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# Х А Б А Р Ш Ы С Ы

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## THE PEDAGOGICAL POTENTIAL OF UTILIZING FILMS IN HISTORICAL EDUCATION

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**Abstract.** The incorporation of values into education and training through the use of films is one of the primary tenets of the current historical education approach. In addition to having a favorable impact on education, presenting historical events from all facets of social life in the form of fiction or documentaries inspires and engages students' interest in history. The article's goals are to identify the issues, drawbacks, and efficacy associated with using movies to teach history, examine the activities that are taught either before or after the movies are shown, and offer suggestions. As the research progressed toward its objective, the usefulness of incorporating films into historical education in the nation was established, and the works of both international and domestic scholars, as well as a few homegrown films suitable for the "History of Kazakhstan" course, were examined. There is also discussion of issues that educators should take into account while using movies to teach history. The article's scientific findings will enhance educational programs in novel ways and enhance the efficaciousness of using movies to teach history. The usefulness of methodological efforts in the aforementioned direction can be clarified by an expert examination of historical education experience based on scientific literature.

**Keywords:** history, education, teaching, films, teaching activities, learner, teacher, teaching materials

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## ТАРИХТЫ ОҚЫТУДА ФИЛЬМДЕРДІ ПАЙДАЛАНУДЫҢ ПЕДАГОГИКАЛЫҚ МҮМКІНДІКТЕРІ

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**Аннотация.** Бүгінгі таңдағы тарихты оқыту әдістемесі негізгі бағыттарының бірі — фильмдерді пайдаланып білім мен тәрбие беру, құндылықтарды сіңіру. Қоғам өмірі барлық салаларының өткенін экранда көркем немесе деректі фильм түрінде көрсету оқытуға оң әсер етіп ғана қоймай, білім алушылардың тарихқа деген қызығушылығы мен мотивациясын туғызады. Мақаланың мақсаты тарихты оқытуда фильмдерді пайдаланудан туындайтын мәселелерді, тиімділігі мен шектеуліліктерін анықтау, фильмдерді көрсету барысында немесе кейін жасалатын оқыту іс-әрекеттерін талдау, ұсыныстар беру. Зерттеудің мақсатына жету барысында еліміздегі тарихи білім беруде фильмдерді пайдаланудың өзектілігі анықталып, отандық, шетелдік зерттеушілер еңбектері мен кейбір отандық фильмдерге талдау жасалды. Оқытушылардың тарихты оқытуда фильмдерді пайдалануы кезінде назарға алуы керек мәселелер де қарастырылды. Мақаладағы ғылыми нәтижелер білім беру бағытындағы бастамаларды жаңа қырынан толықтырып, тарихты оқытуда фильмдерді тиімді пайдалануды жетілдіретін болады. Тарихты оқытудағы тәжірибені ғылыми әдебиеттер негізінде сараптап талдау, аталған бағыттағы әдістемелік жұмыстардың нәтижелі болуын айқындай түсуге мүмкіндік береді.

**Түйін сөздер:** тарих, білім беру, оқыту, фильмдер, оқыту іс-әрекеттері, білім алушы, оқытушы, оқыту материалдары

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## ПЕДАГОГИЧЕСКИЕ ВОЗМОЖНОСТИ ИСПОЛЬЗОВАНИЯ ФИЛЬМОВ В ПРЕПОДАВАНИИ ИСТОРИИ

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**Аннотация.** Одним из основных направлений современной методики преподавания истории является воспитание и обучение с использованием фильмов, усвоение ценностей. Показ прошлого всех сфер общественной жизни на экране в виде игрового или документального фильма не только положительно влияет на образование, но и создает интерес и мотивацию учащихся к истории. Цель статьи - определить проблемы, эффективность и ограничения, возникающие при использовании фильмов в преподавании истории, проанализировать педагогическую деятельность, осуществляемую во время или после показа фильмов, и дать рекомендации. В процессе достижения цели исследования определена актуальность использования кинофильмов в историческом образовании в стране, проанализированы работы отечественных и зарубежных исследователей и некоторые отечественные кинофильмы. Также обсуждаются вопросы, которые учителям следует учитывать при использовании фильмов в преподавании истории. Научные результаты статьи по-новому дополняют образовательные инициативы и повысят эффективность использования фильмов в преподавании истории. Экспертный анализ опыта преподавания истории на основе научной литературы позволяет выяснить эффективность методических работ в указанном направлении.

