

**ТАРИХТЫ ОҚЫТУ ӘДІСТЕМЕСІ
МЕТОДИКА ПРЕПОДАВАНИЯ ИСТОРИИ
METHODS OF TEACHING HISTORY**

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S.Musabaev^{ID}1, N.A. Tairova^{ID}2, T.Toktarova^{ID}3*

¹ *PhD student, Abai Kazakh national pedagogical university,
Almaty, Kazakhstan*

E-mail: nur.maks_83@mail.ru

<https://orcid.org/0009-0008-4491-517X>

² *Candidate of philological sciences, Temirbek Zhurgenov Kazakh national academy of arts,
Almaty, Kazakhstan*

E-mail: nazgul_t@mail.ru

<https://orcid.org/0000-0002-4329-3750>

³ *Candidate of philological sciences, International University of Information Technologies,
Almaty, Kazakhstan*

E-mail: t.toktarova2008@gmail.com

<https://orcid.org/0000-0001-6674-3251>

**TRADITIONAL METHODS OF TEACHING THE HISTORY
OF INDEPENDENT KAZAKHSTAN: TYPES AND FEATURES**

Abstract

Today, in the field of education, special preference is given to methods based on modern innovative and information and communication technologies. The advantages of such methods are many. It first creates conditions for the formation of students as individuals. Special importance is attached to the formation of critical thinking skills that have their own opinion and are able to defend their opinion in a reasoned way. Modern teaching methods have changed the role of the teacher in the educational process. The teacher has now become not the bearer of all the content of education, but the guide of students to self-education. Therefore, students acquire the necessary educational content through critical analysis and search. At the same time, a different attitude was formed to the traditional methods of education that were already in use. Even the vast majority of them are not neglected and actively used. Traditional educational methods also have many benefits. An urgent problem is their differentiation and disclosure of the specifics of use. The purpose of the study is to characterize traditional teaching methods and determine its advantages. As a result, it was concluded that traditional teaching methods are a series of methods that have been practiced for many years and have shown their effectiveness. We believe that the importance of their use in the educational process is very high.

Keywords: education, teaching methods, result, goal, competence, personality, program.

С.Мусабаев¹, Н.А. Таурова², Т.Токтарова³

¹ PhD докторант, Казахский национальный педагогический университет им. Абая,
Алматы, Казахстан

E-mail: nur.maks_83@mail.ru

<https://orcid.org/0009-0008-4491-517X>

² кандидат филологических наук,

Казахская национальная академия искусств им. Темирбека Жургенева,

Алматы, Казахстан

E-mail: nazgul_t@mail.ru

<https://orcid.org/0000-0002-4329-3750>

³ кандидат филологических наук, Международный университет информационных технологий,
Алматы, Казахстан

E-mail: t.toktarova2008@gmail.com

<https://orcid.org/0000-0001-6674-3251>

ТРАДИЦИОННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ ИСТОРИИ НЕЗАВИСИМОГО КАЗАХСТАНА: ВИДЫ И ОСОБЕННОСТИ

Аннотация

Сегодня в сфере образования особое предпочтение отдается методам, основанным на современных интерактивных и информационно-коммуникационных технологиях. Преимущества таких методов многочисленны. Сначала он создает условия для формирования личности обучающихся. Особое значение имеет формирование навыка критического мышления, обладающего собственным мнением и умеющего аргументированно отстаивать свое мнение. Современные методы обучения изменили роль учителя в образовательном процессе. Учитель стал уже не носителем всего содержания образования, а скорее проводником обучающихся в самообразование. Следовательно, обучающиеся осваивают необходимое им содержание образования посредством критического анализа. При этом сложилась иная позиция по отношению к ранее действовавшим традиционным методам образования. Даже подавляющее большинство из них не остаются незамеченными и активно используются. Традиционные методы обучения также имеют много преимуществ. Актуальным вопросом является их дифференциация и раскрытие особенностей применения. Цель исследования – дать характеристику традиционных методов обучения и определить его преимущества. В результате был сделан вывод о том, что традиционные методы обучения – это серия методов, которые прошли многолетнюю практику и показали свою эффективность. Мы считаем, что важность их использования в образовательном процессе очень высока.

