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## IMPLEMENTATION OF THE COMPETENCE APPROACH IN THE PROCESS OF DESIGNING PRACTICUM “THE HISTORY OF UKRAINE IN SOURCES”

### РЕАЛІЗАЦІЯ КОМПЕТЕНТНІСНОГО ПІДХОДУ В ПРОЦЕСІ КОНСТРУЮВАННЯ ПРАКТИКУМУ “ІСТОРІЯ УКРАЇНИ В ДЖЕРЕЛАХ”

*Статтю присвячено реалізації компетентнісного підходу в процесі конструювання практикуму “Історія України в джерелах”.*

*У статті виокремлено методичні умови реалізації компетентнісного підходу в процесі конструювання практикуму “Історія України в джерелах” та розкрито методіку роботи з історичними джерелами в процесі навчання історії в закладах загальної середньої освіти. Зазначається, що завдання в практикумі мають становити певну систему та сприяти розвитку не лише репродуктивної, а й творчої діяльності і рефлексивних якостей учня. Провідну роль у практикумі має бути відведено творчим та дослідницьким завданням. Такий підхід сприятиме формуванню в учнів умінь критичного аналізу історичних джерел, історичного мислення загалом.*

*На думку авторів, під час відбору до практикуму історичних джерел різного типу необхідно враховувати багатоперспективний (багаторакурсний) підхід, коли певна історична ситуація висвітлюється з кількох – щонайменше двох – перспектив (ракурсів), що репрезентують різні суспільні позиції та інтереси. Автори наголошують, що у зазначеному контексті досить важливим є розвиток умінь аналізувати та критично оцінювати інтерпретацію минулого, що міститься в будь-якому джерелі, з позиції її відповідності реальним фактам, іншим джерелам інформації.*

*Зазначено, що проблема організації роботи учнів з різними типами історичних джерел засобами практикуму є складною і потребує окремого дослідження. Зокрема, в процесі конструювання практикуму “Історія України в джерелах” подальшого вивчення потребує методика організації проектної та дослідницької роботи учнів на основі опрацювання різних типів джерел.*

**Ключові слова:** *практикум; процес навчання історії; історичні джерела, компетентнісний підхід, дослідницька діяльність.*

Reforming of general secondary education implies that the education process must be based on competency and personality-oriented approaches. The introduction of a competency-based approach to school practice is one of the factors that necessitates a change in approaches to the design of educational literature on history. In particular, the main focus should be on the activity component of teaching, which is impossible at all without the use of historical sources, because the text of a textbook or a teacher's telling is only an interpretation of historical events. The use and elaboration of various historical sources in the educational process allows students to become acquainted with the methods of historical cognition, promotes 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 in the educational literature on history is relevant.

The peculiarities of constructing history textbooks and their role in the educational process are the subject of research of such scientists and methodologists as K. Bahanov, V. Vlasov, N. Gupan, Y. Kambalova, Y. Malienko, V. Mysan, O. Pometun, O. Truhan and others. Common to these authors is that they view the ability to work with educational publications as a component of a subject

competence. For our study, the works of teachers and psychologists on the issues of competence training and organization of cognitive activity were also valuable: K. Bahanov, V. Vlasov, A. Leontovich, O. Pometun, O. Savenkov, O. Savchenko and others, where the role of research activity is revealed, also there are: activities in the development of thinking and abilities of students; methodological features of formation of cognitive activity and independence of students.

The peculiarities of the use of historical documents in the multi-perspective teaching of history were reflected in the works of such foreign researchers as K. Gallager, H. Kriens, R. Stradling, M. Stobart and others. The problems of using historical sources of different kinds in the educational process are revealed in the works of Ukrainian scientists: K. Bahanov, V. Vlasov, L. Zadorozhna, T. Kovbasyuk, Y. Malienko, V. Mysan, Y. Mytsyk, O. Pometun, A. Prykhodko, O. Udod and others. In their works the approaches to classification and functions of historical sources are considered, the basic methods and forms of work with historical sources in the process of history teaching in the institutions of general secondary education are given.

However, the type of educational publication as a practicum on history, in particular, the implementation of a competent approach in the process of its design, was not the subject of a separate comprehensive study. This problem requires special scientific and experimental research, justification of ways of its effective solution.

