

Isabek M.K. *¹¹PhD doctoral student, South Kazakhstan State Pedagogical University named after Uzbekali Zhanibekova, Kazakhstan, Shymkent cityE-mail: issabekmm@gmail.com**EFFECTIVE METHODS OF TEACHING THE HISTORY OF REPRESSED WOMEN IN THE SOUTHERN REGION OF KAZAKHSTAN***Abstract*

The article examines the socio-political changes that took place in the first quarter of the 20th century in Southern Kazakhstan and their impact on the fate of Kazakh women. The Soviet authorities sought to transform women's political and legal status through the adoption of various laws and regulations, organizing meetings, conferences, congresses, and even individual conversations. However, most of these measures were formal and eventually turned into a campaign of repression. The population of the region suffered greatly from famine and political persecution. Collectivization, colonial policies, and economic decline created additional difficulties for women. Despite slogans about "equal rights," Soviet policy severely undermined traditional family structures and national values. Many women, labeled as "wives of enemies of the people," were imprisoned in labor camps. Nevertheless, women of Southern Kazakhstan preserved spiritual and cultural values and continued to play a central role in family upbringing. Studying their lives helps to better understand the complex nature of social changes during the Soviet era and the mechanisms of women's resistance. The article also discusses effective methods of teaching the history of women who suffered from repression in Southern Kazakhstan.

Keywords: Kazakh women, Soviet policy, political and legal status, political repression, repression.

М.Қ. Исабек *¹¹Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университетінің PhD докторанты, Қазақстан, Шымкент қаласыE-mail: issabekmm@gmail.com**ҚАЗАҚСТАННЫҢ ОҢТҮСТІК ӨңІРІНДЕ ҚУҒЫН-СҮРГІНГЕ ҰШЫРАҒАН ӘЙЕЛДЕР ТАРИХЫН ОҚЫТУДЫҢ ТИІМДІ ӘДІСТЕРІ***Аңдатпа*

Мақалада XX ғасырдың алғашқы ширегінде Оңтүстік Қазақстан өңірінде орын алған әлеуметтік-саяси өзгерістер мен олардың қазақ әйелдерінің тағдырына тигізген ықпалы қарастырылады. Кеңес билігі аймақтағы әйелдердің саяси-құқықтық мәртебесін өзгертуді мақсат тұтып, әртүрлі заңдар мен нұсқаулар қабылдап, жиналыстар, конференциялар, съездер өткізді, тіпті ауыл-аймақтарда әйелдермен жеке әңгімелесулер жүргізді. Алайда бұл шаралардың көпшілігі формалды сипат алып, қуғын сүргіннің науқанына ұласты. Оңтүстік Қазақстан өңірінде халық ашаршылық пен саяси қуғын-сүргіннің зардабын қатты сезінді. Шаруашылық күйзелісі, отаршылдық және ұжымдастыру саясаты әйелдердің қоғамдық өмірге араласуына қосымша қиындықтар туғызды. Кеңестік билік әйелдерді «тең құқыққа жеткізу» ұранымен тартқанымен, шын мәнінде бұл саясат дәстүрлі отбасылық құрылым мен ұлттық құндылықтарға үлкен соққы болды. Әйелдердің қоғамдық белсенділігін партиялық есеппен бағалау, олардың өмірін қатаң бақылау, тұрмыстық қылмыс істерін көбейту де кеңес саясатының тетіктерінің бірі болды. Әсіресе XX ғасырдың 30-шы жылдары жаппай қуғын сүргінге ұшырағандардың әйелдері лагерлерде жазасын өтеп,

қуғынның құрбаны болды. Оңтүстік Қазақстандағы қазақ әйелдері ұлттық рухани-мәдени құндылықтарды сақтап, отбасылық тәрбиенің жалғастырушысы ретінде қоғамда айрықша рөл атқарды. Олардың өмір жолын зерттеу арқылы кеңестік дәуірдегі әлеуметтік өзгерістердің күрделі сипатын, ұлттық болмысқа жасалған қысымды және әйелдердің оған қарсы тұру тетіктерін айқын байқауға болады. Сонымен қатар Қазақстанның Оңтүстік өңірінде қуғын-сүргінге ұшыраған әйелдер тарихын оқытудың тиімді әдістері мақала барысында жан – жақты қарастырылып зерттелген.

Кілт сөздер: Қазақ әйелдері, Кеңестік саясат, Саяси-құқықтық жағдай, Саяси қуғын-сүргін, Репрессия

Исабек М.Қ. *1

*¹PhD докторант, Педагогического университета имени Өзбекәлі Жәнібекова
(Казахстан, город Шымкент) E-mail: issabekmm@gmail.com*

ЭФФЕКТИВНЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ ИСТОРИИ ЖЕНЩИН ЮЖНОГО КАЗАХСТАНА, СТАВШИХ ЖЕРТВАМИ ПОЛИТИЧЕСКИХ РЕПРЕССИЙ

Аннотация

В статье рассматриваются социально-политические изменения, произошедшие в первой четверти XX века в Южном Казахстане, и их влияние на судьбу казахских женщин. Советская власть, стремясь изменить их политико-правовой статус, принимала различные законы и инструкции, проводила собрания, конференции, съезды, а также индивидуальные беседы. Однако большинство этих мероприятий носило формальный характер и переросло в кампанию репрессий. Население региона особенно сильно пострадало от голода и политических преследований. Коллективизация, колониальная саясат и хозяйственный кризис создали дополнительные трудности для женщин. Несмотря на лозунги о «равноправии», советская политика нанесла удар по традиционным семейным устоям и национальным ценностям. Многие женщины, объявленные «жёнами врагов народа», оказались в лагерях. Женщины Южного Казахстана сумели сохранить духовно-культурные ценности и продолжили семейное воспитание. Исследование их судеб позволяет глубже понять сложный характер социальных изменений советского периода, а также методы сопротивления. В статье также анализируются эффективные методы преподавания истории женщин, подвергшихся репрессиям в Южном Казахстане.

Ключевые слова: казахские женщины, советская политика, политико-правовое положение, политические репрессии, репрессия.