**Ключевые слова:** история, образование, преподавание, фильмы, педагогическая деятельность, ученик, учитель, учебные материалы.

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### Introduction

In modern times, watching movies can greatly inspire students and help them acquire new skills. Additionally, it is a vital instrument for focussing attention, learning through music, and comprehending academic content. A collection of films on a certain subject frequently holds a learner's interest and causes him to reflect on the problem for a considerable amount of time. One technique to affect a learner's personality and higher

mental functions is through the use of audiovisual resources for pedagogical and instructional reasons. As a result, movies can be seen of as a fresh way for students to develop their personal relationships, maturity, and introspection on a certain subject.

Students convey their opinions, claiming that they see no particular value in learning history, that it is a dull and repetitive subject, and that the same historical topics are covered repeatedly across grade levels. When history is taught to pupils in the fifth grade of school, this type of mindset is fostered earlier and continues throughout the university course (Safran, 1993).

The idea of using films in teaching history did not appear today. Several history educators have discussed the use of films in history teaching and conducted research on their impact. Griffis, the director of the 1916 film *The Birth of a Nation*, says that students can learn history within ten years not just by reading history books, but by watching movies based on historical events (O'Connor, 1987). According to this point of view, if the films were made according to the historical truth, the students would travel through history, meet historical figures face to face, and participate in the events themselves. In this way, students would be freed from being regular readers of historical books and repeaters of books. In addition, it would create a learning environment suitable for students. It is clear that they will make history lessons as simple and interesting as possible, and will create many learning outcomes that could not be mastered during traditional teaching. The formation of analysis, synthesis and comparison skills, which are especially important for students, can be realized through these films. Blim students are taught many things with the help of films to analyze various complex relationships in society (Chansel, 2003).

Although the views of using films in history teaching were mentioned, the actual plan and methodology were not specifically considered. Foreign researchers such as Briley, Carnes, Chansel, Marcus, McNeil, O'Connor, Toplin, and Weinstein published articles related to the mentioned issue, and the use of films began to be used systematically in history subjects.

Film usage by educators and students is increasingly recognized to be prudent.

Research shows that there are different definitions of what a film is. In cinematography, «representation of a performance by means of strips», «a work shown by a cinema machine» (Eren vd., 1998) there are definitions like Films are a mirror that shows topics and events related to the social, economic, political and cultural structures of society from the past to the present. Some films try to convey the events of life as they are, while some aim to create a certain point of view for the viewer (Chansel, 2003). In addition to films that provide scientific knowledge to students, there are also films that aim to form a worldview with a certain ideology.

Studies related to the educational and training possibilities and influence of films began before the first half of the last century. Compared to the studies conducted in Western Europe, there were no studies conducted in our country regarding the skills, methodology, and grade levels of the use of films in history teaching. It was found that the use of films in history lessons, the skills of history teachers in using films, the physical readiness of educational organizations to show films, and other empirical studies have not been conducted in the country.

### **Materials and methods**

The article is aimed at considering the problems, opportunities and effectiveness of using films in history teaching, some limitations of using films, actions taken by teachers and



students while working with films. Therefore, a review of foreign and domestic literature related to the issue under consideration was made. During the literature review, scientific publications in the database were also analyzed, differentiated and discussed. A review of publications and literature revealed that there are many problems arising from the use of films in the teaching of history today. Therefore, it was concluded that it is necessary to develop the methodology of using films in teaching the history of Kazakhstan at all levels of education in the country.

The study employed the phenomenological (problem definition) description approach, a type of qualitative research methodology. The phenomenological method focuses on a deep and detailed consideration of the problem during the research. In this study, it is explained on the basis of phenomenological method how the problems arising from the use of information and communication, digital technologies and the use of the Internet in the teaching of history occur in foreign practice and in the domestic historical education system. In addition, some domestic film productions corresponding to the subjects taught in the subject «History of Kazakhstan» were briefly described.

In order to completely disclose the issue, a variety of methods including analysis, comparison, generalization of psychological-pedagogical literature, summary, and generalization of the gathered data were employed.

