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## **METHODOLOGICAL BASIS FOR THE APPLICATION OF THE HISTORY OF SMALL TOWNS OF EAST KAZAKHSTAN IN THE EDUCATIONAL PROCESS IN THE DISCIPLINE OF HISTORY OF KAZAKHSTAN**

### *Abstract*

A thorough analysis of the typological characterisation teaching methods for small towns in East Kazakhstan is presented. The foundation of the teaching process is a review of the social and economic development of small towns in the East Kazakhstan region from 1925 to 1991 using cutting edge learning technology. It describes the kinds of learning associated with the educational, health care, and cultural systems in the tiny towns of the East Kazakhstan region. Knowledge of usage in the educational process of numerous small towns in the East Kazakhstan region was examined. These towns had long struggled with a range of social and economic issues. Training takes into account the social, economic, and professional issues of the people living in small towns in East Kazakhstan. The methodology of analyzing the dynamics of population growth in small towns is also given.

Focusing on small towns of East Kazakhstan region, we aim to understand the formation of urban planning structure of settlements in Kazakhstan. The article considers the use of problem-based methods of small towns, solved with the help of questions and tasks, which are the basis of learning in historical educational practice, and the history of their emergence in small towns of East Kazakhstan region. Individual independent work on problem solving and individual specificity is required from the learner. At present, such problem-based learning is organized under the guidance of the teacher at training sessions for learning and transformation into skills of professional education and creativity, development of thinking as a result of active independent activity of the student.

Innovative methods of modern teaching are applied: studying the history of small towns of East Kazakhstan region with the help of visual data, studying the city of Kurchatov with the help of mosaic method, method of traveling to museums, etc.

**Keywords.** East Kazakhstan region, 1925-1991, teaching methodology, small towns, teaching technology.

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## **ШЫҒЫС ҚАЗАҚСТАННЫҢ ШАҒЫН ҚАЛАЛАРЫНЫҢ ТАРИХЫН ҚАЗАҚ ТАРИХЫ ПӘНІ БОЙЫНША ОҚУ ҮРДІСІНДЕ ҚОЛДАНУДЫҢ ӘДІСТЕМЕЛІК НЕГІЗДЕРІ**

### *Аңдатпа*

Шығыс Қазақстандағы шағын қалалардың типологиялық сипаттамасын оқыту әдістемесіне жан-жақты талдау жасалған. Оқыту процесінің негізі 1925-1991 жылдар аралығындағы Шығыс Қазақстан облысындағы шағын қалалардың әлеуметтік-экономикалық дамуын оқытудың озық технологияларын қолдану арқылы шолу болып табылады. Ол Шығыс Қазақстан облысының шағын қалаларындағы білім беру, денсаулық сақтау және мәдениет жүйелерімен байланысты оқыту түрлерін сипаттайды. Шығыс Қазақстан облысындағы көптеген шағын қалалардың оқу процесінде қолданылуы туралы білімдері тексерілді. Бұл қалалар ұзақ уақыт бойы көптеген әлеуметтік және экономикалық мәселелермен күресіп келді. Оқыту Шығыс Қазақстандағы шағын қалаларда тұратын адамдардың әлеуметтік, экономикалық

және кәсіби мәселелерін ескереді. Шағын қалалардағы халық санының өсу динамикасын талдау әдістемесі де келтірілген.

Шығыс Қазақстан облысының шағын қалаларына тоқтала отырып, біз Қазақстандағы елді мекендердің қала құрылысы құрылымының қалыптасуын түсінуді мақсат етіп отырмыз. Мақалада тарихи оқу тәжірибесінде оқытудың негізі болып табылатын сұрақтар мен тапсырмалар арқылы шешілген шағын қалалардың проблемалық әдістерін қолдану және Шығыс Қазақстан облысының шағын қалаларында олардың пайда болу тарихы қарастырылған. Оқушыдан жауаптарды шешу бойынша жеке өзіндік жұмыс және жеке ерекшелік талап етіледі. Қазіргі уақытта мұндай проблемалық оқыту мұғалімнің жетекшілігі-мен оқыту және кәсіби білім беру дағдыларына және шығармашылыққа айналдыруға, студенттің белсенді өз бетінше әрекеті нәтижесінде ойлауын дамытуға арналған оқу сабақтарында ұйымдастырылады.

Қазіргі заманғы оқытудың инновациялық әдістері қолданылады: көрнекі деректер арқылы Шығыс Қазақстан облысының шағын қалаларының тарихын зерттеу, мозаикалық әдіс арқылы Курчатова қаласын зерттеу, мұражайларға саяхат әдісі және т.б.

**Түйін сөздер.** Шығыс Қазақстан облысы, 1925-1991, оқыту әдістемесі, шағын қалалар, оқыту технологиясы.

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## **МЕТОДИЧЕСКИЕ ОСНОВЫ ПРИМЕНЕНИЯ ИСТОРИИ МАЛЫХ ГОРОДОВ ВОСТОЧНОГО КАЗАХСТАНА В УЧЕБНОМ ПРОЦЕССЕ ПО ДИСЦИПЛИНЕ «ИСТОРИЯ КАЗАХСТАНА»**

### *Аннотация*

Представлен тщательный анализ типологической характеристики методики преподавания для малых городов Восточного Казахстана. В основе учебного процесса лежит обзор социально-экономического развития малых городов Восточно-Казахстанской области с 1925 по 1991 год с использованием новейших технологий обучения. Описываются виды обучения, связанные с системами образования, здравоохранения и культуры в небольших городах Восточно-Казахстанской области. Было рассмотрено использование знаний в образовательном процессе многочисленных малых городов Восточно-Казахстанской области. Эти города долгое время боролись с целым рядом социальных и экономических проблем. Обучение учитывает социальные, экономические и профессиональные проблемы людей, проживающих в малых городах Восточного Казахстана. Также приведена методика анализа динамики роста населения в малых городах.

