

*B.T. Kaliyeva *¹*

¹doctoral student of the department of history of Kazakhstan named after academician T. S. Sadykov, specialty "6D011400-History", Abai Kazakh National Pedagogical University, Almaty, Kazakhstan

CONDUCTING COMMEMORIAL EXPERIMENTS IN THE MUSEUMS OF THE SEMIRECHYE REGION: SOVIET AND INDEPENDENCE PERIOD

Annotation

The article discusses the experience of implementing commemorative practices in the museums of the Zhetysu region. The characteristics of the work of museums based on the description of halls and exhibits are presented. The choice of regional museums as a venue for commemoration is based on the fact that museums are a professional platform for the formation of historical memory in society, the main form of events for this purpose are excursions outside school hours.

The relevance of the research topic is substantiated, the article makes a comparative analysis of commemorative experiments in museums, focuses on the features of commemorative practices for schoolchildren of the Soviet period and the period of independence of Kazakhstan in the museums of the Zhetysu region. It is concluded that in Soviet times commemorative practices were carried out on the basis of a certain ideology, in educational activities the image of the leader of the Soviet country was the main one for the formation of historical ideas among the younger generation. In the modern period, the central images in ongoing commemorative practices have become folk heroes who fought for the independence of our country, made a great contribution to the development of national culture, and became famous outside the republic.

Keywords: *museum, Zhetysu region, commemoration, exhibit, Soviet period, independence*

*Калиева Б.Т. *¹*

*¹докторант кафедры Истории Казахстана им. ак. Т.С. Садыкова по специальности «6D011400-История», КазНПУ им.Абая, Республика Казахстан, г.Алматы
E-mail: tynysbekovna@mail.ru*

КОММЕМОРАТИВНЫЕ ПРАКТИКИ В МУЗЕЯХ ЖЕТЫСУСКОЙ ОБЛАСТИ: СОВЕТСКИЙ И НЕЗАВИСИМЫЙ ПЕРИОД

Аннотация

В статье рассматривается опыт реализации коммеморативных практик в музеях Жетысуской области. Представлена характеристика работы музеев на основе описания залов и экспонатов. Выбор областных музеев, как места проведения коммеморации, основан на том, что музеи представляют собой профессиональную площадку формирования исторической памяти в обществе, основной формой проведения мероприятий с этой целью являются экскурсии во внеурочное время.

Обоснована актуальность темы исследования, в статье сделан сравнительный анализ проведения коммеморативных экспериментов в музеях, акцентируется внимание на особенностях коммеморативных практик для школьников советского периода и периода независимости Казахстана в музеях Жетысуской области. Сделан вывод, что в советское время коммеморативные практики осуществлялись на основе определенной идеологии, в воспитательных мероприятиях образ лидера советской страны был основным для формирования исторических представлений у подрастающего поколения. В современный период центральными образами в проводимых коммеморативных практиках стали народно-героические образы, которые боролись за независимость нашей страны, внесли большой вклад в развитие национальной культуры, стали известными за пределами республики.

Ключевые слова: *музей, Жетысуская область, коммеморация, экспонат, советский период, независимость*

*Б.Т. Калиева *¹*

¹Академик Т.С. Садықов атындағы Қазақстан тарихы кафедрасының «БД011400-Тарих» мамандығының докторанты, Абай атындағы Қазақ Ұлттық педагогикалық университеті, Алматы қаласы, Қазақстан
E-mail: tynysbekovna@mail.ru

ЖЕТІСУ ОБЛЫСЫ МУЗЕЙЛЕРІНДЕГІ КОММЕМОРАЦИЯЛЫҚ ТӘЖІРИБЕЛЕРДІҢ ЖҮРГІЗІЛУІ: КЕҢЕСТІК ЖӘНЕ ТӘУЕЛСІЗДІК КЕЗЕҢІ

Аңдатпа

Мақалада Жетісу өлкесінің музейлерінде коммеморативті тәжірибесін енгізу қарастырылған. Залдар мен экспонаттарды сипаттау негізінде музейлер жұмысының сипаттамасы берілген. Облыстық музейлерде коммеморативті тәжірибелерді өткізу орны ретінде таңдау музейлердің қоғамда тарихи жадыны қалыптастырудың кәсіби алаңы екендігіне, осы мақсаттағы іс-шаралардың негізгі формасы сабақтан тыс уақыттағы экскурсияларға негізделген.

