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THE HISTORY OF EVERYDAY LIFE IN THE PRACTICE OF LEARNING AS A FACTOR IN THE DEVELOPMENT OF COGNITIVE MOTIVATION: BASED ON THE HISTORY OF KAZAKHSTAN OF THE XX CENTURY

Abstract

The main task of the modernization of the educational process improvement is the problem with students cognitive motivation development. The article authors attempt to research how the use of everyday history encourages the development for students cognitive motivation from teaching perspective, as well as to provide the results of the application of teachers activity model which was developed by authors, regarding inclusion of everyday history material into the educational process.

Based on the research of the historical, educative and methodical literature, the authors made a conclusion regarding multi-factority and poly-motivation of students' cognitive activity. As a result of the study, they identified that the modification of the familiar content of history classes by adding everyday material to them, and giving a new reading of past events as history "from below" and "from within", contributes to encourage for the development of cognitive motivation of students.

The study conducted by the authors showed that the use of personally significant material of everyday history for students in the practice of teaching history positively affected the development of educational motivation. The conclusions made by them contribute to the development of theoretical approaches and methodological tools for study of history disciplines.

Keywords: history of the everyday; history education, cognitive motivation; educational process; innovative methods

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ОҚУ ПРАКТИКАСЫНДАҒЫ КҮНДЕЛІКТІ ӨМІР ТАРИХЫ ТАНЫМДЫҚ МОТИВАЦИЯНЫ ДАМУ ФАКТОРЫ РЕТІНДЕ: XX ҒАСЫРДАҒЫ ҚАЗАҚСТАН ТАРИХЫНЫҢ МАТЕРИАЛЫНДА

Аңдатпа

Білім беру процессін жаңғыртудың маңызды міндеттерінің бірі білім алушылардың танымдық уәждемесін дамыту мәселесі болып табылады. Мақала авторлары оқу тәжірибесінде күнделікті тарихты қолдану білім алушылардың танымдық мотивациясының дамуына қалай әсер ететінін зерттеуге, сондай-ақ күнделікті тарих материалын білім беру процесіне қосу үшін мұғалімнің жасаған жұмыс моделін қолдану нәтижелерін ұсынуға тырысады.

Тарихы, педагогикалық және әдістемелік әдебиеттерді зерттеу негізінде мақала авторлары студенттердің танымдық іс-әрекетін ынталандырудың көп факторлы, оның полимотивтілігі туралы қорытынды жасады. Зерттеу нәтижесінде авторлар өткен оқиғаларды төменнен және іштен тарих ретінде жана оқуды бере отырып оларға күнделікті материал қосу арқылы тарих сабақтарының әдеттегі мазмұнын өзгерту білім алушылардың танымдық мотивациясың дамытуға жағдай жасауға ықпал ететенің анықтады.

Мақала авторларының зерттеуі білім алушылар үшін күнделікті тарихтың жеке-маңызды материалын оқыту практикасында қолдану білім беру мотиваиясының дамуына оң әсер ететіндігін көрсетті. Авторлар жасаған тұжырымдар тарихи пәндерді зерттеудің теориялық тәсілдері мен әдістемелік құралдарының дамуына ықпал етеді.

Кілт сөздер: күнделікті өмір тарихы; тарихы білім; танымдық мотивация; тәрбие процесі; инновациялық әдістер

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ИСТОРИЯ ПОВСЕДНЕВНОСТИ В ПРАКТИКЕ ОБУЧЕНИЯ КАК ФАКТОР РАЗВИТИЯ ПОЗНАВАТЕЛЬНОЙ МОТИВАЦИИ: НА МАТЕРИАЛЕ ИСТОРИИ КАЗАХСТАНА XX ВЕКА

Аннотация

Одной из важнейших задач модернизации процесса образования является проблема развития познавательной мотивации обучающихся. Авторы статьи делают попытку исследовать, как использование повседневной истории в практике обучения влияет на развитие познавательной мотивации обучающихся, а также представить результаты применения разработанной ими модели деятельности педагога по включению материала повседневной истории в образовательный процесс.

На основе изучения исторической, педагогической и методической литературы, авторами статьи был сделан вывод о многофакторности мотивации познавательной деятельности обучающихся, ее полимотивированности. В результате проведенного исследования авторы выявили, что модификация привычного содержания занятий по истории посредством добавления в них материала повсе-дневности, давая новое прочтение событий прошлого как истории «снизу» и «изнутри», способствует созданию условий для развития познавательной мотивации обучающихся.

