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## ESSENCE AND STRUCTURE OF JUNIOR SCHOOLCHILDREN'S RESEARCH SKILLS

***Abstract.** The report reveals the urgency of the problem. The essence of the concept of «research skills» has been characterized. It has been found that there are different classifications of research skills. It has been proved that mastering research skills at the primary school age to some extent will allow an individual to carry out research activities in any field of knowledge in the future.*

***Key words:** junior schoolchildren, research skills, a set of research skills, the structure of pupils' research skills.*

Life in the modern world requires a person to make quick and unusual decisions, the ability to adapt to new situations. Society needs a person who is able to see the problem and solve it creatively, able to think independently and critically. This goal can be achieved by developing research skills.

Every child is endowed by nature with a tendency to learn and explore. Properly organized training should improve this tendency, promote the development of appropriate skills and abilities. The modern world is very dynamic. It is changing so rapidly that this phenomenon forces modern psychology to reconsider the role and importance of research behavior in human life. Pedagogy focuses on reassessing the role of teaching research methods in mass education practice.

According to the State Standard of Primary Education (2018), junior schoolchildren must master various types of research work. With the teacher's help, the child must learn to act effectively in new situations, gain new knowledge from their own practical experience, use previously acquired knowledge and skills. An important educational goal in these conditions is to prepare pupils to solve problems in a wide range of uncertain situations, to master their research skills [2].

Scientists interpret the concept of «research skills» differently: the ability to independently observe, conduct experiments and search (T. Ignatkin); a set of various skills that allow you to implement general and specific research goals in different ways and carry out research activities (I. Streltsova); system of intellectual and practical skills of educational work, ability to independent observations, experiments acquired in the process of solving research problems (I. Reznik); the search skills set that lead to the discovery of facts unknown to pupils, theoretical knowledge and activity methods (T. Ponomareva); intellectual and practical skills due to the independent choice and application of techniques and research methods on the material available to children (O. Kovalenko); the ability to carry out mental and practical actions on independent search of the research problem decision, a choice of research methods and receptions at the level accessible to the child for the purpose of receiving new knowledge providing a formation basis of universal educational actions (A. Hladkova) [1].

We have found out that the research skills of junior schoolchildren are grouped differently by scientists. Thus, N. Semenova has offered to divide all the skills that a pupil must master to carry out research activities into four blocks:

1. Skills and abilities to organize their work. Pupils must be able to organize their workplace and plan future work.

2. Skills and abilities of research character. Pupils must: be able to choose a research topic; carry out goal-setting as an activity stage; build the study structure; search for information; have research methods and general logical methods.

3. Skills and abilities to work with information. Pupils must: know the information types; identify its sources; be able to work with a scientific text; highlight

terms, concepts; divide the text into semantic parts: paragraphs, chapters; be able to highlight the main thing; briefly and logically present the material, using quotes, links; formulate conclusions, definitions; provide evidence based on arguments and facts.

4. Skills and abilities to present work results. Pupils must: have forms of presenting their work results; know the report requirements and the speaker's language [4, p. 46].

In the complex of junior schoolchild's research skills A. Hladkov identifies the following skills:

- organizational and practical (the ability to plan work, ask questions and answer them; make assumptions; skills related to the general logical techniques use; use research; various forms of results presentation);

- search (the ability to see the problem, choose a topic and set the study goal; choose and apply available research methods; establish cause-and-effect relationships; search for information processing);

- information (the ability to find information sources, use them; listen to the speaker carefully; work with definitions, concepts, terms; understand and interpret oral and written text; record information in the form of symbols; formulate conclusions);

- reflective (the ability to evaluate the work, determine the positive and negative; justify their assessment; make recommendations) [1].

The most convenient skills classification for preschool and primary school age has been offered by O. Savenkov. The author believes that general research skills for primary schoolchildren include the ability to: see problems; ask questions; make hypotheses; define concepts; classify; observe; skills and abilities to conduct experiments; draw conclusions and inferences; structure material; explain, prove and defend their ideas [3, c. 24]. Mastering these skills to some extent allows an individual to carry out research activities in any field of knowledge.

As we can see, there is no consensus among scientists on the structure of students' research skills. The analysis of scientific sources shows the different

content that authors of different knowledge fields invest in this concept. At the same time, it is common and indisputable that in all cases research skills must correspond to the main generalized stages of research activity: the problem actualization (identify the problem and determine future research direction); defining the research scope (formulate the main questions, the answers to which we would like to find); choosing the research topic (try to mark the study boundaries as strictly as possible); hypothesis development (develop a hypothesis or hypotheses, including unrealistic, provocative ideas must be expressed); identification and systematization of approaches to the solution (choose research methods); determining the study sequence; information collection and processing (to record the acquired knowledge); analysis and generalization of the received materials (to structure the received material, using known logical rules and receptions); report preparation (to define the basic concepts, to prepare the message on research results); speeches (defend the results in public in front of peers, answer questions).

A wide range of opportunities for cognitive initiative and the ability to solve research problems; search independence of new ways of actions, forms of results representation; opportunities for the child to move along an individual cognitive trajectory based on his subjective personal experience is realized in the educational process of primary school. The main thing is to interest the child, to involve him in the atmosphere of activity, and then the result is going to be natural.

### **Literature**

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