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## FEATURES OF TEACHING METHODS IN HISTORY

### Abstract

**Introduction.** A student's interest in studying history and their orientation toward patriotic values are influenced by many factors. Among these, teaching methods and approaches in history play an important role in knowledge acquisition and the formation of values. *The aim of this article* is to explore the effectiveness and features of using history teaching methods, particularly in teaching "History of Kazakhstan" in higher education institutions. Accordingly, the study focuses on analyzing history teaching methods from the perspectives of both teaching (teacher's actions) and learning (student's actions) processes, identifying mechanisms that enhance the efficiency of managing students' activities. **Results:** The study reviewed scientific and pedagogical literature on history teaching methods, analyzed the progress and practices of teaching history in schools and universities, examined the effectiveness of using information technologies as a method of improving the history teaching process, identified features of history teaching methods, and proposed effective types of pedagogical tasks. **Conclusion:** The tasks that history teaching methods aim to address were clarified. Directions for reproductive methods, based on teacher narration and students' assimilation of ready knowledge (information), and productive methods, based on students' independent research activities, were outlined.

**Keywords:** History subject, history teaching methods, higher education institution, method, teaching methods, learning methods, logical approaches, information technologies.

**Acknowledgement:** The work was carried out with the financial support of the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan within the framework of granted funding «Development of teaching methods for the subject "History of Kazakhstan" to future teachers of history using information and digital technologies». (IRN: AP19679946).

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## ТАРИХ ПӘНІН ОҚЫТУ ӘДІСТЕРІНІҢ ЕРЕКШЕЛІКТЕРІ

### Аңдатпа

**Кіріспе.** Білім алушының тарихты оқуға ынта ықыласының артуы, отансүйгіштік құндылыққа бағдарлануы көптеген факторларға байланысты. Осылардың ішінде тарихты оқыту әдістері мен тәсілдері білім меңгерту мен құндылықтарды қалыптастыруда маңызды рөл атқарады. *Мақаланың мақсаты* – жоғары оқу орындарында тарих пәнін, оның ішінде

«Қазақстан тарихын» оқыту әдістерін пайдаланудың тиімділігі мен ерекшеліктерін зерттеу болып табылады. Осыған сәйкес тарихты оқыту әдістерін білім беру үдерісіне қатысушылар тұрғысынан жүзеге асырылатын оқыту (педагогтың әрекеті) және оқу (білім алушының әрекеті) әдістерін талдау, білім алушылардың іс-әрекетін басқарудың тиімділігін арттыруға мүмкіндік беретін тетіктерді анықтау сынды *міндеттер* шешіледі. *Нәтижелер:* Тарихты оқыту әдістері бойынша ғылыми және педагогикалық әдебиеттер зерделенді, мектептегі және ЖОО тарих пәнін оқыту бойынша оқу жұмыстары барысы мен оқыту практикасы талданды, ақпараттық технологияларды тарихты оқыту үдерісін экстенсивті жетілдіру тәсілі ретінде пайдалану тиімділігі, тарих пәнін оқытудағы әдістердің ерекшеліктері анықталды және педагогикалық тапсырмалардың тиімді түрлері ұсынылды. *Қорытынды:* Тарихты оқыту әдістерінің шешуі тиіс міндеттері айқындалды. Педагогтың баяндауы және білім алушылардың дайын білімді (ақпаратты) игеруіне негізделген репродуктивті әдіс пен білім алушылардың өзбетінше іздену іс-әрекетіне негізделген продуктивті әдістердің бағыттары тұжырымдалды.

**Кілт сөздер:** тарих пәні, тарих пәнін оқыту әдістері, жоғары оқу орны, әдіс, оқыту әдістері, оқу әдістері, логикалық тәсілдер, ақпараттық технологиялар

**Алғыс айту:** Жұмыс «Болашақ тарих мұғалімдеріне «Қазақстан тарихы» пәнін оқыту әдістемесін ақпараттық және цифрлық технологияларды пайдалану арқылы дамыту» (ЖТН: АР19679946) тақырыбындағы гранттық қаржыландыру жобасы аясында Қазақстан Республикасы Ғылым және жоғары білім министрлігі Ғылым комитетінің қаржылық қолдауымен орындалды.