Ключевые слова: знания, методы обучения, результат, цель, компетенция, личность, программа.

С.Мұсабаев¹, Н.А. Таурова², Т.Тоқтарова³

¹ PhD докторант, Абай атындағы ҚазҰПУ, Алматы, Қазақстан.

E-mail: nur.maks_83@mail.ru

<https://orcid.org/0009-0008-4491-517X>

² филология ғылымдарының кандидаты,

Темірбек Жүргенов атындағы Қазақ ұлттық өнер академиясы, Алматы, Қазақстан

E-mail: nazgul_t@mail.ru

<https://orcid.org/0000-0002-4329-3750>

³ филология ғылымдарының кандидаты,

Халықаралық ақпараттық технологиялар университеті, Алматы, Қазақстан

E-mail: t.toktarova2008@gmail.com

<https://orcid.org/0000-0001-6674-3251>

ТӘУЕЛСІЗ ҚАЗАҚСТАН ТАРИХЫН ОҚЫТУДЫҢ ДӘСТҮРЛІ ӘДІСТЕРІ: ТҮРЛЕРІ МЕН ЕРЕКШЕЛІКТЕРІ

Аңдатпа

Бүгінгі күні білім беру саласында заманауи инетрбелсенді және ақпараттық-коммуникациялық технологияларға негізделген әдістерге ерекше басымдылық берілуде. Мұндай әдістердің артықшылықтары өте көп. Ол алдымен білім алушылардың жеке тұлға болып қалыптасуына жағдай жасайды. Өзіндік пікірі бар және өз пікірін дәлелді түрде қорғай алатын, сыни ойлау дағдысы қалыптасуына ерекше мән береді. Оқытудың заманауи әдістері мұғалімнің білім беру үдерісіндегі ролін өзгертті. Мұғалім ендігі кезекте барлық білім мазмұнын беруші емес, керісінше білім алушыларды өздігінен білім алуға бағыттаушы айналды. Демек білім алушылар өздеріне қажетті білім мазмұнын іздеп, сыни талдау арқылы игереді. Осы ретте бұрын қолданыста болған дәстүрлі білім беру әдістеріне деген өзгеше ұстаным қалыптасты. Тіпті олардың басым көпшілігі назардан тыс қалып, белсенді қолданыла да бермейді. Дәстүрлі білім беру әдістерінің пайдалы жақтары да көп. Оларды саралап, қолданыс ерекшеліктерін ашу өзекті мәселе болып табылады. Зерттеудің мақсаты оқытудың дәстүрлі әдістеріне сипаттама беріп, оның артықшылықтарын анықтау. Нәтижесінде оқытудың дәстүрлі әдістері – ұзақ жыл бойына тәжірибеден өткен және өзінің тиімділігін көрсеткен әдістер топтамасы деген қорытынды жасалды. Оларды білім беру үдерісінде қолданудың маңыздылығы өте жоғары деп санаймыз.

Түйін сөздер: білім, оқыту әдістері, нәтиже, мақсат, күзиреттілік, тұлға, бағдарлама.

Introduction

In recent years, the study of the history of independent Kazakhstan has been carried out in a special way. The country, which was able to determine its place in the post-Soviet space after the collapse of the USSR, has a history of forming into a kind of state. Today, the younger generation needs to truly convey the statehood of the Republic of Kazakhstan and its place in the international political arena. At the same time, we should pay special attention to teaching. Of course, in the field of education today, modern forms of teaching are given advantages. Priority is given to methods that contribute to the formation of students' own opinions and personal development. The development of information and communication technologies also motivates the teaching method to meet modern requirements. Indeed, modern and innovative teaching methods have many advantages. However, over the years, there are traditional teaching methods that are distinguished by their effectiveness and stimulate the activity of learners. Traditional teaching methods are an important tool to help achieve the central goals of the teacher and the learner. Among the traditional teaching methods, there are also types that lead to passive

thinking and inactive actions of learners. However, such methods were discontinued because they did not meet the requirements of modern education. There are traditional teaching methods that are overlooked by teachers and still enhance the cognitive activity of learners. It is a relevant topic to analyze the features, advantages and disadvantages of these types of methods and traditional methods of general education.

