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MODERN TRENDS OF SCHOOL HISTORICAL EDUCATION DEVELOPMENT IN THE REPUBLIC OF KAZAKHSTAN

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ABSTRACT

The article provides an analysis of the situation in historical science and depicts the modern trends of historical education enhancement at schools of Kazakhstan. This research specifically represents the detailed overview of historical education in the modern conditions. More over it is better to focus on the situation that the approaches and conception of historical education undergone to the different impacts. Actually, the whole research is being made in the stage starting from 1991-2017, but un this research paper we are focusing not particularly the period but we are giving the general understanding of historical education development in modern science and its necessity to the upbringing of young generation of our nation. The methodological approaches of the teaching process are presented, and the main tasks to improve the quality of historical education also have been identified during the research.

INTRODUCTION

History as a science has always directly influenced the formation of the historical consciousness of society. Its responsibility for the formation of the

spiritual world of a young man, its worldview, and civic position increased. In speeches, it was repeatedly emphasized that “A country that does not know how to develop knowledge is doomed to failure in the 21st century. We must form a personnel reserve for high-tech and high-tech industries of the future. But it all starts from school. Therefore, we must ... improve the professional level of teachers, the quality of textbooks and educational programs ... ”[1].

Topic Development of historical school education in Kazakhstan in the context of global trends in teaching history of years refers to the little-studied problems of the historical science of Kazakhstan. The level of knowledge depends on many factors. For example, the experience of comparative pedagogy is just beginning to be studied in the Republic. Many aspects of methodological and chronological approaches to history need to be clarified; they justify the criteria for selecting theoretical material and the quality of educational literature. Many scientists tried to deeply analyze materials on the problems of the political, socio-economic and cultural history of the country [2]. Developing the traditional ties of academic science with the education system, he prepared textbooks and study guides on the history of Kazakhstan for secondary schools in 1988-2001. for students in grades 9-10, which today are valid teaching aids.

School historical education in Kazakhstan is currently undergoing a process of updating educational literature. New textbooks on national history have been put into practice. The process of creating school textbooks in the Republic of Kazakhstan was quite lengthy and included a number of stages. Some problems of the history, structure of the textbook and Council of Europe educational programs are addressed in B.K. Abdugulova, K. Adambosynova, L.I. Zueva, M. Stobart, Z.G. Saktaganova, A.P. Shevyreva, etc. “Changes in the system of school historical education required the creation of a modern textbook on the history of Kazakhstan, taking into account a different logic of studying historical courses, providing a transition to a new structure of school historical education” [3]. The current situation in the education system of the republic has fundamentally changed. Students have an alternative to choosing forms of learning. Discussions around school history education have become the subject of both public and state interest. In these conditions, the question of the search and development of new educational content and the development of innovative authorship is becoming increasingly relevant.

The historical reality of the third millennium requires the formulation and solution of completely new problems in the field of teaching history. In Kazakhstan, before independence, history was taught in secondary schools on the basis of “traditional” textbooks written in Soviet times in the spirit of Marxism-Leninism. High school students across the country studied history from a single textbook, with one single interpretation. After 1991, the public opinion of the Republic of Kazakhstan was faced with the fact that the former values became invalid or undesirable. “In the first half of the 1990s, when the authors of the textbooks concentrated their efforts on updating the content, the teachers almost unanimously criticized the new textbooks for neglecting the methodological side of things, but they also understood that this was a payment for the speed of developing new content. However, as the market for textbooks

became saturated, the requirements for the quality of the methodological apparatus began to increase, and now it's hard to surprise a sophisticated teacher with the novelty or originality of the content" [2].

Priorities for work in the field of education for the long term were identified by the President of the Republic of Kazakhstan N.A. Nazarbayev in the next annual Address to the people of Kazakhstan in 2014: "We have a lot of work to do to improve the quality of all links in national education. In secondary education, it is necessary to pull secondary schools to the level of teaching in Nazarbayev-Intellectual schools. School graduates must know Kazakh, Russian and English. The result of the schoolchildren's training should be their mastery of critical thinking skills, independent search and in-depth analysis of information" [4].

Thus, the study of problems associated with the development of school education in Kazakhstan, although it has a long historiographic tradition, practically does not consider issues of subject teaching. The process of creating educational versions of national stories can be considered an integral part of the broader humanitarian process of rethinking the place and role of local cultures and civilizations in the world context in the past and present. A number of problems in the selection of historical content for schooling, the creation of teaching and methodological complexes on Russian history, the development of criteria for the quality of educational literature and the training of teaching staff still require deep and careful study by researchers.

