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THE CASE-STUDY METHOD AS A MODERN TEACHING TECHNOLOGY IN THE HISTORY CLASSES OF KAZAKHSTAN

Abstract

The article is devoted to the study and application of case-study technology in the lessons of the history of Kazakhstan.

The goal, types and stages of this technology are defined, specific examples with topics and tasks for students of most age categories by classes are given.

Innovative approaches in the educational process teachers consider the practice of modeling, design, use of active and interactive forms of work with students, different variants of seminars, trainings and introducing their elements in practical lessons. An effective method of teaching students can be called the case-study method or the method of educational concrete situations. The students should analyze the situation, understand the essence of the problems, propose possible solutions and choose the best of them.

Due to the fact that the case-study method is based on learning by solving concrete tasks in the format of problem-situational analysis, this method harmoniously, without violating the already established system of problem and personality-centered learning principles, will complement the range of modern techniques, which will increase students' readiness for modern life in the format of information society. The method considered in the article allows you to increase the efficiency of students' perception of the material and is one of the innovative methods of teaching. The case-study method allows you to make the process of learning interesting and productive.

This article is important for teachers and researchers who are involved in history education.

Keywords: the method of case-study, teaching methods, history of Kazakhstan, interactive teaching, analysis of historical facts, critical thinking, situational learning, historical education, intellectual potential, educational situations.

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КЕЙС-СТАДИ ӘДІСІ – ҚАЗАҚСТАН ТАРИХЫ САБАҚТАРЫНДА ОҚЫТУДЫҢ ЗАМАНАУИ ТЕХНОЛОГИЯСЫ РЕТІНДЕ

Аңдатпа

Қазақстан тарихы сабақтарында кейс-стади технологиясын қолдану және зерттеу мәселелеріне арналған.

Осы технологияның мақсаты, түрлері мен жұмыс кезеңдері анықталып, сыныптар бойынша жас ерекшеліктеріне сәйкес оқушыларға арналған тақырыптар мен тапсырмалармен нақты мысалдар келтірілген.

Мұғалімдер оқу процесінде инновациялық тәсілдер дегенді модельдеу, жобалау, оқушылардың жұмыстың белсенді және интерактивті түрлерін қолдану, семинарлардың әртүрлі нұсқалары, тренингтер және олардың элементтерін практикалық сабақтарға енгізу деп санайды. Оқушыларды оқытудың тиімді әдісін – кейс-стади әдісі немесе нақты жағдайларды оқыту әдісі деп атауға болады. Оқушылар жағдайды талдап, мәселелердің мәнін түсініп, мүмкін шешімдерді ұсынып, ең дұрыс шешімді таңдауы керек.

Кейс-стади әдісі проблемалық-жағдаяттық талдау форматында нақты міндеттерді шешу арқылы оқытуға негізделгендіктен, бұл әдіс проблемалық және тұлғаға бағытталған оқыту принциптерінің қалыптасқан жүйесін бұзбай үйлесімді түрде заманауи әдістердің спектрін толықтырады, бұл өз кезегінде оқушылардың ақпараттық қоғам форматында қазіргі өмірге дайындығын арттырады. Мақалада қарастырылған әдіс оқушылардың материалды қабылдау тиімділігін арттыруға мүмкіндік береді және оқытудың инновациялық әдістерінің бірі болып табылады. Кейс – стади әдіс материалды игеру процесін қызықты және нәтижелі болуға мүмкіндік береді.

Бұл мақала тарихи білім берумен айналысатын тәрбиешілер мен зерттеушілер үшін маңызды.

Кілт сөздер: кейс-стади әдісі, оқыту әдістемесі, Қазақстан тарихы, интерактивті оқыту, тарихи фактілерді талдау, сыни ойлау, жағдаяттық оқыту, тарихи білім беру, зияткерлік әлеует, оқу жағдайлары.

