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ҚАЗАҚСТАН РЕСПУБЛИКАСЫ  
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# Х А Б А Р Ш Ы С Ы

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**ВЕСТНИК**

НАЦИОНАЛЬНОЙ АКАДЕМИИ НАУК  
РЕСПУБЛИКИ КАЗАХСТАН

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*NAS RK is pleased to announce that Bulletin of NAS RK scientific journal has been accepted for indexing in the Emerging Sources Citation Index, a new edition of Web of Science. Content in this index is under consideration by Clarivate Analytics to be accepted in the Science Citation Index Expanded, the Social Sciences Citation Index, and the Arts & Humanities Citation Index. The quality and depth of content Web of Science offers to researchers, authors, publishers, and institutions sets it apart from other research databases. The inclusion of Bulletin of NAS RK in the Emerging Sources Citation Index demonstrates our dedication to providing the most relevant and influential multidiscipline content to our community.*

*Қазақстан Республикасы Ұлттық ғылым академиясы «ҚР ҰҒА Хабаршысы» ғылыми журналының Web of Science-тің жаңаланған нұсқасы Emerging Sources Citation Index-те индекстелуге қабылданғанын хабарлайды. Бұл индекстелу барысында Clarivate Analytics компаниясы журналды одан әрі the Science Citation Index Expanded, the Social Sciences Citation Index және the Arts & Humanities Citation Index-ке қабылдау мәселесін қарастыруда. Web of Science зерттеушілер, авторлар, баспашылар мен мекемелерге контент тереңдігі мен сапасын ұсынады. ҚР ҰҒА Хабаршысының Emerging Sources Citation Index-ке енуі біздің қоғамдастық үшін ең өзекті және беделді мультидисциплинарлы контентке адалдығымызды білдіреді.*

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### CONCEPTUAL APPROACH IN TEACHING METHODS OF THE DISCIPLINE «HISTORY OF KAZAKHSTAN»

**Abstract.** Currently, the education system of the Republic of Kazakhstan is undergoing major changes. In the context of the renewal of the content of education, not only teaching, but also the upbringing of the younger generation becomes relevant.

Today, more than ever, the issue of renewing the consciousness of the younger generation is becoming more important in conditions when the requirements for the education system, including the study of the history of their country, are radically changing. Here, the main task in the study of the history of Kazakhstan is to form the national spirit and patriotic education in the younger generation.

The significance of historical science cannot be overestimated: it examines events in space and time, dynamics, and with full responsibility can provide an exhaustive answer to many emerging state issues. With this in mind, it is necessary to pay great attention to the key priorities of the work of historians at all levels from higher to secondary education. In particular, this is the expansion of the topic of scientific research on the ancient, medieval, new and recent history of Kazakhstan, scientific historical understanding of Kazakhstan's statehood. In the context of solving these broad tasks, today the need to more deeply comprehend the past and present of the Republic of Kazakhstan in interconnection with world history, in its originality and at the same time - interaction, mutual influence, interpenetration with other civilizations of the West and the East arises more and more clearly.

**Key words:** conceptual, approach, teaching, methods, discipline, «History of Kazakhstan»

**Introduction.** History teachers should be clearly aware of their role in the formation of the historical consciousness of the younger generation. At the same time, it is important to pay special attention to the history of the formation of national statehood and ethnic processes.

The formation of national statehood was preceded by many state formations that had their own special role in the flow of history. It is the school subject of history that studies the past of our country and its population [1].

The methodological basis for this consideration is, for example, the civilizational approach, which is that the rigid formational models that were inherent in the historical science of the Soviet period, the division of peoples into «advanced» and «backward» the diversity of the world of the past, which is also important for understanding the world of the present. The civilizational approach seems to be especially significant and fruitful when considering the history of Kazakhstan - a multinational country that has absorbed the spirit of the 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 related to the organization of the process of teaching a history course.

In the conditions of gaining independence, history in schools was studied from textbooks of various

editions, which were haphazard. A significant part of history textbooks had a wide range of errors of a temporal, spatial, and movement nature and thus introduced students to erroneous orientation in historical space. As a result, a whole generation, especially in the 90s and early 2000s, experienced the errors of historical facts and events. In the sources, there was a difference in chronology, some medieval terminology, etc. Textbooks often basically just stated certain facts, the textual information lacked 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, often contradicting each other. At the same time, the educational component of the content of the studied material in history textbooks was not fully reflected. In this connection, 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 [2].