Ориентируясь на малые города Восточно-Казахстанской области, мы стремимся понять формирование градостроительной структуры населенных пунктов Казахстана. В статье рассматривается использование проблемных методов малых городов, решаемых с помощью вопросов и задач, составляющих основу обучения в исторической образовательной практике, и история их возникновения в малых городах Восточно-Казахстанской области. От обучающегося требуется индивидуальная самостоятельная работа над решением задач и индивидуальная специфика. В настоящее время такое проблемное обучение организуется под руководством преподавателя на учебных занятиях для обучения и трансформации в навыки профессионального воспитания и творчества, развития мышления в результате активной самостоятельной деятельности обучающегося.

Применяются инновационные методы современного обучения: изучение истории малых городов Восточно-Казахстанской области с помощью наглядных данных, изучение города Курчатова с помощью метода мозаики, метода путешествий по музеям и т.д.

**Ключевые слова.** Восточно-Казахстанская область, 1925-1991 годы, методика обучения, малые города, технология обучения.

**Introduction.** In the course of studying Kazakhstani history, it is possible to highlight the history of industrialization policy, the history of the region during the famine, the regional specificity of the history of repressions, deportations, and the sociodemographic situation in small towns. This is accomplished by listing historical events pertaining to the history of economic and social development of small towns in the East

Kazakhstan region, particularly Shemonaikha, Sharsk, Serebryansk, and Kurchatov from 1925 to 1991. Throughout the study process, there was a chance to talk about all of this. History of Kazakhstan: While teaching a course on small towns in eastern Kazakhstan, from 1925 to 1990, I looked at the social issues and economic status of these communities. The research helped me understand the opportunities and challenges that molded small towns' evolution over time. Like other tiny towns in Kazakhstan, these ones have experienced a variety of challenges and procedures during their history of formation and development. In particular, unemployment and unrest occurred in the 1950s–1960s, 1970s–1980s, in the economic–social sphere, and in the 1980s–1991 due to the central authorities' neglect of small towns.

The course reveals the problems of employment and the dynamics of population growth in small towns of East Kazakhstan. Since the 1970s, the population of cities began to grow rapidly due to the growth of birth rate. This, in turn, led to such social, unsolved problems as: lack of kindergartens, lack of school places, lack of beds in hospitals. This circumstance was openly realized since 1985 due to the decline of the USSR economy. It should also be noted that it is a consequence of the incomplete work of cultural bodies and their insufficient development. The lack of opportunities for reading, full-fledged recreation, i.e. libraries, clubs, cinemas, theaters and circles of various spheres, led to hooliganism, robberies, riots in the cities, especially among young people. Due to the presence of these problems, the population in the cities began to decline sharply in 1988-1991. The above-mentioned issues that will be covered in the course emphasize the relevance of the theme of the course “History of Kazakhstan: teaching the history of small towns”, which includes issues that are relevant and consistent with the demands of society.

**Relevance of the topic.** There are still problems with the way complex and significant subjects are taught in Kazakhstani history curriculum. By no means can the content from the native land replace the program's main content; rather, it is meant to be an addendum to it. Clarifying the subject covered requires knowledge of the local land's history introducing and instilling in students the lessons of history through real-world examples. Nevertheless, the lesson addresses three issues: developing, educational, and native materials. Since the content is known to pupils, it doesn't provide any challenges for them to understand, so you can utilize it freely for both educational and mental activity development of students. As much attention-grabbing, regional historical content as feasible can be used in special courses, given the overabundance of instructional content in current programs and textbooks. Small town development and structure formation in Kazakhstan is a complicated process influenced by a number of variables. The purpose of this paper is to examine the characteristics of small urban structure formation in East Kazakhstan, with a focus on small towns within this region. The geography and historical background of East Kazakhstan's monotowns—which are significant industrial and resource hubs—are discussed in the article. describes and examines the social and economic growth of individual industry towns between 1925 and 1990, as well as the nation's single industry town monitoring program and the directions for raw materials, production, and personnel.

**Research methods:** theoretical and methodological basis of the topic consists of the main methods and principles of scientific research. When writing the article we used methodological, scientific and theoretical methods. The monitoring method was used to analyze the indicators of development and social status of small towns. The methods used in writing the article allowed us to achieve the goals and objectives of the work

As a **methodological basis**, we took as a basis the new discoveries of recent years in the science of local lore. In this regard, we will focus on the studies of such scientists as Ualtaeva A.S., Kasymbaev J.K., Koshanov A.K., Aidarkhanov M.Kh. N., Meldekhanova M.K., Berishev S.H., Birimbetova N.J., Kireeva A.A. Baisalbaeva T., M.G. Eskendirov, A. S. Adilbaeva. To the scientific researchers of the history of cities of Kazakhstan can be attributed K.M. Tumanshin, N.G. Apollovs. These researchers studied the cities of Petropavlovsk, Troitsk, Orenburg in the north of Kazakhstan and Orenburg region. A. Goryacheva's work was published about the city of Verny. On the history of cities of Kazakhstan in the pre-revolutionary period we can name the works of E.I. Gerasimova [4], U.Y. Ishmurzin, H. Mukhamedov.

As a result of complex data studies conducted in recent years and based on the results of research work introduced into the scientific turnover, a historical analysis of cultural achievements in the history of small towns of East-Kazakhstan region was carried out.

