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HISTORICAL AND ETHNOGRAPHIC WORKS OF UZBEKALI ZHANIBEKOV AND METHODS OF THEIR TEACHING

Abstract

Uzbekali Zhanibekov was a prominent scholar, ethnographer, and public figure who made a significant contribution to the revitalization of Kazakh culture and national heritage. His scholarly research covers various aspects of Kazakh traditional culture, craftsmanship, national clothing, and customs. Additionally, he carried out extensive work in the restoration of historical and cultural monuments and the promotion of national values. This article explores Uzbekali Zhanibekov's historical and ethnographic works, analyzing the importance of his research and the methods of applying them in the educational system. Studying and teaching Zhanibekov's works have a profound impact on understanding national culture, historical consciousness, art, and museum studies. His research provides in-depth knowledge about Kazakh traditional culture, art, national costumes, music, museum studies, and spiritual heritage. Uzbekali Zhanibekov's works are a valuable resource for teaching Kazakh culture and art. He made significant contributions to the revival of museum practices, national craftsmanship, traditional music, historical heritage, and spiritual values. When integrated with modern educational methods, his research helps students develop a comprehensive understanding of national culture. Teaching Zhanibekov's works is an effective tool for revitalizing national culture and enhancing students' historical and cultural awareness. By combining theory and practice, his works hold great significance in areas such as spiritual education, developing research skills, and promoting cultural heritage. Teaching Uzbekali Zhanibekov's works is an effective, innovative, and comprehensive process that enhances respect for Kazakh culture, art, and historical heritage. The integration of these works with theoretical, practical, and digital teaching methods can enrich students' historical and cultural knowledge while fostering national consciousness. The article proposes effective methods for teaching Zhanibekov's ethnographic research in schools and universities, particularly focusing on incorporating his works such as *Ethnographic Heritage*, *Kazakh Clothing*, *At the Crossroads*, and other studies into the curriculum. Furthermore, to increase students' engagement, interactive methods such as working with archival documents, using visual materials, conducting field research, and project-based studies are suggested. The study provides methodological recommendations for teaching Uzbekali Zhanibekov's ethnographic heritage. These materials contribute to forming students' respect for national culture and increasing their interest in historical and ethnographic research. The article aims to contribute to the revival and preservation of national values through education.

Keywords: Uzbekali Zhanibekov, ethnography, Kazakh culture, historical heritage, national values, teaching methodology, interactive teaching, archival research, craftsmanship, traditional art

Uzbekali Zhanibekov's meticulous research and expertise in writing scholarly works were exceptional. He authored and published individual monographs on various aspects of Kazakh cultural heritage, historical monuments, national clothing, ornamental patterns, dance, and architectural arts.

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ӨЗБЕКӘЛІ ЖӘНІБЕКОВТЫҢ ТАРИХИ-ЭТНОГРАФИЯЛЫҚ ЕҢБЕКТЕРІ ЖӘНЕ ОНЫ ОҚЫТУ ӘДІСТЕМЕСІ

Аңдатпа

Өзбекәлі Жәнібеков – қазақ мәдениеті мен ұлттық мұрасын жаңғырту ісіне ерекше үлес қосқан көрнекті ғалым, этнограф және қоғам қайраткері. Оның ғылыми зерттеулері қазақ халқының дәстүрлі мәдениеті, қолөнері, ұлттық киім үлгілері мен әдет-ғұрыптарын қамтиды. Сонымен қатар, ол тарихи-мәдени ескерткіштерді қалпына келтіру және ұлттық құндылықтарды насихаттау жолында ауқымды жұмыс атқарды. Бұл мақалада Өзбекәлі Жәнібековтың тарихи-этнографиялық еңбектерін жан-жақты қарастырып, оның зерттеулерінің маңыздылығын, сондай-ақ оларды білім беру жүйесінде қолдану әдістерін талдаймыз. Ө. Жәнібеков еңбектерін оқу және оқыту ұлттық мәдениет, тарихи сана, өнер мен музей ісін түсінуге ерекше ықпал етеді. Оның зерттеулері қазақтың дәстүрлі мәдениеті, өнері, ұлттық киімдері, музыкасы, музей ісі және рухани мұрасы туралы терең білім береді. Өзбекәлі Жәнібековтың еңбектері – қазақ мәдениеті мен өнерін оқытудың құнды дереккөзі. Ол музей ісі, ұлттық қолөнер, дәстүрлі музыка, тарихи мұра және рухани құндылықтарды жаңғыртуда үлкен еңбек сіңірді. Оның ғылыми зерттеулері мен шығармалары білім берудің заманауи әдістерімен ұштасқанда, оқушыларға ұлттық мәдениетті жан-жақты меңгеруге көмектеседі. Ө. Жәнібеков еңбектерін оқыту – ұлттық мәдениетті жаңғырту мен оқушылардың тарихи-мәдени сауатын арттырудың тиімді құралы. Теория мен практиканы үйлестіре отырып, бұл еңбектер рухани тәрбиелеу, зерттеу дағдыларын дамыту және мәдени мұраны дәріптеу салаларында ерекше маңызға ие. Ө. Жәнібеков еңбектерін оқыту – қазақ мәдениетіне, өнеріне және тарихи мұрасына деген құрметті арттыратын тиімді, инновациялық және кешенді процесс. Бұл еңбектерді теориялық, практикалық және цифрлық оқыту әдістерімен ұштастыру арқылы оқушылардың тарихи-мәдени білімін байытып, ұлттық сана-сезімін қалыптастыруға болады. Мақалада Жәнібековтың этнографиялық зерттеулерін мектеп және жоғары оқу орындарында оқытудың тиімді әдістері ұсынылады. Әсіресе, оның «Этнографиялық мұра», «Қазақ киімі», «Жолайырықта» және басқа да еңбектерінің мазмұнын оқу бағдарламасына енгізу жолдары қарастырылады. Сонымен қатар, оқушылардың қызығушылығын арттыру мақсатында интерактивті әдістер – архив құжаттарымен жұмыс, визуалды материалдарды пайдалану, далалық зерттеулер мен жобалық жұмыстар арқылы зерттеу тәсілдері ұсынылады. Зерттеу барысында Ө. Жәнібековтың этнографиялық мұраларын оқытуда қолдануға болатын әдістемелік ұсыныстар беріледі. Бұл материалдар оқушылар мен студенттердің ұлттық мәдениетке деген құрметін қалыптастыруға, тарихи-этнографиялық зерттеулерге деген қызығушылығын арттыруға ықпал етеді. Мақала ұлттық құндылықтарды жаңғырту мен сақтау ісіне білім беру арқылы үлес қосуды көздейді.

Кілт сөздер: Өзбекәлі Жәнібеков, этнография, қазақ мәдениеті, тарихи мұра, ұлттық құндылықтар, оқыту әдістемесі, интерактивті оқыту, архивтік зерттеу, қолөнер, дәстүрлі өнер

Өзекеңнің тыңғылықты зерттеушілік, ғылыми еңбектер жазу шеберлігі ерекше болатын, ол қазақтың мәдени мұралары мен тарихи ескерткіштері, ұлттық-киім, ою-өрнек, би және сәулет өнері жайында жеке-жеке монографиялар жазып бастырды.

Камал СМАЙЫЛОВ, жазушы

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ИСТОРИКО-ЭТНОГРАФИЧЕСКИЕ ТРУДЫ УЗБЕКАЛИ ЖАНИБЕКОВА И МЕТОДИКА ИХ ПРЕПОДАВАНИЯ

Аннотация

Узбекали Жанибеков - выдающийся учёный, этнограф и общественный деятель, внёсший значительный вклад в возрождение казахской культуры и национального наследия. Его научные исследования охватывают традиционную культуру казахского народа, народные ремёсла, образцы национальной одежды и обычаи. Кроме того, он провёл масштабную работу по восстановлению историко-культурных памятников и популяризации национальных ценностей. В данной статье всесторонне рассматриваются историко-этнографические труды Узбекали Жанибекова, анализируется значимость его исследований, а также методы их применения в системе образования. Изучение и преподавание трудов Узбекали Жанибекова оказывает особое влияние на понимание национальной культуры, исторического сознания, искусства и музейного дела. Его исследования предоставляют глубокие знания о традиционной культуре казахского народа, его искусстве, национальной одежде, музыке, музейном деле и духовном наследии. Труды Узбекали Жанибекова являются ценным источником для преподавания казахской культуры и искусства. Он внес значительный вклад в развитие музейного дела, национальных ремесел, традиционной музыки, исторического наследия и духовных ценностей. Его научные исследования и труды, будучи интегрированными с современными методами обучения, способствуют всестороннему освоению национальной культуры учащимися. Преподавание трудов Узбекали Жанибекова является эффективным инструментом в деле возрождения национальной культуры и повышения историко-культурной грамотности школьников. Умелое сочетание теории и практики придает его работам особую значимость в духовно-нравственном воспитании, развитии исследовательских навыков и популяризации культурного наследия. Преподавание трудов Узбекали Жанибекова представляет собой эффективный, инновационный и комплексный процесс, способствующий формированию уважительного отношения к казахской культуре, искусству и историческому наследию. Сочетание его трудов с теоретическими, практическими и цифровыми методами обучения позволяет углубить историко-культурные знания учащихся и сформировать национальное самосознание. В статье предлагаются эффективные методы преподавания этнографических исследований Узбекали Жанибекова в общеобразовательных школах и высших учебных заведениях. Особое внимание уделяется включению в содержание образовательной программы таких его трудов, как «*Этнографическое наследие*», «*Казахская одежда*», «*На распутье*» и другие. Кроме того, с целью повышения интереса учащихся предлагаются интерактивные методы обучения - работа с архивными документами, использование визуальных материалов, проведение полевых исследований и проектной деятельности. В ходе исследования представлены методические рекомендации, которые могут быть использованы при преподавании этнографического наследия Узбекали Жанибекова. Данные материалы способствуют формированию уважения к национальной культуре и повышению интереса к историко-этнографическим исследованиям у учащихся и студентов. Статья направлена на вклад в возрождение и сохранение национальных ценностей через образовательный процесс.