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## ОСОБЕННОСТИ МЕТОДИКИ ПРЕПОДАВАНИЯ ИСТОРИИ

### Аннотация

**Введение.** Интерес студента к изучению истории, ориентация на патриотические ценности зависят от многих факторов. Среди них важную роль в приобретении знаний и формировании ценностей играют методы и подходы преподавания истории. *Цель статьи* - изучить эффективность и особенности использования методов преподавания истории, в том числе «Истории Казахстана» в высших учебных заведениях. В соответствии с этой целью решаются такие важнейшие задачи, как анализ методов преподавания (действий учителя) и обучения (действий ученика), осуществляемых с точки зрения участников образовательного процесса методами преподавания истории, выявление механизмов, позволяющих повысить эффективность управления деятельностью студентов. *Результаты:* изучена научно-педагогическая литература по методике преподавания истории, проанализирована воспитательная работа и педагогическая практика по преподаванию истории в школе и вузе, эффективность использования информационных технологий как средства широкого совершенствования процесса преподавания истории, определены особенности методы преподавания истории и предложены эффективные виды педагогических задач. *Вывод:* Определены задачи, которые необходимо решить методами преподавания истории. Сформулированы направления репродуктивного метода, основанного на рассказе преподавателя и усвоении студентами готовых знаний (информации), и продуктивных методов, основанных на самостоятельной исследовательской деятельности студентов.

**Ключевые слова:** предмет история, методика преподавания истории, высшее учебное заведение, методика, методика преподавания, подходы преподавания, логические подходы, информационные технологии.

**Благодарность:** *Статья подготовлена в рамках реализации проекта грантового финансирования Министерства Науки и высшего образования Республики Казахстан «Развитие методики обучения предмета «История Казахстана» будущим учителям истории с использованием информационных и цифровых технологии» (ИРН: AP19679946).*

**Introduction.** In the educational system, each subject has its own distinct role and characteristics. In addition to developing knowledge and skills within a specific field, it also aims to cultivate personal qualities. In this context, changes in teaching systems and improvements in teaching technologies are focused on helping students master the subject matter. This is because the content of education defines what and how we teach students.

Currently, the implementation of the educational process in universities is supported in a mixed format, specifically combining traditional teaching, distance education, and dual education. Different technologies are used depending on the type of education, and it is well known that information and communication technologies (ICT) hold a special place among them. The use of personal computers in teaching history at higher education institutions is crucial. Personal computers are considered a tool to organize activities and enhance the potential of teaching methods.

The use of modern teaching methods does not completely replace traditional ones; instead, they work in harmony to facilitate learning. Among teaching technologies, ICT is often seen as an extensive means to improve the educational process. It enables high-level processing, collecting, storing, and delivering information. Additionally, it increases students' motivation to learn, provides opportunities to complete assignments, and allows for a thorough presentation of learning materials.

The integration of information technologies has shaped the modern educational system, becoming a key element in the relationship between “information technologies – learner – teacher.”

New information technologies encompass all technologies that utilize modern technical tools (audio, video, computer and computer-based training programs, email, Internet, and web technologies) [1].

The effectiveness of the educational process often depends on the participants, specifically the student and the teacher. In this process, the student's motivation and interest in learning play a crucial role. A student's enthusiasm for learning and academic tasks is influenced by many factors, some of which include: the student's ability to learn, the content of the subject, the educational institution's information and learning environment, the teacher's personality and pedagogical influence, teaching methods, forms of organizing learning activities and etc. Among these, teaching methods and techniques play a key role in fostering knowledge and skills development.

**Materials and Methods.** The following research methods were used to develop educational materials for determining the methods of teaching history:

Studying textbooks and teaching aids in pedagogy and subject teaching methods, identifying and clarifying the tasks that teaching methods address in the educational process, observing the progress of history lessons in schools and universities, and analyzing teaching practices.

