



## **Мороз**

### **Петро Володимирович –**

*завідувач науково-організаційного відділу Інституту педагогіки НАПН України, кандидат педагогічних наук, старший науковий співробітник. Коло наукових інтересів: методика навчання історії, питання підручникотворення з історії, теорія і методика дослідницького навчання історії. Автор і співавтор понад 70 наукових праць, зокрема підручників і посібників зі всесвітньої історії.*

УДК 37.002+372.893

## **CONCEPTUAL BASES OF THE RESEARCH ACTIVITY IN THE PROCESS OF TEACHING WORLD HISTORY AT THE SECONDARY SCHOOL**

In the article, the conceptual bases of the research activity in the process of teaching world history at the secondary school are covered. In accordance with the authors, the main feature of such training is the intensification of children's academic activity, promoting its research character, and, thus, gradually providing the students an initiative to organize their cognitive activity. Such approach requires the teachers' adaption of their research-based teaching methods in correspondence with the students' interests and abilities, their age peculiarities and psychic development.

The authors theoretically specified the main functions of the research activity in the process of teaching world history in the secondary school. The article states that the involvement of students in research activities can provide a successful solution of numerous educational challenges; in particular, they are connected to the individual approach, level differentiation, creating a positive learning motivation, and professional orientation.

Authors find out the main characteristics of the research activity in teaching history: 1) determination of a problem in the academic historical material that may involve ambiguity in its solution (for textbooks, it is, first of all, a problematic material representation); 2) the students' acquisition of skills to formulate assumptions, hypotheses by means of the specially designed tasks; 3) the development of students' skills with the various sources of information and analysis; 4) the formation of the self-educational

tion skills, namely, the ways of the pupils' active learning; 5) the development of the students' ability to take up a research position, apply to the research activity elements; 6) forming the ability to represent the research results.

The article states that the use of research in teaching world history at the secondary school can significantly improve the academic performance of pupils and historical expertise, will enable students to develop important characteristics of creativity as originality, flexibility, performance, thinking, associating lightness, sensitivity to problems and increase the level of the practical orientation skills and students' competencies.

**Keywords:** research, research skills, competence approach, the process of learning world history at the secondary school.

The civilization changes made in the world lead to the new requirements for the development of the school history education. The basic requirement for modern education is its functionality and ability to correspond to the social challenges. In particular, the report of the UNESCO International Commission on Education for the XXI century "Education: a Hidden Treasure" emphasizes the crucial role of education in the personality development during his/her own life and the development of society. The UNESCO Recommendation for the new education concept is directed primarily at the fact that each person provides the conditions for the formation and the development of their creative potential, which is necessary for the solution of four main problems: how to "learn to cognise", "learn to act", "learn to live together, learn to live with others and even "learn to live" [10].

Traditional learning is unable to ensure the development of the students' creative abilities because of the fact that in this process, the



**Мороз**

**Ірина Володимирівна –**

*молодший науковий  
співробітник відділу  
суспільствознавчої освіти  
Інституту педагогіки НАПН  
України. Коло наукових  
інтересів: теорія та  
методика навчання історії,  
проблеми сучасної шкільної  
історичної освіти, питання  
підручникотворення  
з історії.*

pupils' attention and energy concentrates mainly on the content of the acquired material. Experience proves that effective teaching is possible only in the case of a student using the knowledge that has been acquired independently in his/her academic activity and life in general. Such knowledge is remembered better, used consciously, and serves as an incentive to replenish the student's inner motivation. Therefore, it is necessary to involve the students in the activities that require analysis, comparison, assessments, generating ideas, hypotheses nomination, cooperation, etc. This requires a special organization of students' learning.

Thus, pedagogy must design the effective teaching methods that provide not only an intense mastery of the knowledge system, but also develop an ability to enrich itself and acquire knowledge independently. One effective way to achieve this is to organize students' research both in the classroom and in the out-of-school time. Involving students in research activities can successfully solve many educational issues, particularly those ones which are related to the individual approach, level differentiation, creating a positive learning motivation, and professional orientation.

Research activities encourage the student to think, as it is always connected with the discovery of a subjectively new knowledge for him/her, finding out the new opportunities, putting the necessary efforts to overcome the difficulties which appear during the research. Moreover, a research reinforces a positive self-esteem, increases the level of claims, generating confidence and a sense of satisfaction with the outcomes [6].