Зерттеу тақырыбының өзектілігі дәлелденіп, мақалада музейлердегі естелік тәжірибелерге салыстырмалы талдау жасалып, Жетісу өңірінің музейлерінде кеңестік кезең мен Қазақстанның тәуелсіздік алған кезеңіндегі мектеп оқушыларына арналған естелік тәжірибелердің ерекшеліктеріне тоқталады. Кеңес дәуірінде коммеморативті тәжірибелерге қатысты іс-шаралары белгілі бір идеология негізінде жүргізіліп, ағартушылық қызметте Кеңес елінің көшбасшысының бейнесі өскелең ұрпақтың бойында тарихи ой-пікірлерді қалыптастыруда басты рөл атқарды деген қорытынды жасалады. Қазіргі кезеңде өткізіліп жатқан еске алу іс-шараларындағы орталық бейнелер еліміздің тәуелсіздігі үшін күрескен, ұлттық мәдениеттің дамуына зор үлес қосқан, республикадан тысқары жерлерге танымал болған халық қаһармандары болды.

Кілт сөздер: музей, Жетісу облысы, коммеморация, экспонат, кеңестік кезең, тәуелсіздік

Introduction. “Commemoration” is a way to strengthen and transfer memory of the past. The term “memory” was introduced into everyday life by French historians. They substantiated the importance of studying the material component of collective memory in its context. According to E. I. Krasilnikova, “The form of commemoration is diverse: from photograph to the justification of victim of political repression” [1]. She notes the following types of commemorations:

1) Places of memory - objects of the material environment in which a person intentionally lives, created for the purpose of applying, storing and disseminating the collective memory of persons important for events and society;

2) Memory experience involving purposeful, often stereotypical and ritualized activities necessary to preserve and translate “Collective memory”.

In memorable places, E. I. Krasilnikova represents graves (burial grounds), sculptural monuments in honor of historical persons and historical events, as well as expositions and exhibitions of historical museums, memorial traditions - burial and commemoration ceremonies. Also he mentions anniversaries and holidays of important political events for the state and society, excursion, commemorative and protective events of museums. The commemorative experience is a transformation of past and modern interaction. Their main activity - the preservation of collective memory, the structure of which includes everything that connects a person with the past: various artifacts, ideas, texts, as well as the memory of events: the organization of memorials, monuments, museums, the definition of memorable dates, holidays, funeral ceremonies, public events are called memorial activity. Z.A. Israpilova notes that “commentary is a deliberate attempt to provide ideologically important information about certain persons and events that have passed through eternity. Commemorative experience should contribute to the preservation in society of a common approach to the past, including to the “past at the local level” [2, 79-83].

Among actions of educational importance, museums are currently the most recognizable museum occupations. They are designed to consolidate students’ knowledge of certain topics, as well as to study their thoughts and historical images. The museum object acts here not only as an illustration, but also as a source of research. Museum classes are held directly in the museum exposition in order to expand students’ knowledge of the school curriculum. A feature of the museum is the implementation of school educational tasks in an educational environment.

In addition, the research work focuses on the issues of educational and extracurricular activities during the period of Soviet power and independence, as well as a comprehensive consideration and analysis of this issue during that period. As a result of the study it was shown why the conduct of extracurricular work during the Soviet period led to a comparison with today’s society of the 21st century.

As a regional image of historical memory, the museums of Zhetysu region will be seized and analyzed as an object of commerce. The main reason we got the museum is in several halls. It describes the historical periods experienced by the Zhetysu region. And the division of historical periods into schoolchildren and the formation of the historical heritage of their regions, the formation of historical purity and the game is an urgent problem of our main work. As a sightseeing lesson, we choose a museum, opening our theme to schoolchildren based on the modern method of "gamification".

The purpose of the article is to conduct a comparative analysis of the progress of commemorative practice based on materials from museums in the Zhetysu region, to identify the features of the Soviet and the period of independence. We have to show schoolchildren that museum classes are more convenient to conduct using commoderative experience. As a result, conducting commemorative experience of extracurricular museum activities. It is worth noting its importance based on the specifics of the Soviet and post-Soviet periods.