**Discussion.** Teaching the history of small towns has great potential for the development of socio-economic history and perspectives of the region. In this context, the socio-economic and cultural development of small towns of East Kazakhstan in 1925-1991 is important to teach in higher education institutions as a special course on the history of Kazakhstan. The fact that the system of Higher Education in the country fully accepts the ideas of the Bologna Process and links its content with this process requires significant changes in the work of higher education institutions. The main idea of the Bologna Process is the planning of learning outcomes, i.e. here learning outcomes are recognized as the main activity (function) of the Higher School [1].

Accordingly, the formation of learning outcomes is the task of every higher education institution, including every teacher of any subject. If earlier higher education institutions were focused on the formation of learning content (programs, curricula that show what a student should “learn” or “know”), now, under the credit system of education, they “learn” students through teaching (teacher's methodology), learning (students' independent learning) and assessment, i.e. learning outcomes should be defined. The term “qualification” in its former narrow sense has now been replaced by the concept of “competence”. This means that the student should learn in a broad context (spiritual and moral, philosophical, social, economic, political, etc.) and be competent to solve any problems that arise. The problem is to change the idea of “providing lifelong learning”, from the position of “learning independently all your life”.

Before proceeding to the methodological analysis, let us analyze the features of monotowns in East Kazakhstan. Two bases for classification of single-industry towns are the economic profile and the current state of the town-forming enterprise. According to the first classification, developed towns with predominance of mining industry are singled out. (In the East-Kazakhstan region they include Ridder and Zyryanovsk). Serebryansk city with Serebryansk enterprise of chemical industry in VKO with Serebryansk plant of inorganic productions. As a scientific and industrial center, the city of Kurchatov was allocated to a separate category. According to the second classification, single-industry towns are divided into cities where city-forming enterprises operate (VKO: Kurchatov, Zyryanovsk, Ridder), where enterprises partially function (there are no such single-industry towns in VKO), where city-forming enterprises do not operate (as our meetings and interviews in this city show, in VKO Serebryansk plant continues to operate, but with the production of low-capacity and mainly non-core products).

According to the results of this classification 27 monotowns of Kazakhstan were divided into 3 groups: cities with high, medium and low development potential. There are no cities with low potential among single-industry towns of East Kazakhstan Oblast. Kurchatov, Zyryanovsk and Serebryansk were categorized as cities with medium potential, and Ridder was categorized with high potential. The classification adopted in the republican program is taken into account in the CRC of all single-industry towns of East-Kazakhstan region as a starting point for planning. However, it seems appropriate to offer us a more extended typology of monotowns within the East Kazakhstan Oblast. This will allow to create and implement a special regional strategy for the development of single-industry towns, since much of the work in this direction goes to the regional institutions. In favor of the development of a special regional program for the development of single-industry towns, which can become a supplement to the Comprehensive Development Plan of the region, Kazzinc is a town-forming enterprise for two single-industry towns Zyryanovsk and Ridder, and for Serebryansk its needs are one of the decisive factors in the revitalization of local industries. The following bases reflecting the history, problems and prospects of formation of these cities can be used as a basis for the regional typology of monotowns of East Kazakhstan Oblast:

- historical and cultural specificity;
- consequences of economic and political reforms;
- nature and level of specialization/diversification of the economy;
- opportunities of city-forming enterprises in the development of small and medium-sized businesses;
- nature and problems of employment, demographic dynamics and migration.

However, before classifying the monotowns of East Kazakhstan on the grounds described above, let us highlight their common features, i.e. the characteristics that, in accordance with the preliminary results of our study, are characteristic of all monotowns of East Kazakhstan in equal or equal measure [2].

Ridder and Zyryanovsk, a complex of cities or military-industrial facilities created before the Soviet period and received their specialization, and Serebryansk and Kurchatov, which emerged in the Soviet period. The historical factor of the origin of monocities is by no means taken into account in the republican program, in the CRC. Nevertheless, it is crucial for the creation of communication strategies and for works on social education of the indigenous population. In Zyryanovsk and Ridder, historical roots make its population more stable, more attached to their hometown, and more positive. Although the main reasons for demographic displacement in all monotowns are still not available in historical and contemporary socio-economic terms it could not be discarded it was not a disgrace for its current residents, the town was “temporary”. In certain periods this characteristic applied to Serebryansk as well. The conducted survey showed that 67% of respondents lived in Ridder, 67% of respondents lived in all cities, 61% in Zyryanovsk, and only 30% in Serebryansk, and 11% in Kurchatov. This should also be taken into account in the strategy for attracting population. Implementation of comprehensive plans for the development of single-industry towns.

Here again monotowns of the East Kazakhstan region are divided into two groups: cities with severe consequences and cities with catastrophic consequences of reforms. Ridder and Zyryanovsk belong to the first group. Here, as in all post-Soviet countries, common to Kazakhstan, in addition to the burden of market

transformations, the most serious negative consequences were the refusal of city-forming enterprises from functions in the social sphere and support of urban infrastructure. The second group includes Kurchatov and Serebryansk. As for Kurchatov, its main activity - maintenance of the nuclear test site - led to complete socio-economic paralysis. The population of the city has decreased 7 times. Only urgent political measures to transform military-scientific potential into scientific-industrial potential allowed Kurchatov to avoid the fate of a "dead city".

However, if the consequences of Kurchatov were bad, the period of degradation and uncertainty did not end in Serebryansk. The city is growing in an agrarian environment, and the main part of its population is self-employed. Nature and level of specialization and diversification of the economy.

Based on this, we distinguish two groups: relatively successfully developing specialized monotowns. The main task here is to deepen and expand specialization, and diversification of the economy is an important but additional direction to ensure the stability of social development. The problems of diversification of economy, search for new spheres of employment of the population as the main factors of survival are very acute. Ridder and Kurchatov belong to the first group. In Ridder, the trend of development of town-forming industries is positive. Thus town-forming enterprises, supporting employment, develop and modernize, are the basis and market for diversification of the economy. Kurchatov, is experiencing a period of rapid formation of catastrophic social new social and economic development. Kurchatov has many reserves of scientific and industrial specialization. Zyryanovsk and Serebryansk can be referred to the second group. In Zyryanovsk the problem of depletion of deposits on which large town-forming industries are based.