Despite the fact that the provisions on the general theoretical research study have been developed in pedagogy pretty thoroughly, the conceptual principles of the research organization in teaching world history at the secondary school, the presentation of research components in the curriculum, textbooks and other learning tools remain to be unsolved.

The lack of answers for these and other questions, the general underdevelopment of conceptual principles of the research organization in teaching history considerably limit the possibilities in school practice. In accordance with the previous researches data [6; 9], the topical issues are also teachers' unpreparedness for the practical implementation of the researches at school, their ambiguous attitude and lack of understanding of its role in history teaching. Conducting a systematic methodological study on the methodological research in teaching world history at the secondary school will promote not only the school practice development, but also the development of the history methodology as an educational branch.

It is impossible to solve the practical problems related to the formation and the development of the students' cognitive research activity in the process of studying history without the theoretical research analysis. The most hot-burning problems of the research organization in the learning process were developed in the late XIX - early XX century by such scholars as K. Wentzel, J. Dewey, E. Prakherst,

I. Svadkovskyy, S. Fran, M. Stassiulevych, A. Hartwig, M. Kovalenskyy and others. However, the research methods were named in different ways: “laboratory heuristic”, “search method”, “research method”, “heuristic”, “laboratory lessons method.” Each of the abovementioned researchers made their contribution to the scientific development of the topic, with a number of general and applied questions which are differently treated and interpreted. It is natural that the revealing nature of the research and methodology of teaching history should not only deal with established points of view, but also pay attention to the issues that have not received an unambiguous interpretation in science yet.

In various aspects of the research activities was developed in the writings of such modern scholars as A. Albrecht, K. Bahanov, S. Vasiliev, V. Hnyedasheva, V. Holoborodko, L. Zadorozhna, T. Kudryavtseva, I. Lerner, Yu. Malienko O. Matyushkina, M. Makhmutova, V. Palamarchuk, O. Pometun, S. Serov, A. Syrotenko, H. Freiman and others. These studies not only revealed the role of research in the development of individuals, but also identified the key ways of organizing these activities.

In the research process, the student’s corresponding skills are improved. A considerable contribution to the solution of the problem of the formation and the development of the pupils’ research skills was put by V. Andreev, L. Vyshnevskaya, V. Hnyedashen, Ya. Kryvenko, L. Levchenko, M. Levin, N. Nedodatko, O. Pavlenko, A. Solohub, S. Famelis, and other scholars. The majority of studies on this issue were made on the basis of the secondary schools materials and only a small amount of them (H. Pustovit, V. Redina) is devoted to the corresponding processes in the out-of-school educational institutions.

Some aspects of the methods implementation in teaching History are covered in the works of Ukrainian methodologists (K. Bakhanov, L. Zadorozhnyaya, O. Pometun, and others) who paid attention to setting challenging tasks as well as the lessons methodology for the certain history courses using the research teaching methods. On the other hand, these studies have not considered the theoretical fundamentals of the methodology of research methods implementation in history teaching.

However, the historiographical consideration of this problem gives a handle to make a conclusion on the absence of the special systematized researches on the structure and the essence of the secondary school pupils’ research activity in the process of learning the world history. Everything that was mentioned above stimulated us to study this problem in the context of the education tasks at the modern stage.

The article aim is to specify the conceptual fundamentals of the research activity organization in the process of teaching the world history at the secondary school.

Nowadays the developed research behaviour is considered to be a lifestyle of not a small professional scholars’ group but every modern individual. That is the reason why modern school historical education must orient at the specially orga-

nized teaching children in order to form their skills and abilities in the research area. We should notify that in the modern homeland literature in pedagogy and pedagogical psychology, the terms *research studying* and *research-based activity* are not defined precisely. However, we find that understanding the essence of these terms is a principally significant task in the process of their learning. In our previous publications, we studied different approaches to the definition of the terms *research-based studying* and *research activity* in detail and provided out authorial definitions [6-9].

