
**ORGANIZATION OF EDUCATIONAL RESEARCH IN HISTORY
AT SCHOOL: THEORETICAL AND PRACTICAL ASPECTS**

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The need to explore the surrounding world is one of the most valuable and effective features of the human psyche, which provides the conditions for its adaptation to the external environment, satisfaction of creative, spiritual and emotional needs. Therefore, modern school historical education should be oriented towards specially organized teaching of children the skills and abilities of research search. Involving students in research activities allows to successfully solve many educational problems - in particular, related to individual approach, level differentiation, creation of positive learning motivation, professional orientation. Moreover, research activity strengthens the positive self-esteem of students, generates their confidence and a sense of satisfaction from the achieved successes [2].

The organization of educational research on history in school has its own peculiarities, which are determined by theoretical and practical aspects. These aspects include the development of research tasks, which involve the presence of the main stages, characteristic for research in the scientific sphere: problem statement (or identification of the main question), study of theoretical and historical material related to the chosen topic, hypothesis of research, selection of research methods and practical mastery of them, selection of own material on the topic, its analysis and generalization, own conclusions.

According to methodologists, educational research is considered appropriate at all stages of a lesson, from motivating learning activities to summarizing and systematizing knowledge, even during assessment and evaluation of students' educational achievements. It can be individual (independent), in pairs, in small groups (with three to four

students), or collective [1-3]. It is believed that a leading role in organizing research activities in history lessons should be devoted to purposeful acquisition by students of thinking skills that will enable them to understand concepts, historical facts, and develop the ability to analyze historical material, explain, prove, and justify, thus promoting the development of research competence. To achieve this goal, it is advisable to offer research tasks during the learning process, such as: "Argue...", "Reconstruct...", "Prove...", "Explain...", "Analyze...", "Distribute...". At the same time, tasks of a reproductive nature, such as "Recall...", "Name...", "Rewrite...", as well as those involving exercises "following a model", should be minimized [3].

The research activity of students in history lessons should be a systematic search work, which is based on the study during the training, and at the initial stage with the help of a teacher, to reveal the essence of historical events, phenomena, processes, to characterize the activities of historical figures, to analyze and compare the social system, religious views and cultural achievements of the peoples of the past; to evaluate the contribution of civilizations to world culture, etc.

Based on a review of the literature [1-3] and the findings of previous research, we identify the following factors that contribute to the organization of students' research activities in the process of learning world history and should be considered when developing appropriate methodologies: 1) a personality-oriented, competence-based approach to organizing the learning process, incorporating the key stages of educational research into it; 2) availability of training load and compliance of the methodology of implementation of research activities for students' age capabilities; 3) problematic submission of educational material and research approach in its structuring; 4) maximum saturation of the learning process with research tasks and creative learning situations; 5) orientation of the educational process to obtain a certain educational result by students (new experience, knowledge, reports, report, presentation, abstract, research work, etc.); 6) creation of a situation of joint search activity; 7) providing the teacher with a favorable, friendly psychological atmosphere, optimal conditions for students' creative activity.

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HOW TO USE HISTORICAL SOURCES TO DEVELOP STUDENTS' RESEARCH COMPETENCE

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In the conditions of large-scale aggression of Russia against Ukraine, ensuring the information security of the state is a strategically important task. Information weapons of Russian propagandists have become disinformation, theses about the protection of the Russian-speaking population and Russian culture, historical myths, manipulation of history, in particular appeals to historical memory and the so-called «glorious past» and so on. In such conditions, the role of school historical education in forming media literacy of students increases, in particular, forming in them skills of evaluation and interpretation of