

that events and historical facts can be interpreted and perceived in different ways (Moroz P., & Moroz I., 2015).

The study concluded that the integration of media literacy in the workshop «History of Ukraine in sources» on one hand contributes to the realization of a number of tasks, in particular the formation of the ability to critically perceive and evaluate media texts of different forms and genres, skills to navigate the media stream, and on the other hand — the learning process is more interesting and productive.

Keywords: integration, media education, media competence, media literacy, workshop «History of Ukraine in sources».

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PECULIARITIES OF THE CREATION OF MEDIA-EDUCATION BY THE MEANS OF THE WORKSHOP «HISTORY OF UKRAINE IN SOURCES»

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During the study of the theme «Methodical foundations of competently oriented historical and civic education in the lyceum», the peculiarities and methodical conditions of media literacy formation by means of the workshop «History of Ukraine in Sources» were investigated. The relevance

of this topic is due to the fact that in our information-dense time, many people perceive the world through the media which satisfy certain political or commercial interest and because of that often provide trending information and form a mythologized image of history (Kontseptsiia vprovadzhennia mediaosvity, 2016). As a consequence, the historical past is sometimes subject of political manipulation in the struggle for power within the country. That is why the important task of the workshop «History of Ukraine in the Sources» is to form students' media literacy. In order to accomplish this task we paid special attention to developing students' ability to work with historical sources of different types and interpretations of the past when designing the content and methodical apparatus of the practicum.

It is established that in the selection to the workshop of historical sources of different types, it is necessary to take into account a multi-perspective (multi-course) approach, when a certain historical situation is illuminated from several – at least two – perspectives representing different social positions and interests (Pometun O., Hupan N., & Vlasov V., 2018). Accordingly, the workshop should be tasked with the use of multiple historical sources that cover one event or phenomenon from different positions. This approach will help to develop students' ability to critically analyze information sources.

The importance of bringing students to the understanding that different interpretations may coexist in historical science is revealed. Students should be helped to understand that no single source of information (historical sources, website, television program, article, book, etc.) can by itself provide complete and absolutely truthful information. When researching a particular issue, it is important to involve as many sources as possible, and students' opinion (point of view) should be substantiated with evidence, not just emotions and preferences (Moroz P., & Moroz I., 2015).

It has been found that the integration of media education into the workshop does not involve providing students with ready judgments or accurate samples or forms of work. Accordingly, in the workshop, we envisaged research tasks to analyze different interpretations in terms of their correspondence to real facts, other sources of information. It is important to teach students how to choose arguments in favor of a particular point of view, and to find arguments that are contrary to it (Moroz P., & Moroz I., 2018).

The results of the study show that on one hand the integration of media education in the workshop «History of Ukraine in the Sources» contributes

to the formation of critical thinking of students, and on the other hand it makes the educational process more interesting and productive. A creative and research task should be given the definitive place in the workshop. The interim results of the study showed that special attention should be paid to the methods of organizing the project and research work of students based on the processing of different types of sources.

Key words: workshop «History of Ukraine in sources», media literacy, research approach, historical sources.

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ДОСВІД СЕРТИФІКАЦІЙНОГО ОЦІНЮВАННЯ ЗДОБУВАЧІВ СЕРЕДНЬОЇ ОСВІТИ У ГРУЗІЇ

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Метою дослідження є висвітлення досвіду Грузії щодо реалізації сертифікаційного оцінювання здобувачів освіти у формі випускних іспитів за курс середньої школи та вступних іспитів до закладів вищої освіти у перспективах його використання в Україні.