The question of possibilities and prospects for exploration of new deposits remains unclear. Therefore, a vital issue for the city is the creation of new, sufficiently necessary industries in terms of labor resources and market. For the economy, first of all, tourism, processing of agricultural products and food industry.

According to this indicator, each of the monotowns of East Kazakhstan region is a separate category.

In Ridder the outflow of population continues, but at the same time there is a shortage of labor resources at city-forming enterprises. These enterprises today go on bringing of labor force by rotational method from surrounding villages.

In Zyryanovsk, the population outflow is accompanied by a reduction in the need for labor resources.

An important reason for the negative trend of labor mobility both in Ridder and Zyryanovsk, according to our experts, is the harsh working conditions at city-forming enterprises with low wages for such labor. In Serebryansk, the outflow of population was caused by lack of work for many years.

Kurchatov is the only city where population growth has been recorded in recent years. According to respondents' estimates, the National Nuclear Center and its research units, a significant part of which are specialists, stimulate an advanced scientific and technological level of work.

In the analysis of historiographical literature, scientific research was conducted on scientific and practical issues of improving the efficiency of socio-economic development of regions, including cities of the same industry. The theoretical and methodological basis of management of socio-economic development of single-industry cities is an actual problem in the theoretical discussion of modern scientists.

Many methodologies give importance to the factors affecting the competition of single-industry cities, and in this case most often use SWOT and PEST-analytics (I.Tsvetkova, E.M. Krasavin and R.A. Krasavina, I.Maglanova, H.Zagladina, B.S. Myrzaliev). The scope of this study is limited to the identification of negative and positive factors in the development of fundamentally developed but single-industry cities, while the current state and specifics of the functioning of single-industry cities are not taken into account. The concepts of "mono-industrial city", "single-industry city" indicate that by the nature of scientists homogeneity and specific form of the city were formed on the basis of mono-uniform city-forming enterprises (M.Fritz, M.Koshb, O.V. Lenkova, I.E. Nikulina, I.V. Khomenko).

Many studies are devoted to assessing the efficiency of single-industry cities development in the modern period (J.Anchorina, F. Anjos, V.A. Cheimetova, E.V. Najmutdinova, Z.Goshin, P.R. Kaufman). Research in this sector most often uses the economic and mathematical method, the main ones being the method of hierarchical analysis and the method of regression analysis (N.Marconi, A.Paveleshien, D.Dumshvien, A.Shastiko, A.Fakhitova, V.N. Leksin). The advantage of this approach is the quantitative assessment of socio-economic development of cities of one industry. And this, in turn, gives a clear understanding of the development potential and the current state of the regional structure (J.Segarra-Nevarroa, I.Malganova, H.Zagladina, I.Vertakova, A.Yuzhkov).

First of all, we decided to dwell on the directions that reveal the methodological basis of the research process. The study of the history of small towns in the East Kazakhstan region within the framework of local history courses in this region will undoubtedly provide valuable information about the development, culture and world-economic dynamics of the region and will open a historical path to further development. Without reliable

historical data on small towns of the East Kazakhstan region and a comprehensive study of its history, the opportunities and possibilities of its teaching in the courses of local history university would be limited [4].

Landmark settlement and foundation laying. The study of the origin and structure of small towns in East Kazakhstan can expand historical knowledge of factors such as geographic location, natural resources, and historical events that influenced their formation and reveal valuable factors. Obviously, the EKO provides a basis for understanding how small towns emerged and what purposes they served in the past.

The place and role of small towns in the economic sphere. Small towns in East Kazakhstan have often played an important role in the local economy. Studying their history can reveal the main economic activities of the region, such as agriculture, mining, manufacturing or trade. Through historical study, we can examine how these activities have evolved over time, the impact of industrialization or globalization, and the difficulties these cities face in adapting to economic change.

Directing social and cultural aspects. Studying the social and cultural aspects of small towns allows you to explore the traditions, customs, languages, and ethnic diversity of the region. Through this strand, you can explore the development of local communities, their social structures, and the role of religion and education. Understanding the cultural heritage of these towns helps to preserve their unique identities and contributes to a broader understanding of the cultural identity of the region.

Infrastructure and urbanization: Small cities often undergo changes in their infrastructure and urban planning patterns. By studying their history, it is possible to analyze the evolution of urban planning, transport networks, architecture and public services. This knowledge can provide insights into the challenges and opportunities associated with urban growth in small cities [5].

Important historical events and changes in small cities. Small towns are full of historical events and changes that shape the broader regional or national context. Studying their history can reveal the impact of wars, political changes, reforms, or economic crises on these cities and their populations. It can also show how cities have adapted to and recovered from such events [6].

The field of local government and small town administration: the study of small town history provides insight into the governance structures and administrative systems that have governed these communities over time. Through this, the student can study the evolution of local government, decision-making processes, and the roles of local leaders. Understanding the administrative history of said towns can be a nexus for analyzing contemporary governance structures and policy-making processes.

When studying the history of small towns in East Kazakhstan or any other region, it is very important to refer to primary and secondary sources such as archival data, Oral History, local publications, scholarly articles and relevant literature. These sources can provide the learner with a comprehensive understanding of the small towns targeted and give the learner an opportunity to tell the future.

It will be interesting and informative to teach the history of small towns of East Kazakhstan as one of the special electives of the direction of the history of Kazakhstan in the university. Full teaching of the history of small towns of strategic importance in each region to train future specialists in this region will certainly contribute to the geopolitical situation serving the state basis in the region. Through the history of each small town students make a step towards understanding the basis of the region's contribution to the process of development of our Motherland. Ways of conducting the lesson in the study of this discipline.