Another important difficulty at the moment lies in the work of teachers teaching history. Here, it is important to solve the problem of teachers' interest in solving pedagogical aspects in the process of teaching history, some alienation from research and creative activity. As a result, many history teachers often do not use local lore materials in history lessons and rely little on the capabilities of school museums. At the same time, it is the history teacher that bears a great responsibility in shaping the patriotic education of future full members of society, true citizens of their country [3].

School history teachers must be highly professional and methodologically competent organizers of the educational process. Thanks to the courses of the new format, a real opportunity has been created for the implementation of this task, the basic conceptual provisions have been laid down in the use of various approaches in the study of the history course in the lesson. In pedagogical science, the term «approach», «method», «technique» is defined as a set of principles that determine a series of strategies for training or education. Each principle regulates the resolution of specific contradictions arising in the learning process, and their interaction - the resolution of its main contradictions. At the same time, it should be noted that the main condition is that any new approaches to teaching, as well as to a pedagogical strategy, should be based on a certain scientific concept, including a philosophical, psychological, didactic and socio-pedagogical rationale for achieving educational goals [4].

The pedagogical approach used must meet all the characteristics of the system of methods of induction and didduction: the logic of the process, the interconnection of all its parts, integrity. The controllability of the approach should imply the possibility of diagnostic goal-setting, planning, designing the learning process, step-by-step diagnostics, varying means and methods in order to correct the results. Here, the active leverage for the manageability of the approach is the innovative strategies of the seven modules of the Cambridge Curriculum [5].

Therefore, the introduction of innovative teaching strategies into the educational process is a defining feature of modern education. The introduction of non-traditional innovative technologies significantly affects the educational and developmental process, which allows solving many problems of developing, student-centered learning, differentiation, humanization, informatization, the formation of an individual educational trajectory of student growth.

All teaching strategies are characterized by certain common features: awareness of the activities of the teacher and students, efficiency, mobility, openness, integrity, independent activity of students, differentiation.

An important element in the use of innovative approaches in teaching is the focus on the creative development of students, the need to prepare students for independent «extraction» of knowledge, development and education of a cultural, creative, mobile, proactive, and generally competitive personality [6].

On the basis of new information and pedagogical strategies, methods and techniques of teaching, it became possible to change the role of the teacher, to make him not only a bearer of knowledge ready to «transfer» them, the head of the educational process, but also a consultant, the initiator of the student's independent creative work. Here, the teacher's understanding of the modern conditions for the development of the educational services market becomes relevant. To achieve the effectiveness and quality of the educational process of teaching the history of Kazakhstan, it is important for history teachers to accumulate both a directive and an innovative, interactive teaching model. The interactive model is focused on the need to achieve an understanding of the transmitted information. Moreover, the process of transferring information itself is based on the principle of interaction between a teacher and a student, which implies greater activity of the student, his creative rethinking of the information received [7].

Today, speaking about education, experts strive to emphasize the desire to take into account the interests of students and build the learning process so that the goals and objectives of training correspond to the capabilities and desires of students and the social order of Kazakhstani society.

Also, one should not lose sight of the fact that modern education must comply with international educational standards.

a) expanding the scope of scientific research on the ancient, medieval, new and recent history of Kazakhstan, scientific historical understanding of Kazakhstan's statehood.

b) it is necessary to intensify the work on the creation of photo compositions, documentaries on certain topics on the history of Kazakhstan;

c) for the course of the subject, develop the most optimal (in conditions of different levels of material and technical base, qualitative and quantitative composition of students) methodological manuals with the development of lessons, with multilevel assignments.

d) according to the specific approach of teaching in textbooks should be covered differentiated questions and tasks;

e) teachers of the history of Kazakhstan at all levels of education from school to university should use modern teaching methods and strategies in their activities.

f) to better carry out professional orientation work in schools, to orient students to the choice of historical specialties.

Solving these tasks, we will be able to fill the problems of historical science and teaching the history of Kazakhstan as a whole, which in turn will allow to educate the future generation in the spirit of high patriotism, which in turn will meet the requirements of modernization of modern society.