On the basis of the analysis conducted on literature [1; 2; 4-6; 11; 12], we consider that pupils' research activity is an educational technology which applies to an academic research or its elements on the primary stage as the main means for the academic outcome achievement. In the research-based teaching, the main didactic unity is an academic research task with the solution which is known in advance. As a rule, at the secondary school, the answer is searched by a student under the teacher's management with the gradual increase of the independent work amount. The main features of any research activity (research-based studying) are the following: 1) definition of a problem which may have a complex solution in the educational historical material (for the textbook, it is, first of all, a problem of material representation); 2) obtaining the skills to formulate presuppositions, hypotheses, by the students through a system of the specially designed tasks; 3) the development of the students' skills to work with various information sources and their analysis; 4) formation of the self-education skills and abilities, in other words, finding the ways for the schoolchildren's active cognitive activity; 5) the development of the pupils' ability to take up a researcher's position, to apply to the research activity elements; 6) the formation of the abilities to represent the research results [4; 6; 8].

It is also noteworthy to draw attention to one more term *research-based teaching technology* introduced by I. P. Yermakova in her thesis paper [3]. Taking into consideration the technology criteria (H. Selevko) and the content of the term *educational research activity* (I. Fomina, O. Leontovych), in the thesis paper, research-based teaching technology is concretized as a system of the scientifically specified actions of a teacher and the students that are linked to the fulfilment of a creative research task with an expected result in different areas of science, technology, and art that predetermines the presence of the main stages which are peculiar for a research and are aimed at the achievement of the guaranteed final result: gaining a objectively or subjectively new result of activity way that enriches the pupils' knowledge system and is featured by a high independency level [3].

The main functions of the research activity in the process of teaching world history at the secondary school comprise: ensuring the students' positive motivation to studying, the development of their cognitive interest and the ability to take up a researcher's position, obtaining the skills to set and to achieve a goal by the students in their academic activity on the basis of applying to the research activity elements in the range of the subjects in the curriculum and the out-of-school educa-



tion system; the formation of the self-education skills and abilities, in other words, the formation of the ways for the active cognitive activity [4; 6].

In the teaching process of the world history as an academic technology, the research activity basis is the students' search and scientific activity which is considered by the scholars in the following contexts: *procedural* (as a way for the cognitive activity) which is the one that stimulates students for the creation of an original academically important product the work on which requires the obtained knowledge, skills, and abilities of the educational cognitive activity, a shift to the new conditions, combination of the already known ways of activity or a new approach to the problem solution is designed; *substantial focus of a personality* (as an object of acquisition from the search-based studying to the studying to search) which is a form of a link between the student's internal world, the content, and the orientation of his/her potential as well as the environment and society [1; 3; 4; 12].

In accordance with O. Savenkov, the chief purpose of the research studying is ensuring student's readiness and ability to comprehend the new ways of activity in any human culture area independently and creatively and remodel them [12]. On the basis of the literature analysis [1; 2; 4-6; 11; 12] and the results that were gained from the previous researches, we find the following factors which promote the organization of the pupils' experimental activity in the process of learning world history and must be taken into consideration in the lay-outs of the corresponding methodology:

- a personality-oriented, competence-based approach to the organization of the teaching process, demonstration of the academic research main stages;
- a correspondence of the academic workload and the research activity methodology to the pupils' age peculiarities;
- the problematic representation of the academic material and the research approach in its structure;
- a large amount of creative academic situations in the process of teaching world history and ensuring the pupils internal stimulus to learn and to self-educate;
- orientation of the academic process at the pupils' certain academic outcome (a message, a report, a presentation, a thesis, research work, etc.);
- educational process organization by the principle of the gradual complication of the cognitive learning activities for students in order to ensure more self-realization of the students in the historical facts research;
- gradual, purposeful formation of all components of the schoolchild's research culture taking into account their age features;
- ensuring a supportive and benevolent psychological atmosphere, optimal conditions for the students' creative activity by a teacher.

Designing the students' research activity tasks, as a rule, the model and the research methodology which has been developed and accepted in the science area is taken as a basis. However, in the case of science, the main purpose in new knowledge obtaining whereas in education, it is gaining experience by a student, formation of his/her research skills as a universal way for the cognition of the historical past or reality, acquiring subjectively new pieces of knowledge (in other words, the ones that are obtained independently, are new and significant for a certain student, personally) [4; 6; 11; 12]. In this case, they develop the abilities for the research type of thinking, and their personal position is activated.