Excursions to local sites in small towns: In order to give students first-hand experience of the history and culture of the region, excursions to towns in eastern Kazakhstan should be organized. Travel to historical sites, museums, and historical sites where students can interact with artifacts, exhibits, and local experts. This impressive experience makes a lasting impression on students and opens the way to simultaneously revitalize the historical process of the past [8].

Oral history instruction: encourage students to interview older community members who have lived in small towns for a long time. Mentioned oral history can provide unique perspectives, personal stories, and insights into the past. Students can record these interviews, transcribe them, and present their findings to the audience. Such research helps develop community and empathy for local history.

Using local archives and documents in the classroom: introduce students to local archives or historical societies where they can access key sources such as old photographs, maps, letters, and official documents. Teaching them how to analyze and interpret these sources, understand their historical significance, and use them as arguments to create stories about the city's history. It develops critical thinking and research skills.

Learning and teaching through the guest speaker method: sharing their knowledge and experience with students such as local historians, authors or community leaders. These experts will share valuable details about the history of small towns in East Kazakhstan and contexts or, previously, whole issues. Students may participate in a debate. Ask a question and gain a deeper understanding of the topic.

**Project-based teaching of small town history:** Teach students by studying specific aspects of small town history and submitting work that requires them to create presentations, posters, or multimedia projects. For example, they might focus on an important event, a prominent historical figure, or the evolution of a particular industry in the town. This method encourages independent inquiry, collaborative learning of creativity.

**Comparative analysis:** exploring similarities and differences between small towns and other regions or countries in East Kazakhstan. Students can compare the historical development, cultural experiences, or economic activities of small towns in East Kazakhstan with those in different regions. This comparative analysis broadens their perspective and helps them to celebrate the uniqueness of their local history [9].

**Learning through community events.** Encourage students to engage with the community by participating in cultural events or local history exhibits in community service projects. Participation in such activities fosters a sense of pride and responsibility for the history and heritage of their city. One should not forget to harmonize teaching methods and content with the age and course of the students. Incorporating interactive and hands-on learning activities helps narrow and connect the subject matter. This allows students to gain a deeper appreciation of the history of small towns in East Kazakhstan.

The study of the history of small towns of East Kazakhstan is of great value for students of local history. Let us focus on the reasons for the value of the curriculum on this topic.

**On preservation of local heritage:** small towns of East Kazakhstan have unique historical heritage that is worth preserving. By providing students with knowledge about the history of these towns, it ensures that the history, traditions and achievements of the local community are passed on to future generations. By doing so, it helps students gain pride and confidence in their local heritage.

**Sense of belonging and identity:** Small town history knowledge allows students to develop a sense of belonging and connection to their community. Because by understanding, students can see how their town has developed, what problems it has faced and what it has contributed to the development of the region. By doing so, it helps students develop a sense of local self and builds a sense of responsibility to their community.

**Empathy and understanding:** studying the history of small towns encourages students to develop empathy and understanding of the experiences of their predecessors. By doing so, it helps students appreciate the struggles, triumphs, and contributions of previous generations. Gives a broader perspective on the challenges faced by their town. This understanding promotes empathy, respect and tolerance for different perspectives in society.

**Cultural Diversity and Inclusion:** Small towns in East Kazakhstan have a rich cultural diversity influenced by different ethnic groups and historical events. Teaching the history of small towns gives students the opportunity to appreciate and celebrate this diversity, fostering inclusiveness and multicultural understanding. It helps students recognize the contributions of different cultures. Creates a sense of respect and harmony.

**Links to local geography and environment:** small town history helps students understand the relationship between their geographical location and natural resources and the development of the town. It raises awareness of the environment and encourages appreciation and protection of the environment.

**Developing Critical Thinking and Research Skills:** Teaching small town history develops critical thinking skills by encouraging students to analyze primary and secondary sources, interpret historical events, and draw conclusions based on evidence. The skills listed are useful for students in a variety of academic and professional pursuits.

**Community Involvement and Active Citizenship.** Teaching small town history encourages students to actively engage with the community and be responsible citizens. Students may participate in volunteer work or preservation initiatives in community projects that relate to local history and culture. The above measures develop a sense of civic responsibility and encourage students to make a positive contribution to the future of their community [10].

Teaching the history of small towns of East Kazakhstan through the subject of local history students are given the opportunity to better understand the roots of the history of the region, to appreciate the regional heritage and become active participants in shaping the future of their city and region.

Teaching the history of small towns of East Kazakhstan in universities and colleges once a week is divided into lecture and seminar classes, which help to give the discipline a structured and comprehensive approach. In addition to the chapter, a thematic lesson plan is presented. Matching lesson plans to the specific needs and abilities of students.

Table 1. Program of elective course “Small Cities of East Kazakhstan”, 1st year educational program “Jurisprudence”