A brief analysis of the situation in historical science and the problems of teaching the history of Kazakhstan as a whole allows us to identify the following tasks to improve the quality of history education:

In the course of teaching the history of Kazakhstan, some empirical generalizations are still being accumulated, practical advice suitable for a particular case is being drawn up, certain provisions are being put forward to improve the educational process. This is how the elements of the technique are born. But these methodological recipes and particular rules have not yet turned the methodology of teaching Russian history into a truly scientific discipline, since this process is associated with the level of development of historical science itself. The author of the first Russian methodology, Ya.G. Gurevich, wrote in his book «Experience in the methodology of history»: «The degree of development of the methodology of each academic subject is in direct proportion to the degree of its scientific development» 1. Therefore, the development of a scientifically grounded methodological system for the history of Kazakhstan is the most urgent task of the modern school. This task can be successfully completed only if the methodology of teaching the history of Kazakhstan rises to the level of a scientific discipline [8].

The history of Kazakhstan as an academic subject is inextricably linked with history as a science, since an academic subject is a statement of the foundations of science. Like the methodology of any other discipline, the methodology of teaching the history of Kazakhstan has its own specifics. In the system of teaching methods of history, two main parts can be distinguished: the general methodology of the course and particular methods of teaching individual sections of the course. The first (general) methodology of teaching the history of Kazakhstan has in mind the entire process of studying national history in secondary school within the framework of incomplete secondary and secondary schools, and private methods are engaged in the development of special issues of teaching individual sections. For example, the teaching method of the history of ancient Kazakhstan, the teaching method of medieval Kazakhstan, etc.

Both the content of the course on the history of Kazakhstan and its methods are determined by the tasks facing the school in general and the teaching of this subject in particular. After all, a teacher who has not realized the ultimate goals and objectives of teaching national history, is not aware of the construction of a school course in the history of Kazakhstan, in the principles of material selection, the value of various methods, inevitably conducts his practical work without a deeply thought-out plan. No matter how well he knows the history of Kazakhstan, his work will be devoid of purposefulness. Sometimes we meet young teachers who doubt the value of theoretical methods. They proceed from the fact that the main thing is knowledge of the subject, and the rest will «follow». Most often, such teachers try to teach the way they were taught at school or at a university, often ill-considered transferring the methods of university work to school. The most proactive of them try to find more rational ways of teaching, but they are not familiar with methodological theory, they spend time and effort in search of what has been known for a long time [9].

**Materials and methods.** In the practice of teaching history, the general principles of the methodology are concretized taking into account a certain class, the personality of the teacher himself, depending on the section of the program or on the availability of educational equipment. The teacher's work acquires purposefulness if the teacher is clearly aware of the educational, upbringing and developmental tasks of each



lesson facing him. The general task of school education is to train active, independent, educated citizens of our country. Teaching history broadens the horizons of students. The student enriched with knowledge of the past begins to approach the present in a new way, he learns to compare the present with the past, to understand the historical roots of many phenomena. Now, when history education in the Republic of Kazakhstan is gradually becoming pluralistic and diverse, the history teacher is faced with problems not only of a didactic or informational nature. With the still unstable Concept of Historical and Social Science Education, teachers themselves actively participate in the search and formation of a new structure and content of school education, goals and priorities of educational policy. That is why understanding the goals and objectives of modern history education, its content and structure, analyzing the quality of prepared textbooks on national history and modeling the educational process based on new teaching technologies should help determine the prospects for the development of the history of Kazakhstan as an academic subject. [1]

The changes that have taken place in defining the goals and objectives of teaching the history of Kazakhstan demanded from the team of authors to update the principles for selecting the course content. In addition to well-known principles such as humanization and democratization of education, the authors of the program were guided by the principles of functional completeness of knowledge, continuity of education, priority of civilizational, cultural and national approaches, as well as didactic principles of historicity, scientific character, systematicity and availability of knowledge [10].

**Results and discussion.** At present, serious changes are taking place in the entire education system in our republic. Of course, the main issue of vocational education is the issue of educating qualified, competitive, in-demand specialists in a market economy who could adapt to the rapidly changing economic and geopolitical conditions of the time.

And, of course, today, with the strengthening of the independence of our young state, the renewal of the consciousness of the people, the requirements for the education system, including the study of the history of the country, are radically changing. The main task in the study of the history of Kazakhstan is the formation of the national spirit and patriotic education in the younger generation.