Materials and Methods

In the course of the article, a number of methods known to science and principles were used to comprehensively analyze traditional teaching methods and truly reveal their importance. One of the principles guided, for example, is objectivity. According to this principle, traditional teaching methods and their possibilities in teaching the history of independent Kazakhstan were analyzed as realistically as possible. We tried to point out the pros and cons of the methods. With the help of comparative analysis we analyzed traditional teaching methods along with innovative ones, comparing such important issues as their features and advantages, as well as disadvantages. Also, one of the methods we used during the article is the method of retrospectivity. Considering the historical period of the emergence of traditional teaching methods with the peculiarities of today, we were able to identify their own characteristics. We could use methods widely known not only in historical science, but also in the Social Sciences. Namely the method of transition from general to private. To begin with, we focused on the concept of methods of teaching the history of independent Kazakhstan, described specific traditional methods of teaching and made our own conclusions.

Results

It is clear that teaching the history of independent Kazakhstan is one of the most important issues in today's education. In most cases, the teaching of the history of independent Kazakhstan is carried out in history faculties or within the framework of the history of Kazakhstan subject for non-history faculties.

There are important factors that a high school teacher should consider before using any method in their classes. Among them, we can mention the interest of the students, the level of enthusiasm, and the communication skills and potential of the students. The teacher should also make efforts to gradually develop the cognitive process of students. For example, Bloom's taxonomy is given special importance in making modern secondary schools fit into the updated educational program. Bloom's taxonomy also guides the consideration of learners' capabilities and needs. Taking into account the extent to which the educational process can be perceived, the teacher emphasizes that it is better to develop a strategy for achieving their goals. Regarding this issue, the researcher G. Gardner offers his own theory. "According to Gardner's theory", each person is an individual in his own way. Therefore, any person has his own intellectual level and unique opportunities, potential. G. Gardner examines the intellectual structure of the human being into several types. For example:

Linguistic intelligence;

Logical and mathematical intelligence;

Visual-spatial intelligence;

Musical intelligence;

Interpersonal intelligence;

Internal intelligence of the personality and many more [1, p. 8].

Researcher G. Armstrong believes that the existence of many different intellectual aspects among students, in turn, requires the use of many different methods of education. Because it is the opinion that different intellectual aspects of students can be developed only by organizing the lesson using comprehensive methods [2, p. 77]. The opinion of the researchers is reasonable. The comprehensive development of students is realized through the development of various intellectual aspects found in them. The cognitive process and its results can be explained as follows:

Table 1. Cognitive process and results

№	Cognitive processes	Results
1	Knowledge	Mastering the found information
2	Understanding	Ability to show the learned information with specific examples
3	Application	Ability to use the acquired educational content in life
4	Analysis	Knowing the strengths and weaknesses of the educational content
5	Synthesis	Comparing educational content with other information and issues
6	Evaluation	Evaluation own capabilities and potential of educational content. One can solve problems that arise.

The above-mentioned cognitive process is controlled by the teacher and there are several ways to convey the topic to students. In addition to modern or interactive methods, traditional methods are known. It is true that nowadays teachers of secondary educational institutions and higher educational institutions give preference to modern, interactive methods. However, it is clear that traditional educational methods also have their own effective features.