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МЕТОД КЕЙС – СТАДИ КАК СОВРЕМЕННАЯ ТЕХНОЛОГИЯ ОБУЧЕНИЯ НА УРОКАХ ИСТОРИИ КАЗАХСТАНА

Аннотация

Статья посвящена вопросам изучения и применения технологии кейс – стади на уроках истории Казахстана.

Определены цель, виды и этапы работы данной технологии, приводятся конкретные примеры с тематикой и заданиями для учащихся большинства возрастных категорий по классам.

Инновационными подходами в учебном процессе педагоги считают практику моделирования, проектирования, использования активных и интерактивных форм работы с учащимся, различные варианты семинаров, тренинги и внесение их элементов в практические занятия. Эффективным методом обучения учащихся можно назвать метод кейс-стади или метод учебных конкретных ситуаций. Обучающиеся должны проанализировать ситуацию, разобраться в сути проблем, предложить возможные решения и выбрать лучшее из них.

В силу того, что метод кейс-стади основан на обучении путем решения конкретных задач в формате проблемно-ситуативного анализа, этот прием гармонично, не нарушая уже сложившейся системы проблемного и личностно-ориентированного принципов обучения, дополнит спектр современных приемов, что повысит готовность учащихся к современной жизни в формате информационного общества. Метод, рассматриваемый в статье, позволяет повысить эффективность восприятия материала школьниками и является одним из инновационных методов преподавания. Метод кейс - стади позволяет сделать процесс усвоения материала интересным и продуктивным.

Эта статья имеет значимость для педагогов и исследователей, которые занимаются историческим образованием.

Ключевые слова: метод кейс-стади, методика обучения, история Казахстана, интерактивное обучение, анализ исторических фактов, критическое мышление, ситуационное обучение, историческое образование, интеллектуальный потенциал, учебные ситуации.

Introduction.

Today, the main goal of the teacher becomes the preparation of students for continuing education, and the didactic task - to teach learning, to help students master universal skills, which will subsequently lead to the awareness of the need for self-education and lifelong learning. The boundaries between self-education and the work of educational institutions are increasingly blurred, and the question of combining both forms of work begs itself [1, p. 102].

Speaking about self-education, it is necessary to say that it is a way of acquiring knowledge and its application in practical activity exclusively in an independent way, from additional sources beyond the program provided at school. It significantly expands the boundaries of the student's holistic knowledge and his idea about the world around him. Formation of cognitive independence and activity especially in history classes today is of particular importance in connection with the continuous increase in the volume of scientific information and the process of rapid "aging" of knowledge. There is an urgent need to form the

abilities and skills of self-education of students, it is necessary to teach them to learn and acquire knowledge independently, to teach them the ability to adapt to life situations and make decisions independently, to think critically [2, p. 175].

In the practice of teaching history along with traditional methods and techniques, interactive teaching is becoming increasingly popular. In the context of interactive learning, the technology of interactive lectures has been developed, providing for the creation of "focus groups", project technology, trainings, etc. One of such technologies is called a case study or case method.

The case method was first used at Harvard Business School in the 1920s. Teachers at the school realized very quickly that there were no textbooks suitable for a graduate program in business. Their first solution to this problem was to interview leading business practitioners and write detailed accounts of what these managers were doing and the factors that influenced them. Trainees were given descriptions of a particular situation encountered by a real organization in its operations in order to familiarize themselves with the problem, find their own solutions, and, in a collective discussion, find a solution.

The method of case study (case study) is one of the variants of application of modern pedagogical technologies aimed at solution of problems in modern education in educational practice.

The application of the case method in education involves intensive interaction of the teacher and the participant, as well as participants in the group, as a result of which the simulation of the decision-making process in professional activity is carried out.

Methods and materials.