At the moment, the formation of a future specialist takes place on the basis of traditional teaching methods, where communication between a teacher and students is assumed, where the teacher constantly monitors the educational activities of students. With such a directive nature of the educational model, only a dialogue moment occurs, where the student reproduces the ready-made information received from the teacher, while the student's interest in the learning process is very low.

Therefore, the introduction of innovative technologies into the educational process is a defining feature of modern education. The introduction of non-traditional innovative technologies significantly affects the educational and developmental process, which makes it possible to solve many problems of developmental, student-centered learning, differentiation, humanization, the formation of an individual educational perspective of students [11].

All technologies are characterized by certain common features: awareness of the activities of the teacher and students, efficiency, mobility, valueology, integrity, openness, independent activity of students, individualization.

An important feature of innovative approaches in teaching is the focus on the creative development of students, the need to prepare students for independent work, the development and upbringing of a widely educated, cultural, creative, proactive personality.

On the basis of new information and pedagogical technologies, methods and techniques of teaching, it became possible to change the role of the teacher, to make him not only a bearer of knowledge, but also a leader, initiator of the student's independent creative work. Otherwise, in the modern conditions of the development of the educational services market, in order to achieve the efficiency and quality of the educational process of teaching Russian history, it should combine both a directive and a modern, innovative, interactive teaching model. The interactive model is focused on the need to achieve an understanding of the transmitted information. Moreover, the process of transferring information itself is based on the principle of interaction between a teacher and a student. It assumes great activity of the student, his creative rethinking of the information received. Business games are among the most active teaching methods. The business game brings some variety to the traditionally established structure of the educational process. Application of business games helps to reduce the gap between theoretical knowledge of students and their practical applications. Business or role-playing games are focused on the gradual, functional participation of each of the students in the lesson process. They provide an opportunity for active and visible participation in the learning process of the largest number of students and are focused on application in practical classes in the course of the History

of Kazakhstan. This category of methods should include: a) the use of all kinds of handouts - chyndatas on the history of Kazakhstan, texts with factual errors or gaps; b) instruction and illustration of the standard of reasoning, aimed at the independent subsequent use of the student in the process of mental activity; c) role-playing games proper, the content of which is understood as the gradation of a group of students into several parts and the performance by each of the students (or group) of certain functions related to the implementation of the educational process [12].

Another effective method can be called case studies or the method of learning specific situations (SCS). The central concept of the UKS method is the concept of a situation, that is, a set of variables when the choice of any of them decisively affects the final result. The existence of the only correct solution is denied in principle. With this teaching method, the student independently makes decisions and justifies them. The case study method is a teaching method in which students and teachers participate in direct discussions of business situations or problems. Cases form the basis of a teacher-led classroom conversation. In general, the UKS method allows:

- Make the right decisions in the face of uncertainty;
- Master the skills of researching the situation;
- Develop an action plan;
- Apply the theoretical knowledge gained in practice.

This method contributes to the development of the ability to analyze situations, evaluate alternatives.

The computer and the Internet play a special role in the techniques and means of teaching history. Multimedia means provide the best, in comparison with other technical means of teaching, the implementation of the principle of visibility, to a large extent contribute to the strengthening of knowledge and skills. In addition, the multimedia tools are assigned the task of providing effective support for game forms of the lesson, active dialogue «student - computer».

Effective teaching methods include a research technique that is aimed at collective work in a group - when it is necessary, in the process of collective reasoning, to analyze the content of an excerpt from the original source. It is geared towards working in small groups - in seminars. These include:

- a) the work of students with visual aids on the history of Kazakhstan - these are maps, diagrams, tables, overview and thematic excursions to historical museums as work with visual aids;
- b) the work of students with historical documents;
- c) the use of technical teaching aids as a combination of various methods in the course of one lesson.

In the study of the history of Kazakhstan, the project method has taken a worthy place, which contributes to the high independence of students. The teacher is assigned the role of a coordinator, he only directs the activities of students. Students research the chosen topic, collect the most complete information about it, using modern technical means [13].