Исследование, проведенное авторами статьи, показало, что применение в практике обучения истории личностно-значимого для обучающихся материала повседневной истории положительно влияет на развитии образовательной мотивации. Сделанные авторами выводы вносят вклад в развитие теоретических подходов и методологического инструментария для изучения исторических дисциплин.

Ключевые слова: история повседневности; историческое образование, познавательная мотивация; воспитательный процесс; инновационные методы

Introduction

The modern educational system of Kazakhstan is in the process of modernization based on the idea of the priority of the individual. The implementation of this task implies the need to humanize education, humanize and differentiate the education policy in the country. In general, the task is to master all the achievements of national and world culture, to formate students' systemic thinking.

The importance of historical education in this process should be emphasized. The educational component of historical education should provide an adequate interpretation of the events and problems of the past in order to prevent the repetition of historical mistakes in the future. History, being the basis for teaching many disciplines, helps better understand the fundamental principles of society, such as democracy, human rights, freedom, tolerance. While the educational component of historical education, according to Doctor of Historical Sciences Mazhitov S.F., is designed to educate young people with feelings

of love and respect for their native land, to form national identity, awareness of their historical identification, the ability to develop their civic position, which ultimately should ensure the cohesion of the peoples of Kazakhstan and the movement towards the prosperity of the country [1].

The Concept of the formation of historical consciousness in the Republic of Kazakhstan, adopted in 1995 at the beginning of the formation of independent Kazakhstan, notes the need to reform the university system of teaching history for students of all specialties and the system of training professional historians [2, p. 27].

In the Resolution of the Government of the Republic of Kazakhstan dated December 27, 2018 № 895 "On the approval of state mandatory standards of education of appropriate levels of education" in the section of requirements for the content of higher education with a focus on learning outcomes, it is noted that disciplines related to the block of general education, including a number of historical disciplines, should contribute to the formation of ideological, civic and moral positions of the future specialist, the formation of their ideological, civic and moral positions [3].

The problem of increasing motivation in the educational process is important for any academic discipline, including history, because it is a means of increasing the effectiveness of educational activities. Kyrgyz teacher-researcher Ryspaeva C.K., formulating the main approaches to understanding the cognitive motivation of students at the university, notes the need to develop and stimulate the cognitive motivation of students by various means [4].

As the Kazakh teacher-researcher G.T. Zhakupova notes, the modern concept of historical education contributes to the fact that historical education becomes more pluralistic, diverse and personality-oriented, finds the optimal balance between continuity and innovation in the construction of the educational system [5]. Nevertheless, the process of teaching history and its results show that quite often the knowledge gained in the learning process lacks personal meaning, this knowledge differs in formality and does not affect the sphere of feelings.

Currently, historical disciplines taught at universities can be supplemented with materials of everyday history, following the trend of revising approaches in modern historical education. The use of the material of the history of everyday life can become a factor contributing to the solution of these problems. Because everyday history, firstly, provides a link between the past and the present, which will certainly enhance the effectiveness of historical education. In addition, studying everyday history, students put themselves in the place of participants in historical events, consider the period under study from the perspective of his contemporaries, thereby forming a humanistic attitude both to participants in the events of past years and to their contemporaries. And, of course, the methods of studying everyday history form an in-depth look at the events and phenomena of history, which contributes to the development of cognitive motivation.

The importance of using everyday history in the practice of teaching historical disciplines necessary for the concept of self-efficacy in education, which has a positive impact on the motivation of learning, which is analyzed in the article "Determining Professional Mobility Levels of Secondary School Teachers" by Kazakhstan scientist G. Ismailova[6].

Since one of the main task of the educational modernization is the priority of the development of cognitive motivation of students, the authors aim to investigate how the use of everyday history in the educational process affects the development of cognitive motivation of students, as well as to present the results of the application of the model of teacher activity developed by them to include the material of everyday history in the educational process.

In accordance with this goal, it is necessary to solve a number of tasks: to establish what place the history of everyday life should occupy in the system of historical education; to show how the use of everyday history in teaching practice affects creative and cognitive motivation; to develop and test methods that form the educational motivation of students during a pedagogical experiment; to evaluate the effectiveness of the application of the material and methods of everyday history in the practice of teaching historical disciplines in the levels of development of cognitive motivation of students; to show the advantages of the methodology of applying everyday history at the university by the example of studying individual topics of national history.