Materials and methods: As the main data source of our work, the materials were collected from the site of the Department of Culture, Archives and Proceedings of Zhetysu region, on the basis of archive materials, museum materials. P.Nora in her study analyzed the basis of the methodology of the concept "microhistory" and "Memory Place". The applied methods: comparative-historical, historical knowledge methods were considered, relevance was shown and comprehensively discussed.

In addition, Taldykorgan city state archive (hereinafter TSA) fund 882 "Materials for the preparation and holding of anniversaries in 1970" [882a, vol. 1, case 856, pp. 11-14 - materials for the preparation and holding of anniversaries in 1970] [3] and holding general anniversaries in the cases entitled "Work plan of the Regional Department of Public Education for 1984" [882 a, 3 vol. 9, pp. 14-15 - Work plan of the Regional Department of Public Education for 1984] [4] progress was revealed.

Documents in the museums of Zhetysu region are kept as the main and additional fund: in the main fund (photos, documents, etc.) are kept. Additional documents of the museum, less important materials are collected in the additional fund. The documents collected in the museum can be used as additional data within the framework of our article.

"Museum fund" is a scientifically organized collection of materials that the museum has secured for daily storage. However, they are not limited to storage and display, but may be transferred to another institution or museum for research or recycling, or for temporary use.

Discussion of the results: The history of our work can be considered on the basis of the commemorative experience of the methodology "Place of Memory" and museum pedagogy.

On the course of commemorative practices and school practices based on the methodology of "Memory studies", we can name the article by B. T. Kaliyeva on the course of commemorative practices conducted in museums based on the methodology of "Mesta pamyatmi" by P. Nora [5].

Conducting classes in the "museum" by commemorative experiments is also being discussed and differentiated in the Russian state. As one of them, M. L. Schub [6] noted that commemorative practice is considered in relation to the name of the street and how it can be used. In this article, we can also focus on the direction of commemorative practices related to street names and describe its history. On the basis of Representative historiographic and empirical resources of O. N. Shelegina [7], the significance of memory in museum activities had been updated. For the first time, the experience of memorial experiences (memorial museums, expositions, thematic exhibitions, museum-pedagogical classes, excursions, actions) in the work of the historical and local history museums of the Siberian region has been collected. The article is directly related to the problem we are dealing with. Because the main direction of the article is the progress of commemorative practices in the regional direction. In addition, we see the directions of commemorative experience held in museums. At present the analysis of memorable events in schools in Kazakhstan during the pandemic in the context of the online work of T. Dalayeva, I. Sadybekov [8] are shown. In particular, the authors showed an example of the events held at the school and identified 7 types of comments based on intra-school events dedicated to the memory of the Great Patriotic War in 2020.

Monuments, P. Nora According to, "the place of spiritual and material unity, which over time and at the will of people became a symbolic element of the national memory heritage or collective memory of people" M. Musatayeva, K.S. Ermagambetova [9] it is considered in the work of. However, the work is not considered as a place of "memory", but as "places of memory" and is often based on it. And the problem considered in our research is that it is presented as a place of memory and is aimed at conducting commemorative practices during a certain area.

Museum studies in the direction of museums Fayzulina G. [10], Munalbaeva U. D. in the framework of museum pedagogy [11], Kukeeva M. K. the history of the museum, the division and differentiation of documents are mentioned and touched upon [12]. The modern scientific and theoretical concept of the

existence of a different approach to museum business, that is, adaptation in accordance with the requirements of modern growing society, the presence of fundamental trends in the organization of museum business, the presence of a new methodological approach, the formation of the scientific and technical base of museums, the importance of mastering fund processing programs in museum business, T. E. Kartaeva, G. Shaukharova considered in their works [13]. In the work of M. K. Yegizbaeva, an analysis of the work among students of primary school, middle age and adolescence is made [14]. The types, classification of human memory, the course of their description are analyzed and mentioned in the work of A. Assman [15].

