

FORMATION OF RESEARCH COMPETENCE IN SENIOR SCHOOL STUDENTS AS A PSYCHOLOGICAL AND PEDAGOGICAL PROBLEM

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The traditional model of education does not contribute to the effective development of creative abilities of senior school students. To increase the motivation and interest of students in learning activities, teachers should use psychological and pedagogical principles of development of children of the digital generation, who are characterized by high openness to new knowledge and desire to conduct research [2].

Research activity is an important factor of adaptation of a person to the changing environment and satisfaction of his or her creative, spiritual and emotional needs. Therefore, learning history should be based on methods that promote not only the formation of a system of historical knowledge, but also the development of skills of independent search, analysis and interpretation of various information sources, creative and critical thinking, research competence.

Research competence in history - it is an integral characteristic of the student's personality, which manifests itself in the readiness and ability to search, research activity, based on knowledge, skills, abilities and experience, obtained in the process of socialization and learning history, and related to the generation of subjectively and objectively new historical knowledge and cognitive motivation, which manifests itself in the form of search, research activity of the personality. In particular, research competence in history may include readiness and ability of the student to intellectual creativity, reconstruction of historical knowledge, original perception of educational material, divergent thinking, which allows to effectively solve research tasks [3].

Based on the analysis of the experience of using the research approach in teaching history, the results of the survey of history teachers and scientific works [1-6] on this issue, we identify the following psychological and pedagogical conditions for the formation of research competence in primary and secondary school students:

- 1) subject-subject interaction of the student and the teacher, based on a personality-oriented approach to learning and a research position of the student in the educational process;
- 2) creation of a developmental environment that facilitates independent learning and cognitive activity of students, realization of their individual interests;
- 3) step-by-step development of research competence in students, which implies the formation of internal motivation of students for self-learning;
- 4) availability of experience in the teacher in implementing the research approach to learning and forming components of research and historical competencies in students;
- 5) availability of experience and necessary and sufficient subject knowledge in students for in-depth understanding of new and performing various research tasks.

To effectively form research competence in history lessons, it is necessary to adhere to the following conditions:

- optimal selection of the content of the lesson, which ensures the formation of subject competencies and allocation of time for organizing research activities of students;
- special organization of students' activities, which includes: goal setting (as a component of the teacher's and student's activities); step-by-step system of forming complex skills that make up research competence; application of techniques, methods and forms of learning that facilitate achieving competence-based result; formation of value-motivational component of research competence with the use of relevant tasks;

- taking into account in the learning process: age characteristics, individual styles of learning of different students, need to create a favorable learning environment, psychological atmosphere of the lesson [3; 4; 5].

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