The search for a learning model associated with optimal conditions for the creation of cognitive motivation and its role in creating conditions for the development of motivation in the learning process determine the scientific novelty of the topic under study.

Literature review

Currently, there is a great interest in historical science in the problems called "the history of everyday life". The increased interest of modern historiography in the problems of everyday history is manifested in a large number of research papers, both general theoretical and highly specialized. The works of representatives of foreign historiography, such as A.Schutz, N.Elias, E.Husserl, L.Fevre, M.Blok, F.Braudel, P.Berger and T.Lukman have created a theoretical basis for a new direction of historical research. A great contribution to the development of everyday history was also made by the Russian

direction of historiography in the person of L.N. Pushkareva, Yu.A. Polyakov, L.P. Repina, K.N. Lyubutin and P.N. Kondrashev, B.G. Mogilnitsky, V.P. Korzun and many others.

In Kazakhstan historical science, everyday history as a direction of historical research is in the process of formation.

We can talk about the Karaganda historiographical school represented by researchers of everyday history Saktaganova Z.G., Abdrakhmanova K.K., Dosova B.A., who presented generalizing, systematic works on issues of everyday history. These works include: K.K. Abdrakhmanova's dissertation research "Everyday life of the cities of Central Kazakhstan in 1945-1953"; collection of archival documents, interviews and memoirs "Everyday life of the cities of Central Kazakhstan in 1946-1960"; research articles covering various aspects of the daily life of Kazakhstan by these authors.

Regional aspects of the everyday history of East Kazakhstan are presented in the works of N.V. Alekseenko, in particular in his book "The History of East Kazakhstan in documents and materials" analyzes the everyday life of various social groups, in particular miners, cossacks, peasantry.

The problems of the Kazakh mentality are discussed in the articles of religious scholar Nurtazina N. Extensive material on the problems of everyday life in Kazakhstan, related to the qualitative and quantitative composition of the population, demographic and migration processes, we find in the works of Karaganda researchers Asylbekov M.H. and Kozina V. V., in particular in the books named "Demographic processes of modern Kazakhstan", "Demographic development of the Republic of Kazakhstan in the conditions of sovereignty".

The analysis of the works on pedagogy and teaching methods of Kazakhstan and foreign researchers shows that the problem of using everyday history as part of historical knowledge has been little studied. There is no developed system for implementing the process of applying the material of the everyday history in the practice of teaching of historical disciplines. We can talk about Kazakhstan scientists who study general theoretical problems of teaching history, such as teacher-researcher Zueva L.I., who is the author of a number of books and articles on the methodology of teaching history and improving the quality of training of teachers [7], Zhakupova G.T., author of the textbook "Methods of teaching history" and a number of articles on the problems of the main directions of methodological work [5].

It is possible to note a number of studies by Kazakhstan authors on the incentive tasks of cognitive motivation of students, such as: scientists from Almaty, such as G.K. Taskeeva, Zh.M. Zholdybai, also Kyzylorda scientists L.D. Zhamansarieva, Zh.T. Baymaganbetova, A.U. Kereybayeva. The theoretical foundations of the formation of cognitive motivation are considered in the works of the Kyrgyz teacher-researcher Ryspaeva Ch.K.

However, in the modern practice of teaching history in Kazakhstan, there are practically no manuals that reveal the features of the selection of educational material on everyday history, as well as methods for the formation of knowledge in this area of history. This situation determines the relevance of the problem and the purpose of the study - to develop a model of the teacher's activity on the use of the data of the everyday history of Kazakhstan in the teaching of historical disciplines and to investigate how the method of inclusion of this content influenced the development of cognitive motivation of students.

Materials and methods of research

The article is based on several concepts: personality-oriented learning, activity-based approach, problem-based and developmental learning.

The study by the authors of the article was carried out in several stages. The first stage included the study of historical, pedagogical and methodological literature on the problem under study to identify conditions that can contribute to the cognitive motivation of students. There was also an analysis of programs and textbooks of the Kazakhstan XX century's history used in universities of the Republic of Kazakhstan for the possibility of applying everyday history in the teaching process. In addition, the experience of personal practice of teaching history to students is analyzed and summarized in order to identify the most important learning problems and ways to solve them.