The purpose of the article is to identify and substantiate ways to implement a competent approach in the process of designing a workshop “History of Ukraine in Sources”.

According to the state standard of Ukraine “State Standards of Ukraine 3017: 2015. Information and documentation. Edition. The main types. Terms and definitions”, practicum – is “a textbook containing special didactic material and facilitates the student's independent work during the development of the subject” [4, c. 14].

Accordingly, in the process of designing the practicum “History of Ukraine in Sources” we proceeded from the fact that it should maximally provide opportunities for students to work independently through a system of selected historical sources and through a system of tasks of different didactic directions and to promote students' mastery of working with historical sources, including their critical analysis in the context of specific historical events [11]. Accordingly, materials on the peculiarities of working with each type of historical sources should be presented in the practicum.

While designing the content and methodological apparatus of the practicum, it was important for us to take into account the methodological conditions for organizing work with historical sources in the teaching of history in general secondary education institutions. Analysis of works on this subject [1; 2; 3; 7; 8; 12; 13; 14] allowed us to distinguish the following conditions:

1. When selecting historical sources and developing tasks for them, it is important to consider their relevance to the content, goals and objectives of history teaching, accessibility for students (according to their age abilities). An indispensable element is to determine the purpose of working with a particular source, for example: to draw students' interest in certain historical issues, to motivate them, to form specific skills, to reconstruct certain historical events, phenomena, to form value orientations, etc. The method of research by the students of the historical source and the choice of the stage of the lesson depends on the determined purpose.

2. Developing a task for work with a historical source we should be guided by active and interactive learning techniques – this makes learning effective, productive and engaging for students. At the same time, selected methods of work with historical sources should be aimed at the formation of appropriate skills foreseen by the curriculum, for example: *to characterize..., recognize..., analyze..., identify..., apply..., compare..., evaluate..., make judgments...*

3. Uncovering a particular historical phenomenon or event in a practicum we should not be limited to one type of source of historical information, but should provide for the work of students with other types of historical sources, such as work with a written source combined with work of visual, map, text textbook. This will greatly enrich the children's understanding of a particular histor-

ical event or phenomenon, allow students to evaluate the historical process or historical figure from different angles.

4. When developing the content and methodological apparatus of the practicum, provide for the possibility of visualization of real and visual historical sources through modern technical means, in particular through the Internet. With such a goal, we have provided a site to support the practicum "History of Ukraine in sources". With the help of a QR code placed in the workshop, students will be able to go to the site and examine in more detail the real and visual sources, their 3-D reconstructions, and make virtual tours of the museums of Ukraine.

5. When designing a workshop, it should be considered that working with historical sources at history lessons should be systemic in nature, gradually complicating both the sources themselves and the research tasks for them – from shorter to more complex sources, from simple questions to more tricky ones. The product of students' learning activities using different types of historical sources may be a presentation, a virtual tour or a trip (for example, while studying cultural monuments), a report on museum visits, etc.

6. In developing the content and methodological apparatus of the practicum, the following should be avoided: a) the use of an excessive number of sources simultaneously; too long and difficult for students to understand; b) too broad questions and non-specific tasks (they must be clear and need specific answers); c) tasks that require knowledge or skills that students do not possess yet.

Particular attention in practicum is given to the work with historical documents. This is because the use of documents (or their parts) helps to flesh out the historical material and make the conclusions more convincing [7]. Secondly, well-selected written sources can help to "revive history and feel the spirit of the era", since many of them are about the life experiences and daily concerns of people [14]. Thirdly, when working with written sources, the students activate the processes of thinking and imagination, which contributes to a more fruitful assimilation of historical knowledge and the development of historical consciousness [12]. As it is noted by the European methodist R. Stradling, the work with the primary written sources shows students different views of a particular historical event or process, and provides an opportunity to compare texts written at the time by participants, eyewitnesses and commentators with texts composed by historians subsequently [14]. This enables students to obtain more complete and accurate information about a particular historical phenomenon or event on their own.