### **Results and discussion**

Among public subjects, one of the most important subjects, history, is taught in an abstract and teacher-oriented way at the elementary and middle school levels, which causes the emergence of actual problems during the study of the subject «Kazakhstan history» in higher educational institutions. Teaching students abstractly about events that happened long before the time period they live in does not create the necessary interest in the subject and does not produce the desired learning outcomes. With the help of the subject of history, there is a need to use teaching methods and technologies that affect different senses of students for the formation of a person and a specialist. Cilenti makes the following suggestions for teaching to be effective and efficient (Çilenti, 1979):

- If the number of our senses involved in learning activities is as large as possible, we will perceive better and remember more.
- The things we learn best are those we learn on our own.
- We take in most of what we read through our eyes.
- The best learning is from the concrete to the abstract and from the simple to the complex.

In addition to the explanation above, studies related to learning show that learners learn 10 % of what they read, 20 % of what they feel, 30 % of what they see, 50 % of what they see and feel, 80 % of what they see, hear, and say, and 90 % of what they see, hear, feel, and say. (Demirel, 2002). In other studies, active learning methods should be developed from the point of view of learning technologies so that learners can remember and form the desired behavior.

Films that bring about behavioral change in students related to topics taught in history can be used in history classes. Some of the films used in history teaching can be classified as follows: Educational films, Comedy films, Advertising films, Documentary films, Drama films, Scientific films, Historical archival films, Official war films, Amateur films, Cartoons.

Films also have their own features, depending on the nature of visual and auditory

effects, type and color, and action. Based on these features, films are used with educational and training opportunities, influencing the different senses of the learners, the intended behavior or other learning outcome is easily shaped. There are many benefits to using movies in history classes. They can be represented as follows:

- To attract the attention of students;
- Providing extensive content on a variety of historical topics;
- Clarify a specific problem;
- Making the lesson interesting;
- Affecting the senses of students;
- To be able to warn the student in advance what issues on the topic he should carefully consider after the film shown;
- An opportunity for learners to write their own views on the summary of the film shown;
- Visual presentation of concepts;
- Show two different versions of the same story;
- Help make the past interesting and accessible;
- Provide evidence and data to learners that they would not otherwise have access to;
- Provide students with clear and clear conclusions about unknown persons and places;
- Increase motivation;
- Increase interest and admiration;
- Making complex problems simple;
- Providing information about historical figures, places and events;
- Helping learners see things on screen that they otherwise wouldn't (Dickinson, 1972; Barth ve Demirtaş, 1997; Haydn, 2000).

R. Phillips, who conducted research on active learner-centered learning in history (Phillips, 2002) in his work on teaching history, he considers the effectiveness of using videos during the lesson. Applying the researcher's conclusions about the merits of incorporating video into history classes will be fruitful. The following is a list of a few of these advantages:

Short film clips are more engaging for learners. They raise students' questions related to the problem.

The film provides important factual information to the learners.

The film provokes discussion on issues related to the lesson topic in terms of change, chronology, cause, effect, similarity, difference, motivation and empathic perspective.

Some films themselves can be used as evidence. In addition, films help to test hypotheses and test their reliability.

Films allow information and evidence to be compared with other historical data.

Films, in particular, contribute to a deeper understanding of sensitive issues such as racism and genocide.

Movies help learners to understand and understand difficult topics in a simple way.

Movies help to visualize the past and make the students spend their time effectively.

K.D. Ushinsky «A teacher who wants to leave something surprising in the child's memory should, if possible, work on the participation of their organs of sight, hearing, sound, muscle movements, and, if appropriate, touch and taste during memory activities»

(Ушинский, 2017) concludes that. Video materials are not only a source of information, but contribute to the development of psychological thinking and memory of what is received through sound and vision, to replenish the lexical vocabulary. Perception through sight and hearing allows for a deeper understanding of the text and an important historical event, historical phenomenon (Шаповаленко, 2005) Creating a visualization for the learner will arouse interest in the historical event and affect the understanding of its important points. A historical event cannot be shown on the screen in the exact same way as in documents and books, however, the basis of the historical period, its important points and facts can be depicted in the film.

A feature film not only interests the student, but also increases his interest in studying the historical period in depth beyond the screened conditions. It also creates interest in printed materials and archival documents, visits to historical museums, and obtaining new information via the Internet (Щуркова, 2019).

The methodology of using feature films in teaching history should not be considered as a separate teaching opportunity in itself. After all, there are aspects of art screening that leave a strong impression on students. After watching the film, many learners may perceive the depicted situation, historical event or phenomenon as a single and non-debatable version. Therefore, watching the film should serve as a complement to the text, and as a reinforcement for the perception of information.