Introduction. Soviet policymakers, who closely monitored the position of Kazakh women in society, transformed their political, legal, and social status in line with their own interests. In the first quarter of the twentieth century, they took advantage of the dire condition of the people, who had been exhausted by political upheavals, nearly annihilated by man-made famine, and weakened by the hardships of Tsarist colonization. Through economic mechanisms, the “renewal” of women’s political and legal status was carried out skillfully. Although laws and directives were adopted to involve women in socialist construction, their impact was insignificant, which led to the systematic organization of various conferences, congresses, meetings, and even personal encounters. The degree of women’s participation in public affairs in each region was reported in the press, and leaders who failed to implement party directives were severely punished. From this, one can discern the underlying motives of the “activism” promoted by Soviet authorities.

Almost all measures regarding women had a campaign-like character, with professional training being neglected, leading to numerous difficulties and shortcomings. The history of women persecuted in the southern regions of Kazakhstan represents one of the most significant and tragic chapters of our national past. During the Soviet era, many women became victims of Stalinist

repressions and political persecution. They were wives, relatives, and daughters of national figures who struggled for their people, but tragically, they themselves fell prey to injustice. Women of Southern Kazakhstan, too, faced this painful destiny.

Teaching the history of women who suffered persecution in the southern regions of Kazakhstan helps the younger generation preserve historical memory and understand the importance of resisting injustice. Discussing their lives and courage is essential for passing on their legacy to future generations. Among them were individuals who made a profound contribution to the culture, history, and social fabric of Kazakh society.

In exploring this subject, attention should be paid to several key aspects:

- **Historical dimension:** the history of persecution, the role of Kazakh women, their socio-political activities in Southern Kazakhstan, their contribution to national liberation movements, as well as their role in education and culture.
- **Women's fate:** the wrongful political accusations faced by many women, the hardships they endured within their families and society, and their struggle for survival.
- **Intergenerational consequences:** the destinies of unjustly accused women and their descendants, which remain relevant even today.
- **Educational dimension:** the role of teachers and educational institutions in teaching this history.

Introducing these historical events to students can help spark an interest in history and highlight the importance of women in public life. Preserving the names of women who suffered repression, along with their achievements in peaceful times, and transmitting them to future generations is of great significance. This can be achieved through the inclusion of special topics in curricula, the use of historians' research, and the development of creative projects.

A number of Kazakhstani and international scholars have studied the history of women in the 1920s-1950s, particularly the fates of women who suffered repression during the Soviet period.

Materials. Mambet Koigeldiev [1], Musagaliyeva A.S. [2], and others have examined Soviet repression policies, including information on women. Among foreign researchers, Sheila Fitzpatrick [3] has written extensively on the history of Soviet women, repression, and social change. Lynne Viola [4] studied Soviet repressive policies directed against women, while Anna Krivosheeva analyzed the impact of Soviet policies on women. The ALZHIR Museum has compiled numerous studies on the fate of women unjustly imprisoned in the Akmola labor camp. The Archive of the President of the Republic of Kazakhstan and the archives of the National Security Committee of the Republic of Kazakhstan contain important documents on repressed women. In recent years, the State Commission for the Full Rehabilitation of Victims of Political Repression has been actively engaged in researching victims' data and publishing newly declassified archival materials. These researchers and sources have contributed significantly to examining the fate of women subjected to repression and to understanding their role in history.

In terms of regional focus, the number of scholars who have studied specifically the history of women repressed in Southern Kazakhstan (the former South Kazakhstan region, now Turkistan region, as well as certain districts of Zhambyl and Kyzylorda regions) is rather limited. However, a number of authors have addressed this issue directly or indirectly. For example, S.U. Baktorazov in his monograph "Southern Kazakhstan during the Years of Political Repression (1917-1939)" [5] discusses the specific features of Soviet repression in the Turkistan, Shymkent, Sairam, and other areas, and includes materials on the fate of local intellectuals and religious figures, among them women. Since the work is based on local archival materials, it provides valuable insights into the repression in the southern regions.

In addition, the May 2021 issue of the journal *Aqiqat* published an article by historian Kh. Abzhanov entitled "Repression in Kazakhstan and the National Mentality." He concludes: "In short, a scholarly investigation of the historical, personal, political-ideological, and legal origins, scope, and phases of repression is the key condition for preventing its recurrence and for overcoming its consequences. Moreover, since it claimed the lives of millions and is still applied in some countries, it must be recognized as a global threat. When considering the nature of Soviet

totalitarian repression, it is important to acknowledge that it periodically escalated into open terror, that in all union republics it grossly violated national and international laws, and that by criminal methods and blatant inhumanity it was elevated to the level of state policy” [6].

Gulnar Mirzhakypkyzy Dulatova in her work [7] analyzes the history of women persecuted in the southern regions, using personal memoirs, archival documents, and interviews with local residents. She explores women’s social conditions and hardships during the repression, with a focus on gender aspects, women’s participation in socio-political life, and the consequences of repression for them.

Employees of local history museums—in Shymkent, Turkistan, Kentau, and Arys—collect biographical information about victims of repression, including data on women. The Shymkent City State Archive, the Turkistan Regional State Archive, and district archives also preserve case files that are being studied and introduced into scholarly circulation. Authors addressing the history of Southern Kazakhstan often discuss political repression in the region, sometimes devoting separate chapters or sections to women.

Important sources include the *Azaly Kitap* volumes and regional collections, which list names and provide brief information on repressed individuals from different parts of Kazakhstan; women’s names also appear in the sections relating to Southern Kazakhstan. The Shymkent City Museum of Victims of Political Repression organizes local archival materials and regularly publishes special collections, which may contain women’s case files, biographical data, and memoirs. Research on the history of women persecuted in the southern regions (Turkistan, Shymkent, and neighboring districts) has only recently begun to develop more intensively. The main sources remain local archives, regional museums, and collections of memoirs. To expand research in this field, it is necessary to involve local historians, students, and graduate researchers, as well as to strengthen the work of systematizing and publishing archival materials [8].

Regarding *ALZHIR*, a significant number of scholarly works exist. Among the most comprehensive is A.Yu. Daniel’s study “*Uzhnitsy ALZHIRa*” (*Prisoners of ALZHIR*) [9], which provides an extensive account of the camp’s establishment, as well as the lives and conditions of the women imprisoned there. Other notable contributions include the works of L.S. Eremina [10], E.B. Zhemkova [11], T.I. Kasatkina [12], M.M. Korallov [13], N.G. Okhotin [14], and Ya.Z. Rachinsky [15]. Research produced by the Memorial Museum Complex of Victims of Political Repression and Totalitarianism “ALZHIR” is also of great significance, including works by Sh. Smailova [16], L. Abdrakhmanova [17], Zh. Ergeldinova [18], *Alashalzhir, Vol. 1* [19], and B. Zhunisbekov, the director of the museum complex [20]. These studies contain extensive material on women from Southern Kazakhstan who were imprisoned in the camp.