Integrated lessons occupy a special place in the system of pedagogical activity. They help develop the cognitive and creative activity of students, increase the motivation for learning. Conducting such lessons is one of the ways to increase the effectiveness of the educational process based on the implementation of the principles of the activity approach in teaching.

Today, speaking about education, experts strive to emphasize the desire to take into account the interests of students and build the learning process so that the goals and objectives of training correspond to the capabilities and desires of both students and the social order of Kazakhstani society.

Also, one should not lose sight of the fact that modern education must comply with international educational standards.

The main trends of changes in the education system are associated with the transition to a new paradigm «lifelong learning».

An analysis of the situation in historical science, carried out jointly with scientists and teachers of the history of Kazakhstan, allows us to make the following recommendations to improve the quality of history education:

- a) it is necessary at the state level to make photo compositions, films on certain topics on the history of Kazakhstan;
- b) for the course of the subject, prepare teaching aids with the development of lessons, with multilevel assignments, etc.
- c) according to the specific approach of teaching in the textbooks, differentiated questions and tasks should be covered;
- d) teachers of the history of Kazakhstan should use modern methods and technologies of domestic and foreign education in their activities [14].

**Conclusion.** The development of the Republic of Kazakhstan makes extremely increased demands on the training of young people, and the flow of scientific knowledge is growing uncontrollably. Increasingly, society expresses dissatisfaction with the quality of training school graduates, difficulties in mastering a large amount of knowledge. There is a contradiction between the increased tasks of teaching, on the one hand, and its content and methods, on the other. What to teach, how to scientifically determine the really necessary composition and volume of historical knowledge? How to improve the cognitive process, relying on its internal laws in accordance with the development of Kazakhstani society? These issues remain relevant and are of paramount importance for the reform of the secondary school of the Republic of Kazakhstan. The methodology of teaching the history of Kazakhstan is designed to highlight and designate, process and synthesize the entire body of knowledge about the process of cognition and education and discover new patterns - patterns of teaching national history. These will be objective, significant, stable connections between the tasks, content, ways, means of teaching and education and development, on the one hand, and the learning outcomes (efficiency, quality of the acquired knowledge), on the other [15].

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 history education, the development of the 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 individual disciplines, but through integrated educational areas. Difficulties arise due to the fact that the number of disciplines studied in the school curriculum increases, and the time for their study is reduced. All these circumstances create the basis for new theoretical research in the field of methods of teaching history, require different approaches to the organization of the educational process.

The solution of educational, upbringing and developmental tasks in the system of personality-oriented training is aimed at the development and self-development of a person who builds and improves himself. In this regard, the role and nature of the activity of both the teacher and the student changes. Help from adults should not be too much, otherwise it will become a brake on the child's activity. The gradual transition from pedagogical assistance to pedagogical support, and then to pedagogical advancement, implies a change in emphasis from the methods and techniques of the teacher's work to the methods of educational activity of the student himself.

Thus, we can say that the educational process is a very complex process of objective reality, including a large number of various connections and relationships. Education as a specially organized activity significantly accelerates the pace of individual development of each student.

A student at school at every lesson, in any class, studies the social and historical experience of mankind, learns the world around him. In recent years, interest in the theory of optimization of educational processes has increased in connection with the widespread use of modern teaching technologies, as well as significant financial costs required to obtain high-quality education. It is possible to achieve the optimal structure of teaching only on the basis of such management, which is organized taking into account the laws of teaching, on the basis of the use of modern forms and methods of teaching, as well as on the basis of taking into account the peculiarities of the internal and external conditions of a given class.

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#### **«ҚАЗАҚСТАН ТАРИХЫ» ПӘНІН ОҚЫТУ ӘДІСТЕМЕСІНДЕГІ ТҰЖЫРЫМДАМАЛЫҚ ӘДІС**

**Аннотация.** Қазіргі уақытта Қазақстан Республикасының білім беру жүйесінде елеулі өзгерістер орын алуда. Білім беру мазмұнын жаңарту жағдайында тек оқыту ғана емес, өскелең ұрпақ тәрбиесі де өзекті болып отыр.

Бүгінгі таңда білім беру жүйесіне, оның ішінде өз елінің тарихын зерделеуге қойылатын талаптар түбегейлі өзгеріп жатқан жағдайда жас ұрпақтың санасын жаңғырту мәселесі бұрынғыдан да өзекті болып отыр. Бұл жерде Қазақстан тарихын оқытудағы басты міндет – жас ұрпақтың бойында ұлттық рухты қалыптастыру, патриоттық тәрбие беру.