The second stage of the study included the preparation and conduct of a pedagogical experiment on the use of everyday history in the practice of teaching history, a sociological survey of participants in the pedagogical experiment, processing experiment outcomes.

Students of the educational program "History", "Geography-History" 2-3 courses of the Educational Institution "Alikhan Bokeikhan University", Semey city, Republic of Kazakhstan became the basis for conducting a pedagogical experiment and a sociological survey.

Research results and discussion

The application of the the data of the everyday history in the process of teaching historical disciplines at the university is an attempt to present an alternative a look at the study of historical disciplines at the university, complementing and enriching their content, no less valuable than traditional historical approaches.

Russian researchers note a number of advantages of using the historical and anthropological approach in teaching history as opposed to traditional teaching.

Firstly, as the Russian researcher A.M. Azova notes in the article "The application of the historical and anthropological approach in teaching history at school", the use of the history of everyday life in the process of teaching history contributes to the formation of a more holistic picture of the historical process, which facilitates the process of studying and assimilation of historical material [8].

Secondly, the use of everyday history in the process of teaching historical disciplines will contribute to the socialization of students, the education of humanism and citizenship. As V.D. Leleko notes in his book "The History of Everyday Life in European Culture", an appeal to the mental level of everyday life, and not only to the everyday details of everyday life, will provide an adequate assessment of the relationships of people of the studied historical period, and for students will create the effect of belonging to historical events of the past [9].

Thirdly, the use of everyday history in the learning process successfully solves, according to the Doctor of Historical Sciences Zubkova E.Yu., the didactic task - to promote the best assimilation of historical material through the awakening of interest in history, which will entail the formation of self-learning skills and the development of analytical, critical thinking [10].

Considering the possibilities and prospects of applying everyday history in the process of teaching historical disciplines, the Russian teacher-researcher Fedchinyak A.A. in the article "Methodological recommendations for teaching the history of everyday life in the school course of modern history" identifies four specific features of its understanding, influencing motivation [11].

The authors, organizing a pedagogical experiment to include the material of everyday history in the process of teaching historical disciplines to find out the impact of its application on the cognitive motivation of students, used various methods: a research approach expressed in the study of various sources of everyday life, creative work of students with the solution of cognitive tasks.

In accordance with this, during the pedagogical experiment, tasks for independent work of students using the material of the history of everyday life were introduced into a number of elective disciplines of the educational program "History" of the educational institution "Alikhan Bokeiknan University", studied according to the curriculum, on separate topics.

The effectiveness of studying everyday history can be enhanced by using various innovative technologies. Kyzylorda researchers G.K. Nakypova, L.D. Zhamansarieva, Zh.T. Baymaganbetova in the article "Development of cognitive activity of pedagogical university students" note the importance of active interaction of the student with the educational environment for the development of cognitive motivation, in which the subject of this environment – the student – the teacher's support and guidance is important, also like using of active teaching methods, on which it largely depends cognitive motivation [12].

Using discipline the discipline "Historiography and source studies of the history of Kazakhstan", the authors created and tested at seminars the author's development of a practical lesson "Everyday life of Kazakh historians of the 90s of the twentieth century [on the example of East Kazakhstan]" in the section of the syllabus "Historical science of Soviet Kazakhstan". During the development and conduct of this seminar, a methodological technique named «description» was used, the most common in teaching the history of everyday life.

Using the analytical description technique, which primarily conveys the external signs of phenomena and events, a formalized portrait of the historians of the 90s was compiled on the basis of archival data from the Semey Center for Documentation of Modern History, including such indicators as numerical, age, social, national, gender composition of the studied social group.

In the discipline "Actual problems of national history", an author's development of a lesson for independent work of students by topic "The history of migration of peoples in Kazakhstan after the collapse of the Soviet Union" was proposed. The development is a project using oral history methods ["oral history"].

The use of oral history methods in the study of the history of everyday life best shows itself in the study of specific topics when it is necessary to fill in the missing information in official sources, to illustrate and explain the essence of the past events. Except the subjectivity of the perception of events and their personal interpretation by eyewitnesses of events refers rather to the advantages of this research method. According to the Kazakhstan historian S.I. Kovalskaya, "paradoxically, it is the subjective vision of the narrator that represents a unique and precious information for history" [13, p. 66]. The Russian historian Shcheglova T.V. in the book "Oral History" draws attention to the fact that oral history and the history of everyday life are new directions of historical knowledge. Both of these directions were born as "history from below", "giving voice to the "little man", the victim of modernization processes: both unusual and ordinary, making interesting for posterity his behavior and life guidelines of those who lived and suffered, who were called a «little man» [14, p. 117].