**Discussion.** Teaching methods play a crucial role in the education system and the pedagogical process. Through them, the goals and objectives of teaching are addressed. Specifically, the desired educational outcomes outlined in the curriculum are achieved, or competencies related to future professionals are developed.

As a result of teaching and its proof objects in history subjects, the following can be highlighted:

- Knowledge – verbal or written confirmation;
- Action – searching, identifying, and presenting study materials;

- Product – a project, map, diagram, etc., developed by students as a finished product in the history subject.

Among the teaching outcomes in the history subject, knowledge is a priority.

In the history subject, a student's competence primarily includes:

- Knowledge-based;
- Psychomotor skills;
- Emotional and value-based relationships.

Among these components, in teaching history, the knowledge-based component and emotional-value relationships (the student's personal qualities and value relationships) are of primary importance.

A. Alimov, in his work, emphasizes the importance of using the following methods in the teaching/learning process for developing competencies in higher education (concerning learning and the student's competencies) [2, p. 26-27]:

- Collaborative interactive activities;
- Role-playing, production, and business games;
- Case studies;
- Presentations;
- Feedback;
- Debates;
- Trainings.

Additionally, the following are included [2, p. 35]:

- Collaborative work (pair, group, or whole-class activities);
- Individual and collaborative research projects;
- Working with various information sources (books, lectures, the Internet, documents, museums, archives, etc.);
- Creative work;
- Teaching through situations (analyzing specific situations);
- Computer-based training programs;
- Interviews;
- Surveys, etc.

These methods of interactive learning/teaching are also implemented in higher education institutions.

It can be observed that these methods are widely used in teaching the history subject in higher education. The general teaching methods outlined in didactics are applied in history teaching with specific features.

In preparing future specialists, it is important to understand the peculiarities of the content and teaching methods of history (including the history of Kazakhstan). This is highlighted in educational and methodological documents. For instance, in preparing specialists in the field of "Education," it is suggested that a number of particular aspects should be considered when choosing teaching methods for the history subject among the humanities, such as [3]:

- Emphasizing the educational and personal development qualities of students, with priority given to the "learner";
- The ability to establish a cooperative, dialogic relationship, attentively listening to and understanding the student, ensuring emotional openness and sincerity in expressing feelings;
- Actively clarifying one's own value-oriented position, fostering humane, humanitarian, subjective, dialogic, and pedagogical stances;
- Taking into account the personal characteristics, life, and cognitive experiences of each student, recognizing and accepting their uniqueness and individuality;
- Using dialogic forms of teaching, expanding students' social and communicative experiences, and organizing dialogue frameworks;
- Maximizing students' independence, initiative, critical thinking, freedom from past stereotypes, and openness in expressing views and opinions about others;

- Enhancing students' creative potential, leading them toward scientific dialectical inquiry about reality;
- Clarifying concepts, texts, and content summaries, using various languages of science and art;
- Engaging in continuous reflection, feedback, and monitoring the uniqueness of individuals;
- Utilizing the personal traits of temperament, speech, improvisation, and creative activity;
- Achieving results, conclusions, and outcomes through discussion, clarifying mutual understanding, and synthesizing individual conclusions.

It is emphasized that teaching methods are crucial for academic disciplines in educational programs within the "Education" field, as they are considered as "the methods of joint action between the teacher and students aimed at achieving educational goals" [3, p. 58-59].

Currently, the subject programs that define the content of teaching provide abundant opportunities for both teachers and students, as they contain well-organized, targeted information. The content of the program in teaching is enhanced by the use of illustrations, animations, video clips, hypertext presentations of the material, audio support, and testing, which increases the opportunities for checking and evaluating knowledge. It can be seen that computers play a significant role in supporting these through information technologies. Pedagogical tasks, including problem-based questions, not only help students to perceive the learning materials but also expand their knowledge horizons and deepen their understanding.

The process of revitalizing historical knowledge in universities requires the improvement of innovative teaching technologies. This necessitates the correct solution of the task of designing new methods, organizational forms, and tools of teaching.