Under the conditions of the research-based teaching world history, the teacher's role changes as he/she does not transmit the knowledge for the pupils only, but in the organization of the corresponding academic environment where a student relies on his/her personal potential and applies to the knowledge that has been gained by him/herself. In accordance to O. Savenkov, a teacher should not "lead a student by a hand" to a ready-made answer or the answer that has been prepared in advance; he should find an academic problem solution together with a student so that he/she is not "a final source of knowledge", but a bearer of the activity organization expertise. Correspondingly, teaching becomes cooperation: a common work of a teacher and pupils on acquiring knowledge and academic problems solutions. Therefore, both parties of the interrelations are the subjects, the active participants of the academic process. A pedagogue becomes a consult, an assistant of a young researcher [12]. In particular, a teacher can consult his students in the process of studying controversial historical issues, the selection and the analysis of the primary sources, etc. Besides, a teacher should encourage comparative studies, the analysis of different viewpoints on certain historical events developing students' critical thinking. Teacher's systematic work in this area promotes the formation of the students' skills to interpret and to compare different historical sources, conduct an analysis of historical events, phenomena, and processes, discover their significance and impact on modernity in different contexts.

One of the historical education tasks is to link history with modernity, make students see modernity in history, understand "history lessons" which help them to understand the surrounding world better. One of the ways to fulfill this task is to represent historical events and phenomena from the position of such common categories as moral, ethics, and law. It is necessary not to represent the content of the abovementioned categories but, first of all, to give explanations of their representation in the human deeds, social groups and forces, historical figures.

We consider that choosing the academic material on world history, it is worth orienting at the students' cognitive independence and academic creativity, teaching to use scientific thinking methods, tasks variation in accordance with skills, interests, and character traits of the students. For the purpose of the better understanding of the past in the historical education content, it is noteworthy to apply to the historical comparative approach which provides an opportunity to contrast the cultures of

the previous and modern society and civilization which differ from each other [7].

The real challenge for the modern school historical education is the presence of historical data sources which are different in their form and content in society. In our informative time, a lot of people perceive the surrounding world by mass media means which often provide biased information. Satisfying certain political and commercial interests, some of them try to create a mythological history image. As a consequence, citizens often become a hostage of those forces which lead to conflicts in the society. Finally, historical past can become a subject of political manipulations in the struggle for the power in the state, and, consequently, be a means of social disintegration. Therefore, we find that the process of teaching history must be oriented both at the historical education and at the critical thinking development. It is necessary for the adaptation and the full-fledged functioning of a human in modern society. Comprehension of the historical material must serve as a means for setting and solving the topical life and academic problems.

Finally, the historical education content must be designed in the way not to ensure the students to believe in “the only verity”, but to learn to understand the relativity, the knowledge imperfection, to respect other viewpoints. There is a part of verity in any point of view. Instead of studying one version that has been suggested by a teacher or a textbook, students must be given an opportunity to make his/her own conclusions, be able to compare different facts and opinions, understand, and think in different proper ways. Thus, the teaching world history content in primary school should be chosen and structured so that the student could demonstrate selectivity in respect of the subject material, its appearance and shape [7].

It is important to note that in the process of teaching students, the principles of a scientific research is a gradual, purposeful formation of all components of the research culture taking into consideration the age peculiarities of a student. The general methodological way of organizing the students’ research in learning history, is the following:

- pedagogical leadership in the creation of motives and incentives for training;
- making students interested in educational material;
- familiarizing students with the necessary techniques of the cognitive-search activity;
- systematic consideration of the education individualization principle;
- implementation and systematic use of computer technology, modern technology and visual learning tools in practice;
- development of creative tasks that require innovative solutions and independent search for information sources;
- combination and connection of the didactically and methodically reasonable methods that contribute to the development of cognitive and creative abilities of students [2; 4; 6]



Thus, the students' research activities on the lessons of world history is a systematic search that is based on processing during the exploration of various information sources (historical sources, scientific, journalistic, fiction literature, maps, illustrations, for example, images, historical monuments, historical reconstructions), photos, museum exhibits, etc.), which gives students an opportunity to discover the essence of the historical events, phenomena, processes, characterize the historical figures activity, feature and compare the social state, religious views and cultural achievements of the natives in the past, assess the input of the civilizations in the world culture, etc. independently or with a teacher's support at the primary stage.

In conclusion, we note that a systematic approach to the educational process allows to consider research studies as one of the possible types of its organization, as a system that combines appropriate goals, objectives, contents, methods and forms and provides specific learning outcomes of students. The main feature of this training is to intensify children's training activities, ensuring its research nature, and, thus, to simulate the students' initiative in the organization of their cognitive activity. This approach requires the teachers to adapt their teaching methods under the students' research interests and abilities, their mental age-appropriate development. Formation of all components of the students' research culture, including research type of thinking is possible and appropriate by means of various training forms, lesson-school education, training reports, presentations, the defense of the educational projects and abstracts, the search and creative activities with a systematic application to the research-based studying, taking into consideration the students' age peculiarities.