Methods. The research employed historical-comparative, archival analysis, and source studies methods. In addition, surveys and oral history interviews were conducted with descendants of repression victims. Cultural-anthropological and interdisciplinary approaches enabled a comprehensive examination of women’s social roles, psychological conditions, and legal status. Comparative source analysis and content analysis were also applied to systematize historical data and provide a holistic interpretation of the fate of women persecuted in Southern Kazakhstan.

Discussion. In the modern education system, the role and priorities of teachers are undergoing significant changes. The primary task is no longer limited to transmitting knowledge but rather to fostering students’ independent and creative inquiry. Information and communication technologies (ICT) have become an essential component of contemporary history lessons. Today’s teacher is expected to be a highly qualified professional capable of effectively applying modern digital tools in their practice. Lessons conducted through ICT are more visual, content-rich, colorful, and interactive. They save time for both teachers and students, allow each learner to progress at their own pace, and enable the teacher to work individually with students, monitor the learning process in real time, and assess outcomes effectively.

The use of ICT in education is one of the central directions in the development of the information society. Students learn to search for information independently, analyze and synthesize it, draw conclusions, present results to others, and master new technologies with ease.

In teaching history at school, the use of digital resources significantly improves the quality of education, making the learning process interactive and accessible. The main advantages of digital resources in history teaching include:

- Accessibility: materials are available anytime and anywhere, enabling students to study at their own convenience;
- Interactivity: game-based tasks help students better memorize and understand historical material;
- Diversity of sources: texts, images, audio, and video materials provide a deeper and multidimensional comprehension of the topic.

Digital resources for history lessons may include online archives, virtual museums, video lectures, and educational games. These tools open access to historical documents and sources that were previously unavailable to teachers, while also allowing close monitoring of students' progress and adapting teaching methods to their individual needs.

Adapted to the teaching of the history of women persecuted in Southern Kazakhstan, the following approaches can be applied:

Interactive online resources enable students to study authentic documents, photographs, and other materials about persecuted women. For example, through virtual museums and historical exhibits, students can visualize this topic, which can serve as a foundation for research projects and assignments.

Group work: 8th grade students may be divided into two groups, each assigned a dedicated website. Group 1 [21] works with the *Memorial* website (<https://www.memo.ru/ru-ru/>) to identify the names of 10 persecuted women, collecting information about their birthplace and the circumstances of their repression. Group 2 [22] uses the *Bessmertny Barak* project (https://bessmertnybarak.ru/article/bessmertnyy_barak_-_proekt/) to study the fates of 10 women and investigate the causes and contexts of their persecution. As a result, students learn to independently search for and analyze information using online resources and, if relevant, may even supplement this with family stories about their grandmothers or relatives.

Multimedia support: video materials, online lectures, and infographics can be used to provide a deeper understanding of repression, its causes, and its consequences. These resources are especially effective in explaining the historical fate of women persecuted in Southern Kazakhstan, and they also create opportunities for classroom discussion and debate.

Work with personal testimonies: engaging with diaries, letters, and memoirs of persecuted women helps students to grasp the human dimension of these events. By studying individual destinies, students can better comprehend the hardships endured during those tragic times. Such work can be further developed through writing essays, expressing personal reflections, and forming their own perspectives on historical events.

Results. Organizing classroom debates on the topic of repression enables students to discuss the life paths of persecuted women, to understand the hardships they endured, and to reflect on how the past influences the present and future. Such discussions also provide a framework for considering human rights and justice. In addition, these debates cultivate critical thinking, the ability to justify one's views, and skills in working with primary sources. This topic can be incorporated as supplementary elective lessons, structured in various interactive and game-based formats. The key goal of these lessons is to encourage students to work in small groups on specific aspects of women's persecution and then present their findings. This approach develops teamwork, independent research in historical materials, and systematic presentation of ideas.

Lesson Example 1 – “History of Women Persecuted in the Southern Region: Causes and Consequences.” *Method:* “Jockey and Horse.” *Description:* Students are divided into two groups – “jockeys” and “horses.” Jockeys hold question cards, while horses hold the corresponding answers. The task is to find the correct pair. *Example:*

Question: “Which women in Southern Kazakhstan were subjected to political repression?”

Answer: “Women in party and soviet service, teachers, members of the intelligentsia, and collective farm workers.”

Archival Research: Students work with archival sources such as diaries, letters, and personal records of persecuted women. Based on available documents, they establish links between sources and attempt to reconstruct historical contexts. Such exercises may evolve into independent historical projects, drawing students into research activities. As regional examples, archival materials concerning women from Turkistan, Shymkent, and Zhambyl are examined.

Lesson Example 2 – “Wives of Alash Leaders and Women of the National Intelligentsia.” *Topic:* Women falsely accused as “bourgeois nationalists.” *Method:* “True or False Statements.” *Description:* Students are presented with historical statements, and they must determine whether they are true or false. The method strengthens critical thinking. *Examples:* In 1937, wives of Alash activists and party figures in the southern region were accused of “nationalism” and “links with bandits.” (True) All persecuted women were immediately rehabilitated and returned to their families. (False). Among the women persecuted from Turkistan and Shymkent were some of the first Kazakh female teachers. (True). All persecuted women were engaged exclusively in political activities. (False)

Lesson Example 3 – “Camps in the Kazakh Steppe and their Origins.” *Method:* “Name, Date, Event.” *Description:* Students match historical facts with dates and events, building chronological and causal connections. *Examples:* ALZHIR camp – established in 1937, a camp for political female prisoners. Turkistan region – a relocation area for deported families in the 1930s. Shymkent and Zhambyl – centers of interrogation and prosecution of women.

Lesson Example 4 – “Persecution of Women Teachers: Causes and Consequences.” *Method:* “Doubting Thomas.” *Description:* One student takes on the role of a skeptic, challenging claims and demanding evidence. This strengthens source-based argumentation. *Example:*

A student asserts: “Women teachers were also arrested as ‘wives of enemies of the people.’”

The “Doubting Thomas” responds: “I don’t believe it! Provide a specific example.”

In reply, the case of teacher Aigerim Esenbekkyzy from Shymkent, who was arrested, is provided (as documented in archival sources).