Nowadays, 2000s (Generation Z) children are enrolled in secondary education – a generation of greater speed in both information perception and action. It is often tedious for them to work only with written sources of information in a lesson. Technologies have accustomed them to the perception of visual information. Accordingly, considerable attention is given to the work of students with material and visual historical sources. Their analysis allows students to visualize history, to form their figurative view of a particular historical era or a particular country. The monuments of art and architecture reflect not only certain artistic styles and aesthetic tastes that were in the society at that time, but also the level of development of production technologies, often reflecting specific social phenomena and historical tendencies. When selecting material and visual sources, it is important to consider such aspects as:

1) scientific: they must fully and clearly reflect the relevant historical epoch and facts, reveal essential features of historical phenomena and processes, promote understanding of patterns and trends of the historical process;

2) variety of topics: sources should be selected in such a way that they characterize different aspects of human life at each historical stage [11].

We pay particular attention to the system of educational and research tasks of the practicum, through which the students' ability to work with different types of historical sources are formed. The tasks of the practicum are developed on the basis of research and differentiated approaches to learning, and according to that have different levels of character with their gradual complication and are designed for different character of cognitive activity of students: reproductive, search, reconstructive

and creative. The main purpose of the practicum is the formation of subject competences, research type of thinking, practical skills and skills to acquire new knowledge of history. Accordingly, the condition of such tasks should be formulated in such a way to cause cognitive activity of the student. Tasks for students should also provide the optimal combination of different forms of learning: individual, paired, group and collective.

An important component of the practicum “History of Ukraine in Sources” is research tasks. A research assignment is a type of educational assignment, the main feature of which is a total (or partial) novelty of it for the student and the presence of an educational problem, which involves the search for new knowledge, methods (skills) and stimulation of active using of the links, attitudes, evidences in learning [11]. A history research assignment should include: 1) the intended mode of activity of the student (prove, define, compare, analyze, etc.); 2) formulating the terms of the task; 3) sources of information (a written source (or a part of it), visual or material sources, statistics, illustrations, maps, online resources, museum funds, sometimes these may be the student's own knowledge). While solving research goals, students' activities are approached by a process of scientific cognition: students get acquainted with the methods and stages of scientific cognition in an accessible form, while acquiring part of the knowledge accumulated by society in their age [9; 10].

When selecting historical sources of different types, we took into account a multi-perspective approach, when a certain historical situation is highlighted from several – there are at least two perspectives representing different social positions and interests. According to modern European methodologists [2; 8; 13; 14], multi-perspective implies not only the presentation of different points of view, but also the connection between different perspectives. Therefore, the practicum contains the task of using several historical sources that cover one event or phenomenon from different positions. In this case, students will determine how different the coverage of a historical event or phenomenon is in different sources. This approach will help to develop students' critical analysis of historical sources and historical thinking in general.

In order to develop students' critical thinking, it is important to develop the ability to analyze and critically evaluate the interpretation of the past contained in any source, from the point of view of its correspondence to real facts, other sources of information. Therefore, in the practicum, students are offered a task such as: “Select important information from the source”, “Summarize the information provided in the source”, “Evaluate information about reliability and bias”. Such work helps students to realize that historical sources are not always objective, that there is no single truth about the past, and that it gives them the opportunity to form their own point of view, their views on historical facts and evidences. [12]. One way of developing the ability to work with historical interpretations is to involve students in creating their own historical interpretations based on the study of several sources that highlight one event or phenomenon from different positions. This approach allows students to understand the common approaches to the origin of historical interpretations [10; 12].

Thus, it can be stated that the introduction of a competency-based approach to the educational process necessitates changes in the approaches to the construction of educational literature on history. The main emphasis should be placed on the activity component of the learning process. One of the types of history training editions aimed at implementing a competency-based approach in the educational process is practicums. In particular, the workshop “History of Ukraine in the Sources” should maximally provide opportunities for students to work independently through the system of selected historical sources and through the system of tasks of different didactic direction.

The selection of historical sources of different types into the practicum should take into account the multi-perspective approach and methodological conditions for organizing work with historical sources in the teaching of history in general secondary education institutions. The tasks in the practicum should be a certain system and promote not only the reproductive but also the creative activity and reflexive qualities of the student. This approach will help students develop key and substantive competencies, research-based thinking, practical skills and skills to acquire subjectively new knowledge of history in the process of studying the historical sources.