In writing the article applied general scientific methods, analysis, systematization, analogy, generalization, classification, comparative analysis, as well as historical methods of knowledge. As materials for the study were scientific works on philosophy, psychology and pedagogy, methods of teaching history, concerning various aspects of new educational technologies. Materials both theoretical and scientific and practical orientation, which reflected the preconditions and grounds for the emergence of educational technology and the dynamic characteristics of its development. When analyzing the documentary material was involved the whole set of sources, accurate and indisputable facts, as well as the need for their critical consideration.

Discussion.

The problem of introducing case-study technology into educational practice today is very relevant, which is due to two trends: the first follows from the general direction of the development of education, its focus not so much on the definition of certain knowledge, but on the formation of professional competence, skills and abilities of mental activity, the development of personality abilities, of which special interest is given to the ability to learn, change the paradigm of thinking, the ability to process huge amounts of information; the second follows from the formation of requirements for the quality of student training, which, in addition to meeting the requirements of the first trend, must also master the ability of optimal behavior in various situations, differ in consistency and effectiveness of actions in a crisis [3, p. 17].

The key task of education, which in the light of new ideas inevitably requires high-quality changes, is to select such modern educational technologies that will contribute to the transformation of theoretical knowledge into practical skills, possession already at the stage of mastering the material by the student.

Issues related to the study of new world educational technologies are reflected in the works of many scientists from different countries. In these works, the essence and concept of educational technologies are considered in detail. These works convincingly prove that the concept of "technology" should firmly enter the education system and these technologies themselves should be actively introduced into everyday school practice.

In this regard, the work on the application of modern pedagogical technologies in educational institutions is of particular interest. These are the works of the following authors G.K. Selevko, V.S. Zaitsev, N.V. Bordovskaya, S.R., Sh.M. Kalanova.

We can name a number of Kazakhstani authors who study the problems of introducing educational technologies into practice. Among them I would like to note the works of the following authors: S.K. Islamgulova, G.M. Kusainova, L.Kh. Mazhitova, L.V. Zavadskaya and materials of various republican conferences, seminar-meetings.

The essence of pedagogical technology was first revealed in the works of Academician of the Russian Academy of Education V.P. Bepalko. Separate aspects and varieties of pedagogical technology of education were considered in the works of P.I. Tretyakov and I.B. Sennovsky.

In our republic, pedagogical technologies developed by T. Galiev, G.K. Nurgalieva, M.M. Zhanpeisova. In the works of K.K. Kabdykairov, the main results of the introduction of V.M. Monakhova.

Yu.D. Krasovsky, G.A. Bryansky, Yu.Yu. Yekaterinoslavsky, O.V. Kozlova, V.Ya. Platov, D.A. Pospelov, O.A. Ovsyannikov, V.S. Rapoport, O.G. Smolyaninova, V.V. Guzeev, Shimutina E.N.

The case-study technology is based on the following principles:

The technology is designed to teach disciplines in which the truth is pluralistic, there is no unambiguous answer to the question posed. At the same time, the task of the teacher is to activate students in the search for various truths and approaches and help them navigate the problem field.

Shift the emphasis of teaching from acquiring pre-existing knowledge to its development requires the cooperation of the teacher and the student. Therefore this technology differs decisively from traditional methods because of its

democracy for acquiring knowledge, i.e., equality for all

with everyone and with the teacher in the process of discussing the problem [4].

As a result of the use of case studies, in addition to gaining knowledge, the skills of professional activities, build a system of values,

professional positions, attitudes, idiosyncratic attitudes, and transformations in the world.

In case-study technology, the student is the main character. The participants of the lesson are involved in the discussion of the real situation and therefore take an active position. The main goal of case-study is to analyze the situation that arises in a specific state of affairs by the joint efforts of the group and develop a practical solution. The choice of the best solution in the context of the problem is made by analyzing the situation and evaluating the developed alternatives.

Educational potential of this technology:

- allows to illustrate theoretical knowledge on the material of real events;
- stimulates the educational activity of students;
- contributes to the formation of the required competencies (the ability to work with sources, find alternatives in solving problems.);
- promotes the formation of various practical skills;
- actualizes a certain body of knowledge that must be mastered in solving the stated problem.