Lesson Example 5 – “Exploring Archival Data on Persecuted Women from Southern Kazakhstan.”

Method: “Historical Alphabet.” *Description:* Each student or group selects a letter of the alphabet and researches a woman’s name or related concept beginning with that letter. *Examples:* A – Anar Aitpayeva (teacher persecuted according to archival records). M – Mukhtarova Zeinep (collective farmer, convicted as “enemy of the people’s wife”). Sh – Shynar Sharipova (party activist, later arrested). *Research Task:* Using the database [22] (<https://bessmertnybarak.ru/books/person/513431/>), students collect names and biographical details of women from Turkistan, Shymkent, Zhambyl, and other parts of Southern Kazakhstan. The objective is to compile the longest and most accurate list of names within a set time. The competitive element enhances motivation and develops archival research skills.

Lesson Example 6 – “Women’s Camps and Living Conditions.” *Method:* “Concentration Game.” *Description:* Students are split into two teams. Each team is shown a card (or slide) containing 10-12 words such as: ALZHIR, sewing workshop, “enemy of the people’s wife,” Shymkent, camp, guard, hunger, abuse, cold, interrogation, prisoner, testimony. They have 2 minutes to study the card (without writing or taking photos). Then, in 5 minutes, they recall and write down as many words as possible. The team recalling the most correct terms wins. This exercise trains memory, focus, and historical vocabulary.

Lesson Example 7 – “Life in Camps through Photographs and Videos.” *Methods:* “Yes-No Game” and pantomime. *Description:* The lesson begins with reviewing photographs and videos of camp life. Then, one student stands at the board with a card on their forehead (e.g., ALZHIR, interrogation, sewing machine, banned letter). The class knows the word; the student asks yes/no questions to guess it. In the second phase, students draw cards with historical terms and explain them through pantomime. After the class identifies the term, the student provides a historical explanation. This method supports retention of complex concepts, creativity, and associative thinking.

Lesson Example 8 – “Modern Commemoration of Persecuted Women.” *Method*: “What Lies Ahead?” *Description*: At the start of the lesson, only the topic title is announced – for example, “Restoring the Names of Persecuted Women as a Duty of the Present.” Students propose their predictions: “What might this lesson cover?,” “What memorial activities exist?,” “What initiatives are held in Southern Kazakhstan?” Later, the teacher presents factual information: unveiling of monuments, museum exhibits, online projects, and family-history initiatives. In the final stage, students compare their predictions with the actual information, practicing hypothesis-building, comparison, and reflection.

Lesson Example 9 – “Legal Rehabilitation of Women Victims.” *Method*: “Historical Football.” *Description*: The class is divided into teams. Each team studies laws related to the rehabilitation of repression victims (e.g., the Law of the Republic of Kazakhstan on Mass Political Repressions Rehabilitation, social support measures) and prepares three questions:

2 factual questions (e.g., “When was the Rehabilitation Law adopted?,” “Which categories of people received benefits?”)

1 analytical question (e.g., “Why was this law necessary?,” “What specific rehabilitation work was done for women in Southern Kazakhstan?”).

During the game, teams ask each other questions; if unanswered, the asking team loses its turn. This activity promotes understanding of legal documents, critical thinking, and communication skills.

Political repression is a historically and psychologically sensitive subject. Teachers must remain attentive to students’ emotional well-being, balancing scientific accuracy with human empathy. The history of women in Southern Kazakhstan during repression is not only about individual fates but also about shaping the collective historical memory of the nation.

Lesson Example 10 – “Introduction to the History of Repression.” *Method*: Exploring virtual museums. *Goal*: To introduce students to the history of repression and train them in the use of online historical sources. *Resources*: <https://www.memo.ru/>, <https://bessmertnybarak.ru/> [22].

Topic: Persecution of Women in Southern Kazakhstan

Method: “*True–False Statements*”

Objective: To train students to work with sources by distinguishing between historical facts and false statements.

Example:

- In 1938, more than 200 women in the Turkistan region were persecuted. (True)
- Repression against women occurred only because of the absence of able-bodied men. (False)

Topic: Working with Archival Sources

Objective: To study letters, diaries, and testimonies of persecuted women in Southern Kazakhstan.

Interactive: Students are given copies of archival documents. From the text, they identify keywords and historical context and make a short conclusion.

Topic: Women Teachers and Persecution

Method: “*Doubting Thomas*”

Objective: To practice source-based proof by disagreeing with assumptions.

Example: “*Teacher Aigansha Issayeva was persecuted for nationalism*” – “*I don’t believe it! Prove it...*”

Topic: Researching the Names of Persecuted Women

Interactive: Using the site <https://bessmertnybarak.ru/books/person/513431/>, students search for women’s names and create a “*Historical Alphabet*”.

Objective: To preserve the memory of the names of persecuted women from the southern regions of Kazakhstan.

Topic: Women’s Camps

Method: “*Concentration*” game

Objective: To memorize words and concepts related to the camps.

Example words: ALZHIR, ChSIR, sewing workshop, clay house, punishment, imprisonment, NKVD, food ration card.

Topic: Camp Conditions

Method: “Yes–No” game + pantomime

Interactive: A student shows a concept from a photo using gestures, and the class must guess it. Example: the word “ChSIR” is written on a card on the student’s back, and they try to guess it by asking questions.

Topic: Support for Repression Victims

Method: “What’s Next?”

Objective: To develop logical and historical thinking through prediction.

Interactive: Students work with data on pensions and benefits currently provided to rehabilitated women.

Topic: The Impact of Political Repressions on Kazakhstan’s Development

Method: Essay writing

Objective: To express critical views through historical understanding.

Example essay topics:

“The Silent Cry of Repressed Mothers – a Lesson of History”

“From School Desk to Prison: The Fate of Women”

Topic: Laws on the Rehabilitation of Victims of Mass Repression

Method: “Historical Football”

Objective: To analyze legislation through Q&A.

Example questions:

“What is the peculiarity of the 1993 law on rehabilitation?”

“What benefits were granted to rehabilitated women?”