Ключевые слова: Узбекали Жанибеков, этнография, казахская культура, историческое наследие, национальные ценности, методика преподавания, интерактивное обучение, архивные исследования, ремесло, традиционное искусство

Introduction. The scholarly legacy of Uzbekali Zhanibekov covers numerous topics related to the culture and ethnography of the Kazakh people. The aim of his works is to revive and preserve the national values of the people. In his research, he left important information about the craftsmanship, household items, national clothing, music, and theatrical art of the Kazakh people.

Relevance. The assessment given by the leader of Kazakh history reveals the significance and role of Uzbekali Zhanibekov in historical and ethnographic research.

It is stated: «Uzbekali was passionate about studying the uniqueness of each region in the weaving of Kazakh carpets, kilims, the creation of household items, chests, saddlery, and tools. His nature was inherently research-driven and inquisitive. Uzbekali loved the Torgai steppe, and the ancient Torgai embraced him as its own son.» [1]. Uzbekali Zhanibekov was a renowned Kazakh ethnographer, cultural researcher, and writer of national history. His works are dedicated to the culture, customs, way of life, and art of the Kazakh people. Zhanibekov's historical ethnographic research was primarily conducted with the aim of promoting the social structure, traditions, and national art of the Kazakh people. He also authored works on traditional Kazakh clothing. Zhanibekov's work "*Kazakh Clothing*" systematically presents the traditional clothing styles of the Kazakh people from a scholarly perspective, exploring their historical evolution. He identified the unique features of clothing styles from different regions and described the techniques used in their creation. Through the scholar's research, the ethnographic characteristics of Kazakh national clothing were preserved and revived. In addition, Uzbekali Zhanibekov paid special attention to the craftsmanship and decorative-applied arts of the Kazakh people. He researched traditional art forms such as jewelry making, felt production, carpet weaving, and wood and metal processing, describing the techniques used in their creation. Through his works, many forgotten art forms were revived and began to be utilized in the practices of contemporary craftsmen. In his work "*The Art of the Great Steppe*", dedicated to the musical heritage of the Kazakh people, Zhanibekov analyzed traditional Kazakh musical instruments, their manufacturing techniques, and their unique features of use. With his initiative, Kazakh folk music was studied at a new level, and the repertoire of national instruments was expanded. He also left a significant mark in the field of archaeological and cultural heritage research and preservation. Zhanibekov led the restoration of historical and cultural monuments. Under his leadership, the Mausoleum of Khoja Ahmed Yasawi in Turkestan was restored. Additionally, during his research on the ancient cultural heritage of the Kazakh people, he collected a vast amount of ethnographic materials. The works of Uzbekali Zhanibekov hold significant importance not only in scientific circles but also in the education system. His ethnographic research undoubtedly requires a specialized methodological framework for teaching in the subject of Kazakh history. Despite the existence of sources about Uzbekali Zhanibekov as a researcher of Kazakh art and culture, there is a lack of comprehensive work regarding the methodological framework for teaching his vast body of work. From this perspective, the relevance of the article is unquestionable.

Materials and Methods: Uzbekali Zhanibekov's historical and ethnographic works are numerous. Notably, "*Kazakh Clothing*" [2], "*Echo*" [3], "*At the Crossroads*" [4], "*Traditions and Customs of the Kazakh People*" [5], works related to the art of the dombra [6], "*The Caravan of Time*" [7], "*Lessons of Fate*" [8], "*Selected Works*" [9], and other materials have been used as sources for this article.

Uzbekali Zhanibekov has authored numerous articles published in the press. Among the key ones are «Let's Not Diminish the Value of Kazakh Clothing», «I Reflect on the Past», «How It Was Established (About the Founding of the Torgai Theatre)», «Ancient Otrar», «The World of Beauty (On Contemporary Kazakh Pop Music, Folk Songs, and Dances)», and others.

In this context, the book "*Uzbekali Zhanibek. Unpublished Writings and Recollections About Him*" edited by G. Qabdolqaiyrov and published by Arys Publishing House in 1999, offers valuable insights. Likewise, the book "*Uzbekali Zhanibekov*", published in 2006 by Kazakhstan Publishing House as part of the "*Inspiring Lives series*", is also regarded as a significant contribution to the promotion and recognition of Zhanibekov's legacy [10]. The memoirs of Kalikhan apa, who was the lifelong wife of Uzbekali Zhanibekov, provide valuable insights into the lesser-known aspects of this prominent figure's life. The interview of E. Zangirov with Kalikhan Zhanibekova, titled "He Made a Promise Only Once in

His Life” was published in the June 23, 2005 issue of the newspaper “Nur-Astana”. The interview of N. Bayyrbek with K. Zhanibekova, titled “The Museum Named After Zhanibekov Has Not Yet Been Opened” was published in the journal “Kazakh Museums”. In the December 2, 2006 issue of the newspaper Egemen Qazaqstan, K. Toksanbai’s extensive article titled “The Ethnographer» unfolds as a reflective conversation with Kalikhan apa. In all of these accounts, Kalikhan apa shares stories that reveal the unique and previously little-known facets of Ozagha’s (Uzbekali Zhanibekov’s) character. [11]

In the Local History Museum of the Steppe in Arkalyk, founded by Uzbekali himself, Folder No. 41 in the “Party Building” section of the Special Documents Fund is entirely dedicated to Uzbekali Zhanibekov. It contains a collection of his photographs, speeches delivered at meetings, and articles published in newspapers.

Nurzhan Abildaev and Aiganym Serim conducted research on the topics «The Study of Economic Activities and Examples of Material Culture in the Ethnological Works of Uzbekali Zhanibekov» and «Uzbekali Zhanibekov and Kazakh Civilization». These studies pay due attention to Uzbekali Zhanibekov’s scholarly contributions through sections such as «Researcher of the Otyrar Civilization,» «On the Celebration of Nauryz,» «Reviver of Historical Artifacts,» «Museum Specialist,» «Patron of the Arts and Researcher of the History of Dance,» «Researcher of the History of Kazakh Traditional Dwellings,» and «Researcher of National Clothing Styles.» As a researcher of Otyrar’s history, Uzbekali Zhanibekov’s unique perspectives are particularly emphasized. He studied the culture and traditional way of life of the Kazakh people in connection with the flourishing development of the city of Otyrar, referring to it as the “Otyrar Civilization” [12]. “One of the true connoisseurs of our historical monuments was our brother Uzbekali,” wrote M. Zholdasbekov [13]. In connection with the 75th anniversary of Zhanibekov, several materials were published in issue No. 9 of the Kazakh Museums journal in 2006. In T. Ryskeldiev’s article titled «The Zhanibekov Phenomenon – the Aziret Sultan State Historical and Cultural Reserve Museum,» Zhanibekov’s significant contributions to the establishment of the Aziret Sultan Museum are highlighted. The article emphasizes how this steadfast figure protected the sacred site with unwavering dedication even during the harshest periods of Soviet repression, showing remarkable determination and resilience in his efforts to preserve and revive it [14].

T. Zhaubasova’s article titled «A Great Figure in the World of Art» emphasizes Uzbekali Zhanibekov’s role as a devoted patron and protector of Kazakh art, highlighting his deep commitment to museum work and the preservation of historical artifacts. The article notes that Zhanibekov played a key role in the establishment and development of the National Museum of Musical Instruments in Almaty and endured numerous challenges to see the project through to completion [15].