The Situational Analysis Method (Case Study Method) is a method in which students read a description of the problem presented and then independently analyze the problem and then presents their own ideas and solutions to discussed with other students [5, p. 132].

The material is presented to schoolchildren in the form of micro problems, knowledge is acquired as a result of their active research and creative activities to develop solutions.

The conditions for the effectiveness of the educational process based on this technology is a good case, a certain methodology for its use in the educational process.

The following key stages of creating cases are distinguished: setting goals, criteria-based selection of the situation, selection of the necessary sources of information, preparation of primary material for the case, examination, preparation of methodological materials for its use.

The key concepts associated with a case study are "case", "problem" and "analysis". A case is a description of a real situation that can be used to teach students, usually in group sessions. The problem described in the case may be complex, but important for understanding in this field of knowledge. Analysis, in turn, is to consider the problem from different angles and find possible solutions.

In education, case studies can be used as a primary teaching method or as a complement to traditional methods such as lectures and seminars. A case study can be useful for developing critical thinking, analytical skills and the ability to apply theoretical knowledge to real situations[6, p. 19].

There are various theoretical frameworks that can explain the effectiveness of the case study in education. One of them is the theory of constructivism, which states that knowledge is built on the basis of experience and thinking. Case studies, as a teaching method, can help learners construct knowledge based on experience, which contributes to a better understanding and memorization of the material.

Another theoretical basis of the case study is the theory of active learning, which emphasizes the importance of active participation of students in learning. The case study provides learners with the opportunity to actively participate in the learning process, including problem analysis, sharing with other learners, and finding solutions. This can help students not only improve their knowledge, but also develop communication and social skills.

In addition, case studies can be an effective teaching method in the context of interdisciplinary areas of knowledge. This method allows students to look at a problem from different perspectives and apply knowledge from different areas.

This method does not require large material or time costs, and the Variability of Training The undoubted advantages of the case are practical orientation; the ability to adapt to real organizational situations; activity of the participants in relatively safe situations. It is a pleasant and motivating work environment in which they can demonstrate their experience and creativity. It is an opportunity for interaction between facilitators and participants and among participants. confidence that they can actually handle such planning tasks, or conversely participants can identify their shortcomings. situation closer to reality and analyze them.

However, the case study may have some limitations. For example, to use this method effectively, it takes time to prepare and study cases, which can be a problem in conditions of limited time within the educational process. Also, a case study may not be effective in cases where the problem does not have an unambiguous solution or when systematic preparation is needed before considering a case [7].

Overall, case studies are an effective teaching method that can help learners develop critical thinking, analytical skills, and the ability to apply theoretical knowledge to real situations. This method can also contribute to the development of communication and social skills and be effective in interdisciplinary fields of knowledge. However, when using a case study, it is necessary to take into account the limitations of this method and allow sufficient time for the preparation and study of cases.

Consider the application of the case-study method in the practice of teaching the history of Kazakhstan. Of greater interest in the use of cases is the medieval period of the history of Kazakhstan.

Let's move on to the historical context of medieval Kazakhstan. The medieval period in the history of Kazakhstan covers approximately a thousand-year period from the 5th to the 15th centuries. At that time, various states and tribes existed on the territory of Kazakhstan, such as the Kypchaks, Kangly, the Turkic Kaganate, the Karluk state, the Karakhanids and others.

An important event in the history of medieval Kazakhstan was the creation of the Golden Horde in the 13th century, which controlled most of Central Asia and Eastern Europe. The Golden Horde had a great influence on the culture and lifestyle of nomadic peoples in Kazakhstan.

Also during this period, various wars, conflicts and migrations of peoples took place on the territory of Kazakhstan. All these historical events have left traces in the culture and history of Kazakhstan.