Traditional methods of education have been in use for many years. During the traditional method of teaching, the teacher takes full control of the educational process. The teacher is the main organizer of the educational process and strictly teaches according to the notes specified in the textbook and calendar plan. According to V. Boumova, in the case of the traditional teaching method, the teacher is the source of all information and knowledge. And they say that the learners are passive and get knowledge only from the teacher [3, p. 39]. We can agree with this opinion. Obviously, for many years, especially in the years when the Internet and electronic resources were not developed, traditional methods of teaching were widely used. The course of the lesson consisted of stages such as lecture or explanation, connection with previous topics, oral and written homework check from students. It is interesting that in the past these stages of teaching all subjects were strictly observed. The teacher paid great attention to the ability of students to remember and memorize new information. No one was interested in whether the new details were clear to the student or not. The dialogue links between the teacher and the learner were not active. No attention was paid to the issue of digital literacy or the use of new information acquired by the learner during the educational process in his life. Traditional teaching methods have advantages as well as disadvantages. This is especially evident in methodical works such as error work and composition writing. It should be noted that in the current system of secondary education, work such as error work and composition writing is not specially planned and organized. Most importantly, there are many methods used in the traditional system of education that have not lost their relevance.

Traditional teaching methods are a specific approach or ways to achieve the goal that contribute to the achievement of the goal [4, p. 77]. The education sector has a feature that requires constant development. Traditional teaching methods are aimed at giving the foundations of science or the content of Education. This method has its origins in the Middle Ages. It will not be wrong to say that it is still in use today. History itself proves that any existing system, in turn, does not favor innovation and offers maximum resistance. There are even those who do not like the innovations in the education system of our country today, but find it preferable to organize the educational process according to the principles left over from the Soviet era. One can take into account the opinion of such teachers and count with them. Traditional teaching methods have been used for many years and are quite mature. There are also methods that do not meet the requirements of the modernity. They were withdrawn from circulation because they did not meet the strategic goals of the sovereign country in the field of education. However, it is possible to effectively teach the history of Independent Kazakhstan using methods that are still in use and have not lost their relevance.

In general, traditional methods of teaching are the main component of the educational process. Researcher Yu. Babanskyi evaluates that “Traditional teaching method is a tool that ensures communication between the teacher and the student to achieve a common goal”. At the same time, they believe that the common goal is to master the content of knowledge. In turn, researcher T. Ilyin

considers the traditional method of teaching to be a means of organizing the learner's cognitive process [5, p. 72]. Analyzing the research works related to this issue, we find that there are many traditional methods of teaching, but we distinguish them as oral, practical and visual. In the process of using traditional teaching methods, the teacher sets several tasks for himself/herself. Among them, we can mention the task of mastering the content of knowledge. For this, they can use methods such as lectures, conversations and exchange of opinions. Through this, it is the responsibility of the learner to form skills such as activity and self-behavior. The main task is to encourage. Even the simple support of the teacher, such as praise and support, creates a sense of confidence and activity in learners. This is very important.

Researchers M.A. Danilova and B. Esipova call traditional methods of teaching a means of achieving didactic goals and divides them into the following groups. For example:

- Methods aimed at mastering new educational content;
- Methods of forming qualifications and skills that allow to apply the content of the acquired knowledge in practice;
- Methods of testing the intellectual potential of students.

One can fully agree with the opinion of the researcher. Because traditional methods of teaching are not only aimed at imparting knowledge content, but also at monitoring the progress of learners.

Researcher V. Kharlamov, on the other hand, divides traditional teaching methods into five large groups. Among them are:

- Methods aimed at verbal expression. These techniques increase cognitive activity;
- Methods of fixing the content of new knowledge. Exchange of views, work on the book;
- Methods of independent work. This method provides an additional search for new information received by the student during the lesson;
- Methods of applying the information received in practice. Different exercises, giving examples;
- Methods of monitoring the level of students. Assessment of the potential of students by examining various approaches, homework [6, p. 58-76].