As part of the seminar project assignment, students were asked to interview certain social groups of people using the proposed questionnaire. The main method was an in-depth interview with elements of a biographical approach. To conduct the interview, a questionnaire was used, which consisted of three blocks of questions: introductory questions concerning the social status of the respondent, biographical questions revealing the life history of the survey participant, special questions directly related to the respondent's attitude to migration and his life experience in this regard. Then, based on the analysis of literature and interviews received, students were asked to conduct their own empirical research on the causes and directions of peoples migration in Kazakhstan after the collapse of the Soviet Union.

Also, using materials and methods of everyday history, a seminar-discussion on the topic "Political repressions of the Soviet period in Kazakhstan" on the discipline "History of independent Kazakhstan" was developed and conducted. The history of everyday life offers rich material on various contradictions and differences of events, therefore, classes in the form of discussion contribute to the fact that students can study the problem under consideration more deeply and be able to build their independent position on the issue under study, which, of course, contributes to the solution of educational and educational tasks of training.

The case study technology allows you to immerse yourself as much as possible in a specific historical situation using the materials of everyday history. The characterization of the case study method as an innovative technology for teaching history at a university is given by the Russian teacher-researcher Zhaibalieva L.T. She notes that this method of active learning based on real situations is aimed rather at developing the intellectual and communicative capabilities of students than at mastering specific material, requiring a high level of general preparedness [15].

The researchers tested the case study method at a seminar on the discipline "Actual problems of national history" for the topic "History of the deported peoples to Kazakhstan". The students were asked to complete individual tasks-cases recreating one day of a representative of a nationality deported to Kazakhstan [Koreans, Germans, Poles, Chechens] with an indication of gender, age, social affiliation, profession. The importance of using such methods of teaching history is noted by Russian teachers-researchers Suslov A.Yu., Salimgareev M.V., Hammatov Sh.S. in the article "Innovative methods of teaching history in a modern university". They believe that students' creative comprehension of historical facts in combination with their critical comprehension develop the prognostic function of historicology [16].

An excursion to the Semipalatinsk Museum of Local Lore was developed and implemented as part of the elective discipline "Actual problems of National history". The purpose of this lesson is to motivate cognitive activity. The lesson-excursion fully implements the main didactic principles: visibility, accessibility, the opportunity to test theoretical knowledge in practice, scientific. The methodological feature of the lesson-excursion is the observance of its stages in strict order: initially, acquaintance with the funds and expositions available to the museum, then a detailed acquaintance with the sources and objects of the museum's demonstration, after that, drawing up the route of the lesson-excursion with the writing of the methodological development of the event indicating the main methodological techniques.