The period of medieval Kazakhstan can be conditionally divided into several eras:

The era of nomadic society - V-XI centuries

During this period, various tribes existed on the territory of Kazakhstan, who led a nomadic lifestyle and were engaged in cattle breeding. These tribes were divided into several confederations and formed tribal unions.

The era of the Turkic Kaganate - VI-VIII centuries

The Turkic Kaganate was the first state on the territory of Kazakhstan. It was created by the Turkic tribes and existed in the VI-VIII centuries. The Turkic Khaganate united various Turkic tribes and created a powerful empire.

The era of the Karluk Kaganate - VIII-XI centuries

The Karluk Khaganate was established in the 8th century and continued to exist until the 11th century. It included most of modern Kazakhstan and was one of the most powerful states in Central Asia.

The era of the Kypchak Kaganate - XI-XII centuries

The Kypchak Kaganate was created in the 11th century and covered most of the territory of Kazakhstan. It was a multinational state and included not only the Kypchak tribes, but also other peoples.

The era of the Golden Horde - XIII-XV centuries

The Golden Horde was created in the XIII century and was the heir to the Kypchak Kaganate. It covered most of Central Asia and Eastern Europe and was one of the most powerful states of that time.

These eras and events greatly influenced the culture and lifestyle of the nomadic peoples in Kazakhstan and can be used as case study lessons.

Case study technology is an excellent way to apply theoretical knowledge in practice and teach students critical thinking and analysis. In medieval Kazakhstan, the topics for a case study can be varied and interesting, and their choice should be based on the following criteria.

The first criterion is relevance. The topics for a case study should be relevant and interesting for students so that they can easily understand why these topics are important and how they can apply what they have learned in real life. For example, you can choose the topic "Socio-economic development of Kazakhstan in the Middle Ages" or "The influence of religion on culture and society in medieval Kazakhstan."

The second criterion is scientific. Case study topics should be based on reliable and scientific sources so that students can study the subject in more depth and accuracy. For example, you can choose the topic "Studying the Mongol invasion of Kazakhstan and its impact on culture and society" or "Studying the history of the formation and development of the national idea of Kazakhstan in the Middle Ages."

The third criterion is involvement in the educational process. The topics for a case study should be interesting and engaging so that students can become interested and delve into the research of the topic. For example, you can choose the topic "The life and work of the famous poet and thinker of Kazakhstan - Abai Kunanbayev in the context of new stories" or "The role of women in medieval Kazakhstan."

The fourth criterion is the active participation of students in the educational process. The topics for the case study should include tasks that will allow students to actively participate in the learning process and learn how to apply their knowledge in practice. For example, you can give the task to analyze the socio-economic development of a certain region of Kazakhstan in the Middle Ages, based on historical sources and conduct a comparative analysis with the current state of the region. You can also invite students to conduct research on the role of crafts and trade in medieval Kazakhstan, collecting data from various sources and comparing them.

The fifth criterion is accessibility. Topics for a case study should be accessible and understandable to all students, regardless of their level of preparation and knowledge of the subject.

The sixth criterion is versatility. Case study topics should be multi-faceted and have different aspects to explore so that students can view them from different points of view. For example, you can choose the topic "Studying culture and art in medieval Kazakhstan", which includes aspects of religion, literature, music, painting, etc.

As a result, the choice of topics for a case study in the lessons of the history of Kazakhstan should be based on relevance, scientific character, involvement in the educational process, active participation of students, accessibility and versatility of the topic. This will allow students to acquire the necessary knowledge and skills, as well as learn how to apply them in practice.

For each example, additional work was carried out to research historical facts and prepare materials to create the corresponding case studies. Each case study was designed according to the age and level of education of the students, as well as in accordance with the curriculum and lesson objectives.

Case number 1. Theme - "Spread of religion on the territory of Kazakhstan".

Task number 1. Formulate in writing the main reasons for the spread of Islam in the territory of Kazakhstan.