Domestic researchers A. Kozybay and G. Nysan in their research work called "Features of the traditional and updated curriculum" focus on traditional teaching methods on a large scale. The authors believe that traditional teaching methods have been given priority in our country for many years, and this method is mainly based on the activity of the teacher. They argue that the teacher spends most of the academic hours assigned to him/her explaining a new topic, and students are not able to master the content of knowledge on a large scale, use it in life [7]. One can agree with the opinion of real authors. Nowadays, students can freely find a lot of information from open Internet resources. That is why it is sometimes impossible to make them interested and active by telling them the information in the book. That is why, in teaching the history of Independent Kazakhstan through traditional methods, it is necessary to give priority to the types that meet modern and new requirements. For example, methods should increase the interest of students and make the learning process interesting. It is better to increase the enthusiasm for education and focus on the development of thought and worldview. In her work, M.K. Zhailauova makes various emotional turns in the course of traditional teaching methods, emphasizes the importance of video materials, rebuses, and solving riddles. She emphasizes the need to organize problem classes to increase students' interest and believes that it is possible to make students active by creating problems such as making predictions, making decisions, and conducting research during the lesson. At the same time, it is indicated that in order for the content of knowledge to be fully understood, there must be periods of lessons such as reflection and summarization [8].

In the field of modern didactics, teaching methods are not only information delivery, but most importantly dialogic communication between the teacher and the learner in order to achieve the goals of education. At the same time, modern didactics requires the teacher to pay special attention to educational work during the teaching process and to pay attention to the formation of students as individuals. In our opinion, it is better to set such high goals for such a training process. However, the main focus is on achieving the goals of acquiring knowledge content. The main issue of attention in the

achievement of educational content is the atmosphere in the classroom. All of the traditional or modern active methods, which have proved to be effective over the years, will only work if there is a proper relationship between the learner and the teacher. Psychologists argue that when relationships between people are based on mutual trust, when security and understanding are the focus, dialogue ties are more productive. You can completely agree with this opinion. Today, in our secondary and higher educational institutions, students do not choose their teachers, nor do students choose their teachers. That is why there are often misunderstandings. Students' fear of the teacher or the teacher's negative attitude towards individual students complicates the educational process. Because of misunderstanding, each party automatically turns on a psychological defense mechanism. The lesson held in the classroom with such an atmosphere will be less useful. Taking this into account, the teacher who organizes the educational process must first make efforts to establish proper relationships with the pupils or students.

Traditional methods of teaching are aimed at imparting ready-made educational content of the teacher. Therefore, as we mentioned above, the teacher plays the main role in the educational process. We believe that traditional methods of teaching appeared in the 17th century. Ya. A. Komensky made a special contribution to the development of this type of education. Since then, the traditional methods of teaching, which have passed through various stages of development, have accumulated a number of advantages and unique features. For example, the main features of traditional teaching methods:

- attaches importance to the maximum scientific basis of the content of education. That is why it is not allowed to provide false information, even if incomplete information is provided;
- availability of educational content. Each student has the right to receive new information;
- strict consideration of the age characteristics of students;
- consistency. Traditional methods of teaching are aimed at providing information in a systematic manner, connection with topics that have not been passed is not considered;
- practical skills. Some traditional methods of teaching emphasize practical work. Students combine theoretical information with practice;
- fixing of received information [9, p. 111].

Traditional teaching like this has its own characteristics. The updated educational program and innovations in teaching in higher educational institutions do not pay attention to the features of this traditional education. Traditional methods of teaching have many advantages. For example, these methods are mainly prepared for one academic year in advance according to a specific plan. The teacher can only make corrections to the methods. This means that the teacher pays attention to the progress of each student and has the opportunity to fully master the educational content. According to the traditional methods of education, the learner should acquire new information in turn, level by level. The idea is formed that it is difficult to master a new topic without fully confirming the previous topic. That's why teacher pays special attention to the questions of correcting mistakes after the control work, after the new topic. At the same time, a new topic is connected with the previous lesson in a meaningful way. There is every reason to say that this is also one of the advantages.

