

# PEDAGOGICAL SCIENCES

## PECULIARITIES OF SELECTING HISTORICAL SOURCES FOR THE SCHOOL HISTORY TEXTBOOK

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**Introductions.** The introduction of a competency-based approach to school practice necessitates changes in approaches to the design of school history textbooks. The main emphasis in the process of preparing a history textbook should be given to the activity component of teaching, which is impossible without the use of historical sources because the textbook text or the teacher's lecture is only an interpretation of historical events.

**Aim.** The specificity of historical science is that it studies the reality of the past, i. e. *historical reality*: cultural and economic achievements of ancient civilizations and states, the activities of governors and commanders, scientists and artists, politicians and poets, wars and peace treaties, etc. Accordingly, the usual ways of learning history are not suitable, because it is impossible to go back in time and directly observe the course of a particular historical event or talk to its eyewitnesses, or a specific historical figure. Historical sources are the first and necessary condition for studying the historical past. The information obtained as a result of their study allows us to fully describe (reconstruct) the historical past of mankind. In this context, historical sources are like a kind of bridge of time, which allows the researcher to plunge into the past.

**Materials and methods.** The well-selected historical sources in the textbook

will help to "revive the history and feel the spirit of the era", as many of them are about life experiences and daily worries of people. Besides, the use and processing in the educational process of various historical sources allow students to become acquainted with the methods of historical cognition, promote the formation of students' skills of critical analysis of information, historical thinking in general. Thus, the problem of using historical sources in the educational process and school history textbooks is actual.

**Results and discussion.** The analysis of works [1-7] allowed us to determine the principles of selection of historical sources for a school history textbook, in particular, the following:

1. *Scientific character.* This principle provides for the inclusion in the textbook only reliable sources that should fully and clearly reflect the relevant historical epoch and facts, reveal the essential features of historical phenomena and processes, promote understanding of patterns and trends of the historical process. In this context, it is very important to develop students' ability to analyze and critically evaluate the interpretation of the past contained in any source, from the standpoint of its relevance to real facts, other sources of information. Therefore, tasks such as: "Select the important information from the source", "Summarize the information from the source", "Evaluate the information on reliability and bias" are useful. Such work helps students to realize that historical sources are not always objective, that there is no single truth about the past, and allows them to develop their position, their view of historical facts and evidence [4; 5].

2. *Methodological expediency.* When choosing a historical source and the task to it, it is important to consider the purpose of working with this source: to arouse interest, motivate students, form specific skills, reconstruct certain historical events, phenomena, form value orientations, etc. Also, sources should be selected to reflect the main, most typical facts and events of the era, characterize various aspects of human life at each historical stage (economic development, socio-political life, everyday life, etc.).

3. *Multifacetedness.* When selecting different types of historical sources for

students' practical work, it is important to keep in mind that a particular historical situation should be covered from several – at least two – perspectives representing different social positions and interests. Therefore, the practical work should include the tasks of using several historical sources that cover one event or phenomenon from different positions. In this case, students will determine how the coverage of a historical event or phenomenon differs in different sources [1; 2; 6].

Besides, the textbook should present the main types of sources – material, written, oral, visual. In this context, it is important to organize work with different types of sources, such as work with a written source combined with work with visual, map, textbook text. This will significantly enrich students' understanding of a particular historical event or phenomenon [4].

4. *Availability to students in terms of content and volume.* When working with historical sources it is important to avoid: a) the use of an excessive number of sources at the same time; too long and difficult for students to understand; b) too broad questions and vague tasks (they must be clear and need a specific answer); c) tasks that require knowledge or skills that students do not yet have.

**Conclusions.** Thus, when selecting historical sources of different types for the textbook, it is necessary to take into account such principles as a scientific character, methodological expediency, multifacetedness, availability to students in terms of content and volume. Students' ability to work with a historical source is formed through a system of tasks aimed at forming subject competencies, exploratory thinking, practical skills, and abilities to acquire subjectively new knowledge of history. Accordingly, such tasks in the textbook should be formulated to cause cognitive activity of the student [7].

When students work with a historical source, it is necessary to focus on active and interactive teaching methods – this makes learning effective, productive, and interesting for students. The selected methods of working with historical sources should be aimed at the formation of appropriate skills provided by the curriculum, for example: *characterize..., recognize..., analyze..., identify..., apply..., compare..., evaluate..., express judgments (attitudes)...*, etc.

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