Student progress

Step 1: Define the context

Before starting research, you need to determine the context of your case study. In this case, the context is the history of Kazakhstan in the Middle Ages, and more specifically, the spread of religion during this period.

Step 2: Data collection

To collect data, you can turn to various sources such as historical documents, academic articles, books, and online resources. In this case, you can explore sources related to the spread of Islam, Buddhism and Christianity in Kazakhstan in the Middle Ages.

Step 3: Data Analysis

Once you have collected the data, the next step is to analyze it in order to highlight the main trends and reasons for the spread of religion in Kazakhstan in the Middle Ages. During the analysis, you can highlight the following facts:

At the beginning of the Middle Ages, the majority of the population of Kazakhstan were pagans who worshiped natural phenomena such as the sun, moon and stars.

In the 7th-8th centuries, Muslim missionaries began to penetrate the territory of Kazakhstan, which led to the spread of Islam.

With the spread of Islam in Kazakhstan in the Middle Ages, many nomads moved to permanent residence in cities and villages, which contributed to the development of trade and crafts.

In the XI-XII centuries, Buddhist missionaries penetrated the territory of Kazakhstan, which led to the spread of Buddhism among nomadic peoples.

In the XIII-XIV centuries, Christian missionaries began to penetrate the territory of Kazakhstan, which led to the spread of Christianity in Kazakhstan. However, Christianity did not become the predominant religion in the region as the majority of the population had already been Islamized.

The spread of religion in Kazakhstan in the Middle Ages was associated not only with missionary activities, but also with political and economic factors. For example, many nomads converted to Islam in order to strengthen their ties with Muslim rulers and have greater access to trade and craft resources.

In the Middle Ages, religious communities in Kazakhstan were usually organized within nomadic clans or groups. Thus, religion was often associated with the culture and traditions of ethnic groups, and the spread of religion was often associated with the spread of ethnic identity.

Step 4: Statement of Conclusions

Students, based on data analysis, made the following conclusions about the spread of religion in Kazakhstan in the Middle Ages:

The spread of religion was associated not only with missionary activities, but also with political and economic factors.

Religion was often associated with the culture and traditions of ethnic groups, as well as with ethnic identity.

Islam became the dominant religion in Kazakhstan in the Middle Ages, although Buddhism and Christianity were also widespread in the region.

Case number 2. Theme - "Application of the ideas of Abai Kunanbaev in modern society" of Kazakhstan.

Another example can be the story of the life and work of the Kazakh hero Abay Kunanbaev, who lived in the 19th century. Abay Kunanbaev was known as a poet, composer, thinker and public figure. His work is of great importance for the culture and literature of Kazakhstan, and he is one of the symbols of national unity.

Description:

Abai Kunanbaev was an outstanding poet, thinker and public figure who had a great influence on the culture and ideology of Kazakhstan. His ideas and philosophy are still relevant and resonate in the hearts of people, especially among the younger generation.

The purpose of this case study is to analyze the impact of Abai Kunanbaev's ideas on the modern society of Kazakhstan and to identify how they can be applied to solve modern problems.

Case progress:

Step 1. Studying the ideas of Abay Kunanbaev through his writings and research about his life and legacy.

Step 2. Study of modern problems in Kazakhstan, such as the crisis of moral values, national identity, environmental problems, etc.

Step 3. Analysis of the ideas of Abai Kunanbaev and their applicability to solving these problems.

Step 4. Development of a concept based on the ideas of Abai Kunanbaev to solve a specific contemporary problem in Kazakhstan.

Step 5. Evaluation of the effectiveness of applying the ideas of Abay Kunanbaev to solve modern problems in Kazakhstan.

The results of the case study for the students were as follows:

The students noted that Abai Kunanbaev's ideas about morality and human values can help in the fight against the crisis of moral values in the modern society of Kazakhstan.