Additional Resources:

<https://bessmertnybarak.ru/> – Database on victims of repression

<https://www.memo.ru/> – Memorial Society website (documents and testimonies)

<https://alzhir.kz/> – Official website of the ALZHIR museum

Central State Archive of the Republic of Kazakhstan – for original archival materials

YouTube channel “Tarikh Tagylymy” – video materials on repression

Assessment Criteria		
Criteria	Descriptor	Level
Understanding of the topic	Student explains the causes, consequences, and historical context of repression	High / Medium / Low
Accuracy of content	Correct use of historical facts, events, and personalities	High / Medium / Low
Use of digital resources	Effective use of tools like presentation, video, poster, Padlet, Thinglink	High / Medium / Low
Research skills	Ability to work with archival sources and biographical data	High / Medium / Low
Creativity and critical thinking	Creative delivery of content and expression of personal viewpoint	High / Medium / Low
Teamwork (if applicable)	Collaborates effectively with group members	High / Medium / Low
Project presentation	Presents project confidently, clearly, and with evidence-based reasoning	High / Medium / Low

Project Work Options

1. Digital Album

Students collect photos, documents, and texts about persecuted women and create an album using *Canva*, *Genially*, or *Google Slides*.

2. Short Documentary Film

Using archival materials and interviews, students prepare a 5-7 min documentary. Editing tools: *CapCut*, *iMovie*, *Kinemaster*.

3. Interactive Map

Create a map (*Google My Maps*, *Thinglink*) showing women's places of birth, deportation routes, and camps.

4. Character Study

Research the biography of one woman and reconstruct her life through diary entries or letters. Present on *Padlet* or *Jamboard*.

5. Poster or Exhibition Project

Create a visual exhibition: photos, quotes, timeline, QR codes linking to video/audio.

6. Podcast or Radio Program

Write a script, record voices, and produce a historical podcast/radio program.

Student Assessment Rubric		
Assessment Criterion	Descriptor	Points
Work with historical sources	Used archival documents, articles, and memoirs appropriately	10
Topic development	Provided in-depth analysis of persecuted women's destinies	10
Use of digital tools	Applied digital resources effectively (presentation, video, map, etc.)	10
Depth of research	Clear research question, logical structure maintained	10
Task formatting & submission	Clear structure, neat formatting, timely submission	5
Defense with arguments	Presented confidently, evidence-based reasoning, answered questions	5
Total		50

Why no complete list of persecuted women exists?

1. Loss of documents – Soviet secrecy and destruction of files over time.
2. Closed archives – Many case files remain classified.
3. Lack of local research – Systematic archival research in Southern Kazakhstan has only recently begun.

Teaching Soviet-Era Repression of Women

Lesson Types

1. Lecture

Objective: Introduce students to main stages of Soviet repression and its impact on women. *Tools:* Multimedia presentations, archival documents, photos.

2. Seminar

Objective: Develop research and analytical skills.

Format: Group discussion based on case studies or sources.

3. Practical / Project Lesson

Objective: Encourage independent research.

Activity: Research biographies of repressed women, prepare essays, reports, or video presentations.

4. Role-play or Staging

Objective: Experience events emotionally and develop critical thinking.

Examples: “Interrogation,” “Life in the Camp,” “Family of an Enemy of the People”.

5. Documentary Film / Video Lesson

Objective: Provide visual and emotional understanding.

Tools: Watch *ALZHIR* documentaries, archival footage, followed by group reflection.

6. Excursion Lesson

Objective: Learn through direct contact with historical sites.

Tools: Visit the *ALZHIR Museum* or local repression museums.

7. Virtual Museum Lesson

Objective: Useful for remote teaching.

Tools: Use 3D tours, interactive maps, online archives for virtual excursions.

Creative Work

Students may complete a final project in the form of an essay, presentation, or video, expressing their personal perspectives [25].

Table: Key Challenges in Teaching the History of Soviet-Era Repressed Women

No	Issue	Approx. Percentage (%)	Brief Description
1	Lack of archival sources	20%	Insufficient documents about repressed women and incomplete scholarly research
2	Neglect of the gender aspect	15%	Women’s history and their roles remain insufficiently studied
3	Insufficient coverage in textbooks	15%	Lack of adequate information in school and university curricula
4	Limited use of interactive methods	20%	Lessons taught mainly by traditional approaches, with little emotional/practical engagement
5	Weak public awareness	10%	Little public discussion about women persecuted during repression
6	Insufficient visual materials	20%	Lack of films, photographs, and interactive resources

Note: These percentages are approximate. Each educational institution, researcher, or teacher may adapt the proportions depending on available materials and their curriculum.

Current Issues in Teaching

1. Archival scarcity – Many documents remain classified or were destroyed.
2. Gender aspect underrepresented – Most historical studies focus on men’s experiences.
3. Limited coverage in curricula – Educational programs rarely include information about persecuted women.
4. Few interactive teaching methods – Lessons remain mostly theoretical.
5. Weakly formed public opinion – The history of repression victims is not widely discussed.
6. Lack of visual/digital resources – Difficulties in presenting the topic through engaging media.

Recommendations

To effectively teach the history of Soviet-era repressed women, it is essential to integrate:

- Archival sources (letters, trial records, personal testimonies);
- Interactive methods (debates, role-plays, case studies);
- Virtual museum lessons (e.g., *ALZHIR Museum* online resources);
- Audiovisual materials (documentary films, podcasts, survivor interviews).

These approaches will help shape historical consciousness, encourage critical and objective thinking, and preserve the memory of women who suffered under totalitarian repression [26].

Pedagogical Value

Incorporating the topic of persecuted women of the Soviet era into school and university curricula restores historical justice and instills in the younger generation values of citizenship, empathy, and humanism.

Teaching Methodology

Method type	Application approach
Work with documentary materials	Using archival documents, memoirs, letters, photo and video testimonies.
Case study	An in-depth analysis of a particular woman's fate: for example, Amina Tuyakbayeva or Aliya Moldagulova.
Role-playing games	Simulations such as "Roundtable during interrogation" or "Prosecution and defense."
Integrated lessons	Combining history and literature by analyzing works of repressed women poets.
Project-based method	Students conduct research themselves and present small exhibitions or posters.
Empathy diary	Students write a diary starting with: "If I were a woman in that era..."
Discussion / debate	On the topic: "How did repression affect women's future?"

2. Ways of Integrating into the Curriculum

General secondary education

- As a special section in the subject *History of Kazakhstan*: "*Repressions of the 1930s-1950s and their impact on women.*"

- As a facultative or elective course: "*National memory and the historical role of women.*"

Higher education (universities):

- In disciplines such as "*Gender Policy*," "*Modern History of Kazakhstan*," "*Cultural Studies*" with a special module: "*Repression and women's destiny: historical and political analysis.*"

- Suggested research seminar or coursework topics:

- Soviet repression and the role of motherhood
- Life in women's camps: the example of ALZHIR
- Public activity of Kazakh intellectual women and repression

3. Additional Recommendations

- Organize museum visits or virtual tours → for example, to the ALZHIR Memorial Complex.