Тарих ғылымының маңыздылығын асыра бағалау мүмкін емес: ол кеңістік пен уақыттағы оқиғаларды, динамиканы зерттейді және көптеген жаңадан туындайтын мемлекеттік мәселелерге толық жауап бере алады. Осыны ескере отырып, жоғары оқу орындарынан бастап, орта оқу орындарына дейінгі барлық деңгейдегі тарихшылар жұмысының негізгі басымдықтарына көңіл бөлу қажет. Атап айтқанда, бұл Қазақстанның ежелгі, ортағасырлық, жаңа және жаңа тарихының ғылыми зерттеу тақырыбын, Қазақстан мемлекеттілігін ғылыми-тарихи деңгейде түсінуді кеңейту. Осы ауқымды міндеттерді шешу тұрғысында бүгінгі таңда Қазақстан Республикасының өткені мен бүгінін дүниежүзілік тарихпен байланыстыра отырып, оның өзіндік ерекшелігімен, басқа елдермен өзара әрекеттесуімен, өзара ықпалымен, араласуымен тереңірек ұғыну қажеттілігі туындап отыр.

**Түйінді сөздер:** тұжырымдама, тәсіл, оқыту, әдістеме, пән, «Қазақстан тарихы».

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## **КОНЦЕПТУАЛЬНЫЙ ПОДХОД В МЕТОДИКЕ ПРЕПОДАВАНИЯ ДИСЦИПЛИНЫ «ИСТОРИЯ КАЗАХСТАНА»**

**Аннотация.** В настоящее время в системе образования Республики Казахстан происходят серьезные изменения. В контексте обновления содержания образования актуальным становится не только обучение, но и воспитание подрастающего поколения.

Сегодня как никогда актуальным становится вопрос обновления сознания подрастающего поколения в условиях, когда кардинально меняются требования к системе образования, в том числе и к изучению истории своей страны. Здесь основная задача в изучении истории Казахстана – формирование национального духа и патриотическое воспитание у подрастающего поколения.

Значение исторической науки невозможно переоценить: она исследует события в пространстве и времени, динамику и может со всей ответственностью дать исчерпывающий ответ на многие возникающие государственные вопросы. Имея это в виду, необходимо уделять большое внимание ключевым приоритетам работы историков всех уровней от высшего до среднего образования. В частности, это расширение темы научных исследований древней, средневековой, новой и новейшей истории Казахстана, научно-исторического осмысления казахстанской государственности. В контексте решения этих широких задач сегодня возникает необходимость более глубоко осмыслить прошлое и настоящее Республики Казахстан во взаимосвязи с мировой историей, в ее самобытности и одновременно – взаимодействия, взаимовлияния, взаимопроникновения с другими цивилизациями мира, Запад и Восток.

**Ключевые слова:** концептуальный, подход, обучение, методика, дисциплина, «История Казахстана».

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## НОВЫЙ ВКЛАД В ПЕДАГОГИЧЕСКУЮ НАУКУ КАЗАХСТАНА

В последние годы я консультирую молодых ученых, но в основном читаю новые научные труды ученых страны. Среди них особо выделил бы работу академика Национальной академии наук Республики Казахстан, доктора педагогических наук, профессора Абылкасымовой А.Е. «Модернизация системы образования в Республике Казахстан» на трех языках – казахском, русском и английском. Научное издание (Алматы: Мектеп, 2021. – 218с.). Данную работу она посвятила предстоящему 30-летию независимости страны. Рецензентами являются экс-министры образования и науки Казахстана – Президент Национальной академии наук РК, академик, доктор химических наук, профессор Журинов М.Ж. и ректор Казахского национального университета имени аль-Фараби, почетный академик Национальной академии наук РК, доктор филологических наук, профессор Туймебаев Ж.К., работа рекомендована Ассоциацией высших учебных заведений РК.

Вышеперечисленное придает большую весомость выполненному профессором Абылкасымовой А.Е. научному труду.