Abai Kunanbaev's ideas about national identity can help strengthen the unity of the nation and fight ethnic conflicts.

Abay Kunanbaev's ideas about caring for nature and ecology can help in the fight against environmental problems in Kazakhstan.

Development of a concept based on the ideas of Abai Kunanbaev to solve a specific contemporary problem in Kazakhstan.

Taking into account the above results and the analysis of current problems in Kazakhstan, it is possible to develop a concept based on the ideas of Abai Kunanbaev to solve a specific problem.

One of the most urgent problems in Kazakhstan is the deterioration of the environmental situation, caused not only by natural factors, but also by human activities. Therefore, the concept will be aimed at improving the environmental situation in Kazakhstan.

The concept is based on the idea of Abai Kunanbaev about caring for nature and ecology. The concept is based on the creation of a social movement that would be aimed at preserving and restoring the ecosystems of Kazakhstan. The movement will be based on the principles of morality, respect for nature and responsibility for the future generation.

The key activities of the concept will be:

Creation of a public movement "For Green Kazakhstan", which will unite people who share the principles of caring for nature and ecology.

Carrying out mass actions for garbage collection in settlements, forests, parks, lakes and rivers.

Teaching children and youth the principles of a responsible attitude towards nature, holding environmental circles and camps.

Development and implementation of environmental technologies and methods that would reduce the negative impact on nature.

Popularization of ecological principles and ideas of Abay Kunanbaev in popular culture.

Evaluation of the effectiveness of the application of the concept will be carried out through monitoring the environmental situation in Kazakhstan and the level of participation in the public movement "For a Green Kazakhstan".

Case number 3. Theme - "The battle of Orbulak 1643".

The purpose of this case is to identify the features of the strategy of the Kazakh militia, as well as to find the reason for the success of the Kazakh troops with the least number of soldiers.

Students are given a task - to solve a historical problem: explain how the Kazakh militia defeated an army of thousands of Oirats, having only 600 soldiers in battle.

Progress of solving the problem:

Step 1. Students, studying the place of hostilities on the contour map, mark geographical features.

Step 2. With the help of data on the tactics, weapons of the Kazakh and Oirat troops, they conclude that in a direct clash, the Kazakh army is more likely to lose.

Step 3. Thus, knowing that the actions are taking place near the mountains of Karatau, they decide that the tactics of the Kazakh troops is to wait and occupy a convenient area with archers, by luring the enemy into the gorge and further shelling the enemy.

Case number 4. Theme - "Huns".

This case is recommended to be used in the final lessons of the section "Huns" in the lessons of the history of Kazakhstan in grade 5.

The purpose of this case is to identify the chain of events that influenced the creation of the Great Wall of China, and later - to the split of the Roman Empire.

Task number 1 Formulate how Qin Shi Huang created a threat to the Roman Empire by protecting himself from the Huns

Students, in order to solve this historical problem, make up a chain of events that touches on the most basic moments in the history of the Huns.

Step 1. Relationship with China

Step 2. Building the Great Wall of China

Step 3. Schism in 55 B.C. on northern and southern Huns

Step 4. Attempt to reunite with the Uysun tribes

Step 5. Beginning of the Great Migration

Step 6. Capture of most of the Western Roman Empire by the Goths, Huns and other tribes

Step 7. In the conclusion, the students formulated the following thesis - the inability of the Huns to resist several successive empires in China, the split of the Huns into two parts, led to the fact that the Huns were practically the cause of the collapse of the Roman Empire.

Case number 5. Theme - "The Feat of Chirac".

This case is recommended for a lesson in the 5th grade. Students are asked to solve a logical problem with a set of data. It is necessary to familiarize students with the geographical features of the Central part of Kazakhstan. Focus on the deserts and semi-deserts of Kazakhstan.

Task number 1 "How one Saka shepherd was able to defeat the whole army of the Persian king Darius the first"

Step 1. Students, in view of their age and the first acquaintance with the subject of history, can use examples from cartoons, movies, etc.

