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Педагогічні науки

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

information, recognition of manipulative and propagandist content. Accordingly, in order to resist the influence of various manipulations with the historical past (especially from outside), modern school historical education should focus not only on information saturation of students, but also contribute to the formation of their research competence, which includes the ability to find, process and analyze information, facts and judgments, to defend their own opinion with arguments, etc. [1].

By research competence in history, we mean an integral quality of the student's personality, which manifests itself in readiness and ability for search, research activity, which is based on knowledge, skills, abilities and experience acquired in the process of socialization and learning history, and related to the discovery of subjectively and objectively new historical knowledge and cognitive motivation, which is expressed in the form of search, research activity of the personality [3]. In particular, research competence in history can manifest itself in the student's readiness and ability for intellectual creativity, reconstruction of historical knowledge, original perception of the educational material, divergent thinking, which allows to quickly solve the research problem.

One of the means of forming research competence is systematic work with historical sources of various types. The use and processing of various historical sources in the educational process enables students to master the methods of historical knowledge, contributes to the formation of students' skills of critical analysis of information, historical thinking in general.

Working with historical sources allows students to discover history through the lens of primary sources, such as documents, eyewitness accounts, archaeological finds, etc. This helps them understand that history is not always clear-cut and can be interpreted in different ways. Students learn to assess the credibility of sources and use them to formulate analysis and conclusions. Accordingly, during the selection of historical sources, teachers and authors of educational literature must take into account a multi-angle approach, when a certain historical situation is covered from several — at least two — angles representing

different social positions and interests. Well-chosen sources will help to «enliven history and feel the spirit of the era», since many of them refer to the life experiences and everyday concerns of people [5].

Working with historical sources puts students in the role of researchers. They learn to express their hypotheses, look for evidence and arguments to support their assumptions. This process promotes the stimulation of research activity and the development of independent research skills.

Working with historical sources requires students to think critically. They should ask questions about possible grounds for bias or a hidden agenda in the source. This contributes to the development of critical awareness and skills in determining the intentions of authors.

Also, analyzing historical sources requires students to analyze the context and understand the circumstances surrounding the events of the time when these sources were created. It develops analytical skills and helps students understand the story in its context.

We believe that working with historical sources in history lessons should be carried out systematically, gradually increasing the complexity of both the sources themselves and the research tasks associated with them. This progression can range from simpler to more complex sources and from basic questions to more intricate ones. A research task related to a historical source should include: 1) an anticipated student activity (*prove, identify, compare, analyze*, etc.); 2) a formulation of the task's conditions; 3) sources of information (written sources or excerpts from them, visual or material sources, statistical data, illustrations, maps, internet resources, museum collections, etc.). When solving research tasks, students' activities approximate the process of scientific inquiry: they become familiar with the methods and stages of scientific investigation in an accessible form, thereby acquiring a portion of societal knowledge in ways suitable for their age [2].

When organizing work with the source, it is worth focusing on active and interactive learning methods - this makes learning effective, productive and interesting for students. In order to prevent students from uncritically perceiving historical information, it is not enough just to teach them to research sources according to a certain algorithm. In this

context, it is important to develop the skills to analyze and critically evaluate the interpretation of the past, contained in any source, from the standpoint of its correspondence to real facts and other sources of information. Therefore, tasks such as: «Select important information from the source», «Summarize the information provided in the source», «Evaluate the information for reliability and bias» are important. Such work helps students to realize that historical sources are not always objective, that there is no single truth about the past, and gives him the opportunity to develop his own position, his view on historical facts and evidence [4]. One of the methods of forming 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 cover one event or phenomenon from different positions. This approach allows students to understand the general approaches of the origin of historical interpretations [2; 4].

Working with various types of historical sources during history lessons helps students understand history in its complexity. They have the opportunity to explore various aspects of history, including its social, cultural, political, and economic dimensions. This enriches their historical literacy and comprehension of the essence of past events and processes.

Therefore, working with historical sources in history lessons influences the formation of students' research competence because it: 1) promotes the development of critical thinking, analytical, and communication skills in students; 2) allows students to perceive historical reality from different perspectives, compare and evaluate various sources of information; 3) encourages students to independently search for, process, and interpret historical facts and events; 4) instills an interest in history, scientific curiosity, and a creative approach to problem-solving in students; 5) stimulates students' research activity and enhances their historical literacy. Such an approach to history education helps students better understand history and apply the skills they acquire in their future lives.

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Технічні науки

ОСОБЛИВОСТІ ВИКОРИСТАННЯ ПЛАТФОРМИ MOODLE ПІД ЧАС ВИВЧЕННЯ ДИСЦИПЛІН ХІМІЧНОГО СПРЯМУВАННЯ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

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У статті розглянуто особливості дистанційної форми навчання в системі Moodle, теоретично обґрунтовано ефективність її використання при вивченні хімічних дисциплін. Запропоновано структуру двох дистанційних модулів з дисципліни «Біоорганічна хімія»,