*The purpose of the work is a comprehensive historical and comparative analysis of the content of historical school education in Kazakhstan in the years. The achievement of this goal is the implementation or the answer for the following **research questions**:*

- *what are the basis of a historical and comparative analysis of the work of foreign, Russian and Kazakhstani scientists to identify the historical prerequisites for reforming school historical education abroad, in schools of Kazakhstan in the years of independence?*
- *why do we study and systematize the experience of foreign countries in school history teaching?*
- *Why do we need to evaluate the experience of the Soviet system of school history teaching?*
- *How to consider the achievements of Kazakhstani scientists in the field of formational and civilizational approaches in the content component of school curricula and teaching aids on national history?*

METHODS AND DISCUSSIONS

The theoretical and methodological basis of the study was a set of methods used in historical research. Among them are general scientific methods: historical, logical, methods of induction and deduction, analysis and synthesis, etc. Special methods used when working on a research include methods of historical-comparative and historical-typological analysis, a chronological method.

The theoretical basis of the study was the work of representatives of domestic historical thought, who contributed to the development of the study of historical science, the activities of educational institutions, their structure and functioning mechanisms.

In addition, the results obtained in this research can be used in the educational process at the university while reading such compulsory disciplines as: “Historiography of the history of Kazakhstan”, “Methods of teaching history”, “History of the spiritual heritage of Kazakhs”, in the scientific development of the content of historical education in different types of secondary schools. In the use of materials for the creation of educational and methodological complexes on the history of Kazakhstan for specialized schools. For reading elective courses and conducting seminars and master classes as part of the training and retraining of history teachers.

Education is a strategic resource for the development of the state and society in the 21st century. Education reforms are becoming a social and economic policy of the country. On the one hand, the education system Kazakhstan is developing in the context of globalization of the world, when significant influence world educational trends are observed. On the other hand, in a market economics education and educational services have a big impact on development of the country's economy, contribute to the capitalization of knowledge. [5]

Currently, the education system of the Republic of Kazakhstan is undergoing major changes. In the context of updating the content of education, not only training, but also the upbringing of the younger generation become relevant.

Today, as never before, the issue of renewing the consciousness of the young generation in the conditions when the requirements for the education system, including the study of the history of their country, cardinally becomes important.

Here, the main task in studying the history of Kazakhstan is the formation of a national spirit and patriotic education among the younger generation.

History teachers should be clearly aware of their role in the formation of the historical consciousness of the younger generation. It is important to pay special attention to the history of the formation of national statehood and ethnic processes. [6]

The formation of national statehood was preceded by many state formations, which had their special role in the stream of history. It is a school subject that history studies the past of our country and its population. The significance of historical science cannot be overestimated: it examines events in space and time, dynamics, and can, with full responsibility, give an exhaustive answer to many arising state questions. Given this, it is necessary to pay great attention to the key priorities of the work of historians of all levels from higher to secondary education. In particular, this is an extension of the topic of scientific research on the issues of ancient, middle-century, modern and recent history of Kazakhstan, scientific historical understanding of Kazakhstan's statehood. In the context of solving these broad tasks, today there is an ever clearer need to more deeply

comprehend the past and present of the Republic of Kazakhstan in conjunction with world history, in its originality and at the same time, interaction, mutual influence, interpenetration with other civilizations of the West and East. [6] The methodological basis of this consideration is, for example, the civilizational approach, which consists in the fact that the rigid civilization models that were inherent in the historical science of the Soviet period are replaced by the division of peoples into “advanced” and “backward” in their progress along the steps of economic formation the diversity of the world of the past, important for understanding the world of the present. The civilizational approach seems especially significant and fruitful when considering the history of Kazakhstan - a multinational country that has absorbed the spirit of Turkic and Slavic peoples.

Now it is especially important to pay attention to the process of teaching the history of Kazakhstan, both in schools and universities of the country. This is due to some problems regarding the organization of the process of teaching history course. [7]

In the conditions of gaining independence, history in schools was studied using textbooks of various publications, which were unsystematic. A significant part of history textbooks had a wide range of errors of a temporary, spatial, and movement nature, and thereby introduced students into erroneous orientation in historical space. As a result, an entire generation, especially the 90s and the beginning of the zero years, experienced the errors of historical facts and events. In the sources there was a difference in chronology, some medieval terminology, etc. Textbooks not rarely just stated certain facts, in the text information there were no lively vivid images of the heroes of the Kazakh steppe. As a result, the history of Kazakhstan was presented to students as a boring subject with a simple listing of facts that often contradict each other. Moreover, the educational component of the content of the studied material in history textbooks was not fully reflected. In connection with this, the issue of the formation of Kazakhstani patriotism among modern youth in recent years has become a rather important aspect in the process of teaching history. [7]

The need for an objective understanding of the changes taking place in school historical education is not in doubt, as it is an integral part of the Concept of the formation of historical consciousness in the Republic of Kazakhstan and the State Development Programs of Kazakhstan until 2030. A number of documents, such as the Strategic Plan for the Development of the Republic of Kazakhstan until 2010, Nationwide plans for the main activities for the implementation of the annual Messages of the Head of State to the people of Kazakhstan, the State Program for the Development of Education for years and the new version of the Law of the Republic of Kazakhstan “On Education” in 2007 formulate the main priorities and the main tasks of long-term state policy in the field of education. With the growth of the economic opportunities of the state and the welfare of society, the requirements for the education system increase. [8]