N. Tirosh, A. Reading. In his book "The right to Memory: History, Media, Law, and Ethics" [16], the field of memory research focuses on everyday memory and memory practices, their right to memory, based on everyday experiences. Winter, E., Teschler-Nicola, M., Macfelda, K., Vohland, K. The article "the pathological anatomical collection of the Natural History Museum Vienna" [Die pathologisch-anatomische Sammlung des Naturhistorischen Museums Wien] [17] showed the image of historical pathological museums and analyzed them. Tatlı Z., Çelenk G., Altıncık D. in the article "Analysis of virtual museums in terms of design and perception of presence" [18], was analyzed that this study set the goal of studying and analyzing virtual museums in accordance with the perception of design and social participation.

As we can see in the context of the problem, there are few, or even no, written works on the process of conducting memorial experiments in the museums of Zhetysay region. Therefore, we are considering our work on conducting commemorative experiences at school in connection with the museum, which is relevant in the framework of the topic.

The result of the research: The issue under consideration was the differentiation of commemorative practices in the museum space from the process of conducting commemorative practices in the school process based on the Soviet and independence period. We pay attention to the documents considered on the basis of the state archive of the city of Taldykorgan during the Soviet period.

Soviet period: educational work of TSA 882 [pp. 3,11-14] of the fund "Materials for preparation and holding of 1970 anniversaries" was carried out by pedagogical teams of regional schools. During the events dedicated to the 100th anniversary of Lenin's birth, school slogans were: "Lenin's commandment is true", "Like Lenin - live, study and work". On the basis of the resolution of the Central Committee of the CPSU dedicated to the 100th anniversary of Lenin, history teachers update the subjects of Lenin's activity as a continuation of the teachings of Marx and Engels. The formation of school museums and classrooms on the basis of the formation communist consciousness plays an important role in the education of young people. There are 24 museums named after V.I. Lenin.

There are 248 Lenin rooms and corners, 24 local history and 22 military and labor glory offices. By creating such a museum, schoolchildren form the idea of Lenin as the strongest leader, the founder of the first socialist state in the world. District teachers worked continuously with lectures and presentations entitled "Lenin and Gorky", "Lenin in art", "Lenin in cinema and theater". As you can see, the work is carried out according to the principles of that period. Based on this principle, the process of formation historical memory took place in the minds of students. Right now, in our society, it is possible to show that a schoolchild can tell the history of his region, proudly show the history of his country and region, and form his historical memory through museums. In addition, we can see that the basis of the documents in the state archive of Taldykorgan was guided by a certain ideology of the state at that time. That is, a certain plan was created by the state, and it was carried out uniformly in museums in all regions and districts at that time.

If we analyze the Soviet and independence period, and in the Museum of these commemorative practices in the Soviet period, we can show that memory, memories are individual – individual, social and collective, then the main memories of this period remained in human existence on the basis of "collective memory". This is because, if individual memory is chained only to events related to a single person, collective memory is the same for all, generically analyzed. As a justification for this, A. Assman's book "Long ten years ago". Memorial culture and historical policy". One of S.Zontag's comments is this: even the society itself is involuntary, can speak without thinking and without language, can make a certain decision, but without memory can not remember. Therefore, when analyzing certain events, a person naturally turns to his memory. And in the Soviet period, we can see that "collective memory" played a fundamental role not only on paper pages, but also in the memory of the people. On the basis of the same collective memory, we have seen that commemorative practices in museums are mainly dedicated to V. I. Lenin, one of the authoritative, key figures of that period, historical evenings, extracurricular activities and the main scene of museums are also described in the image of this person. Therefore, the main focus of memory is reflected on the basis of "collective memory", which is characteristic of the population of all that period [15, 5-6].

Independence stage: planning is a type of activity to create a plan that defines the goals of museums. Typical plans are planned for 1 year, half a year, quarter, and 1 month. The main document of the museum planning work is the one-year plan of the archive. Today, modern technologies are actively used in the practice of the museum, including information and communication technologies, video and film presentations, digital technologies. The use of digital technologies for updated housing, household life, utensils, tools, demonstration of samples of household and industrial painting from the everyday life of the past, digital reconstruction of lost historical monuments, architectural objects is becoming more and more relevant. Application of the methodology of using museum artifacts and visual images are of the historical past in the education of children and adults. The traditional format of the museum's work with visitors is conducting tours, the presentation of which is similar to lectures. Another way to use the museum space is to organize classes for students in the museum itself. The third object is to study the history of one's native land with children of different ages, update the experience of certain types of crafts, organize an exhibition of handicrafts of local artisans, leather, wool, fur, jewelry can be called the work of various circles by displaying household products.