The method of showing the film is a set of activities for organizing and preparing for the course of the lesson and extracurricular work. It is important to prepare the learner to watch the film. We must not forget that the film complements the main lesson. First of all, it is important to read the theoretical basis from the text about the historical event and choose the right videos related to the subject of the lesson.

A synopsis of the film is given at the outset, along with a brief explanation of its purpose and genre as well as how the earlier content connects to the order in which the films will be screened. When viewing a film, two considerations should be made: polarization and communal perception. What we mean by polarization is focusing attention on one object, watching a movie (Щуркова, 2019). In order for the reception to be collective, the group should be prepared before watching the film. The main aspects and situations that need attention are shown, tasks are set, important events, their consequences, and meaningful characteristics are determined. In addition, it is necessary to prepare students not only to watch a film, but also to activate memory to receive information, to focus attention on one center, to be able to see and point out the most important, to be able to analyze what they saw, to compare it with information in written material, to create a chronology of events. The method of information visualization helps to perceive a large amount of information, to easily remember chronological dates, places of events and historical figures (Щербинина, 2017) With the help of this method, the learner can reproduce complex material in an easy and simple way. Screening allows to effectively perceive the life of society, to know the importance of what you see, to evaluate it.

The selected film should be of good quality and should not contain erotic and pornographic, violence and extremism propaganda. The method of using film can be used to read and understand new material and to consolidate previously covered topics. The teacher decides at which stage to use this method. The most common method is the art-illustrative method, in the process of giving the material to the students, the teacher supplements his speech on the topic by showing a film (Полат, 2017).

How should a teacher use feature films to teach history when they have work to do? The first option is to watch the movie in the auditorium. There are many advantages of such use of the film, at the end of the lesson you will have the opportunity to discuss unclear points with the teacher and classmates, share your feelings. The disadvantage of this version is that the class time is limited to watch the film to the end. According to the second version, students are asked to watch the film at home and make a brief analysis of what they saw. To do this, the teacher makes a preliminary examination of the film recommended for students and gives the link on the Internet without making it available to children if it has harmful parts. The film should be of good quality and preferably in different colors.

Each video clip can be used to analyze the learner's thinking, and video analysis is effective in finding specific goals and pathways. It helps to read a certain topic completely and widely. With the help of the information in the film, not only historical data is obtained, but also the moral and emotional spirit of that period.

Therefore, the use of films provides the teacher with detailed information on the topic and awakens his interest in history. Modern textbooks are full of historical dates, complex terms and phenomena, and it is not easy for students to learn and remember them, and after some time, it becomes difficult to reproduce and use information. With the help of a visual image, the learner can easily understand and learn the given information.

With the help of such video lessons, information is not only easily learned, but this method also has a psychological aspect. Visual perception contributes to the development of moral, ethical and patriotic consciousness (Данилюк, 2019).

The choice of the film and its method play an important role in the use of feature films in history lessons. The teacher must fulfill the following requirements: the film must correspond to the topic of the lesson; the film should be interesting and clear and not too long; if possible, the film should not be directed at the general public.

How to create lesson work while watching the movie? Is it better to show the whole movie and discuss it afterwards? This is not an effective method; it is more effective to pause the movie. It will be possible to stop at important points and discuss immediately. When you watch the movie in its entirety, there is a high chance that you will miss important points from the point of view of the educational process. By pressing the pause button, the teacher can draw attention to important historical information or information, as well as remind the learners of what they need to pay special attention to in the next passage. This new topic is also very important in the past, because watching a film is not an entertainment, but a recreation of a historical event full of information on the screen. While watching the film, it is better to maintain a normal atmosphere in the classroom where students can freely express their thoughts and engage in discussion. One of the important things to remember is that the teacher must first of all watch the film himself.

The use of films for lessons requires careful preparation from the teacher. Dividing the shown video material into blocks, creating an explanatory note, developing questions for students. If the video lesson focuses on a new topic, it should be used after the text part of the lesson. Read the topic according to the textbooks, and if the material is a repetition of the previously covered topic, then a small question on the covered topic should be answered (Занина, 2003).