Historians owe a great debt to Uzbekali Zhanibekov for his role in organizing the teaching of Kazakhstan’s history. The first person to propose the introduction of a course on the history of Kazakhstan in schools, kindergartens, and higher education programs was Amanzhol Kuzembayev, a native of Kostanay, who sent a letter to Uzbekali Zhanibekov, then the Secretary of the Central Committee, in 1987 [16]. Uzbekali, a noble figure, did not ignore this proposal and immediately tasked the Minister of Education, Shaykh Sultan Shayahmetov, with ensuring that the initiative was properly implemented. Soon after, the subject of Kazakhstan’s history began to be taught in schools and higher educational institutions. Even in the restrictive environment of the Soviet era, when there was little freedom, Uzbekali accomplished remarkable feats. Methodological works related to the study of ethnic pedagogy in Kazakhstan, such as those by A. Tabildy on the methodology of teaching Kazakh ethnopedagogy [17], A.E. Kirov’s work on the information-communicative competencies in teaching [18], and G.Zh. Azimbayeva’s research on new technologies for improving the quality of education in Kazakhstan’s history [19], and others were foundational to this progress.

Methods. The fundamental principles of historical science - objectivity, historicism, and systematicity - served as the basis of this research. In the course of writing the thesis project, comparative-historical analysis, critical analysis, and logical research methods were extensively employed. Various methods may be applied when teaching the historical and ethnographic works of Uzbekali Zhanibekov.

These methods are primarily aimed at explaining ethnographic knowledge and historical material to students, broadening their worldview, and fostering interest in national culture.

Discussion: The historical and ethnographic works of Uzbekali Zhanibekov and his role in the revival of cultural heritage are of particular significance. Uzbekali Zhanibekov was a prominent scholar, ethnographer, and statesman who made tremendous efforts to preserve the national values of the Kazakh people and to revive their cultural heritage. His research and practical activities encompassed various branches of Kazakh ethnography and contributed significantly to the development of many areas of national culture. In line with the methodology of teaching in higher education institutions, we propose several methodological approaches that can be used in teaching the historical and ethnographic works of Uzbekali Zhanibekov. For example: Lectures and seminars: The scholar's works and research should be presented in the form of lectures in a clear and scientifically structured manner. These lectures should highlight Zhanibekov's contributions to Kazakh culture, his research methods, and present important conclusions and viewpoints. Practical classes: To demonstrate practical methods in the study of ethnography and folklore, students should be given assignments to explore folk traditions and customs. These research activities should focus on the collection of concrete ethnographic data and materials. Contemporary aspects of Kazakh culture: By relating Zhanibekov's works to contemporary culture, the influence and relevance of his research to modern society can be demonstrated. For instance, discussions may be held on the current relevance of nomadic culture and the preservation of Kazakh national identity. Conversations and discussions: Students should be engaged in discussions on Zhanibekov's works, allowing them to compare different perspectives. Such discussions help develop critical thinking skills and proper use of research methodology. Research projects: Students should be given the opportunity to conduct their own research related to Zhanibekov's topics of study. For example, assignments may include conducting ethnographic research, studying national traditions and culture, and presenting their findings in class [20].

The methodology of teaching Uzbekali Zhanibekov's works also contributes to the formation of a deep understanding of Kazakh ethnography and culture. Through such methodologies, students are equipped not only with theoretical knowledge but also with practical skills.

Thus, Uzbekali Zhanibekov is one of the prominent researchers in Kazakh ethnography and history. His works are enriched with valuable data on Kazakhstan's cultural heritage, people's lifestyle, traditions, and customs. The methodology for teaching Zhanibekov's historical and ethnographic works is multifaceted, as he explored the culture and everyday life of the Kazakh people in depth. The first stage in teaching Zhanibekov's works through the explanation of historical ethnography is based on introducing the key principles and methods of historical ethnography. It is essential to discuss the major aspects of ethnography, including the study of people's lifestyles, traditions, customs, and social structures.

- Introductory classes: Zhanibekov's main research subjects and their role in the life of the people.
- Methods and techniques: Demonstrating the methods used by Zhanibekov in collecting and analyzing historical data.

2. Exploring Zhanibekov's ethnographic research subjects Uzbekali Zhanibekov's research primarily covered the lifestyle and culture of people across various regions of Kazakhstan. When teaching his works, attention can be paid to the following aspects: • Traditions and customs: Explaining how Zhanibekov paid special attention to the traditions in the culture and everyday life of the Kazakh people. • Kazakh worldview and folklore: Highlighting his efforts to understand the popular worldview by studying Kazakh mythology, legends, and epics.

3. Analysis and comparison of data While teaching Zhanibekov's works, it is essential to compare and analyze historical data. For example:

- Comparing sources of data: Comparing the historical and folklore materials used in Zhanibekov's research.

- Assessing innovation: Exploring what new perspectives and original ideas Zhanibekov introduced in relation to Kazakh history and culture.

4. Practical classes

- Method of implementation: When teaching Zhanibekov's works, organize tasks and group activities that enable students to apply historical ethnography in practice. Students develop skills in collecting, analyzing, and interpreting ethnographic data.

- Restoration projects: Students are encouraged to revisit previous researchers' work and evaluate it from a contemporary point of view.

5. Final lessons and essays

Students summarize the significance and value of Zhanibekov's works and present their thoughts in written form. This approach helps develop students' academic thinking and provides a deeper understanding of historical ethnographic data.

The methodology for teaching Uzbekali Zhanibekov's historical and ethnographic works mainly enables students to gain a profound understanding of the cultural heritage of the Kazakh people and to evaluate it in accordance with modern requirements.

Uzbekali Zhanibekov is a prominent researcher of Kazakh history and ethnography, a scholar, and a public figure. His methodology in historical and ethnographic research is both significant and unique. Several methodological principles and approaches can be seen in his works:

- Comprehensive approach: Zhanibekov considered the close relationship between history and ethnography in his studies. He analyzed social, political, economic, and cultural aspects in an integrated manner to study the history and culture of the Kazakh people.

- Targeted research: In many of his works, Zhanibekov conducted focused research aimed at understanding people's daily life, traditions, oral literature, and culture. He systematically described customs and traditions, linking them to historical periods and emphasizing the connection between the past and the present.

- Collection of ethnographic data: The collection of ethnographic data plays a crucial role in Zhanibekov's works. He conducted interviews with people in rural areas, documented their daily lives, culture, and traditions, and examined oral histories and legends from a scholarly perspective.

- Study of social life: Zhanibekov's ethnographic analysis of society involved detailed examinations of individuals' roles, participation in labor, and cultural contributions. His method of studying social structures and everyday life is especially noteworthy.

- Consideration of historical context: Zhanibekov's work does not analyze history solely through data and facts but also takes into account the cultural and social context of the period. He viewed the ethnographic realities of the past century in light of the ideology and social structures of the time. Zhanibekov's methodology plays an important role in understanding and studying the history and culture of the Kazakh people. His work continues to have a significant impact on the development of ethnography and history today. As one of the major figures in Kazakh ethnography, Zhanibekov's historical and ethnographic methods have enhanced the quality of academic research and opened up new directions in ethnographic knowledge. His ethnographic methodology is based on the following key principles:

Field research: Uzbekali Zhanibekov spent a significant amount of time among the people in his ethnographic studies. He focused on researching the daily life, customs, traditions, linguistic features, and folklore of the Kazakh people. This method enhanced the accuracy and authenticity of his research.

Use of documentary and written sources: Zhanibekov paid great attention to using written historical sources and archival documents to analyze the cultural and historical heritage of the past. This method deepened ethnographic studies and facilitated a clearer understanding of historical context.

Comparative method: Zhanibekov applied the comparative method in his research, comparing the culture of the Kazakh people with the cultures of other Turkic peoples, studying the similarities and differences. This approach helped to demonstrate the interconnections between different cultures.

Analysis of historical context: When studying the culture and daily life of the people, Zhanibekov did not limit himself to ethnographic data alone but also considered the historical conditions and social structures of the era. This allowed for a broader understanding of historical ethnography.

Collecting oral stories and folklore: Uzbekali Zhanibekov paid significant attention to collecting and studying the oral literature and folklore of the Kazakh people. Researching the people's heritage and mythology was an essential part of his ethnographic methods.

Zhanibekov's methods ensured the depth and breadth of ethnographic research and made a substantial contribution to the development of ethnology. As a prominent researcher of Kazakh culture and ethnography, as well as a statesman and public figure, his work holds a special place in the study, preservation, and promotion of national values.

Uzbekali Zhanibekov's historical and ethnographic works

Zhanibekov's research covers the traditional culture, national clothing, handicrafts, customs, and historical heritage of the Kazakh people. His major works include:

- "Kazakh Clothing" – A study of the history and features of traditional Kazakh clothing.
- "Echo" (Zhangyryk) – Addresses issues of revitalizing historical, ethnographic, and cultural heritage.
- "Historical and Cultural Monuments of the Ulytau Region" – Describes the archaeological and ethnographic heritage of the Ulytau region.
- "Fate's Lessons" – Offers reflections on the revival and preservation of Kazakh culture.