Однако прежде чем перейти к анализу работы хотел бы сказать о следующем. В учебниках советского периода развития Казахстана сказано: «Казахи вели кочевой и полукочевой образ жизни, не имели письменности и население почти поголовно было безграмотным». Это утверждение соответствует истине лишь отчасти. Дело в том, что до Октябрьской революции 1917 года казахское население пользовалось арабским алфавитом и латиницей, однако точных статистических данных по численности людей, владеющих арабской письменностью нет.

Система образования страны является ключевой для любого народа, которая стремится и движется по прогрессивному пути развития, чтобы не отстать от передовых государств мира. И нам важно было изучить этапы и направления развития Казахстана во многих сферах, и, прежде всего, в системе образования. Отрадно, что эту огромную работу смогла реализовать ученый-педагог в лице профессора Абылкасымовой А.Е. В своей работе она разделила развитие системы образования в Казахстане на различные этапы в жизнедеятельности казахского народа – средневековый, период присоединения к Российской империи (1731-1917гг.) и советский (1918-1991гг.). Автор показала, что казахи не на пустом месте строили будущее своего образования, при этом преодолели множество трудностей.

Известно, что в современном мире достойны уважения только те народы, которые помнят и чтят свою историю какой-бы она не была, хорошо знают достижения и проблемы сегодняшнего дня, и на основе этих знаний создают будущее своего государства и живущего в ней народа. Благодаря таким научным работам мы по крупицам возрождаем историю казахского народа в прошлом в различных отраслях знаний.

В настоящее время казахстанцам важно знать в каком направлении должна развиваться система образования Казахстана, эту проблему автор смогла раскрыть в первом разделе своего труда «О тенденциях развития системы образования в современном мире».

В целом, научное издание посвящено изучению и анализу состояния и развития системы общего среднего и высшего образования, в том числе педагогического образования и повышения квалификации педагогических работников, в постсоветский период становления и развития независимого Казахстана.

Государственная политика Республики Казахстан в области образования после 1991 года осуществлялась в направлении реформирования законодательной базы, изменения системы управления и финансирования в контексте поставленной Главой государства Н.Назарбаевым задачи по качественному преобразованию всей системы образования, которое является одним из основных элементов становления суверенного государства, его реальной политической и экономической независимости. В этой связи модернизация образования напрямую связывалась с проблемами развития всего общества и изменениями, происходящими в политике, идеологии, экономике и социальной сфере.

Современная система образования нашей страны была заложена в конце 90-х годов прошлого

века тремя базовыми документами: Законом «Об образовании», Государственной программой «Образование» и Государственными стандартами образования, при этом главным системообразующим принципом реформы стал переход от модели «образование для всех» к модели «образование по выбору».

Профессор Абылкасымова А.Е. всесторонне осветила ход реформирования системы общего среднего образования в Казахстане, которая в последние годы проводилась в следующих направлениях – введения 12-летнего образования; изменения содержания образования и методики обучения; обязательного изучения трех языков (казахский, русский, английский); развития электронного обучения; введения подушевого финансирования; строительства новых зданий для школ, которые стали оснащаться современным оборудованием и техникой.

Модернизация системы образования была ориентирована на обеспечение равного доступа школьников к качественному среднему образованию, независимо от их национальности и места проживания, а также удовлетворение потребности каждой личности, всего общества и государства в целом. В основу программ образования для всех уровней заложена система ценностей патриотического Акта «Мәңгілік Ел» – казахстанский патриотизм, гражданская ответственность, уважение к труду и т.п.

Большое внимание автор в своей работе уделила развитию высшего образования, при которой основной тенденцией стал отказ от государственной монополии на образование. Как следствие, на равных условиях начал развиваться негосударственный сектор образования и он получил достойное место в обществе.

Можно и дальше перечислять все достижения страны за 30-летний период нашей независимости, о которых все мы хорошо знаем. Для нас более важным является то, что автор сумела с научной точки зрения всесторонне и широко раскрыть достижения нашего государства в модернизации системы образования в соответствии с тенденциями ее развития в мире. В итоге Республика Казахстан во многом успешно вписалась в мировое образовательное пространство. Несомненно, главную направляющую и координирующую роль в этом сыграл Елбасы – первый Президент нашего государства Нурсултан Абишевич Назарбаев, о чем профессор Абылкасымова А.Е. достаточно подробно раскрыла в своем научном труде.

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наук Республики Казахстан, доктор  
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