№	content	Number of hours	deadline
1	Introductory lesson. Aims and objectives of the discipline "small towns of East Kazakhstan". Give a definition of the concept, the meaning of the subject. (2 hours)	1	
2	Review of the research of small towns of East Kazakhstan	1	
3	Emphasis on methodological features of the study of East Kazakhstan		
4	Georgievsky and historical overview. Emphasis on Georgievskian features of East Kazakhstan	1	
5	Prerequisites of settlement in small towns and formation of small towns. Economic activity and development of small towns	1	
6	Typology and characterization of small towns in Kazakhstan	1	
7	Significance of small towns of East Kazakhstan in the years of industrialization	1	
8	Administrative management in small towns. Historical knowledge	1	
9	Problems of employment and dynamics of population growth in small towns of East Kazakhstan.	1	
10	Characteristics of health care system, education and culture in small towns of East Kazakhstan	1	
11	Historical events and changes in small towns	1	
12	Online excursion to museums of small towns	1	
13	Analysis of political-social-economic, social-historical trends of small towns with the help of visual data	1	
14	Persons who contributed to the development of small towns in East Kazakhstan and famous persons in small towns in Kazakhstan	1	
15	Comparative analysis of ecological situation in small towns of East-Kazakhstan region.	1	
	Conclusion. Historical tendency of succession of generations today		
	Lecture		
1	Introductory lecture. 1.1 goals and objectives of the discipline "small towns of East Kazakhstan". Issuing a reference on the name and meaning of the discipline 1.2 emphasis on the importance of East Kazakhstan oblast and the region 1.3 relevance of studying the history of small towns of the region Seminar Plan #1: 1. dwell on the relevance of the course of the history of small towns of East Kazakhstan 2. analyze the tasks of the discipline of small towns of East Kazakhstan 3. characterize the history of studying the history of socio-economic and cultural development of small towns of East Kazakhstan 4. acquaintance with the East Kazakhstan region	1	
	OBSSP: Chernykh S. E. under the sky of Altai-Altmy: writer, 1988.288 pp.		
	SRS: creation of historical chronological table of small towns of East Kazakhstan.		
	Lecture II. "Review of researches of small towns of East Kazakhstan		
	2.1 dwell on researches on pages of press on small towns of the region. 2.2 researches of small towns of East Kazakhstan in the Soviet period: directions and peculiarities 2.3 analyze researches in independent Kazakhstan on small towns of the region 2.4 small towns of East Kazakhstan region, which are in the center of attention of foreign scientists		
	IV. St. George's and historical review. Focus on the geographical features of East Kazakhstan		
	4.1 review of geographical features of East Kazakhstan 4.2 discuss the historical synopsis and the major historical events that shaped the region and small towns 4.3 examine the factors that influenced the creation of small towns in East Kazakhstan 4.4 discuss the role of geography, natural resources or transportation routes in city formation		
	V prerequisites of settlement and formation of small towns in small towns. Economic activities and development of small towns.		



5.1 analyzing the history of the formation of small towns in the direction of history expressed in concrete examples 5.2 settlement and dispersal in small towns 5.3. Economic activity and development in small towns. 5.4 consideration of the main economic activities of small towns in East Kazakhstan 5.5 1950-1991 economic situation and social problems Seminar 5 5.1 discussing the impact of industries such as agriculture, mining, manufacturing, or trade 5.2 examining the evolution of economic activity and the problems faced by small cities 5.3 analyzing the impact of economic change		
VIII administration in small towns. Historical cognition. 8.1 introduction of local government structures and administrative bodies of small towns. 8.2 the role of local leaders		
X characterization of the system of health care, education and culture in small towns of East Kazakhstan. 10.1 examining the social structure and cultural diversity of small towns. 10.2 discuss the customs, usages and language use prevalent in the region 10.3 show the role of religion, education and community life in small towns.		
XI Historical events and changes in small towns 11.1 consideration of important historical events that have influenced the development of small towns 11.2 discuss the impact of wars, political changes 11.3 identifying, exploring how small towns have adapted and changed in response to historical events.		
XIV mores of persons who have contributed to the development of small towns in the East Kazakhstan Oblast and famous persons in small towns in Kazakhstan 14.1 getting to know the historical figures and leaders of the region 14.2 getting acquainted with heroes recognized for heroism during the Great Patriotic War 14.3 cognizance of major personalities in the history of small towns		
SRSP personalities talk about history, historical interview		
Conclusion. The historical trend of generational continuity today		
Conducting a review session to reinforce key concepts and information Encouraging students to reflect on what they have learned and its importance in understanding the local community.		
Providing opportunities for students to share their thoughts, ideas, and questions.		

Incorporating interactive activities, discussions, visual aids and multimedia resources to interest students and make classes more interactive and engaging.

Currently, the discipline of “Local lore” is introduced in universities and colleges on the history of Kazakhstan, which is conducted systematically [11]. This implies a large-scale local history work among students. For this purpose, within the framework of the study we decided to conduct classes and provide students with comprehensive information concerning small towns of East Kazakhstan.

In the college “Higher Humanitarian-Legal and Technical College”, where we had an internship, we conducted classes on the history of Kazakhstan. Including in 1925-1991. East Kazakhstan. Only insignificant texts related to small towns can be found in the textbook. The textbook sufficiently presents information only about small towns in the east of Kazakhstan in the Soviet period, having artistic, political and economic orientation. And cities of East Kazakhstan Shar, Ayagoz, Ridder, Zaisan, Serryansk are not mentioned in the textbook. Therefore, at the present time in the history of the country, in determining the contribution of these small towns in the development of civilization students are provided with additional information [12].

This topic we conducted on the basis of the college “Higher Humanitarian-Legal and Technical College” in different formats and tried to provide detailed information related to these small towns. The topic and objective of the lesson is same but the type of conducting, methods and tasks we use in the lesson we got different.

**The aim** is to explain to the students about the development of urban culture and its achievements in small towns of East Kazakhstan in 1925-1991.

*Review of the lessons conducted to achieve the goal of the study:*

Date	Title	Topic	Lesson Objective	Methods	Responsible persons
07.12.2020	Typology and characterization of small towns VI Kazakhstan city	Shemonaikha and history definition of the stages of historical development of the city.	Comparing the difference of the city with other cities. Give your own opinion about the historical value of the city on the basis of the identified facts.	Fulfillment of the task on the new lesson on the active method “accounting active factors table”.	Teacher

In the 20-30s of the twentieth century, large centers became such settlements as Serebryansk, Shar, Ayagoz, Zyryanovsk, Zaisan, Kurchatov, Shemonaikha. Only in the Irtysh region in the 30-40s of the twentieth century, several new small towns were formed. The territory of the cities expanded due to industry, the discovery of deposits and political tasks. The increase in population in some localities of the region required the formation of small towns, which, thanks to outsiders, were built for a special political purpose. In addition, small towns have become famous as a center of culture and science with a House of Culture and a library.