Zhanibekov made a significant contribution to the revival of national handicrafts and traditional arts. His efforts led to the organization of many ethnographic festivals and exhibitions. He focused on studying and returning to the people cultural treasures like the Kazakh dombra (a traditional musical instrument), yurts, and jewelry.

The following methods are effective in teaching Zhanibekov's works:

Lectures and interactive lessons – Providing in-depth knowledge about national culture through descriptions of historical and ethnographic works.

Visual aids and multimedia – Using images of national clothing, ornamental patterns, and traditional art pieces to support the learning process.

Expeditions and field studies – Taking students to ethnographic sites to demonstrate the heritage studied by Zhanibekov.

Project-based learning – Encouraging students to conduct research related to Kazakh ethnography.

Practical lessons – Teaching traditional handicrafts, such as jewelry making, felt-making, and decorative art creation.

Reflection and discussions – Engaging students in discussions about the influence of Zhanibekov's works on contemporary culture. [20].



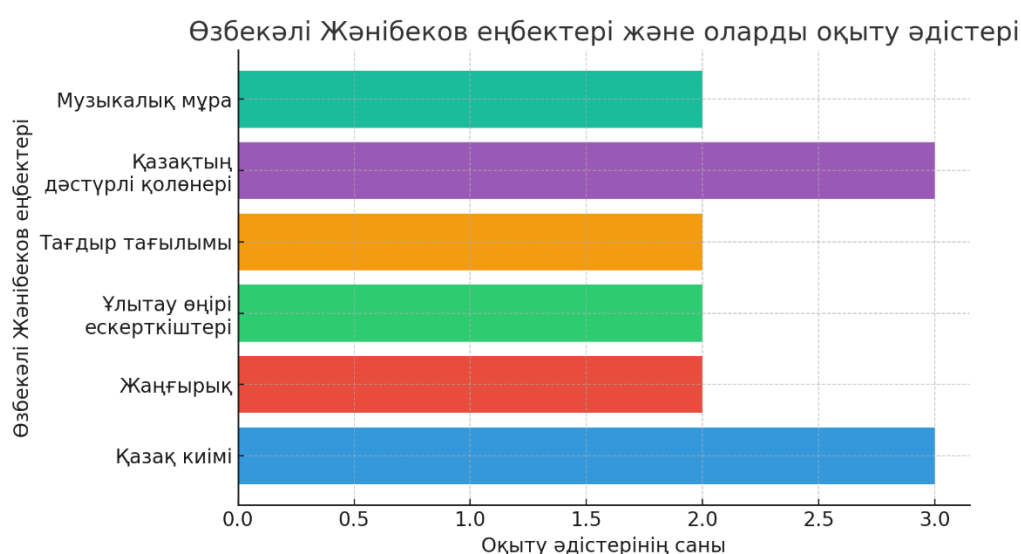
This diagram illustrates the quantitative relationship of the types of lessons used in teaching the works of Uzbekali Zhanibekov. Uzbekali Zhanibekov made a significant contribution to the revival of traditional

crafts and arts. Under his initiative, numerous ethnographic festivals and exhibitions were organized. He researched cultural heritage items such as the Kazakh dombra, yurts, and jewelry, striving to return them to the public domain.

Table 1: Uzbekali Zhanibekov's Historical-Ethnographic Works and Methodology for Teaching Them.

Topic	Content	Teaching Methodology
Kazakh Clothing	The history, types, and features of traditional Kazakh clothing	- Lectures, interactive lessons- Visual aids (photos, videos)- National clothing exhibition
Echo	Issues of reviving national cultural heritage	- Discussions, reflective debates- Project work (researching cultural heritage)
Historical and Cultural Monuments of the Ulytau Region	Ethnographic and archaeological heritage of the Ulytau region	- Excursions and field studies- Analysis of archaeological materials
The Lessons of Destiny	Reflections on the preservation and revival of Kazakh culture	- Writing essays, discussions- Analyzing scientific articles
Kazakh Traditional Handicrafts	Decorative arts, jewelry, carpet weaving, felt-making	- Practical lessons- Master classes (engaging in handicrafts)
Musical Heritage	Traditional Kazakh musical instruments, compositions	- Dombra playing lessons- Music ethnography research

This table organizes the works of Uzbekali Zhanibekov and illustrates effective teaching methods for them.



In this diagram, I have shown the number of teaching methods related to each of Uzbekali Zhanibekov's historical and ethnographic works. This legend is cited by the ethnographer O. Zhanibekov in his work. According to this legend, the nine chapters of history were supposedly engraved into the body of a dombra (a traditional Kazakh musical instrument). To prevent the history's secrets from being lost, nine barrier frets were placed along the body of the dombra. It is said that the neck of the dombra became thinner, and the body expanded because of this. One day, an old sage, eager to understand the ancient wisdom, pierced the ear of the dombra to listen to the history and tightened the strings, making it speak. From then on, nine streams of secrets began to pour out from the body of the dombra. [Zhanibekov U. "The Golden Dombra" // Kazakh Literature, January 6, 1984.] Using Zhanibekov's works in the education system.

Uzbekali Zhanibekov's works hold significant importance not only in scientific discourse but also in the education system. Several methods can be employed in teaching his ethnographic research.

Lectures and Seminars

Zhanibekov's works should be taught as part of the curriculum in history, ethnography, and cultural studies at higher education institutions. By analyzing his works, students can familiarize themselves with the deep roots of Kazakh culture.

Interactive Teaching Methods [21]

In ethnographic education, the use of museum lessons, virtual tours, and practical sessions proves to be effective. Through creating national clothing and handicrafts, students acquire practical skills.

Project-Based Method

Students can be assigned projects that involve studying the traditional culture and handicrafts of the Kazakh people. For example, projects like recreating Kazakh national clothing, studying the sounds of traditional instruments, or modeling ancient Kazakh architectural monuments help to develop students' creative abilities.

Visual Methods

Using historical photographs, illustrations, exhibits, and video materials is crucial in teaching ethnographic content. This helps students to better understand the material.

Traditional Practical Lessons

Organizing workshops on national clothing sewing, jewelry making, carpet weaving, and leatherworking in handicraft and decorative art workshops enhances students' interest.

Uzbekali Zhanibekov's historical and ethnographic works have become an important part of Kazakh culture. His research offers a great opportunity to preserve, develop, and transmit the traditions of the Kazakh people to future generations. By incorporating these works into the educational process, national consciousness can be shaped, and Kazakh cultural heritage can be revitalized.

Improving ethnographic education through the use of Zhanibekov's research is a crucial step in preserving national values. Studying and teaching his works will contribute to the development of historical consciousness among future generations.

Uzbekali Zhanibekov's Historical Ethnographic Methods

Uzbekali Zhanibekov is a prominent figure who made significant contributions to Kazakhstan's culture and history, an ethnographer, and a public figure. The methodology for teaching his works in higher education institutions aims to help students deeply understand his contributions to cultural heritage, historical innovations, and their significance.

Various types of lectures and teaching methods are used to teach Uzbekali Zhanibekov's works at higher education institutions. These methods are aimed at helping students deeply understand the topic, think critically, and approach historical and cultural heritage with a critical perspective.

1. TYPES OF LECTURES

1.1. Informative (Classical) Lecture. This is the traditional type of lecture where the instructor presents the main theoretical material and provides key data. Students take notes during the lecture and later analyze the material independently.

Examples:

- "Uzbekali Zhanibekov – A Patron of Kazakh Culture"
- "The Role in Reviving National Clothing and Handicrafts"

1.2. Problem-Based Lecture The instructor first presents a specific issue and then discusses possible solutions together with the students. Students express their views and participate in the discussion.

Examples:

- "Was it difficult to preserve national culture during the Soviet era?"
- "What are the obstacles in reviving cultural heritage?"

1.3. Visual Lecture This lecture is conducted using presentations, images, and video materials. It encourages independent research.

Examples:

- "The History of the Return of the Taikazan" (with documentary films)
- "Kazakh Traditional Musical Instruments" (with audio-visual materials)

1.4. Dialogical (Interactive) Lecture

A lecture conducted in an active dialogue format between the instructor and students. Students ask questions and share their opinions.

Example:

- "How has Uzbekali Zhanibekov's legacy influenced today's cultural policy?"

1.5. Masterclass

Lectures conducted by prominent scholars, cultural experts, and ethnographers. Students have direct interaction with experienced professionals.

Example:

- "The Importance of Ethnographic Research" (meeting with ethnographic specialists)

2. TEACHING METHODS

2.1. Discussion Method

Students are asked questions related to the topic, and they must justify their opinions.

Example: "If there had been no Uzbekali Zhanibekov, how would Kazakh culture have developed?"

2.2. Case Study (Situational Analysis)

Analyze a specific historical situation and find solutions.

Example:

- "The process of returning the Taikazan: what challenges were faced?"