Today, in the 21st century, one of the most pressing issues in modern society is based on showing respect for the country and land to the younger generation by conducting extracurricular activities. This is because, in the course of commemorative practices, it can be noted that there is a great opportunity to create images of historical memory by holding out-of-class historical evenings, clubs, and specific historical events. Most of the museums in the region are dedicated to specific individuals and contain information about them. There are also museums with exhibits related to the history of the region, city, and village of the region.

In the Zhetysay region there is the regional historical and local history museum named after M. Tynyshpaev and its branches, the museum of applied arts named after Uskemen Darkembay and the historical and cultural center of the First President of the Republic of Kazakhstan - Elbasy "Atameken". The main activity of museums is to identify research, preserve and promote cultural values, material and historical, artistic, scientific and other cultural values, Kazakh handicrafts, works of applied art of various countries belonging to the Republic of Kazakhstan.

The total stock of museums and galleries is more than 63 million artifacts, the number of visitors to the museum is more than 130 thousand people every year, more than 600 lectures, 546 exhibitions, and 818 cultural events are held. Within the framework of the article "Seven Faces of the Great Steppe", the goal of the "Tuganolke" inter-museum traveling exhibition project, "Zhetysay Pearls" project is to organize a tour from the regional center, the city. The regional competition "Legends of my region" was held among young local historians within the framework of the "Sacred Geography of Kazakhstan" project for historical and natural attractions and museums of Taldykorgan city, Almaty region.

In order to systematically support the development of the creative potential of young people and children, including the regional museum and its affiliated branches, 7 clubs work, including 5 clubs "Young Tour Guide", 1 club of young poets "Young Artist", 2 clubs of young poets "Bala Zhorga" and "Akiyk". Classes are held once a month. The total number of participants were 116 [19].

Within the framework of the mentioned topic, let's show the commemorative experiences held with schoolchildren in museums of Zhetysay region. On February 10, 2023, the employees of the Kabanbay Batyr Historical and Local History Museum of Alaköl district gave a lecture about the "Early Medieval City of Zaypak" to the 10th graders of secondary school No2. The purpose of the lecture is to introduce the early medieval cities found in Alaköl district, including the city of Zhaipak. During the event, a lecture was given and a presentation was shown. Also, students were interviewed and asked questions [19].

In honor of the 34th anniversary of the withdrawal of the Soviet troops from Afghanistan, a meeting with the veterans of the Afghan war called "Erlikke tagyzym" was held in the "Zhaungerlik Dangk" museum. The chairman of the Panfilov district Afghan war veterans' organization Tetkusizov Talgat Manapoly and veteran Raziev Kaharman Tuglykuly, 7 of Y. Altynsarin secondary schoolchildren, artists of the city cultural center and specialists of the Zharkent city children's library took part. During the evening, a slide was shown based on the data taken from the albums of Afghan victims Sh. Satkaliyev, E. Konshibaev and N. Zhagyparov kept in the museum collection, and songs glorifying their heroism and bravery were sung. The students asked meaningful questions to our veterans, and the event ended with a viewing of the book exhibition organized by the city library. The evening went well. The goal here is to teach the bravery of our brothers who have served the Motherland endlessly and have a high spirit, to model and educate the young generation (February 15, 2023) [19].

On February 21, 2023, in the Museum of local lore named after M. Tynyshbay of Zhetysay region, a mobile exhibition "Sarys of Zhetysay-bar Kazakh darasy" was held in the Molykbay House of culture of Aksu district, organized by the Memorial Museum of the poet Sarah. The exhibition is dedicated to the

170th anniversary of the birth of Sara Tastanbekovna. The exhibition presents valuable museum items: a dombra that Sarah kept as a child, a sewing machine and scissors, Kazakh National Jewelry and exhibits telling about the aitys of Sarah and Birzhansal. Not only in this museum, but also in many museums throughout the region, events were held within the framework of this topic [19].

As a regional image of historical memory, the Shokan Ualikhanov Altynevel state memorial museum is taken and analyzed as a form of commemoration. The main reason for the acquisition of the museum is that it is divided into several halls and describes the historical periods of the Zhetysay region.