Taking into consideration the main provisions of the concept and the theoretical analysis of the scientific literature and teaching practice as well as the research empirical data, we believe that the use of research in teaching world history at the primary school can significantly improve the academic performance and historical competence of students. It will allow students to develop important creative characteristics as originality, flexibility, performance, thinking, associating lightness, sensitivity to problems and increase the students' practical orientation skills and competencies.

The research methodology of teaching world history at the primary school can be designed on these conceptual fundamentals. In its turn, it allows to transfer it on the technology level and implement it in school practice on the basis of the conceptual description of its components, promoting the quality of teaching world history at the secondary school.

## References

1. Aleksandrova N. A. Issledovatel'skaja dejatel'nost' uchashhihsja: ponjatie, sushhnost', klassifikacija [Tekst] / N. A. Aleksandrova // Issledovatel'skij podhod v obrazovanii : nauchno-metod. sbornik v dvuh tomah ; pod red. A. S. Obuhova. – M. : Obshherossijskoe obshhestvennoe dvizhenie tvorcheskih pedagogov «Issledovatel'», 2009. – T. 1 : Teorija i metodika. – S. 60–70.
2. Dalinger V.A. Tehnologija razvivajushhego obuchenija matematike, obespechivajushhaja formirovanie issledovatel'skih umenij u uchashhihsja [Jelektronnyj resurs] / Viktor Alekseevich Dalinger // Fundamental'nye issledovanija. – 2005. – № 9 – S. 57-59 – Rezhim dostupa: [www.rae.ru/fs/?section=content&op=show\\_article&article\\_id=6599](http://www.rae.ru/fs/?section=content&op=show_article&article_id=6599) (data obrashhenija: 01.07.2015).
3. Yermakova I. P. Pidhotovka maibutnoho vchytelia suspilstvoznavchykh dystsyplin do vykorystannia doslidnytskoi tekhnolohii u profesiinii diialnosti : rukopys : dys. ... kand. ped. nauk : 13.00.04 Teoriia i metodyka profesiinoi osvity / Yermakova Iryna Pavlivna; Kirovohr. derzh. ped. un-t im. V. Vynnychenka. – Kirovohrad, 2011.
4. Leontovich A. V. Konceptual'nye osnovanija modeli organizacii issledovatel'skoj dejatel'nosti uchashhihsja / A. V. Leontovich // Shkol'nye tehnologii. – 2006. – № 5. – S. 63–71.
5. Lykhodieieva H. V. Navchalno-doslidnytski uminnia ta doslidnytska diialnist uchniv u psykholoho-pedahohichnii literaturi / H. V. Lykhodieieva // Dydaktyka matematyky : problemy ta doslidzhennia. – 2007. – № 27. – S. 89–94.
6. Moroz P.V. Doslidnytska diialnist uchniv v protsesi navchannia istorii Ukrainy: metodychni posibnyk / Petro Volodymyrovych Moroz – K.: Pedahohichna dumka, 2012. – 128 s.
7. Moroz P.V. Kontsepsiia natsionalnoho kurykulumu z istorii // Petro Volodymyrovych Moroz, Iryna Volodymyrivna Moroz // Kontseptualni zasady suchasnoi shkilnoi istorychnoi osvity. Zbirnyk dokumentiv i naukovykh prats / Za red. K.O.Bakhanova. Berdiansk: BDPU, 2007. – C. 240–248.
8. Moroz P.V. Mistse i rol shkilnoho pidručnyka istorii v umovakh doslidnytskoho navchannia [Tekst] / Petro Volodymyrovych Moroz // Problemy suchasnoho pidručnyka: Zb. nauk. pr. /In-t pedahohiky APN Ukrainy; - K. «Ped. dumka», 2009. – Vyp. 9. – S. 507 518.