2.3. Project-Based Method

Students conduct independent research and prepare a project.

Example:

- "Creating a multimedia platform based on Uzbekali Zhanibekov's works"

2.4. Expedition Method

Students visit historical and cultural sites and conduct research.

Example: Visiting cultural sites in Turkestan

2.5. Role-Playing Games

Students play the roles of historical figures.

Example: "The Dialogue between Uzbekali Zhanibekov and Representatives of the Ministry of Culture"

In higher education institutions, combining information-based, interactive, visual, and practical methods is effective in teaching Uzbekali Zhanibekov's legacy. These approaches help students gain a deeper understanding of the topic and increase their interest in national culture.

Importance of Visual Data

• Visual Perception: Students perceive information not only at the textual level but also through visual presentation.

• Engagement: When historical and ethnographic materials are presented visually, students' motivation for the lesson increases.

- Revitalization and Memory: When historical data is presented visually, it is easier to remember.

2. Visual Data Sources and Methods of Their Use

Visual Data Types	Methods of Use in Teaching
Photographs (historical artifacts, national clothing, handicrafts)	Introducing the cultural values of the Kazakh people studied by Uzbekali Zhanibekov through photographs.
Infographics (systematizing historical data)	Explaining Zhanibekov's research through diagrams, maps, and timelines.
Museum Exhibit Images	Studying archaeological artifacts and cultural heritage.
Cartoons, Historical Illustrations	Analyzing Kazakh national traditions and everyday life through depictions.

Documentary Films, Video Lessons	Showing films based on Uzbekali Zhanibekov's works.
3D Modeling and AR/VR Technologies	Virtually exploring cultural heritage sites, such as the Khoja Ahmed Yasawi Mausoleum in Turkestan.
3. Practical Application	

- **Group Work:** Have students discuss historical photographs and artifacts studied by Zhanibekov.
- **Project Work:** Create a poster about Kazakh national clothing or musical instruments

<https://www.youtube.com/watch?v=2VFfgQuKIH0&pp=ygUj06nQt9Cx0LXQuT0Z0LvRliDQttOZ0L3RltCx0LXQuT0LI%3D>

- **Visual Presentation:** Familiarize students with Zhanibekov's ethnographic research using interactive maps.

- **Handicraft Workshops:** Have students practice creating the types of national art forms studied by Zhanibekov.

Teaching Uzbekali Zhanibekov's historical and ethnographic works through visual data is an effective way to shape students' historical consciousness, respect for national heritage, and study of the past. This method makes the educational process both engaging and efficient. Uzbekali Zhanibekov's contribution to Kazakh ethnography is immense. Over time, his name has ascended to the heights of Kazakh culture. His work in developing national art and stage culture is exceptional. He mastered folk songs and melodies that were unknown to the general public and treated the national musical heritage with great respect. For him, the Kazakh dombra and kobyz were sacred instruments. He never grew tired of listening to traditional melodies, always finding unique meaning in them that others might overlook. He meticulously gathered and studied the values that highlight the ethnography and spirit of our people. Through tireless work, he made significant contributions to the development of Kazakh culture. [21] To teach about Uzbekali Zhanibekov's contribution to Kazakh ethnography in history lessons, the following methods can be used:

1. Introducing the Topic

- Begin the lesson with thought-provoking questions highlighting Zhanibekov's contribution to Kazakh culture.

- For example: “*What is the role of ethnography in Kazakh culture?*”, “*How did Uzbekali Zhanibekov revive national art and music?*”

2. Working with Sources

- Introduce students to Zhanibekov's scholarly works.
- Organize group discussions to analyze and reflect on his research and publications.

3. Analyzing His Role in Kazakh Culture

- Play folk songs and traditional melodies collected by Zhanibekov.
- Emphasize the cultural significance of traditional instruments such as the dombra and kobyz.

4. Linking to Historical Contexts

- Discuss cultural policies during the Soviet era and the challenges of preserving national heritage.
- Examine Zhanibekov's role in reviving and safeguarding Kazakh ethnographic heritage.

5. Assigning Creative Tasks

- Ask students to write an essay or create a project on the topic “The Relevance of Zhanibekov's Work Today.”

- Encourage them to suggest practical ways to preserve national heritage.

By using these methods, students can gain a deeper understanding of one of the most important figures in Kazakh culture – Uzbekali Zhanibekov. To teach Zhanibekov's contribution to Kazakh ethnography in history classes, the following digital tasks can be implemented:

1. Interactive Quiz (Kahoot, Quizizz, Mentimeter)

- Task: Conduct a quiz on the life and works of Uzbekali Zhanibekov.
- Application: Students answer questions using smartphones or computers.

2. Virtual Tour (Google Arts & Culture, Thinglink)

- Task: Explore cultural landmarks in Kazakhstan (museums, historical sites) and link them to Zhanibekov's legacy.
 - Application: Students create interactive maps and share their findings.
3. Padlet Wall
- Task: Create a group project on "The Cultural Heritage of Uzbekali Zhanibekov" and upload it to Padlet.
 - Application: Each group analyzes a specific topic and presents it as a poster, video, or infographic.
4. Historical Timeline (Timeline JS, Sutori)
- Task: Create a digital chronological timeline of key events in Zhanibekov's life.
 - Application: Students organize historical events and enhance them with images and descriptions.
5. Video Production (Canva, InShot, Adobe Spark)
- Task: Produce a short video on "Zhanibekov's Role in the Development of Kazakh Culture."
 - Application: Use historical data and images to create a presentation or documentary-style video.
6. Google Forms Survey
- Task: Conduct a survey among students on "What do you think about Zhanibekov's contribution to Kazakh culture?"
 - Application: Discuss the results and draw conclusions together.
7. Creating Infographics (Canva, Piktochart, Easel.ly)
- Task: Design an infographic on "Zhanibekov's Contribution to Kazakh Ethnography."
 - Application: Present key facts and information in a visual format.
8. Writing a Digital Essay or Blog (Google Docs, WordPress, Blogger)
- Task: Write an essay on the topic "My Perspective: Uzbekali Zhanibekov and National Culture."
 - Application: Students share their reflections via blogs or collaborative Google Docs.

1. Interactive Quiz (Kahoot, Quizizz, Mentimeter) – Sample Answers

Question: What was Uzbekali Zhanibekov's main field of research?

Answer: Kazakh ethnography and the preservation of cultural heritage.

Question: Which traditional musical instruments did he particularly value?

Answer: The dombra and the kobyz.

Question: In which years did Zhanibekov live?

Answer: 1931–1998.

2. Virtual Tour – Sample Answer

Topic: "Kazakh Culture and Ethnography"

Answer:

- The Ethnographic Museum in Turkistan is a key center for the study of national heritage.
- Zhanibekov played a significant role in reviving the Kokpar tradition.
- He contributed to the revitalization of the Nauryz celebration.

3. Padlet Wall – Sample Answer

Project Topic: "Uzbekali Zhanibekov – Guardian of National Heritage"

Answer:

- Music: He studied many traditional Kazakh songs and instrumental pieces.
- Historical Monuments: He supported the restoration of numerous historical sites.
- National Clothing: He promoted traditional Kazakh garments and their cultural value.

4. Historical Timeline – Sample Answer

- 1931: Birth of Uzbekali Zhanibekov.
- 1970s: Actively involved in the revival of Nauryz celebrations.
- 1980s: Contributed to the revitalization of traditional crafts and folk arts.
- 1998: Passed away.

5. Video Creation – Sample Answer

Content of the video:

- Introduction: A brief biography of Uzbekali Zhanibekov.
- Main part: His contribution to national culture (clothing, music, arts).
- Conclusion: Reflection on how his works are perceived and valued today.

6. Google Forms Survey – Sample Answer

Survey Question: “Do you think Zhanibekov's work is relevant for today’s society?”

Statistics:

- 80% – “Yes, because he helped preserve national culture.”
- 15% – “Partially, only some aspects are still relevant.”
- 5% – “No, because contemporary society is evolving in a different direction.”

7. Infographic – Sample Answer

Zhanibekov’s Contribution to Kazakh Ethnography: Traditional Music – Studied Kazakh instrumental and vocal traditions. Cultural Monuments – Participated in the restoration of ancient cities. Traditional Clothing – Researched and promoted Kazakh dress styles.

8. Digital Essay or Blog – Sample Answer

Title: Uzbekali Zhanibekov – A Devoted Guardian of Kazakh Culture

Response: *“Uzbekali Zhanibekov was a unique figure who played a pivotal role in the revival of Kazakh culture. He made a significant contribution to the development of national music, theatre, and traditional crafts. Without his tireless efforts, many of our cultural traditions might have been lost. Today, his work serves as a powerful example and source of inspiration for the younger generation.”*

As a result of Zhanibekov’s dedication and persistent research, a number of ethnographic museums were established across various cities in Kazakhstan. One of the most prominent among them is the Ykylas Dukenuly Museum of Kazakh Folk Musical Instruments in Almaty.