In the development of current educational programs and the organization of corresponding teaching processes, pedagogical design is implemented in the higher education system. To ensure effective teaching, a technological map of teaching, which includes the elements of educational technology, is also developed. Its content reflects the learning and teaching methods in the subject, viewed as actions of both the teacher and the student.

There have been many works written on teaching methods, as can be seen in the pedagogical curriculum (Yu.K. Babansky, I.Ya. Lerner, I.P. Podlasy, etc.), and in subject-specific teaching methods (V.A. Polyakov, D.K. Poshayev, Yu.N. Kamalov, etc.). Among them, various types of methods for mastering knowledge and practically implementing it are widely discussed, such as:

- Oral or verbal methods;
- Visual methods;
- Practical methods.

Additionally, classification of teaching methods in various forms can also be found in pedagogical literature.

V.A. Slavenin discusses the classification of teaching methods based on different perspectives, highlighting the foundation for studying these aspects [5]. Among them are:

- Perceptual perspective (based on the source of information and its method of perception: verbal, visual, and practical teaching methods. These methods show the teacher's actions (such as a conversation, lecture, demonstration, exercise, etc.) and the learner's actions (auditory, visual, motor perception));
- Logical perspective (considers the teacher's logical presentation of educational material and how it is perceived by the learner. These may be inductive or deductive methods);
- Cognitive perspective (based on the cognitive activities and characteristics of the learners. These methods include: informational-receptive, reproductive, problem-based teaching, heuristic, and research-based methods);
- Cybernetic perspective (based on the method of managing cognitive activities and the feedback process. This perspective suggests the division of teaching methods into algorithmic and programming techniques).

Additionally, within the general didactic system, teaching methods can be classified into two main groups as proposed by I.Ya. Lerner and M.N. Skatkin:

- Reproductive methods (informational-receptive and practically reproductive);
- Productive methods (problem-based teaching, heuristic, research-based).

The uniqueness of these methods is related to the actions of both the teacher and the learner. In this context, informational-receptive and problem-based teaching methods are associated with the teacher's narration and the use of visual, symbolic tools. Heuristic and research-based methods are linked to activities such as creating, designing, planning, conducting experiments, and solving research tasks. These methods may vary depending on the subject's characteristics.

The following types of classification of teaching methods are widely supported [6]:

1. By source of cognition: verbal, printed, visual, practical methods;
2. By level of cognitive activity: explanatory-illustrative, reproductive, problem-solving, partially research-based, research methods.

It is also mentioned that the classification of teaching methods can be carried out from the perspective of the actions of the participants in the educational process (V.I. Andreev, V.A. Polyakov) [7, p. 32]. These are:

- Learning methods (or methods of learning);
- Teaching methods (methods by the educator).

Among teaching methods, the following actions carried out by the educator can be identified:

- Oral presentation of learning materials (narration);
- Discussion (conversation);
- Learning demonstration;
- Methods for assessing and testing students' knowledge, skills, and abilities.

As can be seen, assessment and testing methods, which were once related to teaching methods, are now considered separately in accordance with the updated educational system.

Among learning methods, the following can be mentioned: mental exercises, completion of learning tasks, working with various documents related to assignments, working with documents and literature related to historical education.

When choosing teaching methods in history education, it is advisable to first determine the ultimate goal and essence of the subject. For example, in history teaching, scholars (I.Ya. Lerner, and others) highlight the following components of historical consciousness:

- Cognitive (system of historical knowledge and ideas);
- Operational-activity (a system of cognitive activity methods related to the ability of students to acquire, store, process historical information, including acquiring "historical lessons");
- Emotional-value (sensory experience in understanding history);
- Value-meaning (motives, interests, and system of a person's value relationship with historical content, as well as their attitude toward the past).

The effectiveness of these components in teaching history depends on the teaching process and methods. Trends in historical education in foreign schools can be observed through internet resources. For example, in the United States, the process of teaching history is implemented through problem-based learning, which follows the sequence of actions below [6]:

- Defining and selecting the problem;
- Choosing texts related to the problem;
- Conducting discussions;
- Using textbooks as a guide;
- Implementing the teacher's narration as additional explanation.