Traditional teaching methods do not focus on the use of many types of data and interactive visual aids. It includes simple methods such as working only with the support-drawing, textbook [10, p. 37]. Therefore, the organization of the educational process using modern computers, gadgets and interactive whiteboards is not preferred. Traditional teaching methods are not without their drawbacks. For example, nowadays, new information can be freely found on the open resources of the Internet. In addition, students can be more active only by using modern visual aids. This, in turn, can lead to a decrease in the cognitive activity of students. Because many students cannot imagine their classes without information and communication tools. Today's educational principles pay much attention to the ability of students to improve themselves. Traditional methods of teaching, on the other hand, are not aimed at students' independent search for information and assimilation. The main organizer of the educational process and the source of all new information may remain the teacher.

It is obvious that the level of preparation and perception of students in the classroom is not uniform. Traditional teaching methods are applied to all learners at the same time and can bore the best students.

Therefore, good, average and weak students are not covered individually. Today, a lot of attention is paid to education students becoming citizens who can express their opinion freely and defend it with evidence. Traditional teaching methods do not pay attention to group work. As a result, the active communicative relationship among students decreases, the competences characteristic of group work, such as expressing opinions, listening to others' opinions, counting, discussing, and making notes, are not formed.

There are a number of traditional methods used in teaching the history of independent Kazakhstan. Among them, we mention lectures, conversations, exchange of opinions, work with books, debates, independent work, and experience. Lectures can be mentioned among the traditional methods used. Of course, the importance of the lecture is very high in teaching the history of Independent Kazakhstan, in providing a complete educational content related to this issue. However, this is a passive method. A lecture is a type of teaching aimed at oral explanation. The theoretical basis of any topic under consideration is fully disclosed and directed to a complete analysis of information and tasks. In order to properly organize the lectures, the teacher must have a lot of theoretical training, perfect pedagogical skills, valid and complete information on the topic. There are many types of lectures. Introductory, general, informational, problem lectures are known among them. The teacher selects each lecture according to the purpose and task of the lesson. For example, an introductory lecture aims to provide students with an explanation of a subject, while a general lecture is conducted after completing a certain topic, chapter, or even a subject. The informative lecture is based on the teacher's monologue on a new topic. This is a classic lecture. Problem lectures are organized around a specific problem in order to actively involve students in the learning process. We believe that the end of the lectures must be completed with feedback, reflection, exchange of questions.

Currently, among researchers who have conducted scientific research in the field of methodology, there are those who are skeptical about the effectiveness of lectures. Because theoretical issues are discussed during the lecture. That's why it raises the question of how well the theory and real life match. The main classes held in higher educational institutions of the country are lectures. It's no secret that even the lesson schedule is created around lectures. Researcher G. Gibbs in his research work analyzes lectures and classifies its shortcomings. For example, the researcher argues that lectures are the most effective methods of teaching students, and points out that there are other alternative methods that are more efficient in terms of time and effectiveness. The researcher believes that instead of lectures, it is more effective to read a certain topic in advance and analyze it together during the lesson. For us, the researcher's opinion that "this method creates conditions for students to learn a certain topic by analyzing it" seems appropriate. G. Gibbs notes that the learning process of students takes place outside of the classroom. During the lecture, students are forced to learn only the content of knowledge presented by the teacher. Moreover, he believes that if a certain teacher organizes a lecture at a high level, another one cannot conduct it at an adequate level. [11, p. 38]. One can agree with the opinion of G. Gibbs. However, the lecture class as a traditional form of teaching has proven its effectiveness in practice. From first-year students to senior students, the benefits of lectures are many. Lectures are very necessary from the point of view of orientation and from the point of view of revealing the essence of complex problems. It is true that nowadays secondary schools and higher educational institutions pay a lot of attention to the fact that students find and learn information by themselves. Lectures, in turn, are aimed at passive learning of students. However, we believe that it is wrong to limit the lectures on theoretical issues, as it is necessary to give priority to the active activity of the students.