Altynevel State Memorial Museum of Sh. Ualikhanov was opened in 1985 on the occasion of the 150th anniversary of the scientist's birth. Museum values are collected in three sections related to the life of the great scientist. Those sections are called "Shokan Ualikhanov and the time he lived", "Scientific activity of Sh. Ualikhanov" and "Shokan is forever with us". Valuable artifacts related to the life of Sh. Ualikhanov are displayed in the museum exposition. Among them are maps and drawings of the scientist's travels to Central Kazakhstan, Zhetysay, Tarbagatai regions. The museum consists of a collection department and lecture halls. The size of the exposition halls is 454 square meters. The exposition and fund of the museum includes a collection of objects and equipment related to the traditional culture and lifestyle of the Kazakh people, given by the State Hermitage Museum and Ethnography Museum. The State Central Museum of Kazakhstan, Pushkin Library Museum donated many objects and books to the museum. The materials in the museum exposition are divided into five sections according to the thematic organization related to the life and activities of Sh. Ualikhanov.

These sections contain materials covering the political, social and cultural life of Sh. Ualikhanov in that period, which contributed to the formation of Sh. Ualikhanov as a figure, documents about his studies in the Ombi Cadet Corps and the beginning of his military service, his acquaintance with advanced Russian intellectuals, the history and ethnography of Central Asia, South Siberia, Kazakhstan. There are three sections divided into materials from the Petersburg period in the context of the scientific heritage of the scientist who left a mark in the study of geography. In the museum exhibition, Shokan's personal items are also displayed. Maps, diagrams, manuscripts made by the scientist himself, pictures drawn during expeditions and travels, collections of folk handicrafts are displayed. The exhibits include national musical instruments, national costumes of the Kyrgyz, Uyghur, and Chinese peoples, jewelry, and minerals from Shokan's personal collection. The kobyz, dombra, and flute collected by Shokan are also valuable museum relics [20]. In order to take students on an excursion to the Altynevel state Memorial Museum of Sh. Ualikhanov, his biography, activities, general information can be used in the course of teaching the subject "History" within the framework of the topic held in the lesson. It gives an original result, and during the period of independence, students have the opportunity to truly see and differentiate this information in the context of many topics.

In this case the article of the teachers E.N. Pomozova, R.K. Kozhamkulova "From the experience of history teachers of KSU "Gymnasium No. 6" in local history" in the "Methodology and experience" section of the magazine "History of Kazakhstan: teaching in the school" number 9 of 2014, the teacher of gymnasium No. 6 in Semey is of great value [21]. In this article, the author pointed out the historical and local history museum in his gymnasium and its directions of work. "N. Ostrovsky Humanitarian and Economic School-Lyceum" entered the museum of CSI, introduced the objects there and noted the purpose of its opening.



(Fig. 1-2. Museum of “N. Ostrovsky Humanitarian and Economic School-Lyceum” of “Sarkan District Education Department” SI (Photo by B.T. Kaliyeva. 18.10.21)

The main purpose of the opening of the museum is the history for the veterans of the Great Patriotic War and the history for the veterans of the Afghan War. Schoolchildren visit the museum outside of class, in accordance with the educational plan, and teachers conduct lessons. The information fund of the museum is rich, it is supplemented based on the information about the veterans of the region.

In addition, based on the Sarkandistrict, Koilykisthelargest ancient city in the Sarkan region of the Almaty region. Today, the museum of the secondary school named after Magzhan Zhumabayev was organized in 1960 in the same town and has a wonderful history. The museum has a separate corner dedicated to M. Zhumabayev, a Department of ancient urban planning, numismatics, a man's name – the memory of the people, a Department of ethnography. On the basis of these sections, it is possible to explain and develop students Memorial evenings, burial grounds, exposition evenings of commemorative practices during classes in the museum.



(Fig. 3-4. Departments inside the museum named after M. Zhumabaev in Koilykvillage, Sarkandistrict are described)

E.I. Krasilnikov ametail types of commemorative experience in ther museu mand noted that teachers will workin this direction.Today, in the museum sof the Zhetysu region, we see the progres sof commemorative practice samong schools. On the occasion of the 170th anniversary of the birth of Sarah Tastanbekkyza, the staff of the Akyn Sarah Memorial Museum gave a lecture "The poet Sarah, who left a mark on the history of the Kazakh people." During the conversation, poems of the poet were noted, as well as descriptions of his artistic specifics were given. The lecture was read to students of Gani Ormanov secondary school, where new information about the work of the poet Sarah was told [19].