- Meetings with living witnesses → invite descendants of repression victims.

- Use audiovisual materials → films such as "*Amanat*" and "*Road to Mother*" in lessons.

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3. National Archives collections (e.gov.kz)

4. List of elective courses proposed by the Ministry of Education and Science of Kazakhstan

Teaching Methodology and Integration of the Topic into the Curriculum

To effectively teach the impact of Soviet repression on women in history classes, several methodological approaches and curricular integration strategies should be considered.

1. Curriculum Integration

Alignment with educational standards:

- In secondary school curricula: introduce repressed women's history as a separate theme in *History of Kazakhstan* and *World History*.

- In colleges and universities: add special courses such as “*Victims of Repression*,” “*Gender History*,” “*Issues of Modern History*.”

Developing new elective courses:

- “*ALZHIR: Women’s Fates*,” “*Stalinist Repression and Its Social Consequences*,” “*History of Women in Kazakhstan*.”

Updating textbooks and teaching aids:

- Devote a separate section in modern history textbooks to the fate of repressed women.
- Based on archival materials, prepare additional teaching manuals, documentary collections, and digital resources.

Engaging students in research work:

- Encourage schoolchildren and students to conduct research projects and write academic papers.
- Organize events such as “*Meeting with descendants of repression victims*,” “*Collecting historical testimonies*.”

2. Methodological Recommendations

Use of archival materials and witness testimonies

- Apply materials from the Presidential Archive of Kazakhstan, the National Security Committee archives, and the ALZHIR museum.

- Analyze historical documents and letters with students.

Use of interactive methods [27]:

- Virtual museum lessons – integrating online tours of ALZHIR museum into lessons.
- Case study method – studying the life path of specific repressed women.
- Lecture-interview method – organizing online/offline meetings with researchers and descendants of repression victims.

- Analysis of documentaries and interviews – e.g., the “*ALZHIR*” film and other documentaries about repression.

- Role play and dramatization – holding historical reconstructions based on archival data.

Sample Lesson Plan

Lesson topic: *Women’s Fates during Soviet Repression: Historical Truth and Lessons Learned*

Lesson objectives:

- Explain the impact of Soviet repressive policies on women.
- Analyze the destinies of repressed women based on historical sources.
- Develop historical consciousness and research skills among students.

Expected learning outcomes:

- Students will be able to describe the lives and destinies of repressed women.
- They will analyze the social and political consequences of repression.
- They will work with archival data and historical documents.
- They will be able to use virtual resources for research.

Lesson Structure

Stage	Time	Methods
Introduction	10 min	Asking questions, defining the topic, explaining objectives
Main part	25 min	Working with archival documents, case study, film excerpts, small group analysis
Practical part	20 min	Students gather information from sources and prepare posters/presentations
Conclusion	10 min	Reflection, Q&A, discussion of historical lessons

Teaching Methods

- Case study – studying specific women’s life stories (e.g., prisoners of ALZHIR).
- Documentary and interview analysis – watching archival video sources.
- Virtual museum lessons – online tour of ALZHIR museum.
- Role play – dramatization of repressed women’s court trials.
- Group projects – students research repression-related topics and present them.

Independent Student Work

- Research task: Collect information about repressed women from their local region.
- Creative assignment: Write a historical essay or prepare a poster.
- Document analysis: Work with archival materials and photographs.

Assessment Criteria

Criterion	Indicators
Theoretical knowledge	Knowledge of historical facts about repressed women
Research skills	Ability to work with archival documents and sources
Creativity	Independent perspective in essays, posters, presentations
Teamwork	Participation, idea sharing, contribution in group work

Additional Resources

- Archive of the National Security Committee of Kazakhstan
- Presidential Archive of Kazakhstan
- ALZHIR museum materials
- Documentaries: “ALZHIR – Camp of Suffering,” “Stalinist Repression”

Final Lesson Plan

Topic: *Women’s Fates under Soviet Repression*

Type: Interactive research lesson

Target group: Grade 10-11 or university history students

Duration: 45 minutes

Teaching methods: Work with sources, case study, discussion, interactive presentation

Objectives:

- Explain the impact of Soviet repression on women.
- Analyze women’s destinies based on historical data.
- Develop critical thinking through archival work.

Expected outcomes:

- Students will know the life stories of repressed women.
- They will analyze the social and political consequences of repression.
- They will practice working with archival sources.

Lesson flow:

1. Introduction (10 min)

Teacher introduces the topic.

Students are asked: “*What do you know about Stalinist repressions?*”

Introductory video clip: excerpt from a documentary about ALZHIR camp.

2. Main part (20 min). Group work: each group is given a biography of a repressed woman; students research and present findings. Work with archival documents: teacher shows documents and explains their meaning.

Virtual excursion: exploring ALZHIR museum’s online resources. Discussion: “*How important is the rehabilitation of repression victims?*”

3. Conclusion (15 min) Reflection: students share impressions. Closing questions:

1. What were the main reasons women were repressed in the Soviet era?
2. What lessons do these events provide for modern society?

Assessment Criteria

Criterion	Indicators
Theoretical knowledge	Knowledge of facts about repressed women
Research skills	Ability to analyze archival documents
Creativity	Poster or presentation preparation
Teamwork	Active participation, argumentation, engagement

Additional resources:

The Archive of the National Security Committee of the Republic of Kazakhstan, the Archive of the President of the Republic of Kazakhstan, materials of the *ALZHIR* Museum.

Documentary films: “*ALZHIR – Camp of Suffering*”, “*Stalinist Repression*”.

This lesson plan helps students develop historical thinking skills and fosters an objective understanding of the victims of repression.

4. Online resources and interactive materials

<http://e-history.kz/> – History of Kazakhstan portal

<https://www.aljir.kz/> – Official website of the *ALZHIR* Museum

<https://ru.openarchive.org/> – Archival documents database

<https://gulaghistory.org/> – International data on the GULAG

5. Additional assignments for students

1. Essay topics:

"The fate of Kazakh women subjected to repression"

"*ALZHIR* camp: the history of the women's camp"

"Lessons of political repression"

2. Project work:

Collect information about victims of repression from local archives

Prepare a virtual tour (*ALZHIR*, Karlag)

Family history (if possible, study the life of repressed relatives)

3. Debate questions:

"Is it necessary to fully rehabilitate the victims of repression?"

