

## **RESEARCH ACTIVITY ON HISTORY IN BASIC SCHOOL: HOW TO DESIGN EFFECTIVE TASKS FOR STUDENTS**

**Moroz Petro Volodymyrovych**

Senior Researcher, Candidate of Pedagogical Sciences  
Senior Researcher at the Department of Social Science Education  
Institute of Pedagogy of the NAPS of Ukraine  
Kyiv, Ukraine

**Introductions.** One of the conditions for increasing the effectiveness of learning history within the framework of basic secondary education is the organization of research activity of students, which stimulates their internal motivation and improves the quality of acquired knowledge. Within such activity, students have the opportunity to analyze, compare, evaluate and generate ideas independently, which contributes to a deeper memorization of the material and a conscious application of knowledge in life practice.

**Aim.** The main didactic unit in the process of research learning of history is a research task. By a research task we mean a type of learning task that is characterized by novelty for the student and the presence of a learning problem, which he or she must independently or partially independently (with the help of the teacher) solve. The main purpose of using research tasks in history lessons is to develop students' competencies, analytical thinking and practical skills, which enable students to independently acquire new knowledge of history, evaluate historical events, processes, facts and phenomena taking into account different contexts.

**Materials and methods.** Research tasks on history should contain a way of student activity (make an assumption, prove, define, compare, characterize, etc.) and work with sources of information (textbook text, excerpt from a written source, statistical data, illustrations, maps, Internet resources, museum funds, sometimes it can be the student's own knowledge). Accordingly, the condition of such tasks should be formulated in such a way as to activate the cognitive abilities of the student, encourage him or her to make assumptions, analyze or compare historical events and phenomena, identify common and different features, establish causal

relationships of different nature, historical reconstruction and personification, prove or refute statements based on specific facts, identify causes, consequences and significance of events, formulate and argue one's own opinion based on the analysis of historical sources, develop historical empathy and historical imagination.

**Results and discussion.** The main requirements for formulating the conditions of research tasks are their compliance with the curriculum of history (within the basic level) and the purpose of a specific lesson, logic and conciseness, achievability for students (independently or with the help of the teacher), absence of obvious hints. The tasks should also provide an optimal combination of different forms of work, indicated in the instructions for performing the tasks.

During the assessment of the correctness and success of solving research tasks by students, it is necessary to take into account the following criteria: 1) the level of independence of students in the process of obtaining historical information, which is provided by the conditions of the task; 2) the level of ability to apply the methods of historical cognition in the process of solving the task; 3) the logic and validity of the student's argumentation; 4) the ability to use specific historical facts to substantiate their judgments; 5) the correspondence of the conclusion to the conditions of the task [1; 2].

In order to use research tasks in the educational process, the following can be recommended: 1) research tasks can be used at all stages of the lesson; 2) teach students to use the methods of historical cognition, which will contribute to the formation of subject-historical and general educational skills and abilities; 3) support the independence of students in solving research tasks, starting with tasks of the initial level of complexity; 4) solve more complex research tasks under the guidance of the teacher, who will help students to build a more complex line of reasoning; 5) help students to reflect on their mental activity, taking into account their psychological and age characteristics; 6) use group work to support peer learning and equalize students' academic achievements [2; 3].

**Conclusions.** When using research tasks in the educational process, it is worth paying attention to various aspects. First of all, it is necessary to take into account the

readiness of students to abstract from the specific learning material, to identify problems in it, to formulate hypotheses, to ask questions, to work with concepts and terms, to independently make conclusions and generalizations. In addition, an important point is the organization by the teacher of active perception of historical material by students and the direction of their mental efforts to reveal the essential aspects of historical facts, phenomena and processes, reflected in historical documents. The mental actions and cognitive procedures that are used by students during the processing of the learning material should be conscious and systematic.

For the successful implementation of research tasks, the teacher should take into account the level of students' training in special techniques of working with different historical sources. In addition, when organizing research activity, it is necessary to more widely and systematically involve and use all types of historical sources.

#### **REFERENCES:**

1. Мороз П. В., Мороз І. В. Дослідницька діяльність учнів у процесі навчання всесвітньої історії в основній школі. Київ: ТОВ «КОНВІ ПРИНТ», 2018. 96 с. URL: <https://lib.iitta.gov.ua/712554/>

2. Мороз І. В. Дослідницькі завдання як засіб формування історичної компетентності старшокласників. Робота з науково обдарованою молоддю: проблеми та перспективи: збірник матеріалів міжнародної науково-методичної конференції (Київ, 17-19 квітня 2018 року). Київ: НПУ імені М. П. Драгоманова, 2018. С. 99–101. URL: <https://lib.iitta.gov.ua/712044/>

3. Міхно О. П. Організація дослідницької діяльності старшокласників у процесі вивчення української літератури : дис. ... канд. пед. наук : 13.00.02 / О. П. Міхно; Ін-т педагогіки АПН України. - К., 2010. - 209 с. - укр.