The problem of organizing the work of students with different types of historical sources by means of a practicum is complicated and requires separate research. In particular, in the process of constructing a practicum "History of Ukraine in Sources" of the further study requires a methodology for organizing the project and research activities of students on the basis of processing different types of sources.

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*The article is devoted to the implementation of a competent approach in the process of designing a practicum "History of Ukraine in Sources". According to the authors, it should maximally provide opportunities for students to work independently through a system of selected historical sources and through a system of tasks of different didactic direction.*

*The article identifies the methodological conditions for the implementation of the competence approach in the process of designing a practicum "History of Ukraine in Sources" and reveals the method of work with historical sources in the process of teaching history in general secondary education. It is noted that the tasks in the practicum should be a certain system and should promote the development not only of reproductive but also creative activity and reflexive qualities of the student. A leading role in the practicum should be given to the creative and research tasks. This approach will help to develop students' critical analysis of historical sources and historical thinking in general.*

*According to the authors, when selecting historical sources of different types, a multi-perspective approach should be taken into account when a certain historical situation is highlighted from several, at least two perspectives representing different social positions and interests. The authors emphasize that in this context it is quite important to develop the ability to analyze and critically evaluate the interpretation of the past which is contained in any source, from the point of view of its correspondence to the real facts and other sources of information.*

*The article notes that the problem of organizing the work of students with different types of historical sources by means of the practicum is complicated and requires separate research. In particular, in the process of constructing the practicum "History of Ukraine in Sources" there is a need of the further study of methodology for organizing the project and research work of students on the basis of processing different types of sources.*

**Key words:** *practicum; the process of teaching history; historical sources; competence approach; research.*

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## ФОРМУЛЮВАННЯ ТА АЛГОРИТМІЧНИЙ ВИКЛАД ПОНЯТІЙНОГО АПАРАТУ В ПЕДАГОГІЧНИХ ДОСЛІДЖЕННЯХ ІЗ ПОЗИЦІЙ МЕТОДОЛОГІЧНОЇ ЛОГІСТИКИ

### FORMULATION AND ALGORITHMIC PRESENTATION OF CONCEPTUAL CONSTRUCT IN PEDAGOGICAL RESEARCH FROM THE POSITION OF METHODOLOGICAL LOGISTICS

*Пропонований контекст викладу основного змісту статті є результатом вивчення, узагальнення та систематизації доробку вітчизняних і зарубіжних учених із досліджуваної проблеми з позицій методологічної логістики. Він може слугувати методичною пам'яткою-нагадуванням для науковців, науково-педагогічних і педагогічних працівників, аспірантів, докторантів різних спеціальностей у галузі педагогічних наук.*

**Ключові слова:** *методологічна логістика, понятійний апарат, дослідження, методологічні характеристики.*

Опрацювання проблеми формулювання та алгоритмічного викладу понятійного апарату в педагогічних дослідженнях із позицій методологічної логістики зумовлене методологічними змінами, які простежуються в наукознавстві, необхідністю підвищення рівня культури наукової праці й методологічного рівня дослідників, потребою в організації спеціального навчання їх дослідницькій діяльності та відновленні утрачених критеріїв науковості не лише дисертаційних робіт, а й іншої наукової продукції.

Аналіз літературних джерел і результатів досліджень показав, що в працях вітчизняних і зарубіжних учених розглянуто різні аспекти досліджуваної проблеми, зокрема такі, як: методологічні проблеми педагогічної науки (С. Гончаренко, В. Дмитриєнко, В. Краєвський, Г. Щедровицький, В. Штофф, Е. Юдін та ін.); проблеми ефективності теоретичних досліджень у педагогічній науці (Г. Воробйов, М. Скаткін та ін.); логіка і методологія наукового дослідження (П. Копнін, Ю. Петров, М. Попович, С. Фаренік та ін.); критерії актуальності та оцінювання якості науково-педагогічних досліджень (В. Князева, В. Краєвський В. Полонський та ін.); методологія і методика педагогічного дослідження (Р. Астаханов, В. Загвязинський, В. Давидов, П. Образцов, Я. Скалкова та ін.); основи наукових досліджень (П. Дмитренко, В. Ковальчук,