This type of teaching is implemented through teaching and learning methods and techniques. The teaching of history is directly related to its content, which in turn is defined by the structure of historical knowledge, encompassing the cognitive understanding of the science of history. Students accumulate the basic elements of historical knowledge during their study of the school curriculum, recognizing categories such as facts, phenomena, events, and processes from a cognitive perspective, and applying and transforming information. In her work "Methods of Teaching History," A.Sh. Zhurassova identifies the components of historical knowledge (historical concepts, historical notions, the regularities of historical processes) [8]. For knowledge to be

mastered, teaching methods and techniques must be effectively implemented. The general characteristics of teaching methods and techniques can be seen in Table 1.

Table 1. Teaching Methods and Techniques

Methods	Tools	Techniques
Oral (verbal)	Conversation, monologue, dialogue, discussion	Narrative storytelling, analysis, creating pictorial descriptions
Printed-verbal (textual-verbal)	Textbooks, anthologies, literature	Document analysis, copying terms, creating outlines and tables, separating (isolating) meaningful units
Visual (visual-graphic)	Object-based visual, conditional-graphic, illustrative	Analyzing paintings, drawing, filling out outline maps
Practical	Gluing, cutting, sticking, milling	Developing models and layouts, gluing tools

The effectiveness of teaching methods is often, from a pedagogical perspective, dependent on logical approaches (in some subjects, these are considered as methodological approaches, while in others, they are viewed as mental operations). In the context of historical education, they are also referred to as “mental activity methods,” which include: analysis, comparison, highlighting the main points, synthesis, abstraction, argumentation, clarification, and summarizing (drawing conclusions).

**Results.** It is proposed to use a combination of informational (communicative), reproductive, and research methods in teaching history. It is well-known in didactics that storytelling and conversational methods often do not guarantee a high level of knowledge acquisition. According to research, oral narration, written texts, and visual aids provide full and meaningful presentation and transmission of information. There are often not many differences in organizing the learning of study materials using these methods, and they do not extensively implement types of cognitive activities.

In the educational process, to work correctly with texts or historical documents, I.Ya. Lerner (for educators) offers the following suggestions [9, p. 44-45]:

- During the narration of a text, its coverage or reading (during a conversation, lecture, or explanation);
- After listening to the content of the text or document, the student is encouraged to supplement the content or answer the teacher’s questions related to the text, or to repeat it;
- Independent analysis of the document by the student based on the questions posed by the teacher (performing independent cognitive operations);
- Complete or independent analysis of the document’s content according to specific tasks set by the teacher.

T. Turlygul, based on the study of pedagogical practices in history teaching, classifies history teaching methods as follows [10]:

- Methods of orally presenting historical material;
- Methods of teaching history with the help of visual aids;
- Methods of working with various materials in history teaching.

The teaching methods used here are related to the narration of the text and its content, as well as the tasks in learning (the assignment of tasks). For example, a historical document is a tool, and the method is the approach used by students to work with the content.

Conversation, explanation, or lectures can be informational and can also be considered as part of the explanatory-illustrative method in pedagogy. They can also be problem-based (problematic), if the narration takes on a problem-oriented character. In this case, pedagogical tasks, including questions, play an important role.

Due to the unique features of teaching history (according to the works of I.Ya. Lerner and others), the following research methods in teaching are used:

- Engaging students in tasks related to working with documents, paintings, illustrations, maps, tables, diagrams, archaeological materials, etc.;
- The teacher's disclosure of the cognitive process: argumentation, idea presentation, etc.;
- Conducting scientific research: preparing reports, presentations, essays, etc.

The necessity of problem-based narration is associated with addressing many of the difficulties in students' cognitive processes through research and heuristic methods. The questions posed in problem-based narration for students should be accessible and of the appropriate complexity. In this regard, the teacher must differentiate tasks and develop versions for students with varying levels of preparation. In this context, level-based questions and tasks according to B. Bloom's taxonomy are essential.