The main trends in the reform of education systems in the cities. all over the world they were associated with the transition to the new paradigm of "lifelong

learning", which excluded the receipt of a certain amount of knowledge and required constant replenishment of them using various means of communication. During the implementation of reforms in the years when there was a fundamental update of the content component of historical knowledge and the construction of programs on a concentric principle, in Kazakhstan, as in other countries, a number of difficulties and problems were discovered. These include: the lack of development of a general concept for the development of school education, abstractness in setting objectives in the field of subject teaching, and a mismatch between political decisions and practical possibilities for their implementation.

The analysis of the situation in the years when teaching history, showed that, due to the large number of coincidences of historical facts, the events of the modern reform of school historical education in the Republic of Kazakhstan practically repeat the reforms of historical education.

Moreover, all these reforms were carried out without due theoretical justification and the necessary funding. Many borrowed foreign ideas of the reform of the education system of the Republic of Kazakhstan were unrecognizably transformed and did not give the result that its authors expected. As for the humanization and humanization of historical education, the foundations for the development of these modern principles. XX century pedagogy of cooperation, but to this day remain largely unfulfilled in the program-methodological materials on the history of Kazakhstan.

The educational sector of the Republic of Kazakhstan must meet the requirements of modernization of modern society. The formation of a new structure of school historical education at the first stage took place according to a linear principle in chronological sequence.

We distinguish three stages of reforming school historical education in the Republic of Kazakhstan:

Table 1 the stages

stage 1, preparatory stage of reform - years
stage 2 of the formation of the school system of historical education in the Republic of Kazakhstan
stage 3 of the conceptual justification of the formation of historical consciousness in the Republic of Kazakhstan and the concentric principle of teaching history in general education school - years

Since the school reform has been greatly developed due to the fact that the content of education has been adjusted, the process of humanization has intensified, steps have been taken to integrate into the international educational space, and the programs “Informatization of the secondary education system” and “New generation of textbooks” have also begun. The directions of reforming the world educational system are: the structure of education in

primary and secondary schools, the upbringing and development of the individual in the context of democratization, humanization and humanization of society. Training of teachers who own modern teaching technologies, as well as the quality of historical education.

CONCLUSION

The need to change the content of school education in the Republic of Kazakhstan was due to the following factors: the values of the new world should be reflected in the content of education, including:

- humanization, the integration of personality in national and world culture, variability, differentiation, individualization;

- the revision of the educational content of the national history in accordance with the new learning paradigm was due to the need to consider international criteria for assessing school education, that is, not knowledge, skills, but the level of students' ability to solve educational and life tasks (life skills, competencies);

- the content of education should be aimed at teaching to learn (learn), learn to do (act), learn to live together, learn to live [9];

- a review of the content of education should be aimed at considering the age-related opportunities, psychological characteristics of students, and optimization of the teaching load.

In general, updating the content of education should be carried out, on the one hand, in the direction of reducing the academic load on the student, and on the other hand, in the direction of enrichment through reflection of the values of the new world, the achievements of social and natural sciences.

The concentric principle of constructing programs on the history of Kazakhstan in 2000 contributed to the implementation of world experience in teaching history and integration into the global educational space. World trends indicate a three-stage concentric construction of historical programs. But since the preparatory course in the 5th grade was excluded in Kazakhstan and the systematic course of history immediately began, the secondary school assumed only two levels. Given that the process of reforming historical education in Kazakhstan is characterized by inconsistency and inconsistency of goals and practical steps, we consider it important to make the following recommendations to improve the quality of historical education:

- 1) It is necessary at the state level to make photocompositions, films, cartoons in relation to certain topics on the history of Kazakhstan.

- 2) It is necessary to prepare teaching aids for all courses in history with the development of lessons, versions of historical dictations, test tasks, etc.

- 3) In modern textbooks, the requirements for questions and tasks should change, considering a differentiated approach to learning.

4) The teacher should look for new approaches to studying the past with the help of innovative teaching methods, new technologies.

Teaching history at the present stage requires the search for the most effective solutions to many issues: the correct definition of the goals and objectives of modern historical education, the development of cognitive activity of schoolchildren, a variety of diagnostic methods, the formation of knowledge and skills at a creative level. The methodology of teaching history, like all didactics, is going through a difficult period. The goals of general secondary education have changed, new curricula are being developed, new approaches to reflecting content through not separate disciplines, but through integrated educational fields. Difficulties arise due to the fact that the number of subjects studied in the curriculum of the school increases, and the time for studying them decreases. All these circumstances create the basis for new theoretical research in the field of teaching history, require other approaches to the organization of the educational process. [10]

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