During the lesson, a specially prepared video presentation is presented and according to it, students are offered a task using the active method “accounting active factors table”. [13].

With the help of the “accounting active factors table”.it is possible to determine the specifics of each medieval city.

Topic for discussion: Shemonaikha town. City and culture Cultural development	
Factor:	Features:
	Interesting Information:
After discussing all factors, I give an estimate.....	

**Factors:** cities of Serebryansk, Shar, Ayagoz, Zyryanovsk, Zaisan, Kurchatov, Shemonaikha.

**Descriptor:**

Identifies the specifics of the city's culture;

Identifies interesting information concerning the history of small towns in East Kazakhstan;

Typology and characterization of small towns in Kazakhstan, development assessment.

In the course of this assignment, the student will be able not only to identify the specifics of small towns in East Kazakhstan, but also to identify interesting information related to the selected town when reading the textbook text. This is important for students in further deepening their knowledge in the classroom.

Date	Title	Topic	Lesson Objective	Methods
09.12.2020	V East Kazakhstan prerequisites of settlement in small towns and formation of small towns.	Economic activity and development of small towns	5.1 analyzing the history of formation of small towns in the direction of the story told by concrete examples	Explanation of a new lesson through the method of application of “visual data”. Performing the task by the method of “mystery of cities”.

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When explaining a new lesson to students, we use a map of small towns. With the help of the map we can determine the location of small towns and their economic areas.





That the medieval period in our country's history was a period of cultural, scientific, and economic development has been established by research conducted prior to this period. In the Middle Ages, the built-up cities, in addition to serving as a major trading, economic center, were the confluence of spiritual culture, civilization. The material achievements of our history during this period are revealed during archaeological excavations and become a scientific turnover [14].





The exhibits revealed in the course of research of small towns of VKO were stored in the museums of the country and were available for public viewing. The Law of the Republic of Kazakhstan "On Culture" states that "museums are cultural organizations established for the preservation, study and demonstration of museum objects and museum collections, designed to carry out cultural, educational, research functions and to ensure the wide dissemination of historical and cultural heritage of the Republic of Kazakhstan". To date, more than 150 museums of various profiles and forms of ownership are registered in Kazakhstan [15]. More than 11 of them are located in small towns of the East Kazakhstan Region, and at present almost all of them closely cooperate with educational institutions and conduct educational work.

And since 2015-2017, "Museum Pedagogy" was introduced in the creation of cultural and educational work and attracting visitors to museums. Its goal is to properly organize the conduct of cognitive and ethnos for children in museums [16].

In continuation of this work, the program "Tugan zher", adopted in the framework of the project "Bolashakka bagdar: ruhani zhangiru" approved in 2017, also provides for the creation of large-scale local history work in the field of education.

The ability to conveniently and interestingly convey data when understanding and perceiving educational materials and in the process of working with students is a unique art. This is where types of visual data come to our aid. Visual data is now taking place in many new directions. In all fields of science, the use of visual data for sharing and storing data has a special place. Nowadays because of the large number of work results, we cannot use methods like writing them at once because of the large amount of data. And speed is one of the main ability needed nowadays. And to develop this ability, visual perception and its delivery will not only improve our speed also leads to improve the quality of work [17].

№	Topic	year	Use of visual aids	Educational products
1	Economic and social condition of small towns of VKO in the 70s of the twentieth century analyzed with the help of historical visual data	1		Description of the photo from the 70s of the twentieth century
2	Construction of the Turkestan railroad	1		Looking at the railroad, writing an essay on history essay topics
	Construction of the Turkestan railroad			Construction of a bridge on the Turkestan railroad Relate to the policy of Hinduization
3	Ayagoz autobase of Semipalatinsk Autotrest. The end of the 70s of the last century			Looking at the picture, answer the following questions: Why did the bus travel through most of Ayaguz? To which годы қаланың дамуы

4	Construction of a bridge on the Turkestan railroad	6		Identify the features of Ayacuse Park, the street..
5	On the streets of Ayagoz. 70s of the last century			On the streets of Ayagoz. 70 last century- years. In general for this period Тарихіуқсастықтарды ды атаныз
	City post office. 70s of the last century			Histories of the city's communication sphere mənin ashyyz .
	Household combine. 70s of the last century			Combinat in the light industry aitady .
	Conclusion			To tell the history of the city of Ayagoz in the 70s of the twentieth century, intertwined with historical processes in the history of Kazakhstan

Visual data is a tool that particularly helps in our development and information sharing. Therefore, nowadays in the learning process our main feature is the use of tools that help in all means to convey and retain knowledge to the mind of the learner.

Visual data is nowadays in every aspect of our life. We can get so much data on all our gadgets, computers, phones in the morning when we wake up, just on pictures or photos. And we recall them quickly. In the same way, in the learning process, we must use all the tools we need to internalize knowledge. [18]

In the learning process, information exchange and information transfer is done through visual data: - The learner's memory; -Fast perception of information; -Ability to analyze information quickly; -Assists the brain's transition to a memory that stores long-term information.

In addition, in the process of simply explaining and teaching information, we limit many of our abilities. And visual communication gives us deeper confidence by allowing our creative thoughts and the historical event that happened to be seen in a picture, to visualize how it happened. [19]

In general, during a lesson, studies have shown that only 10 percent of information remains in the student's mind. And if the flow of the lesson was interesting and visual for the student, both retention and transfer of information increased.