In teaching history, the acquisition and mastery of knowledge, i.e., theoretical knowledge, is ensured through teaching methods, including: concepts (the essence of historical phenomena); discussions (cause-and-effect relationships and connections); and conclusions (laws of historical development). These, in turn, are presented as learning materials to define the content of the history subject.

The factual materials that form the content of the history subject have a significant place and importance in historical education. The following types of factual materials should not only define the content of teaching but should also be widely used in the implementation of teaching methods:

Main facts:

- Images of the material-spatial environment;
- Images of material objects;
- Images of typical individuals and people;
- Static holistic images;
- Dynamic holistic images, etc.

Additional facts include:

- Chronological materials;
- Cartographic materials;
- Static materials;
- Static and dynamic additional facts.

During the teaching process, students' work with these facts, as well as the interaction between the teacher and student, is carried out in accordance with the teaching goals and objectives.

The process of knowledge acquisition in teaching history is related to the formation of concepts. In teaching history, the formation of concepts in students is often carried out through two well-known pedagogical approaches: inductive and deductive. These methods depend on how the teacher presents the material and how the student engages with it. The inductive approach moves from general to specific, or from specific to concrete, and is carried out through the teacher's explanation. The inductive approach to forming concepts in history teaching involves the following steps:

- Studying facts and forming ideas;
- Identifying the key features of concepts;
- Defining concepts;
- Applying concepts.

The deductive approach to forming concepts in history teaching ensures the movement from specific to general, from concrete to abstract. In the teaching of history, teaching/learning methods help develop students' academic skills, with those aimed at acquiring knowledge being as follows:

- Oral and written communication skills (answering questions, paraphrasing texts, presenting learning materials coherently, reviewing);
- Reading and information-processing skills (working with history books and educational materials: textbooks, anthologies, encyclopedias; working with biographies and catalogs);
- Cognitive-intellectual skills (motivating activities, logically processing and presenting information, solving given tasks, receiving and reprocessing information, and self-monitoring and evaluation).



These skills are realized through the collaborative actions of the teacher and the student. The choice and implementation of teaching methods depend on many factors, including those directly related to the student's ability to apply these skills. This can be envisioned as follows: The historical knowledge provided to students is intended to help them complete their academic tasks, and these tasks include:

- Theoretical study materials – carrying out reading and information-processing operations;
- Sources of historical knowledge – studying and analyzing;
- Factual materials – reconstructing historical images;
- Material objects – cartographic representations;
- Evaluating historical phenomena and expressing personal opinions;
- Chronologies – requiring the skill of organizing data chronologically, and helping students develop learning skills related to historical materials.

A student's knowledge in history and their academic skills are shaped by the application of teaching methods. To ensure that the student's learning process is conscious and systematic, the role of pedagogical tasks is significant. The completion of tasks makes the implementation of the student's learning process meaningful and ensures the formation of knowledge and skills.

In teaching the subject of history, a reliable and traditionally proven method for developing academic skills is the system of cognitive tasks and assignments [6]. Cognitive tasks are those that require the student to engage all cognitive processes: thinking, imagining, memorizing, focusing, etc., under certain learning conditions. These tasks are traditionally divided into image-based, logical, and evaluative tasks. Image-based tasks help students reconstruct historical events through images and assist them in performing intellectual operations (mental tasks). Intellectual or logical tasks are aimed at mastering theoretical knowledge and generally require activating abstract-logical thinking. Evaluative tasks direct students to express their value judgments, showing their personal attitude toward the historical material being studied. Currently, evaluative tasks play an important role in the system of tasks used in teaching.

Cognitive tasks of the logical type are, by nature, closely related to cognitive tasks. Cognitive tasks not only stimulate students to work with existing knowledge in new situations but also lead them to discover new approaches to working with historical material. These tasks are aimed at developing students' independent intellectual activity, and as such, are often equated with creative tasks. Hypothetical tasks focus on building cause-and-effect relationships and logically establishing the final result. Alternative tasks require reasoned choices. Discussion tasks require students to develop decisions based on several viewpoints. Tasks that involve contradictions highlight conflicts between new knowledge and existing information. In thinking tasks, the ultimate goal in imagination is not the conclusion itself but the creative process of the activity.