This museum was structured around three key components: a 250-seat concert hall, a workshop for crafting traditional musical instruments, and a series of curated exhibition halls. The exhibits were carefully categorized and arranged by instrument type. Few people know that, in his efforts to enrich the museum's collection, Zhanibekov personally donated four antique dombras from his private collection. He placed great emphasis on seeking out and preserving artifacts bearing the legacy of notable Kazakh artists. One such artifact is the dombra of the renowned shertpe kui master, Abiken Khasenov. This valuable instrument was donated to the museum by the musician’s wife, Shaken Khasenova, as a heartfelt gift—without any expectation of compensation [22].

To effectively teach students about Uzbekali Zhanibekov’s contribution to the establishment and restoration of ethnographic museums across various cities in Kazakhstan, the following visual and digital methods can be utilized:

1. Interactive Maps (Google My Maps, ArcGIS, Thinglink) How to Use: Mark on the map the ethnographic museums that Zhanibekov initiated or helped restore.

- Add images, brief descriptions, and information on the historical significance of each museum.

Example: Turkistan – Ethnographic Museum near the Mausoleum of Khoja Ahmed Yasaw. Almaty – National Museum and Center for Folklore Studies. Shymkent – Kazakh Ethnography Research Center

2. Photo and Video Galleries (Google Slides, Padlet, Canva, Genially)

How to Use: Create a photo slideshow or video collage showcasing Zhanibekov’s efforts in preserving ethnographic heritage. Compare past and present views of museums using archival and contemporary images. Include captions or brief commentaries to explain the significance of each visual.

Example Topics: *“The Revival of Nauryz – An Initiative by Zhanibekov”* – Photo documentation of ethnographic festivals. *“Restoration of Ancient Cities”* – Video clips of the restoration projects in Turkistan and Otyrar.

3. Virtual Tour (360° images, Google Street View, Matterport) How to use:

- Take a virtual tour of museums related to Zhanibekov's work.

- Introduce students to artifacts within the museum and assign them research tasks. Example: "Explore the ethnographic exhibition hall in Almaty in 3D format." "Examine historical artifacts in the Khoja Ahmed Yasawi mausoleum."

4. Infographics and Timelines (Canva, Piktochart, Timeline JS)

How to Use:

- Create an infographic that presents a list of ethnographic museums initiated or restored by Uzbekali Zhanibekov, along with their founding years.
- Design a chronological timeline of key historical and cultural events related to museum development and cultural preservation.

Example Projects: *"Map of Ethnographic Museums in Kazakhstan – The Contribution of Zhanibekov"*, *"Steps in Cultural Heritage Preservation from 1970 to 1998"*

5. Social Media Simulation (Instagram Posts, Educational TikTok Videos, Facebook Timeline) How to Use:

Students create a mock social media presence as if managed by Zhanibekov himself. On Instagram or Facebook: share posts about specific museums he helped establish or restore, including photos, historical facts, and cultural significance. On TikTok or YouTube Shorts: produce short educational videos explaining key questions like "What is ethnographic heritage?" or "How did Zhanibekov preserve cultural memory?"

Example Activities: Instagram Stories: "Today we're highlighting a rare artifact from the Almaty Ethnographic Museum!" TikTok Reels: "Where can you find authentic Kazakh traditional clothing? In this museum!"

6. Assigning tasks to students:

"Ethnographic museum traveler" – students visit cultural places in their city and explore their connection with the work of Zhanibekov. "Past and present" – students compare archived photos of museums with current images. "Ethnographic TikTok" – students create a 1-minute video about the importance of preserving national heritage. Through these methods, students can learn about Zhanibekov's contributions to preserving ethnographic heritage in an engaging and understandable way using visual data!

Sample response examples:

1. Interactive Map (Google My Maps, ArcGIS, Thinglink) – Sample Response

Turkestan – Ethnographic Museum near the Khoja Ahmed Yasawi Mausoleum

- Response: Zhanibekov contributed to preserving the historical value of this mausoleum and was actively involved in collecting ethnographic artifacts inside it.

Shymkent – Excavations and Restoration of Ancient Cities

- Response: He participated in the restoration of ancient cities like Otrar and Sauran, contributing to the museumification of historical sites.

Almaty – National Museum and Folklore Heritage Research

- Response: He assisted in collecting traditional Kazakh musical instruments and household items.

2. Photo and Video Gallery (Google Slides, Padlet, Canva, Genially) – Sample Response

Photo: Zhanibekov introducing the Kazakh yurt

- Response: The yurt represents the traditional lifestyle of the Kazakh people. Zhanibekov studied the technology of yurt construction and helped to present it in museums.

Kazakh National Clothing Exhibition

- Response: Zhanibekov researched historical examples of national clothing and ensured their preservation in museums.

Video: Revival of the Nowruz Holiday (1988)

- Response: After the ban on Nowruz during the Soviet era, Zhanibekov played a key role in officially reviving the celebration of Nowruz in Kazakhstan.

3. Virtual Tour (Videos, Google Street View, Matterport) – Sample Response

Interior of the Khoja Ahmed Yasawi Mausoleum

- Response: This mausoleum is one of the most important historical and cultural landmarks in

Kazakhstan. Zhanibekov played a significant role in transforming it into a museum.

Restored Part of the Otrar Settlement

- Response: This ancient city was one of Zhanibekov's research subjects. He worked alongside archaeologists to help preserve Otrar as a museum.

4. Infographics and Timeline (Canva, Piktochart, Timeline JS) – Sample Response

1975 – Began researching Kazakh national art and applied crafts.

1981 – Contributed to the restoration of the historical and cultural center in Turkestan.

1988 – Assisted in the official revival of the Nowruz celebration.

1993 – Organized an exhibition on national heritage in Almaty.

5. Social Media Simulation (Instagram Posts, TikTok Educational Content) – Sample Response

Instagram Post (From Jänibekov's perspective):

"Today I visited the Almaty Ethnographic Museum! An extraordinary place where ancient Kazakh dombra and jewelry are preserved. Let's study and pass on our national culture to future generations! #KazakhHeritage #UzbekaliJänibekov"

TikTok Video: Video: A 30-second short video where the student showcases Kazakh national instruments and explains their unique features. Response: *"The Kazakh dombra is our national heritage. This instrument has conveyed both the sorrows and joys of our ancestors for centuries. Preserving it is our responsibility!"*

6. Assigning Tasks to Students – Sample Responses “Ethnographic Museum Traveler” – Sample Response

- Student's answer: "I visited the National Ethnographic Museum in Almaty and collected information about Jänibekov's efforts in preserving traditional crafts. I saw the art of felting, embroidery, and wood carving."

“Past and Present” – Sample Response

- Student's answer: "I compared old photos of the museum with the current views. The exhibits have been enriched, and new interactive technologies have been added. But the most important thing is that the national heritage has been preserved."

“Ethnographic TikTok” – Sample Response

- Student's answer: *"This is a Kazakh jewelry piece. They are not just ornaments; each pattern carries deep meaning. Preserving such values is important!"* (A short video uploaded to TikTok).

Conclusion

These model responses help students better understand the efforts of Uzbekali Zhanibekov in preserving cultural heritage through a visual approach. Furthermore, such methods make teaching more engaging and memorable.

The use of Uzbekali Zhanibekov's historical and ethnographic works in education through digital technologies is a tool for achieving a new quality of education that aligns with the main objectives of Kazakhstan's education policy. Today, it is essential to prioritize students' independent thinking, ability to acquire knowledge, analyze, generalize, and convey information. In this regard, information technologies that organize interaction between students and teachers, encourage creative and experimental activities, and stimulate them, play a crucial role. The digital transformation of education services helps enhance interest in subjects and revitalize educational work in new conditions [23]. Special attention should be paid to expanding opportunities in mastering topics related to individuals. Only with the help of mass media and computer technologies can we fully introduce students to the historical and ethnographic legacy of Uzbekali Zhanibekov.

The use of information technology in history lessons allows for:

- Making the lesson interesting and immersing the student in the atmosphere of any era;
- Showing historical facts and phenomena integrally;
- Comparing knowledge accumulated by humanity in various historical periods and epochs;
- Giving the learning process a creative, problem-based, and research-oriented nature; revealing the subject from different angles;

- Teaching students how to work with information;
- Developing their abilities for specific types of activities.

In terms of applying digital transformation in lessons, it is possible to divide the lessons into three groups [24].

