

RESEARCH LEARNING OF HISTORY: ROLE AND FUNCTIONS OF THE SCHOOL TEXTBOOK

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The current stage of development of the national education system is characterized by the development of new learning technologies, the creation of author's programs and variable textbooks with different methodological systems of implementation of content lines in accordance with the requirements of state education standards. The analysis of modern trends and contradictions of the development of school historical education allows us to identify research learning as one of the promising directions of this search. At the same time, at different levels of education and for different types of educational institutions, research activity of students has its own specific functions: if in primary school – it is the development of students' ability to take a research position, independently set and achieve goals in learning activities based on the application of elements of research activity within the subjects of the curriculum and the system of additional education, then in high school - it is the development of research competence and pre-professional skills as the basis of profile education.

In the context of the new philosophy of education, the primary goal of learning is to provide conditions for the development and self-realization of each personality, which should be directed by the modern textbook of history, in particular the technology of learning that is presented in it. Therefore, the main didactic function of the modern textbook of history, in our opinion, is the embodiment of the principles of personality-oriented learning, namely: personal goal setting, choice of individual educational trajectory, metasubject foundations of the learning process, productivity of learning, primacy of educational products of students, situationality of learning, learning reflection. A feature of the textbook of the new generation is learning with its help methods and techniques of learning, that is, forming the ability to learn, independently master knowledge.

A specific feature of historical science is the presence of reconstruction, as a necessary structural component, related to the fact that historical fact is included in historical theory. Based on the analysis of philosophical, historical, historiosophical literature, we identified the second important function of the school textbook of history – historical reconstruction. Historical reconstruction in this case acts as organized and certified memory. The social orientation of history as memory is expressed in its selectivity. The identification of this function allows to comprehensively implement during the construction of the textbook such previously defined by didactics functions of the textbook, such as informational and systematizing.

One of the conditions of research learning is the increase of the role of such functions as transformational, integrative, coordinative, educational. The implementation of elements of research learning in the textbook of history requires that the structure and content of the textbook contain means of organizing productive activity of students (research, creative activity of the student; use of the method of analogies, comparison of different points of view and approaches to the coverage of events; presence of evaluative position on the educational material; reflexive comprehension of the read). The material of the textbook text should be presented in such a way as to facilitate dialogue between the text and the student. This implies that the text of the textbook should contain in explicit or implicit form a question or a system of questions, to which one can give a preliminary answer (put forward a hypothesis) and in the text there should be material for checking the hypothesis, that is, for self-control. Cognitive tasks of the textbook should provide for the use by students of appropriate methods and methodology of historical and social research in the analysis of relevant typical plots, teach them to ask questions and realize the purpose of research, predict, perform self-control and self-correction, evaluate the quality of work done.

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