In the "History of Kazakhstan" course at universities, various types of tasks can be used to implement students' learning methods. For example, in a lecture on the topic "The Alash Movement and the Idea of National Statehood," students can be asked to find answers to cognitive tasks such as the following to assess their mastery of historical material [11-17]:

- Identify how the colonial policies of Tsarist Russia in the early 20th century influenced the political views of Kazakh youth and explain the cause-and-effect relationships that arose from this.
- Show the main causes of the revolutionary uprising in Russia in 1905 and demonstrate the continuity between the event and its causes.
- Identify the social issues raised at the Kazakh congress at the Koyandy Fair on June 25, 1905.
- Identify and explain the reasons for the selection of Kazakh citizens from various provinces to the State Duma of the Russian Empire.
- Explain the relationship between the Jadidist movement and the general trends of public development during that period.
- Identify and explain the growth of the Kazakh national liberation movement and the development and similarity of the entire Muslim movement in the Russian Empire, and clarify their relationship.

- Describe the role of the national intellectuals in the organs of the Provisional Government and provide your own evaluation.
- Discuss the new tasks of the national liberation movement in connection with the social issues of the time caused by revolutionary changes.
- Explain the interrelation between social changes and the political, cultural, and educational activities of Kazakh intellectuals.
- Explain the role of the first Kazakh-language periodicals in shaping the national identity of the people and resolving social issues.
- Provide an evidence-based historical account of the work done by the Alash movement for the Kazakh people and predict the work that still needs to be done, etc.

Exercises used in the teaching of history are a type of pedagogical task related to the management and use of historical dates, terms, concepts, and names. They are necessary for implementing the cognitive activity of students on the historical subject matter, and it is important that they perform the tasks according to a given model. The types of exercises (solving crosswords, performing cognitive operations with terms, completing linguistic tasks, solving chronological tasks, performing mental operations, filling out outline maps) are applied during the learning/teaching process to implement teaching methods and techniques.

In general, the types of tasks mentioned above (cognitive tasks, cognitive problems, mental and mixed exercises) contribute to the development of learning skills in the history subject.

**Conclusion.** According to the topic and goal of the article, the theoretical research reveals the connection between the methods of teaching history and general didactic methods, as well as their unique characteristics. The correct selection and implementation of teaching methods enable effective knowledge acquisition and skill development.

In conclusion, the methods of teaching history should be aimed at solving the following tasks:

- Providing opportunities for the organization of the student's independent activity in mastering the content of the subject;
- Enabling students to engage in various activities such as project work, creativity, and scientific research;
- Using different information sources as a tool to organize activities for searching and processing historical information, etc.;
- Focusing on organizing group interactions through collaboration and cooperative relationships;
- Organizing metacognitive activities of students through reflection, feedback, self-assessment, and educational activities;
- Implementing content-based learning that allows for the discussion of historical information, events, and solving professional problems through role-playing and business games, etc.

In the teaching of history, the teacher's narration and the students' acquisition of ready knowledge (information) is a reproductive method. As mentioned above, the other methods are related to the productive method. Productive methods are based on the students' independent research activities. They proceed in the following directions:

1. Including the search, performance, and solution of cognitive and practical tasks (working with documents, historical maps, statistical data, participating in archaeological excavations);
2. The cognitive process carried out by the teacher when proving or narrating specific cases;
3. Organizing the student's independent research under the teacher's guidance (analyzing documents, facts, and studying scientific literature based on their analysis and summary).

Thus, it can be seen that teaching methods in higher education institutions are not implemented independently within the pedagogical system and process. The components and participants involved in its implementation can be highlighted as follows:

- Teaching methods are implemented through the teacher's actions, while learning methods are implemented through the student's actions;
- The types of methods are applied through the content of the subject;

- Cognitive and self-directed student work (academic tasks) is organized through pedagogical tasks;
- Visual aids and the characteristics of pedagogical tasks are determined through various tools.

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