Among the traditional methods of teaching, working with a textbook has its advantages. For example, tasks such as determining the structure of the textbook, finding the necessary topics, searching for answers, and analyzing the necessary information are carried out. Through textbooks, students understand the topic in depth. Nowadays educational programs pay a lot of attention not to textbooks, but to teaching methods, students' self-discovery and assimilation of information. At the same time, the method of working with a book, which has been in use for many years and has proven its effectiveness in practice, is of great importance in teaching the history of Independent Kazakhstan. We will give specific examples of it below.

These traditional methods of teaching are familiar to us. Because these methods have been actively used in the country from primary schools to higher educational institutions. However, the field of education is a field that requires constant development. The main goal is to firmly form the content of the acquired knowledge and to keep it in the student's memory. The goal of radical changes in the field of modern education, to direct the educational process to an individual or a student, to make an effort to develop qualities that have priority during education, and to turn students into creative and active members of society is determined. Accordingly, teaching methods are also changing. Priority is given to modern information and communication technologies. However, in the face of such complex changes, we emphasize the importance of traditional methods of teaching and the need to use them correctly in accordance with the current trends. In particular, it is necessary to reveal the important points of the history of Independent Kazakhstan, and to reveal the features of the methods that make the information available to students.

On December 16, 1991, the Republic of Kazakhstan declared its independence. Our country defined its place in the international community and became a member of prestigious organizations. It established diplomatic relations with the giant countries and formed itself as a reliable partner. Today, the Republic of Kazakhstan is a political institution with a modern management system. The task of teaching the history of Independent Kazakhstan, which has a history of more than thirty years, has arisen. The field of education has also undergone radical changes. However, for many years, the field of education in our country has developed beyond the best practices of the world community. Preference was given to the teaching methods developed during the USSR. In accordance with the new situation, methodologists of the country published new works on the methods of teaching the history of Kazakhstan, including the history of Independent Kazakhstan. If we say that the history of Kazakhstan as an independent subject began to be studied only in 1990-1991, scientists such as M.K. Kozybayev and K. Nurpeisov, Zh. Kasimbayev, K.M. Baypakov, D. Babayev, T.T. Turlygulov wrote studies on the new subject and determined teaching methods. Especially since 1991, T.T. Turlygul has led the work on the history of Kazakhstan in relation to educational concepts, educational standards and teaching methods. As a result, the methods of teaching the history of Kazakhstan were clarified [12]. It should be admitted that during the first ten years of the country's sovereignty, the teaching of the history of Kazakhstan has not yet developed systematically. Even students in schools and universities used textbooks from various publications. Accordingly, the tracking of factological, textual errors was not fully realized. Even the textbooks themselves were limited to giving only the line of events and its timing. The noble heritage of Kazakh spirituality remained unnoticed.

An important issue in teaching the history of Kazakhstan is its periodization. After the first ten years of the country's independence, the period of "History of independent Kazakhstan" appeared, in addition to the history of Kazakhstan in ancient, middle, new and modern times. Now students of secondary and higher education institutions began to study the history of the formation of the Republic of Kazakhstan. At the same time, attention was paid to the methodology of teaching the history of independent Kazakhstan. In the context of updated education, advantages are given to modern methods and techniques. However, traditional methods also have their own importance and advantages. Traditional methods of teaching the history of independent Kazakhstan should solve the following important tasks:

- to be able to fully reveal the stages of formation of the Republic of Independent Kazakhstan, the laws of its historical development;

- ability to work with documents that recognize the Republic of Kazakhstan as independent to the international community;

- knowledge of the development evolution of the Republic of Kazakhstan as an independent country and the formation of civil society-forming institutions;

- determination of the path of political, economic and social development of the Republic of Kazakhstan;

analysis of the main directions of relations and positions between Kazakhstan and the world community;

forming civic attitudes of students and developing them as citizens capable of active involvement in the internal life of the state;

to become a patriot of one's country by correctly conveying the unique history of the country's sovereignty [13, 10 p.].