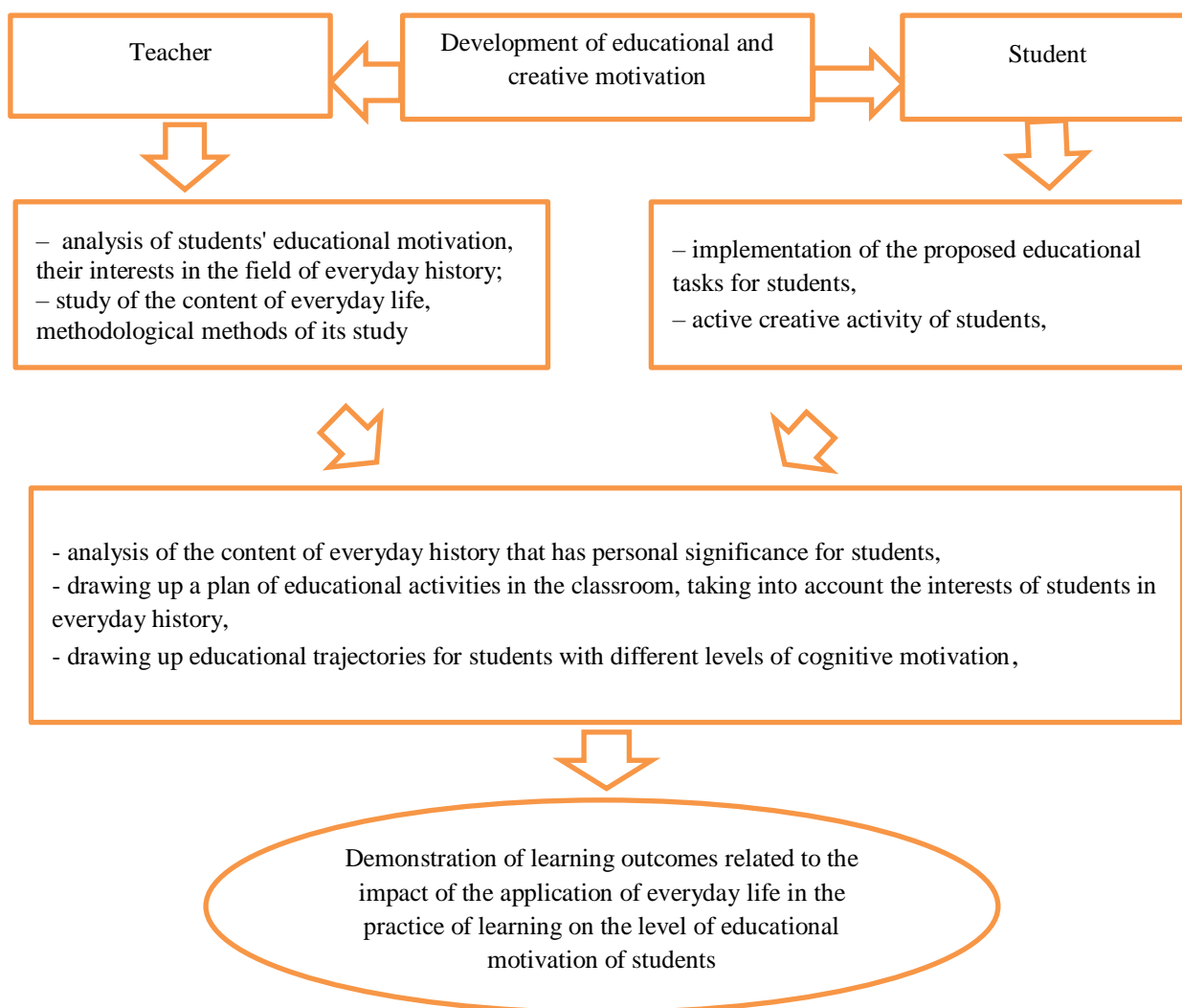
When reconstructing the historical environment of the period under consideration, it is important to attract exhibits as witnesses of the daily life of the period under consideration, in order for students better feel the daily life of the recent past, of which every resident of Semipalatinsk is a part. Noting the importance of personal interest in the problem of research, Almaty teachers-researchers K. Adilzhan, G.K. Taskeeva, Zh.M. Zholdybai in the article "Cognitive interest as motivation for research activity", consider personal cognitive interest to be an important means of motivating research activities, the driving force of any science [17].

Summarizing the use of various different techniques to stimulate the educational motivation of students and personal experience of teaching the history of Kazakhstan, the researchers describe a model of the organization of the learning process to include the material of everyday life in the practice of historical discipline's teaching.

The structure of interaction between the teacher and students in the process of incorporating everyday material into the practice of teaching history and its impact on cognitive motivation is shown in the form of diagram 1.

Diagram 1.