For example: in a history lesson, you can retain and retrieve information by simply reading some war time and being able to remember and visualize the image at once, as opposed to reading a depicted scene. Using visual data during a lesson is a big opportunity.

There are several types of tasks involved in working with visual data. [20]

1. Draw a picture of the depicted historical event. With this method, the learner is first introduced to the story and is given the opportunity to draw what he or she envisions in his or her imagination. Through this common event memorizes the place when it happened, the time when it happened, and the people. In addition, the drawing reflects a picture of the pattern in which the people of the time they live in live.

2. Identification of pictures and events that happen in what time. With this method, we not only memorize the representation of the time in which the event takes place, but also memorize the face of certain persons.

3. Depicting the event in our own words with the help of photographs. This leads to the development of other intuitionistic, observational qualities as well as the ability to memorize by discovering what or who is in the photograph depicted here.

4. Maintaining sequence through diagrams. This helps learners remember what happened after what event or situation, visually and narratively. For example, the small towns of VKO. Teaching the city of Ayaguz through visual data.

5. Writing the names of unknown regions on maps. This develops students' ability to create a regional orientation through memory, visual information, depending on which region they were in on the map and at what time the event occurred. With these methods, we can transfer new capabilities to learners through memory.

6. Creating a video presentation. After finding the information detailed in the story, students can portray the situation and many other scenes of the time in general by acting them out on their own.

Many of these tasks are used not only in teaching history lessons, but in many other areas and are currently under development [21].

Having explained the new lesson, I offer the students a task.

Task: the method “**Mystery of cities**” is given.

Instruction: analyzing the meaning of 1925-1990 in small cities of VKO each student is assigned term words. Students find and compare the description of terms.

Concept	Description
<b>A monotown -</b>	A city of one profile and raw material direction with one or several (not more) city-forming enterprises. That is, the main part (more than 20%) of the able-bodied population and industrial production is concentrated in the enterprises that determine the economic and social situation.
<b>Depressed region</b>	an administrative-territorial unit characterized by the presence of negative trends in employment, ecology, social services due to a long (five or more years) decline in production, low infrastructure provision (roads, communication networks, power supply, heat supply, etc.)
<b>Industrial-innovation policy</b>	- it is a set of measures to create and support favorable conditions for entrepreneurship to form a competitive efficient national industry and high-tech industry through the state.
<b>Innovative town</b>	- a city of a new social form, changed socially and economically by innovations, resulting from the integration of many innovations

Pupils will be able to complete the task correctly using the knowledge gained in the new lesson concerning the internal construction of small towns in VKO. Pupils may have knowledge about cultural centers and urban system in the towns up to now, and they may not know what public spaces were inside the towns. Therefore, this assignment is important to deepen students' knowledge of medieval town planning.



Date	Title	Topic	Lesson Objective	Methods
14.12.2020	Kurchatov 1947-1990	A small town created for political purposes	Identification of the preconditions for the development and impact of the development of the city of Kurchatov	Explanation of the new lesson by the method of “illustrated mosaics”

In the process of explaining a new lesson, the method of “illustrated mosaic” is used. The peculiarity of this method



In 1947, by a special decree of the USSR government, it was decided to build the atomic research test site No. 2. Implementation of the test site work was entrusted to a special department of the General Staff of the USSR Armed Forces. And the management of all the work of the test site was entrusted to I. V. Kurchatov.

Also Kurchatov I. V. and others were instructed to think over where to build the polygon. In their opinion, the range should have a diameter of 200 kilometers and the range itself should not exceed 200 kilometers from the railway line, airfield, highways[22].

In 1947, mysterious and secret construction began in the Saryarka region. At the end of July, the State Commission took over the site of the test site and checked the preparation of all the test work of the apparatus complex. At that time, specially organized Temipov road echelons from the Urals to Semipalatinsk, that is, to the new Semipalatinsk station, sent all the necessary facilities, and in early August an airplane delivered the necessary parts for nuclear tests.



During the nuclear tests, an information fund of materials was formed, where a picture of the city's history will be defined. During the new session, the students will study information related to the formation of the city of Kurchatov and its test site center.

In conclusion, after the course of local lore about monotowns of East Kazakhstan, a questionnaire survey of students was conducted. The questions addressed in the questionnaire were equally common among college students. In the course of the questionnaire the learner should also enter his/her data: Name, class, school and lessons attended.

Figure 2-indicators on the survey

### 1. What are your impressions of this lesson conducted?



### 2. What interesting details did you get while attending this class?

Recognized the persons who contributed to the development of small towns of East Kazakhstan Oblast and are known to Kazakhstani people in small towns

I familiarized myself with typology and description of small towns of Kazakhstan

I understood the importance of small towns of East Kazakhstan in the years of industrialization

I learned the historical significance of Ayakoz city for Turksib.

Prerequisites of settlement in small towns and formation of small towns

Familiarized with the economic activity and development of small towns

Familiarized with the problems of employment and population growth dynamics in small towns of East Kazakhstan

I learned about historical events and changes in small towns

With the help of visual data I learned about political-social-economic, socio-historical trends of small cities

### 3 What else do you want to learn about the topic?

I want to take an online trip to small town museums

I want to learn about administration in small towns.

I would like to know the description of health care, education and culture in small towns in East Kazakhstan.

I would like to learn more about people who have contributed to the development of small towns and are known to Kazakhstanis in small towns.

I would like to learn more about historical figures and leaders of the region.

If I could dwell on the personalities of heroes recognized for their heroism during the Great Patriotic War.

I would like to familiarize myself with the conditions of creation of the city of Kurchatov

I would like to get to know the main historical events of the towns of Char, Serebryansk, etc. 1925-1990.

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