1. Demo-type lessons.

This type of lesson is one of the most common in my current experience. It requires a subject-specific classroom equipped with a computer and projector, or a portable version of this technology. In such lessons, information is displayed on a large screen and can be used at any stage. As software tools, I use materials from ready-made software products, large volumes of photographs on a CD, videos, audio information on various topics, and presentations that I prepare myself for the lessons. Preparing a presentation is an engaging way to involve students in the learning process. Additionally, a presentation can become a type of lesson plan, contributing to its logical structure. A presentation allows for creativity and individuality, helping to avoid a formal approach to conducting the lesson. By teaching Uzbekali Zhanibekov's historical and ethnographic works through digital technologies, we can increase students' and learners' interest in Kazakh culture and national heritage, opening the way to enhancing their historical and ethnographic knowledge. For example...

1. Program Structure				
№	Topic	Hours	Teaching Method	Digital Tools
1	Introduction: Uzbekali Zhanibekov and his legacy	2	Lecture, Video lesson	Online course platform, YouTube
2	Main Directions of Kazakh Ethnography	3	Interactive presentation, Debate	Prezi, Google Slides
3	Historical Development of National Costumes and Handicrafts	3	Virtual tour, 3D modeling	VR/AR apps, Sketchfab
4	Traditional Kazakh Music and Musical Instruments	3	Audio lecture, Practical session	Podcast, Spotify, SoundCloud
5	Ways of Preserving and Revitalizing Cultural Heritage	3	Project work, Online quiz	Kahoot, Quizlet
6	Conducting Ethnographic Research through Digital Technologies	3	Practical work, Data analysis	Google Scholar, QGIS
7	Final Test and Student Project Presentations	2	Test, Project defense	Moodle, Google Classroom
2. Teaching Methods				
Multimedia teaching – Video lessons, podcasts, virtual tours.				
Interactive Methods – Online tests, debates, quizzes..				
Project-Based Learning – Students developing research projects..				
Virtual and Augmented Reality (VR/AR) – Exploring historical and ethnographic objects through 3D modeling..				
Gamification (Learning through Games) – Digital game elements and interactive tasks.				

3. Digital Tools for Teaching

Video Materials: YouTube, Khan Academy, TED-Ed

Presentation Tools: Prezi, Google Slides, Canva

Assessment and Evaluation: Kahoot, Quizlet, Mentimeter

Research Tools: Google Scholar, JSTOR, QGIS

VR/AR Technologies: Oculus, Sketchfab, Google Arts & Culture

Online Learning Platforms: Moodle, Google Classroom

4. Assessment Criteria

Formative Assessment: Tests and quizzes (30%)

Practical Tasks: Virtual tours, interactive research activities – (30%) Final Project: Student presentations and research projects – 40%

Example: In the lesson “*Introduction: Uzbekali Zhanibekov and His Legacy*”, students are introduced to the online thematic excursion “Uzbekali Zhanibek – The One Who Honored National Heritage” using the following link: <https://www.facebook.com/watch/?v=1404026054099752> or by accessing similar content via QR codes. This program is designed to teach Uzbekali Zhanibekov’s ethnographic work using modern digital technologies. Interactive tools are used throughout the learning process to boost student engagement and enhance their research skills. To successfully implement such a program, instructors and researchers should be provided with special methodological guides and digital resources.

Distance Learning and Participation in Olympiads.

Nowadays, there is a wide variety of online olympiads available. Participation requires proficiency in working with digital sources, computers, and the internet. Digital technologies allow for the personalization of learning. The use of digital transformation in education presents an excellent opportunity to foster and enhance student motivation for studying history.

Digital transformation in history education is reflected in the following ways:

- Enhancing the effectiveness of the learning process through the simultaneous delivery of theoretical information by the teacher and the high-resolution demonstration of visual materials;
- Enabling students to use computer technology for solving academic tasks and processing educational information;
- Organizing students’ individual work, fostering their cognitive independence and creativity;
- Increasing learning motivation due to the attractiveness of computers enhanced by multimedia effects;
- Developing visual-figurative thinking, motor, and verbal communication skills among students;
- Forming information handling skills, such as searching, selecting, processing, organizing semantic groups, highlighting key elements, and constructing logical connections—thus contributing to the development of students’ information literacy.

During practical sessions, students enhance their skills by completing contour maps and tables, drawing conclusions, and working with statistical materials and data charts. They also use supplementary visual and audio information from multimedia sources or the internet. I define clear objectives for practical lessons and select appropriate tasks. To increase cognitive engagement, I incorporate game elements into the learning process. This approach enhances students’ comprehension, stimulates interest in the subject, and fosters the development of their creative abilities.

In modern education, electronic textbooks offer numerous advantages. These resources often combine the functions of a traditional textbook, a workbook, an atlas, a detailed chronological chart, a reader with a broad selection of historical documents, video clips, and a reference system with advanced search features. Their use significantly eases the teacher’s workload, eliminating the need to spend time before each lesson searching for engaging information, illustrative materials, or written and audio documents.

Any teacher can independently prepare topic-specific history presentations using software like PowerPoint. These presentations can include diagrams, charts, graphs, photos, text, video and audio recordings, and film clips to enrich the learning experience [25].

Uzbekali Zhanibekov was a prominent figure in Kazakh culture, an ethnographer, art researcher, and public figure. He made substantial contributions to preserving national heritage, developing museum practices, and revitalizing traditional Kazakh arts. Through the use of multimedia tools, there are many effective ways to teach students about his impact on museum collections and Kazakh art.

1. Advantages of Multimedia-Based Learning

Visualization – Enables the interactive presentation of national costumes, musical instruments, and handicrafts that Zhanibekov studied and helped restore.

Accessibility – Offers broader access to museum exhibits through virtual tours and online resources.
Increased Engagement – Enhances students’ interest in Kazakh art by providing new information through audio, video, and animations.

2. Methods of Applying Multimedia in Teaching

Method	Application
Video Materials	Showing documentaries and interviews about Ö. Zhanibekov
Virtual Museum	Teaching through 3D modeling of museum exhibits
Audio Recordings	Listening to Kazakh musical instruments and explaining their history
Interactive Presentations	Introducing traditional Kazakh crafts and clothing styles in an interactive way
Mobile Applications	Creating games and quizzes based on Kazakh art

3. The Contribution of O. Zhanibekov to Kazakh Art

Research and Restoration of National Clothing – Reviving traditional Kazakh clothing patterns while maintaining historical accuracy. Study of Musical Heritage – Researching traditional instruments such as the dombyra and kobyz, and revitalizing their performance techniques. Development of Museum Practices – Contributing to the preservation of valuable cultural artifacts and the renewal of historical exhibits in Kazakh culture. Promotion of National Games and Traditions – Incorporating Kazakh traditional games into scholarly discourse through ethnographic research.

4. Conclusion

By using multimedia tools, the heritage of O. Zhanibekov can be effectively taught. This approach not only enhances students' interest but also provides an opportunity to deeply understand the rich heritage of Kazakh art.

When selecting the most effective multimedia tools for teaching O. Zhanibekov’s museum exhibits and his contribution to Kazakh art, it is essential to consider their ability to convey content, visual appeal, and potential to engage students' interest.

Most Effective Multimedia Tools:

Virtual Museum Tours (3D Tours) These tools allow students to explore exhibits restored by O. Zhanibekov. They provide an opportunity to view historical artifacts without having to visit the museum physically. Tools: Google Arts & Culture, Matterport, Sketchfab (3D models). **Interactive Presentations (Prezi, Canva, PowerPoint)** Through visual aids such as artworks, animations, and interactive elements, the unique features of Kazakh art can be demonstrated. These tools are particularly useful for presenting information about national clothing, musical instruments, and handicrafts that O. Zhanibekov studied.

Video Materials (Documentaries, Interviews, YouTube) Showing documentaries and archival videos about O. Zhanibekov engages students' interest. Videos about Kazakh art, national clothing, and music facilitate interactive discussions. For example, the documentary "The Legacy of O. Zhanibekov in Art".

Audio Recordings and Podcasts. Listening to the sounds of traditional Kazakh musical instruments through audio recordings and podcasts. These resources help introduce students to the musical heritage that O. Zhanibekov collected through traditional songs and instrumental pieces.

Tools: Spotify, Apple Podcasts, SoundCloud.

Mobile Applications and Online Platforms Creating educational quizzes and games on Kazakh art. Tools: Kahoot, Quizizz (interactive tests), LearningApps.

Recommendation: If the primary goal is to introduce students to museum exhibits, virtual museum tours are the most appropriate. If the goal is to combine theory with visual learning, interactive presentations are effective. If the emphasis is on music and culture, audio recordings and video materials are necessary.

A comprehensive multimedia approach to teaching about O. Zhanibekov's museum exhibits and his contribution to Kazakh art is the most effective method. This approach not only increases students' interest but also helps them better absorb the information.