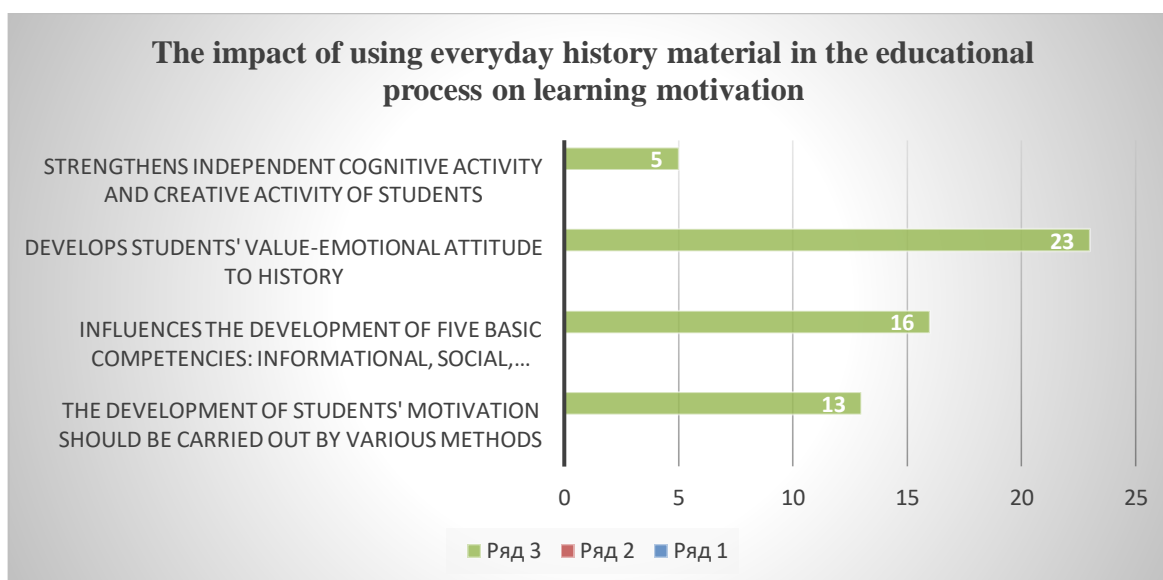
A model of teaching history using the material of everyday life for the development of educational motivation



To sum up the pedagogical experiment, the researchers compiled a questionnaire and conducted a survey of students of the educational programs "History" and "History-Geography" of the Educational Institution "Alikhan Bokeikhan University" to determine the attitude of students to the practice of using everyday history in educational process.

The diagrams below show the results of the survey conducted by the authors of the article. [see diagram 2].

Diagram 2



The data obtained as a result of the survey indicate a positive perception by students of the inclusion of the material of everyday history in the educational process. All the interviewed students noted the influence of the use of everyday history in the educational process on the motivation of learning.

Conclusion

For a long time in the Kazakhstan historical education teaching and studying of historical events, phenomena, concepts and facts was strongly influenced by globalism. Nevertheless, in recent years, according to the new state mandatory standards, the development of students' research competencies has become a priority. To solve these problems it is necessary to introduce into the educational process the achievements of historical science, in particular of everyday history.

Currently, the global historical science is characterized by the trend of active development of historical anthropology, which includes the history of mentalities, micro-history, and the history of everyday life.

Summarizing the theoretical and experimental study of the problem of finding means to develop cognitive motivation of students, pedagogical experiment on the inclusion of everyday history in the content of elective disciplines, conducted on the basis of the Education Institute "Alikhan Bokeikhan University", the authors obtained the following results:

1. The analysis of historical, pedagogical and methodical literature has allowed us to conclude that the cognitive activity of students is poly-motivated and multi-factorial, in which one of the important factors of learning activity are emotions, interests of students. The means of development of this factor was the inclusion of the material of the history of everyday life in the usual content of classes, the study of the mentality of the "little man" - an ordinary participant in historical events. This view of historical events contributes to the formation of a holistic picture of the studied era, and this, in turn, helps a more adequate perception of the historical process, easier and more productive learning material, the development of analytical thinking, and, as a consequence, significantly increases the cognitive motivation of students.

2. Application of historical and anthropological approach in teaching history in higher education institution is necessary for development of students' research competences - logical and thinking, analytical skills. The study showed that this happens at the expense of the development of creative activity and independence of scientific search because the advantage of methods of teaching the history of everyday life is the fact that the educational material is not always given by the teacher in ready-made form, it is often obtained and processed by students themselves in the process of research activity, which also increases the cognitive motivation of students.

3. The pedagogical experiment on changing the traditional content of history classes by including the material of everyday history in them allowed to identify the most effective techniques that stimulate cognitive activity of students, such as conducting independent micro-research, work with the method of "oral history", problem-cognitive tasks and build an effective model for teaching history using the material of everyday life to develop educational motivation.

4. In addition, the pedagogical experiment of incorporating everyday history into teaching practice demonstrated that everyday history for the pedagogical process has not only educational but also educational value. A distinctive feature of classes with the use of everyday history tasks is their pronounced emotional load by "enlivening" the perception of history. And the effect of complicity and empathy with

people and historical events, arising from understanding history from within, cultivates a humanistic attitude toward others, teaches to be tolerant.

Recommendations

It seems important and expedient to introduce tasks into elective historical disciplines for students to work independently on everyday history, contributing to the development of learning motivation, research scientific search and socialization of students.

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