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## **PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS OF FORMATION OF RESEARCH COMPETENCE OF HIGH SCHOOL STUDENTS**

***Summary.** Theses consider psychological and pedagogical conditions for the formation of research competence of high school students. The author notes that research competence in history can be manifested in the readiness and ability of the student to intellectual creativity, reconstruction of historical knowledge, original perception of educational material, divergent thinking, which allows to quickly solve a research problem.*

***Key words:** research competence, psychological and pedagogical conditions, research task, competence learning outcome.*

At present, traditional education is not able to fully provide conditions for the development of creative abilities of high school students, because in its conditions the attention and energy of students are concentrated mainly on the content of the acquired material. In order for current students to be motivated and interested in the results of their studies, teachers need to take into account the peculiarities of the development of children of generation Z, in particular the fact that they are open to new knowledge, they like doing researches [2].

The need to explore the world around us is one of the most valuable and effective features of the human psyche, which provides the conditions for its adaptation to the external environment, the satisfaction of creative, spiritual and emotional needs. Therefore, we believe that in the process of teaching history teachers should focus on methods that provide not only mastery of a certain system of historical knowledge, but also the development of students' ability to independently acquire knowledge from various sources of information, think creatively and critically, forming students' research competence

By research competence in history we mean the integral quality of the student's personality, which is expressed in the willingness and

ability to search, research activities, based on knowledge, skills, abilities and experience acquired in the process of socialization and learning history, and associated with the discovery of subjectively and objectively new historical knowledge and cognitive motivation, which is expressed in the form of search, research activity of the individual. In particular, research competence in history can be manifested in the readiness and ability of the student to intellectual creativity, reconstruction of historical knowledge, original perception of educational material, divergent thinking, which allows to quickly solve the research problem [3].

Based on the generalization of the experience of the research approach in the process of teaching history, the results of questionnaires of history teachers and scientific works [1-6] on this issue, we highlight the following psychological and pedagogical conditions for the formation of primary and high school research competence:

1) personality-oriented approach to the learning process, which involves the subject-subject relationship of student and teacher and the research position of the student in educational activities;

2) the creation of a developmental environment that provides for independent educational and cognitive activities of students, the realization of their individual interests;

3) gradual development of students' research competence, which involves the formation of internal motivation of students to self-study;

4) the teacher has experience in implementing a research approach to learning and the formation of components of research and historical competencies in students;

5) students have the experience and the necessary and sufficient subject knowledge to learn something new and perform various types of research tasks.

Regarding the conditions for the effectiveness of the formation of research competence in a separate history lesson, we define the following:

– arranging the content of the lesson so that it is sufficient for the formation of individual subject competencies on one hand, and optimized for the time allocated in the lesson for the organization of special activities of students to master research competencies - on the other hand;

– special organization of students' activities, which provides mandatory components: goal-setting (which should be part of the activities of both teacher and student); adherence to a step-by-step system of formation of complex skills, which is the basis of research competence; introduction of a system of techniques, methods and forms of training organization that can optimally ensure the competence of the learning outcome; paying special attention to the formation of the value-motivational component of research competence with the setting of relevant tasks;

– mandatory consideration in the learning process: age, individual learning styles of different students, the need to create a favorable learning environment, the psychological atmosphere of the lesson [3; 4; 5].

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