activity is the process of cooperative work of a student and a teacher to identify the essence of the historical facts, phenomena and processes under study. Accordingly, in the context of research learning, the teacher should be not so much the source and interpreter of the new educational information about a particular historical era, but how much he should motivate and organize the students' independent search activity both in the classroom and after school hours.

We believe that high school history studies should be a systematic search effort based on the processing of various sources of information (historical sources, scientific, non-fiction, fiction, maps, illustrations, photo sources, etc.), museum exhibits, etc.) in the process of teaching, which allows school students to reveal the essence of historical events, phenomena, processes, characterize the activities of historical personalities, characterize and compare the social system, religious beliefs and cultural achievements of people in different historical periods independently and initially with the help of teacher.

This approach requires the purposeful formation of research competence, as the integral quality of the student's personality, which is expressed in the willingness and ability to search, research, based on knowledge, skills, abilities and experience acquired in the process of socialization and learning history and associated with the discovery of subjectively and objectively new historical knowledge and cognitive motivation, which is expressed in the form of search, research activity of the individual.

For effective formation of research competence it is necessary to introduce a special methodology of complex development of research skills of high school students on the basis of theoretical provisions regarding educational and research activities available in psychological-pedagogical and methodological science. The conducted research does not exhaust all aspects of the problem of formation of research competence of high school students in the course of history. Prospects for further research are to develop the levels and criteria for the development of research competency of high school students, and are related to the development, testing and implementation of the methodology of complex development of research skills of students, curricula and school textbooks on the basis of research.

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СОДЕРЖАТЕЛЬНАЯ СУТЬ И МОДЕЛЬ ИССЛЕДОВАТЕЛЬСКОЙ КОМПЕТЕНТНОСТИ СТАРШЕКЛАССНИКОВ ПО ИСТОРИИ

В статье авторы на основе анализа научно-методической литературы и проведенного анкетирования исследуют различные подходы к определениям понятий «исследовательская компетентность» и «исследовательские умения». Авторы приходят к выводу, что исследовательская компетентность по истории это интегральное качество личности ученика, выражающееся в готовности и способности к поисковой, исследовательской деятельности, основанной на знаниях,

умениях, навыках, способностях и опыте, приобретенных в процессе социализации и обучения истории, и связана с открытием субъективно и объективно новых исторических знаний и познавательной мотивацией, что выражается в форме поисковой, исследовательской активности личности. По их мнению, исследовательская компетентность по истории может проявляться в готовности и способности ученика к интеллектуальному творчеству, реконструкции исторических знаний, оригинального восприятия учебного материала, дивергентного мышления, что позволяет быстро решать проблемную ситуацию (исследовательское задание).

Авторами статьи определено содержательную суть и модель исследовательской компетентности старшеклассников по истории. Анализ различных подходов и учета особенностей школьного предмета истории в старшей школе позволил авторам выделить учебно-исследовательские умения по истории и сгруппировать их в соответствии с компонентами исследовательской деятельности по истории. В статье определены перспективы дальнейших исследований, которые заключаются в разработке уровней и критериев сформированности исследовательской компетентности старшеклассников и связанные с разработкой, апробацией и внедрением в образовательный процесс методики комплексного развития исследовательских умений учащихся, учебных программ и школьных учебников на основе исследовательского подхода.

Ключевые слова: образовательный процесс по истории; исследовательская компетентность; исследовательские умения.

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ЗМІСТОВА СУТНІСТЬ ТА МОДЕЛЬ ДОСЛІДНИЦЬКОЇ КОМПЕТЕНТНОСТІ СТАРШОКЛАСНИКІВ З ІСТОРІЇ

У статті автори на основі аналізу науково-методичної літератури та проведеного анкетування досліджують різні підходи до визначень понять «дослідницька компетентність» та «дослідницькі вміння». Автори приходять до висновку, що дослідницька компетентність з історії - це інтегральна якість особистості учня, що виражається в готовності і здатності до пошукової, дослідницької діяльності, яка ґрунтується на знаннях, уміннях, навичках, здібностях і досвіді, набутих у процесі соціалізації й навчання історії, та пов'язана з відкриттям суб'єктивно й об'єктивно нових історичних знань та пізнавальною мотивацією, що виражається у формі пошукової, дослідницької активності особистості. На їх думку, дослідницька компетентність з історії може проявлятися в готовності та здатності учня до інтелектуальної творчості, реконструювання історичних знань, оригінального сприйняття навчального матеріалу, дивергентного мислення, що дає змогу швидко розв'язувати проблемну ситуацію (дослідницьке завдання).

Авторами статті визначено змістовну сутність та модель дослідницької компетентності старшокласників з історії. Аналіз різних підходів і врахування особливостей шкільного предмета історії в старшій школі дав змогу авторам виокремити навчально-дослідницькі вміння з історії і згрупувати їх відповідно до компонентів дослідницької діяльності з історії. В статті визначено перспективи подальших досліджень, що полягають в розробці рівнів та критеріїв сформованості дослідницької компетентності старшокласників та пов'язані з розробленням, апробацією та впровадженням в освітній процес методики комплексного розвитку дослідницьких вмінь учнів, навчальних програм та шкільних підручників на засадах дослідницького підходу.

Ключові слова: освітній процес з історії; дослідницька компетентність; дослідницькі вміння.