The following criteria should be used in the method of film selection: behavioral and spiritual indicators shown in the film; creative indicators; non-standard ways of the director in telling the story; compatibility of the content of the film and the topic of the lesson;

compliance with the logic of the educational process; taking into account the intellectual, age-specific, psycho-emotional characteristics of the class; the time allocated to the topic should be taken into account; psychometric indicators of students. In addition, the technical preparation for watching the film, that is, the presence of a projector, the sound, and the video material being visible to everyone, are also important.

The use of movies in history classrooms has certain restrictions, which should be noted. Films can be detrimental to instructional activities if educators are unaware of their limitations. As a result, the following list of restrictions on using films is applicable:

- Movies can make learners passive.
- Some films may not be appropriate for learners' levels in terms of language and content.
- Some dramatic films can lead to wrong assumptions and conclusions.
- Making movies requires professional skills.
- Special technical equipment is required for showing films (Paykoç, 1991; Farmer ve Knight, 1995).

Educators should consider several issues before using films in history lessons. The history teacher should consider in advance whether the audience is suitable for the use of films, and if the audience's capabilities are suitable for the use of films in history lessons, a film should be selected that matches the characteristics of the students' behavior. In this context, in the subject «History of Kazakhstan» you can use films related to the establishment of the Kazakh Khanate and the Alash movement and its figures at the beginning of the 20th century. However, in the course of teaching the history of Kazakhstan, such films are few and far between. The film «Nomads» tells about Abylai's becoming Khan, his autobiography, the situation and internal conflicts of the Kazakh Khanate during the Dzungar invasion, «Moscow is behind» the Great Patriotic War, the biography of the national figure «Mustafa Shokai», the state of the Kazakh people in those periods is told, «Amangeldi» is the first sound of «Kazakhfilm». The film shows the causes and development of the national liberation uprising of 1916. In addition, the films «Tomiris», «Kazakh Khanate», «Dawn of the Great Field», «Awakening Kazakh» can be used during the lesson, as they cover the topics of the standard educational program.

Of course, only a few of the above-mentioned historical feature films have been described. In addition, if we include large and small documentaries, we see that the teacher has great opportunities to teach the lesson using feature films in the history of Kazakhstan subject.

Historical feature films are also very important in interdisciplinary communication. For example, during the analysis of the film «Nomads», students read Ilyas Esenberlin's book and expand their knowledge of Kazakh literature. Many historical films are based on famous books and works of great Kazakh writers. For example:

- Baurzhan Momyshuly: «Moscow is behind us»
- Mukhtar Auezov: «Karash-Karash incident»
- Mukhtar Shakhanov: «The Collapse of Otyrar»
- Abdijamil Nurpeyisov: «Blood and sweat»

Undoubtedly, observing Kazakh films for historical and educational objectives, like “Mustafa Shokai,” “Kunanbay,” and “Birzhan Sal,” would broaden our literary perspectives and improve our understanding of Kazakh cinema.

Since its first organization, the Kazakh Film Studio has released more than 100

feature films and about 500 documentaries. These films are diverse in terms of subject matter. «Song of Abai» (1946), «Shokan Ualikhanov» (1957), «Girl Silk» (1972), «Sultan Beybarys» (1989), «The Collapse of Otyrar» (1992), «Zhambyl's Pillow» showing the past life of the Kazakh people on the screen. small» (1996), etc. paintings can play the role of educational materials that can be widely used in the subject «History of Kazakhstan».

After identifying the appropriate film for the topic to be taught in history, it is necessary to decide how the film should be used. It is better to determine whether the film will be shown in its entirety or in the form of excerpts, and which episodes should be given more attention. At this stage of training, it is necessary to plan what activities will be done after showing and showing the film. That is, actions to be taken and questions to be asked are defined. In addition, it should be planned how the evaluation will be conducted after the film showing and the follow-up activities.

After determining whether the film will be shown in its entirety or in excerpts, students will be given a task sheet related to the film. The worksheet can be individual, for two students, or for a group (Phillips, 2002).

Students can watch the entire movie if they have the time. In multiple sequences in the film, teachers and pupils can work together. During this activity, you can complete a task sheet, ask and answer questions, analyze, have a conversation, and assess. Through the use of these activities, the history teacher can monitor the trajectory of the students' behavioral changes and address any flaws. Students can also think about the following throughout the film screening: who directed the movie and why, the idea it presents, whether or not it depicts reality, and the main conclusions in the movie.