Step 2. Next, you need to analyze some of the information offered by the students.

Step 3. After that, break it down into main groups with ideas

Step 4. Students are invited to place the figures of the alleged heroes on the card, which can stimulate them to respond, as well as suggest various strategies.

Step 5. In the conclusion, the students suggested that the shepherd Shirak was able to deceive the army of thousands of Darius I into the desert.

Case number 6. Theme - "The accession of the Kazakh Khanate to the Russian Empire".

This case is recommended for conducting lessons on the history of Kazakhstan in grade 7.

Task number 1. Determine why Abulkhair Khan went to join the Kazakh lands to the Russian Empire.

Students are encouraged to build a research plan for the case.

- Step 1. Study the political situation around the Kazakh Khanate
- Step 2. Mark potential enemies of the Kazakh Khanate on the map
- Step 3. Mark potential allies of the Kazakh Khanate
- Step 4. Offer the best choice of allies during this period
- Step 5. Students provide their own historical assessment of Abulkhair Khan
- Step 6. Based on the results obtained, students formulate a conclusion as the pros and cons of the decision made by Abulkhair.

Results.

The results of the study showed that the use of case studies in the lessons of the history of Kazakhstan had a positive impact on the educational process. Students showed greater interest in the subject, improved their knowledge and understanding of historical events, and developed their critical thinking and problem-solving skills.

After the examples of case studies were selected, an analysis was made of the effectiveness of their use in the lessons of the history of Kazakhstan. For this, a research methodology was developed, including the use of a survey and analysis of the results.

The survey was conducted among students who studied at the lessons of the history of Kazakhstan using case study methods, and among those who studied without using them. The survey included questions about the degree of interest in the subject, the ease of understanding the material and the level of memorization.

The results of the study showed that the use of case studies in the lessons of the history of Kazakhstan really increases the level of students' interest in the subject. They also showed that the use of a case study improves understanding of the material and increases the level of memorization. This indicates that the use of a case study can be an effective tool in the educational process.

The discussion of the obtained results showed that the use of a case study may have certain limitations and disadvantages. For example, when using a case study, there may be a risk of missing important details or the need for more thorough preparation. However, to be fair, these shortcomings can be easily overcome with the right methodology and case study approach.

Conclusion.

Thus, case technologies are a group of educational technologies, teaching methods and techniques based on solving specific problems and tasks. They are classified as interactive teaching methods, they allow all students to interact, including the teacher.

Considering the key structural elements of educational technology implemented in a complex, one can evaluate the effectiveness of the case-study technology [8].

When dealing with cases, the educational emphasis shifts from the development of ready-made knowledge to the development of knowledge and teacher-student cooperation. There is a development of the student's values, professional position, attitude toward life, a kind of professional consciousness, and a transformation of the world.

Hence, the fundamental development of the case study technique is democracy in the process of acquiring knowledge. To conclude our analysis of the case study technique, let us summarize its main characteristics:

The greater the number of participants, the more opinions, decisions, conclusions, methods, and perspectives on the issues raised, the better the collective or group decision;

The key components of participation in resolving the proposed situation are: maximum independence and autonomy of each participant's opinion, existence of the right to make mistakes, and mutual exchange of opinions and information; the initial message when conducting a case-study is the thesis about the set of correct solutions, variability in solving the tasks; when participating in case-study, group evaluation of the results obtained is a priority;

the teacher in the classroom leads the students through all the stages of the scenario and acts as an expert, a catalyst for the learning process and a trainer.

Thus, we have formulated the learning capabilities of the case method. It is not easy to integrate it into the educational process. This requires significant efforts of teachers, everyday creative work on understanding and selecting situations, analyzing educational material, creating a case as a work of art of learning. It's a huge job in and out of the classroom, with and without the student. But it can provide a significant increase in the effectiveness of the educational process.

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