9. Moroz P.V. Teoretychni zasady rozvytku vmin bachyty problemy na urokakh istorii [Tekst] / Petro Volodymyrovych Moroz // Istoriiia v shkolakh Ukrainy – 2008 – № 9. – S. 11–15.
10. Obrazovanie: sokrytoe sokrovishhe (Learning: The Treasure Within) : Osnovnye polozheniya Doklada Mezhdunarodnoj komissii po obrazovaniju dlja XXI veka / Dzh. Delor ta in. – Elektronni resurs: rezhim dostupu <http://www.ifap.ru/library/book201.pdf>
11. Savenkov A.I. Issledovatel'skoe obuchenie shkol'nikov / Aleksando Il'ich Savenkov. // Praktika obrazovanija. – 2011. - № 1. – S. 19-22.
12. Savenkov A.I. Psihologicheskie osnovy issledovatel'skogo podhoda k obucheniju: Uchebnoe posobie. – M.: «Os'-89», 2006. – 480 s.

### Список використаних джерел

1. *Александрова Н. А.* Исследовательская деятельность учащихся: понятие, сущность, классификация / Н. А. Александрова // Исследовательский подход в образовании : науч.-метод. сб. : в 2 т. / под ред. А. С. Обухова. – М. : Общероссийское общественное движение творческих педагогов «Исследователь», 2009. – Т. 1: Теория и методика. – С. 60–70.
2. *Далингер В. А.* Технология развивающего обучения математике, обеспечивающая формирование исследовательских умений у учащихся [Электронный ресурс] / Виктор Алексеевич Далингер // Фундаментальные исследования. – 2005. – № 9 – С. 57–59. – Режим доступа: [www.rae.ru/fs/?section=content&op=show\\_article&article\\_id=6599](http://www.rae.ru/fs/?section=content&op=show_article&article_id=6599) (дата обращения: 01.07.2015).
3. *Єрмакова І. П.* Підготовка майбутнього вчителя суспільствознавчих дисциплін до використання дослідницької технології у професійній діяльності : рукопис : дис. ... канд. пед. наук : 13.00.04 : Теорія і методика професійної освіти / Ірина Павлівна Єрмакова ; Кіровоград. держ. пед. ун-т ім. В. Винниченка. – Кіровоград, 2011.
4. *Леонтович А. В.* Концептуальные основания модели организации исследовательской деятельности учащихся / А. В. Леонтович // Школьные технологии. – 2006. – № 5. – С. 63–71.
5. *Лиходєєва Г. В.* Навчально-дослідницькі уміння та дослідницька діяльність учнів у психолого-педагогічній літературі / Г. В. Лиходєєва // Дидактика математики: проблеми та дослідження. – 2007. – № 27. – С. 89–94.

6. *Мороз П. В.* Дослідницька діяльність учнів в процесі навчання історії України : метод. посіб. / Петро Володимирович Мороз – К. : Педагогічна думка, 2012. – 128 с.
7. *Мороз П. В.* Концепція національного курикулуму з історії / Петро Володимирович Мороз, Ірина Володимирівна Мороз // Концептуальні засади сучасної шкільної історичної освіти : зб. документів і наук. пр. / за ред. К. О.Баханова. – Бердянськ : БДПУ, 2007. – С. 240–248.
8. *Мороз П. В.* Місце і роль шкільного підручника історії в умовах дослідницького навчання / Петро Володимирович Мороз // Проблеми сучасного підручника : зб. наук. пр. / Ін-т педагогіки АПН України. – К. : Пед. думка, 2009. – Вип. 9. – С. 507–518.
9. *Мороз П. В.* Теоретичні засади розвитку вмій бачити проблеми на уроках історії / Петро Володимирович Мороз // Історія в школах України. – 2008. – № 9. – С. 11–15.
10. Образование: сокрытое сокровище (Learning: The Treasure Within) : Основные положения Доклада Международной комиссии по образованию для XXI века / Дж. Делор та ін. – Електронний ресурс: режим доступу: <http://www.ifap.ru/library/book201.pdf>.
11. *Савенков А. И.* Исследовательское обучение школьников / Александр Ильич Савенков // Практика образования. – 2011. – № 1. – С. 19–22.
12. *Савенков А. И.* Психологические основы исследовательского подхода к обучению : учеб. пособие / А. И. Савенков. – М. : Ось-89, 2006. – 480 с.