On October 22, employees of the Akyn Sarah Memorial Museum at the Esbolgan Zhaysangbayev High School read out to 8th grade students a lecture "Honorary Son of the Kazakh Steppe" dedicated to the 150th anniversary of the birth of the writer, poet, translator, Turkologist, reformer, enlightener-democrat Akhmet Baytursynov. The content of the lecture spoke of the years of life, place of birth, increased environment, knowledge and works of the famous figure of Kazakh literature Akhmet Baitursynov and work in society. The main educational goal of the lecture is to promote the role of the work of a literary and public figure, contribution to Kazakh literature, the significance of the works he wrote, good deeds for his native people [19].

In the historical and local history museum named after I. Zhansugurov organized a thematic excursion "Kenesary Khan and his historical period," dedicated to the 220th anniversary of the statesman, military leader, leader of the national liberation movement of the Kazakh people of 1837-1847, the last khan of the Kazakh Khanate - Kenesary Kasymuly.

During the excursion, information was presented about the life, activities, feat of Kenesara Kasymula, his place in history, as well as about the trace left by Kenesara in the history of the Kazakh Khanate. The feats of our fellow countryman Taneke Dnsetuly, who provided great support to Kenesara Khan, who had a great influence on the Khan's transition to the Kyrgyz country through the Zhetysu region and returned the revenge of the deceased Keneseri Kasymuly from the hands of the Kyrgyz Manapas, were also promoted [19].

On January 25, employees of the Museum of history of Sarkan district held an educational lesson on cultural and historical sites of the Zhetysu region on the topic "sacred places-the history of our nation tomorrow" for students of Kargaly secondary school named after M. Tynyshpayev in order to implement the program "Rukhanizhangyru".In the course of the lesson, the historical events of the last century and the historical places of our region were discussed. On the basis of these data, it can be seen that commemorative practices related to planned and unplanned historical events and days are well considered and mentioned in the museums of Zhetysu region.

As we can see, commemorative practices in museums during the period of independence were active in "individual memory" and "collective memory". If we ask why such a prediction arose, A. Assman's "Long Shadow Past". In his monograph "Memorial culture and historical politics", it is shown that it is directed from individual memory to social memory, and then to collective memory.However, there is no collective memory; it was indicated only in the works of M. Halvbax in the 20s of the twentieth century. Now, after further discussion, it is mentioned that these three memories are defined according to the people.

On the basis of that, the conduct of commemorative experiences in museums during the period of independence was formed on the basis of "individual memory". As a justification for it: firstly, each person

has his own memory; secondly, memories are not formed by themselves, they are connected with other people's memories; thirdly, some memories remain in our memory based on fragments, they have neither past nor future; fourth, memories are ephemeral and unstable, memories change in perspective according to their time-space. While some memories are being lost, others are developing. All four characteristics of the mentioned "individual memory" correspond to the course of commemorative practices in museums during the period of independence under analysis [15, 2-3].

Conclusion. Summing up the issue, Summarizing the issue under consideration, the relevance of the topic is proven, the article makes a comparative analysis of memory experiences in museums, and focuses on the features of memory experiences for schoolchildren in the museums of the Zhetysu region during the Soviet period and the period of independence of Kazakhstan. It is concluded that in the Soviet era, the activities related to commemorative practices were conducted on the basis of a certain ideology, and the image of the leader of the Soviet country in educational activities played a key role in the formation of historical thoughts among the younger generation. The central images of the commemoration events held at the present time were the people's heroes who fought for the independence of the country, made a great contribution to the development of national culture, and became famous outside the republic.

A general description of the main course of work in museums was given, focusing on its halls, analyzing its exhibits, and comprehensively differentiating during the work. The main purpose of taking regional museums as a form of commemoration is that it was shown to schoolchildren during the work as a form of commemoration, reviving the historical memory by going on an excursion outside the classroom. During the description of the museum halls, commemorative experiments were conducted and the relevance of the topic was revealed. Features of Soviet and post-independence periods of commemorative practices in museums of Zhetysu region were revealed.

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