One form of traditional teaching similar to lectures is the conversation class. Conversation lessons are also focused on oral communication. According to their purpose, they are also divided into several types. We highlight the types of introduction, narration, conclusion. However, conversation lessons are not limited to one academic hour. It should be no more than five to ten minutes. This type of teaching is used only for the purpose of connecting with life examples, as well as successfully combining with previous lessons, sharing the teacher's own experience.

Among the traditional methods of teaching, the importance of discussion classes is very high. It is especially important in terms of establishing dialogic connections. For example, today's secondary school curriculum is focused on modern education. At the same time, students have the task of forming citizens who can express their thoughts freely. This task is also being taken into consideration for higher education institutions. This method has many advantages. Increases the thinking ability of students and strengthens cognitive activity. Students have the opportunity to quickly master a new topic, paying attention to the teacher's opinion and questions. There are many types of discussions as introductory, informative, control. If the introductory discussion of ideas checks the readiness of learners for a new lesson, the informative discussion ideas is aimed at joint mastering of a new topic. At the end of the lesson, in order to determine the degree of mastery of a new topic, you can use the form of feedback exchange. The discussion of opinions for the purpose of control first aims to correct the knowledge and opinions of the students [14, c. 342-347].

In the course of traditional methods of teaching, the teacher often uses explanation. Since the teacher has full control over the educational process and is the source of the educational content, he/she conducts comprehensive explanatory work during any method in order to reveal the topic in depth. One of the things to be noted is that among the traditional teaching methods, there are also types that require prior preparation. For example, debate classes. Like the exchange classes we mentioned above, but the students are prepared in depth by taking a special topic in advance. Students defend a certain point of view or position and prove that it is right or wrong. During debate classes, students can develop such skills as listening to others' opinions, being able to defend their point of view and opinion with evidence [15, c. 26-32].

Discussion

The problem of traditional methods of teaching the history of independent Kazakhstan has not been a subject of special scientific research. Only a few scientific articles on the topic have been published. In the course of the article, we divided the researchers who conducted their own research on the topic into three groups. The first is the work of domestic researchers, the second is from near abroad, and the third is the work of distant foreign scientists who have published on the issue. For example, among domestic researchers, the research work of A.K. Kozybay and G.M. Nysan "Features of the traditional and updated curriculum", as well as "Active methods of teaching at school" by M.K. Zhailauova were used. In addition, information from the works of B.G. Ayagan, H.M. Abzhanov, S.V. Seliverstov, M.S. Bekenova "Modern history of Kazakhstan" was taken into account. Among the nearest foreign researchers, we note the works of O.S. Grebenyuk "Theory of education" and B.R. Mandel "Technology of pedagogical mastery". Among distant foreign scientists we considered works as "Multiple intelligences: New horizons in theory and practice" by G. Gardner and "Marketing: An Introduction" by G. Armstrong, "Traditional and modern teaching methods: advantage and

disadvantage of each” by V. Boumova, and “Twenty terrible reasons for lecturing, SCEDSIP Occasional Paper 8” by G. Gibbs.

Conclusion

In our opinion, the main goal of teaching the history of independent Kazakhstan using these methods is to train a person. To prepare a citizen who can correctly navigate in the international political, economic and social space by evaluating his past history. To train such a person, it is necessary to first form the competencies of students who can think creatively. It is important that students can critically analyze the historical network of events of the past and draw their own conclusions by comparing them with today's situation. Traditional teaching methods should allow students not only to passively remember events and their chronological sequence, but also to correctly analyze abundant historical events and identify the causes of historical phenomena. Currently, the education sector is organized on the basis of an updated program. In turn, priority is given to the model of competence-based education in higher educational institutions. Now there is a need to successfully combine their methods with traditional teaching methods. For example, training aimed at forming competencies is not limited to providing students with chronological and factual information. It teaches self-achievement of educational goals. Therefore, we consider it necessary to combine traditional teaching methods with these tasks.

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