Lists of any behavioral changes and the instances in which they occurred should be created at the conclusion of the film. Students should first discuss their ideas and insights from the movie. To ascertain what the students have learnt, an oral or written response is requested. The overall consensus, the movie's conclusions, the story's plot and character development, and any shortcomings are all discussed in these activities. In addition, the teacher of the subject of history receives verbal or written answers that he has not achieved the intended learning result.

In History, there are activities based on films and activities before, during and after showing the films to achieve the learning outcomes. These activities should be effective and creative for students. From this point of view, the activities carried out in history lessons can be shown as follows:

### **Discussion**

Students can have a discussion during and after the film is shown. This discussion can be about the content of the film, its idea, its conclusions, and its veracity.

### *Write down*

Collecting notes is one of the actions that students do both while and after a history lesson film is shown. Students can write notes on what they believe to be significant or what the instructor emphasizes as they watch the movie or afterwards.

### *Making a movie*

One of the activities that can be done in connection with films during history lessons is for students to make their own films with their cameras (Greiner, 1955).

Prior to this exercise, the history instructor can create a scenario based on the behavior or other learning objectives that the students need to understand. Then, using a small group of students, they can create a video within the parameters of the scenario. Following

its creation, the film can be used for other objectives or watched and debated in a social environment.

#### *Making moral, logical and empathic analysis*

Students will be able to make moral, logical and empathetic analysis related to the films they have seen. Can logically evaluate the theme of the film and consider whether the behavior of the characters in the film is morally and logically right or wrong. In addition, learners may be asked to engage in empathetic activities related to the characters in the film.

#### *Drama*

Another activity based on a film is a drama activity. Based on the theme or sub-themes in the film, students can create a scenario to learn the behavior or learning outcomes. A film about the Alash movement may have a script on the theme of independence.

#### *Actions on worksheets*

One way to make film-based activities effective in history classes is with worksheets. Worksheets created by the history teacher for behavior to be mastered or learning outcomes related to the film shown are used after watching the film. After students fill in the task sheets, a discussion with students can be organized on the answers provided.

#### *Summary of the topic*

Summarizing the topic is one of the activities that students do. In this activity, a part of the film will be shown and students will be asked to give a written answer on completion of the shown film. During the answer, students are asked to write down why they are summarizing the topic as in their answer.

Teachers should devote some lessons to students in order to develop the necessary skills to analyze historical films objectively. In the process of doing this, students will be informed about how a well-known film and a documentary or an interview can optimize historical reality, how it will reduce the degree of importance, and what questions will be asked about the episodes in the film. For instance, it's important to demonstrate beforehand the kinds of misconceptions and ideas that a movie's soundtrack or sound effects may arouse, how accurately the directors can depict a historical event, and how issues pertaining to historical subjects can be brought back to life through live performances (O'Connor, 1987).

Modern education, fast-changing life full of information, makes certain demands on the teacher and student. Therefore, it is important to use films in teaching history. This expands the horizons of the mind and improves the perception of information. Students are educated in the sense of justice, morality, patriotism and respect.

### **Conclusion**

Teaching history offers the chance to learn some of the ideals and competencies that today's society requires. Students can learn many important skills from this subject, including social experiences, the capacity to think critically and analytically, the ability to accept changes and stability, the capacity to evaluate conclusions, and the capacity to learn emotional qualities. In order for these skills to be acquired by students, the past should be brought into view and the environment and teaching tools should be improved to make history lessons simple, interesting and understandable. These films are among the most effective teaching tools for conducting history lessons. Films shot during the events of the 20th century of our country should be used with a critical approach. The main stances and ideologies of the Soviet era are prioritized in certain films produced during this time, which explains the reason.

History teachers should have the necessary knowledge and skills to use films in order for activities based on films to be effective in history classes. In addition, in order to achieve the expected results from the use of films in history lessons, teachers should pay attention to the following issues. First of all, the teacher should select the film according to the topic to be covered and the behavior or learning outcomes to be learned. Subsequently it is essential to decide how and from what perspective the chosen movie will be seen. The instructor should now create assignments that the students can complete either during or after the movie. Teachers should be taught in the usage of the film as pupils, and subsequent workshops should be planned in order to summarize the viewing experience. It is also recommended to build an accessible electronic archive and a list of appropriate films categorized by topic.

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## МАЗМҰНЫ

### ПЕДАГОГИКА

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