Comprehensive Plan for Organizing the Teaching Process

Step	Multimedia Tool	Content
1. Introduction (Presentation)	Video Materials	Show a brief documentary about O. Zhanibekov.
2. Main Section (Theoretical Learning)	Interactive Presentation (Prezi, Canva)	Provide visual information about Kazakh national clothing, musical instruments, and handicrafts.
3. Familiarization with Museum Exhibits	Virtual Museum Tour (Google Arts & Culture, Sketchfab)	Present 3D models of the artifacts studied by Zhanibekov.
4. Introduction to Musical Heritage	Audio Recordings (SoundCloud, Spotify)	Play traditional Kazakh music and explain its history.
5. Consolidation (Review and Testing)	Online Quiz (Kahoot, Quizizz)	Conduct an interactive test on Kazakh art and Zhanibekov's contributions.
6. Conclusion (Creative Assignment)	Project or Essay	Have students write an essay or create a project on "The Role of O. Zhanibekov in Kazakh Culture."

Practical Application Example

Lesson Title: O. Zhanibekov and Kazakh Art

Lesson Duration: 45-60 minutes

Teaching Methods: Visual, Auditory, and Interactive Approaches

1. Introduction (10 min)

- Show an excerpt from a documentary about O. Zhanibekov on YouTube (5 min).
- Ask students, "What types of Kazakh art do you know?" and encourage discussion (5 min).

2. Main Section (20 min)

- Present a Prezi or Canva presentation on traditional Kazakh clothing and handicrafts (10 min).
- Use Google Arts & Culture to show the museum exhibits studied by O. Zhanibekov (5 min).
- Play audio recordings of Kazakh music (dombra, kobyz, sybyzgy) from Spotify/SoundCloud

(5 min).

3. Consolidation (10 min)

- Conduct an interactive test on Kahoot or Quizizz (5 min).
- Divide students into groups and organize a brief debate on "The Contemporary Relevance of O.

Zhanibekov's Work" (5 min).

4. Conclusion (5-10 min)

- Assign an essay or project: "The Contribution of O. Zhanibekov to Cultural Heritage."
- Hold a discussion on Kazakh art: Students describe an art form that interests them and conclude the lesson.

Advantages of This Approach:

Visual Appeal: Students can view historical artifacts in 3D format.

Lived Experience: They engage with music and interactively explore art pieces.

Engaging Format: Knowledge is delivered through games, quizzes, and creative assignments.

Conclusion

Thus, the comprehensive use of multimedia tools allows for effective and engaging teaching of O. Zhanibekov's heritage.

Presentations are convenient because the material is selected in a specific order during preparation to align with the lesson's needs. Moreover, computer-based presentations can be used throughout the entire lesson, as well as during specific stages of the learning activity. For instance, displaying character descriptions, practical work plans, tables, reference materials, and other plans on the screen is efficient. The advantage of computer presentations is that they increase the pace of the lesson, effectively replacing traditional chalkboards. All the essential elements of the lesson are pre-prepared by the teacher on slides, so there is no need to spend time writing on the board during the lesson. Another benefit of presentations is that the necessary information is constantly available to students, and it can be revisited at any time during the lesson if needed. Thus, two types of memory (visual and auditory) work simultaneously, facilitating better comprehension of the new material.

The element of competition, which enhances students' self-assessment, is introduced because the ability to work with computers is a key component of modern youth culture.

Thus, the use of digital transformation in the lesson:

- Stimulates students' cognitive activity.
- Ensures a high degree of differentiation in teaching (almost individualization).
- Increases the volume of work to be done during the lesson.
- Improves the quality control of knowledge.
- Develops real research skills.
- Provides access to various reference systems, electronic libraries, and other information

resources.

- Enhances the visual presentation of material, captures students' attention on the subject being studied, and makes history lessons more engaging.

- Presents the learning material in an interesting, dynamic, and structured way, encouraging students to actively engage with the material by adding more channels for information reception.

- Fosters students' ability to work independently with historical information.

Thanks to ICT (Information and Communication Technology):

- Students become active participants in the cognitive process.
- The level of student learning and the quality of knowledge improve, sometimes remaining at the same level, but never decreasing.

- Interdisciplinary connections are established.

- Project-based activities can be organized both in class and outside of class time.

- Students, under the teacher's guidance, create additional learning materials for the school media library: electronic collections of creative works.

- The relationship between teachers and students, participating in collaborative project-research activities, improves.

- Students' attitudes toward computers are changing, seeing them as universal tools for work in any field of human activity.

In modern society, there is a demand for individuals who are knowledgeable, humane, capable of self-development and self-education, able to make independent decisions, and have a strong sense of responsibility for the fate of the country.

In conclusion, I would like to emphasize that it is important not to rely solely on the constant use of computers in lessons, as there are many other tasks that can only be addressed through direct teaching by the teacher to the student. Today, in schools, the educational process of the new generation is built on professional activities that use digital technology as the basis for information culture. The school's task is to provide as many opportunities for learning as possible and to help students feel like active members of the information community.

"The Deputy Minister of Culture of the Kazakh SSR, O. Zhanibekov, played a significant role in organizing the museum of S. Eruabov near Khoja Ahmed Yasawi, and in ensuring the return of the Taikazan from St. Petersburg. Tashenov's assistance was also crucial in the restoration and functional use of the Eastern bath," writes E. Ashenov in the Shymkent Kelbeti newspaper, May 1, 1999.

O. Zhanibekov, an ethnographer and public figure skilled in Kazakh handicrafts, touches on various types of wood carving in his works, “The Culture of Kazakh Craftsmanship”, “At the Crossroads” and “Echo... In the Footsteps of the Legend of the Golden Dombra”. These works are richly illustrated with colorful images. More recently, in his work “The Kazakhs: A Historical and Ethnographic Study”, particularly in the sections “Domestic Handicrafts and Crafts at the End of the 19th and Early 20th Centuries,” “Woodworking Art,” and “Food and Household Items,” substantial information about wooden household items is found.

Uzbekali Zhanibekov was a prominent figure in Kazakh culture and art, an ethnographer, musicologist, and a scientist who made significant contributions to the revival of national heritage. He researched Kazakh traditional musical instruments, focusing on their restoration and teaching them to younger generations.

Uzbekali Zhanibekov and the Teaching of National Musical Instruments

While researching Kazakh traditional music, O. Zhanibekov proposed methods for restoring various folk instrument models and offering lessons on them. His work highlighted the importance of national musical instruments and contributed to their professional teaching

1. Role in the Revival of National Musical Instruments

- In the 20th century, he conducted efforts to collect and restore ancient Kazakh musical instruments that had begun to be forgotten.
- He contributed to the creation of new models of instruments such as the saz syrnay, zhetygen, shertar, shankobyz, and asatayaq.
- He wrote scientific research works with the aim of promoting Kazakh musical instruments.

2. Methodological Principles in Teaching National Instruments

O. Zhanibekov proposed several key methods for teaching traditional music and instruments:

- Historical-Ethnographic Method – Teaching through the study of the origin and usage characteristics of the instrument.
- Traditional Master-Apprentice Method – Mastering national art through direct performance experience.
- Mastery of Performance Technique and Repertoire – Integrating ancient tunes and melodies into modern educational programs.

3. Incorporating National Musical Instruments into the Modern Education System

- Under the initiative of O. Zhanibekov, ancient Kazakh instruments were included in the curricula of musical educational institutions.
- He contributed to the revival of the performance traditions of these instruments by establishing national instrument ensembles.
- Today, his scientific legacy is widely applied in the teaching of national music courses.

4. Promotion of Kazakh Traditional Music

- He led the formation of the “Otyrar Sazy” folkloric-ethnographic orchestra.
- He studied Kazakh musical instruments and systematized their historical data.
- He carried out cultural and educational activities to preserve and develop national art

Conclusion.

Uzbekali Zhanibekov's role in the revival and teaching of national musical instruments is of great importance. His scholarly works and methodological approaches are still widely applied in the traditional Kazakh music education system today. He made an invaluable contribution to the preservation of national heritage and its transmission to future generations [26].

Zhanibekov’s lessons have significantly contributed to promoting the rich history, culture, and way of life of the Kazakh people to the current generation, and he emphasized the importance of preserving national heritage for future generations.

Uzbekali Zhanibekov is a renowned scholar and educator in Kazakh ethnography and history. His works focus on studying and preserving national culture, as well as promoting the traditions and customs of the people. Zhanibekov’s scholarly contributions provide crucial information on ethnography, history,

folklore, and the everyday culture of the Kazakh people. His research covers the life and culture of the people, considering it within the social and historical context of society.

Uzbekali Zhanibekov is a scholar, ethnographer, and statesman who made a significant contribution to the study of Kazakh cultural heritage and the revival of national traditions. The use of innovative teaching methods in his works enhances students' interest and enables them to gain a deeper understanding of the material. Teaching Uzbekali Zhanibekov's works is a crucial process aimed at understanding the depth of Kazakh culture and art, shaping historical consciousness, and reviving national heritage. His works cover topics such as handicrafts, music, museum studies, historical heritage, and national identity. Therefore, integrating these works into the educational system will enhance students' cultural awareness and promote national values.

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