"What lessons does Stalinist repression teach us?"

4. Creating infographics:

Statistical data on victims of repression

GULAG map and camps in Kazakhstan

These supplementary materials will help students gain a deeper understanding of the impact of Soviet repression on women, and foster historical awareness.

(Sample questions for students when teaching about repressed women of the Soviet era)

1. General questions:

What were the main causes of Soviet repression policies?

Why did women also become victims of political repression?

What charges were women typically accused of?

What camps for women existed in Kazakhstan?

What archival documents exist regarding repressed women?

2. In-depth questions:

What was life like for women in the *ALZHIR* camp?

What historical sources provide information on repressed women?

What methods did Soviet authorities use to punish women?

How did repressed women reintegrate into Soviet society after their release?

What is the current state of the rehabilitation process of repression victims?

3. Analytical and comparative questions:

Is there a link between repression against women in the Soviet era and the current issue of women's rights worldwide?

Compare the fate of repressed women with that of men.

Describe the impact of repression on Kazakhstan's national policy.

Compared to modern political repressions, what were the distinctive features of Stalinist repression?

Compare Soviet repression with that in other countries (e.g., Nazi Germany, Maoist China).

4. Discussion questions:

How accurately is repression reflected in current history textbooks?

How important is it to preserve the memory of victims of repression?

What arguments might Soviet authorities have had in defense of repression?

If you were a historian, what research would you conduct about repressed women?

Does modern society face a risk of political repression being repeated?

5. Practical questions:

Were there repressed relatives in your family? Can their history be studied?

Is it possible to collect information about repressed women using archival documents and memoirs?

What events can be organized to commemorate victims of repression?

If you were a teacher, how would you explain this topic to students?

What is the difference between fictional literature and documentary materials on repression?

6. Creative tasks for students:

If you were to write the diary of a repressed woman, what events would you describe?

Could you write a short play or scene on the topic of repression?

How would you plan a memorial evening dedicated to victims of repression?

If you were to create an infographic or presentation on repression, what data would you include?

If you were to make a documentary film on repression, what aspects would you highlight?

Teaching the history of women subjected to repression in Southern Kazakhstan

This is one of the important and relevant topics. During Soviet repressions, many women were persecuted for political reasons and faced severe social and economic hardships. When studying this issue, several important aspects should be considered:

1. Political and social causes and consequences of repression

Studying the history of repressed women requires understanding their role in society. Soviet repression policies were actively carried out in Southern Kazakhstan as well. Deportations, resettlements, and labor camps became a source of particular suffering for women. Their health and family life were severely affected.

2. Conducting focused research on women

It is important to conduct specialized studies of women who became political prisoners. Their harsh living conditions, psychological suffering, and humiliation should be considered from the perspective of historical justice. Families of these women also suffered greatly.

3. Researching archives and historical sources

Collecting and systematizing data about repressed women in Southern Kazakhstan is crucial. Archival documents and witnesses' memoirs help reveal the hardships and resilience of women. Such work expands historical knowledge and allows younger generations to understand the past in a fair and complete manner.

4. Promoting women's courage

Highlighting women's resilience and leadership serves not only research purposes but also educational ones. Their social activism, family preservation, and personal courage can inspire younger generations.

5. Teaching women's history to students

Innovative teaching methods should be used. Visual tools, multimedia, and archival materials can help schoolchildren and students understand women's hardships and their role in society.

6. Shaping public consciousness

The repression of women is not just a historical fact but also part of collective memory. Teaching this history supports the values of gender equality, human rights, and resilience, preparing society to face modern challenges.

Research methods for studying repressed women in Southern Kazakhstan

1. Historical-source analysis – studying archival documents (court acts, letters, reports) to reconstruct the history of repression.
2. Biographical and genealogical methods – researching personal stories and family histories.
3. Oral history – interviewing survivors, relatives, and witnesses.
4. Social history approach – studying women as a social group, their role in labor and society.
5. Cultural and gender analysis – exploring women's gender-specific challenges and resilience.
6. Content analysis – examining literature, memoirs, and diaries for patterns and themes.

Conclusion

Researching the history of women subjected to repression in Southern Kazakhstan is a complex and multifaceted task. Using a combination of archival research, oral history, gender analysis, and cultural study helps reveal the full picture of women's experiences.

Key issues in teaching this history

- Political repression in Kazakhstan affected women as well as men.
- Teaching this history raises public awareness, emotional empathy, and analytical skills.
- Effective teaching involves archival sources, local biographies, role-play, debates, and research projects.

This ensures students not only learn historical facts but also develop values of justice, resilience, and tolerance.

Effective methods:

- Virtual museum lessons – online tours of ALZHIR and other historical sites.
 - Watching and discussing documentaries – showing excerpts from films such as *“Mothers of Alash”*, *“Prisoners of ALZHIR”*.
 - Holding debates – organizing discussions on the topic *“The importance of teaching the history of repression”*.
5. Introduction of modern teaching technologies

The use of digital technologies improves the quality of teaching and allows for a more visual perception of historical events.

Effective methods:

- Interactive maps – marking the regions where repressed women were exiled.
- Gamification (game elements) – organizing quizzes and online tests based on historical data.

Teaching the history of women subjected to repression in Southern Kazakhstan plays an important role in shaping public consciousness. Through the use of interactive, historical, emotional, and analytical methods, it is possible to increase students' interest and develop historical awareness.

Current issues in teaching the history of women subjected to repression in Southern Kazakhstan

№	Current Issues	Description of the Issue	Solutions
1	Lack of archival data	Most documents about repressed women have been lost or kept classified.	Searching for new materials in archives, collecting memoirs.
2	Neglect of the gender aspect	In many studies, only men are considered as victims of repression.	Developing special works and programs focused on women's roles.
3	Limited coverage in textbooks	This issue is not sufficiently addressed in history curricula.	Including concrete data in curricula and textbooks.
4	Insufficient use of interactive teaching methods	Lessons are mostly conducted in the traditional lecture format.	Introducing virtual tours, case studies, role-playing games.

5	Weak public awareness	There are few socio-cultural studies about the descendants of repression victims.	Promoting the topic through mass media, schools, and universities.
6	Lack of visual teaching materials	There is a shortage of photos, maps, and documentary films.	Producing documentaries, creating historical maps.
7	Limited regional research	Comprehensive studies on women subjected to repression in Southern Kazakhstan are scarce.	Engaging local historians and students in research.