*Мороз П. В., Мороз І. В.*

**КОНЦЕПТУАЛЬНІ ЗАСАДИ ДОСЛІДНИЦЬКОЇ  
ДІЯЛЬНОСТІ В ПРОЦЕСІ НАВЧАННЯ  
ВСЕСВІТНЬОЇ ІСТОРІЇ В ОСНОВНІЙ ШКОЛІ**

Розкриваються концептуальні засади дослідницької діяльності в процесі навчання всесвітньої історії в основній школі. На думку авторів, головна особливість такого навчання полягає в активізації навчальної роботи дітей з наданням їй дослідницького характеру, і, таким чином поступовому переданні учням ініціативи в організації їхньої пізнавальної діяльності. Такий підхід потребує від учителя адаптації методики дослідницького навчання відповідно до інтересів і здібностей учнів, вікових особливостей їх психічного розвитку. Теоретично обґрунтовано основні функції дослідницької діяльності в процесі навчання всесвітньої історії в основній школі. Залучення школярів до такої діяльності дає змогу успішно вирішувати багато освітніх проблем, зокрема,

пов'язаних з індивідуальним підходом, рівневою диференціацією, створенням позитивної навчальної мотивації, професійною орієнтацією. До головних характеристик дослідницької діяльності в процесі навчання історії автори відносять: 1) виокремлення в навчальному історичному матеріалі проблеми, яка може передбачати неоднозначність у її розв'язанні (для підручників – це насамперед проблемна подання матеріалу); 2) набуття учнями вмінь формулювати припущення, гіпотези через систему спеціально розроблених завдань; 3) розвиток навичок роботи учнів із різноманітними джерелами інформації та їх аналізу; 4) формування умінь і навичок самоосвіти, тобто способів активної пізнавальної діяльності школярів; 5) розвиток в учнів здатності займати дослідницьку позицію, застосовувати елементи дослідницької діяльності; 6) формування вміння презентувати результати дослідницького пошуку. Застосування дослідницької діяльності в процесі навчання всесвітньої історії в основній школі дасть можливість значно підвищити рівень навчальних досягнень й історичної компетентності учнів, розвивати в них важливі характеристики креативності, такі як оригінальність, гнучкість, продуктивність мислення, легкість асоціювання, чутливість до проблем, забезпечити практичну спрямованість умінь і компетентностей учнів.

**Ключові слова:** дослідницька діяльність, дослідницькі вміння, компетентнісний підхід, процес навчання всесвітньої історії в основній школі.

*Мороз П. В., Мороз И. В.*

### **КОНЦЕПТУАЛЬНЫЕ ОСНОВЫ ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ В ПРОЦЕССЕ ОБУЧЕНИЯ ВСЕМИРНОЙ ИСТОРИИ В ОСНОВНОЙ ШКОЛЕ**

Раскрываются концептуальные основы исследовательской деятельности в процессе обучения всемирной истории в основной школе. По мнению авторов, главная особенность такого обучения заключается в активизации учебной работы детей с предоставлением ей исследовательского характера, и, таким образом, постепенной передаче ученикам инициативы в организации их познавательной деятельности. Данный подход требует от учителя адаптации методики исследовательского обучения в соответствии с интересами и способностями учащихся, возрастными особенностями их психического развития. Теоретически обоснованы ключевые функции исследовательской деятельности в процессе обучения всемирной истории в основной школе. Привлечение школьников к этой деятельности позволяет с успехом решать многие образовательные проблемы – в частности, связанные с индивидуальным подходом, уровневой дифференциацией, созданием положительной учебной мотивации, профессиональной ориентацией. К главным характеристикам исследовательской деятельности в процессе обучения истории авторы относят: 1) выделение в учебном историческом материале проблемы, которая



может предусматривать неоднозначность в ее решении (для учебников – это прежде всего проблемная подача материала); 2) приобретение учащимися умений формулировать предположения, гипотезы через систему специально разработанных заданий; 3) развитие навыков работы учащихся с различными источниками информации и их анализа; 4) формирование умений и навыков самообразования, то есть способов активной познавательной деятельности школьников; 5) развитие у учащихся способности занимать исследовательскую позицию, применять элементы исследовательской деятельности; 6) формирование умения презентовать результаты исследовательского поиска. Применение исследовательской деятельности в процессе обучения всемирной истории в основной школе позволит значительно повысить уровень знаний и исторической компетентности учащихся, развивать у них важные характеристики креативности, такие как оригинальность, гибкость, продуктивность мышления, легкость ассоциирования, чувствительность к проблемам, обеспечить практическую направленность умений и компетенций учащихся.

**Ключевые слова:** исследовательская деятельность, исследовательские умения, компетентностный подход, процесс обучения всемирной истории в основной школе.

