

Зроблено висновок, що зазначені критерії є методологічним орієнтиром у розробці змісту інтегрованих курсів за вибором. Перспективу досліджень ми вбачаємо в об'єднанні зусиль науковців і практиків для розробки інструментарію оцінювання результатів учіння, визначення індивідуального рівня сформованості ключових і проектно-технологічної компетентностей учнів.

Ключові слова: технологічна освіта, інтегрований курс, критерії, зміст.

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FEATURES OF THE DESIGN OF CONTENT OF SCHOOL HISTORICAL EDUCATION IN THE DIMENSION OF MODERN SOCIAL CHALLENGES

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In the framework of the thesis research “Development of the content of studying world history in school education in Ukraine (1991–2011)”, an analysis of the problem of constructing the content of school historical education from the point of view of its focus on solving urgent social challenges was conducted. In particular, UNESCO’s recommendations for a new concept of education are directed, first and foremost, to creating conditions for people to create and develop their creative potential, addressing the

following four main tasks, such as “learn to know”, “learn to act”, “learn to live together, learn to live with others” and just “learn to live”.

The analysis of the main trends and possible prospects of Ukraine’s development shows that its citizens should first of all learn to live together, to overcome the contradictions that, unfortunately, often have dangerous confrontational nature. Understanding the social significance of taking into account the experience of previous generations in solving contemporary problems leads to the increased interest of society to history as a science and a subject.

Based on our analysis, we came to the conclusion that in modern conditions, school history education in Ukraine should be filled with a special content, playing an important role in the process of consolidating of the society. Therefore, the study of the past by the youth should present the experience of mutual understanding, coexistence in the multicultural environment.

In a multicultural world, the selection of the content of school history education should also contribute to the development of the personality of the student such qualities as tolerance, which implies a positive perception of diversity and respect to the identity and socio-cultural choices of other people and citizenship, manifested in the ability to constructively communicate and interact with representatives of multicultural community. In our opinion, in order to understand better the past in the content of historical education, it is expedient to use a historical comparative approach that allows comparing “contrast” cultures of societies or civilizations of the past and the present.

One of the most important functions of history and historical education is made the function of social (collective) memory, which is to accumulate, preserve the experience of generations in the memory of mankind. Accordingly, the role of school historical education should consist of forming a holistic image of the historical past of a national community that a young person can identify himself with.

Keywords: multicultural world; content of school historical education, tolerance.