To address these issues, it is necessary to deepen historical research and introduce modern teaching methods. Through archival materials, visual tools, and interactive lessons, the fate of women subjected to repression can be conveyed to the younger generation in a more understandable and impactful way. Diagram of Current Issues in Teaching the History of Women Subjected to Repression in Southern Kazakhstan. Each issue is presented with its percentage share. Please let me know if additional changes are needed. Analysis of Current Issues in Teaching the History of Women Subjected to Repression in Southern Kazakhstan Political repression in Kazakhstan's history brought enormous suffering to women. A number of pressing issues arise when teaching this topic. The diagram below shows the significance of these issues in percentage terms.

Lack of archival data (20%) Many documents have not been preserved or remain classified. Most personal files of repressed women were destroyed. Solutions: Search for archival documents, collect memoirs, expand research projects.

Neglect of the gender aspect (15%) Women's history has been less studied compared to men's. Repressed women were often seen only as "wives of enemies of the people" or "relatives." Solutions: Strengthening gender studies, conducting special research on women's fates.

Limited coverage in textbooks (15%)

Educational curricula contain little information about repressed women. The younger generation has incomplete knowledge about this issue.

Solutions: Introduce new data into textbooks, prepare supplementary teaching materials.

Insufficient use of interactive teaching methods (15%)

Lessons are conducted mainly through traditional approaches, providing low emotional impact on students.

Solutions: Introduce virtual tours, case studies, role-playing games.

Weak public awareness (10%)

This topic is not widely discussed at the public level.

Solutions: Broad promotion through mass media, production of documentaries.

Lack of visual teaching materials (15%)

There is a shortage of photographs, maps, and documentaries.

Solutions: Produce new documentaries about ALZHIR, publish archival photos.

Limited regional research (10%)

Comprehensive data on repressed women in Southern Kazakhstan are insufficient.

Solutions: Engage local researchers, organize expeditions.

To resolve the above-mentioned issues, comprehensive research, archival exploration, and the introduction of new teaching methods are required. This is an important step toward restoring historical justice.

Teaching the History of Repressed Women through the Lens of "Everyday History"

Teaching the history of women subjected to repression in Southern Kazakhstan through the approach of "domestic history" or "everyday history" allows for a deeper understanding of the social and cultural structures of society. When studying this topic, it is important to analyze not only women's political roles and circumstances during repression, but also their household, family, and social experiences and relationships.

The period of repression:

During this period, many people, including women, were subjected to political and social persecution. Among them were individuals with anti-party views or those striving for national independence. Women, while maintaining their family and social responsibilities, experienced the diverse consequences of repression.

Everyday history approach:

To understand women's lives, they must be studied not only politically but also personally – how they lived daily, what hardships they faced. It is important to examine their roles in family, labor, and community life during repression.

Women's social status:

In the history of Southern Kazakhstan, women's social status and roles within families played a significant part. Many worked in agriculture alongside men, made important family decisions, and during political repression, most struggled with violence and fear while trying to protect their families.

Regional specificities:

Women in Southern Kazakhstan often led nomadic or semi-nomadic lifestyles, which shaped their lives in unique ways. On the one hand, they created families, and on the other hand, they actively participated in agriculture and household work. Their role in society during repression was highly significant.

Teaching methods:

This topic requires the use of diverse historical sources, personal testimonies, and memoirs. By collecting information about women's individual histories and their place in society, students can gain a broader understanding. Furthermore, comparing women's historical roles with their roles today can make the learning process more engaging and meaningful.

This topic provides an opportunity to gain a deeper understanding of Kazakhstan's social history and reveals important aspects of women's history that have long remained in the shadows.

The Role of ICT in Teaching History

In today's education system, the role and priorities of teachers have undergone significant changes. The main task now is not simply to transmit knowledge, but to guide students toward independent and creative inquiry. Information and Communication Technologies (ICT) have become an integral part of modern history lessons. A contemporary teacher must be highly professional and able to effectively use modern digital tools.

Lessons delivered through ICT are visual, informative, colorful, and interactive. They save time for both teachers and students, allowing each learner to study at their own pace. ICT also enables teachers to work individually with students, monitor progress in real time, and evaluate learning outcomes effectively.

When ICT is applied, the student is not merely a passive recipient but an active participant – capable of collecting information from various sources, analyzing it, forming hypotheses, experimenting, and developing creativity. Such skills prepare students to live freely and confidently in an information society.

Students learn to independently search for information, analyze and interpret it, draw conclusions, share knowledge with others, and freely master new technologies.

Using digital resources in teaching history at schools significantly enhances learning quality and makes the process more interactive and accessible.

The main advantages of digital resources in history education include:

Accessibility: materials can be easily accessed anytime and anywhere, allowing students to study at their convenience;

Interactivity: game-based tasks help students remember and process historical material more effectively;

Variety of sources: texts, images, audio, and video provide a deeper and more comprehensive understanding of the topic.

Digital resources for history lessons may include online archives, virtual museums, video lectures, and educational games. These tools give teachers access to historical documents and

sources that were previously unavailable. Furthermore, digital tools allow teachers to closely monitor student performance and adapt teaching methods to individual learning needs.

Conclusion. Teaching the fate of women subjected to repression during the Soviet era makes a significant contribution to shaping students' historical memory and sense of justice. By mastering the topic through diverse methods, the younger generation develops critical thinking skills and respect for moral and spiritual values. The fate of women who suffered repression in Southern Kazakhstan is one of the most complex and tragic chapters of our national history. Branded as "wives of enemies of the people" and unjustly persecuted during the Soviet period, these women bore witness not only to personal suffering but also to the collective ordeal of an entire nation. Studying their life paths is not only a way of restoring historical justice but also an essential tool for fostering historical memory and civic consciousness among future generations.

In teaching this topic, relying on archival sources and eyewitness testimonies, using modern digital resources, and incorporating virtual museums and documentaries into lessons are effective methods of presenting historical truth comprehensively to students. Such approaches not only enliven historical knowledge but also cultivate young people's critical thinking and research skills. Exploring the fate of women who became victims of repression ensures that their names are not forgotten and helps establish a culture of justice and respect for human rights in society. This historical lesson serves to understand the value of today's independence and freedom, while preventing the repetition of past tragedies.

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