

## RESEARCH COMPETENCE OF THE STUDENT IN THE HISTORY TEACHING SYSTEM IN HIGH SCHOOL

**Petro Moroz**

*PhD, senior researcher,  
senior researcher of the department of social science education  
Institute of pedagogy NAPS of Ukraine*

**Iryna Moroz**

*researcher of the department of social science education  
Institute of pedagogy NAPS of Ukraine,  
Kyiv, Ukraine*

## ДОСЛІДНИЦЬКА КОМПЕТЕНТНІСТЬ УЧНЯ В СИСТЕМІ НАВЧАННЯ ІСТОРІЇ В СТАРШІЙ ШКОЛІ

**Петро Мороз**

*кандидат педагогічних наук, старший науковий співробітник,  
старший науковий співробітник відділу суспільствознавчої освіти  
Інституту педагогіки НАПН України*

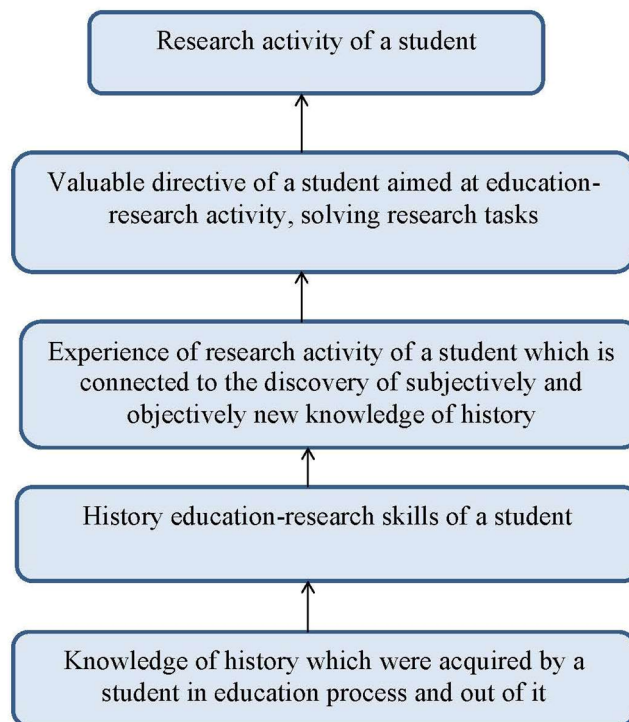
**Ірина Мороз**

*науковий співробітник відділу суспільствознавчої освіти  
Інституту педагогіки НАПН України,  
м. Київ, Україна*

In the context of the information society, the paradigm of the philosophy of general secondary education is changing. The indicator of that is development of personality who can think creatively and critically, and is able to adjust in the modern society. One of the effective ways of achieving this is to organize students' research activities both in history lessons and after-school hours. Despite the considerable amount of scientific works on this subject, there is still no single definition of the structure and content of the student's research competence. This, in our opinion, complicates the identification and justification of optimal ways of developing it.

Based on the analysis of scientific sources [2; 3; 4; 5; 7] 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:



**Figure 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.

The analysis of different approaches (G. Likhodieva [1], T. Mier [2], N. Nedodatko [6], S. Omelchuk [7]) 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 into components of research competence in history:

1. **Intellectual-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. **Practical 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.

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.

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