



UDC 902.904 (574)

IRSTI 03.41.91

DOI 10.37238/2960-1371.2960-138X.2025.97(1).22

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PROSPECTS FOR CHANGING METHODS OF STUDYING HISTORY IN THE SCHOOL CURRICULUM USING THE EXAMPLE OF ARCHAEOLOGICAL MATERIALS

Annotation. The article examines the possibility of revealing the pedagogical potential of active study of the subject history through the prism of archeology in school lessons in the Republic of Kazakhstan. To familiarize with the methodological aspects of the use of archaeological material in school education. The article discusses new directions in pedagogy and archeology, their use in the school process. The modern school history curriculum faces new challenges and opportunities associated with changing teaching methods and integrating new sources of knowledge. One of these promising areas is the use of archaeological materials. Archeology, as a science that provides concrete, material evidence of the past, can significantly enrich the school history course, making it visual and exciting for students. The introduction of archaeological materials into the educational process contributes to the development of critical thinking, analytical abilities and broadening the horizons of students. The value of this article lies in the fact that it contains data from a questionnaire survey of teachers on the topic of the article. The survey is designed to determine the degree of satisfaction of teachers with the methodology of conducting history lessons using archaeological materials, as well as the exchange of teaching experience in preparing for history lessons.

Keywords: archeology; seminar; students; educational archeology; Turkic period.

Introduction

In the XXI century, all spheres of human life are undergoing changes, be it economics, industry, science or healthcare. The changes also affected Kazakhstan's school education. In modern school institutions in recent years, there has been a complete reformation of the education of the younger generation. Kazakhstani teachers have mastered the goals and objectives of the updated education, preparation for the UNT, transition to 12-year education, reissue of history textbooks, successfully apply criteria assessment and critical thinking in practice. The updated school curriculum



implies independent practice of studying topics in subjects, the teacher in this case acts as a guide.

In the modern education system, it would seem that there is everything that is necessary for obtaining a comprehensive education: the state has computerized classes, new schools are being repaired and built, and teachers' qualification are being improved. But, according to the authors, sometimes this is not enough. In the age of technology, it is very difficult to surprise the current generation with something. The teacher has to adapt to students, «go toe to toe», monitor new programs and applications. A regular lesson at school with an updated program should be held as a small «show» - bright, active, and involvement of all children in the process should be present. The history teacher faces a difficult task: to build a lesson in such a way that the study of a new topic takes place with deep interest and memorization of the material for more than one year. Memorizing historical dates, periods, surnames of personalities, names of territories and localities, characteristics of architectural structures, burial structures, etc., is a very voluminous material for middle school students. For the successful study of historical facts and events, the teacher is recommended to use archaeological materials in the lessons. Modern archaeology is not limited to traditional research methods. Geoinformation technologies and diverse methods of natural sciences are increasingly being used. Important requirements in the study of antiquities are accurate dates, extraction of information by methods of pre-excavation studies, creation of virtual reconstructions. Methods of absolute dating are brought to the fore: dendrochronology, radiocarbon analysis, methods of visual analysis using computer programs and remote sensing devices. Virtual reconstructions are especially important for the study and preservation of historical and cultural heritage, for their conversion into digital format [1, p. 17].

Materials and methods of research

The article reveals ways to interestingly and easily study such a complex subject as history using various forms for the study of archaeological materials. To obtain an accurate result, pedagogical research and questionnaires were conducted among teachers. Subject teachers proposed different options for conducting lessons for the successful implementation of pedagogical archeology in school classes.

All of these methods will be accepted with interest and success by students, and it is possible to use them in lessons using mobile phones and applications. For example, 3D modeling of individual structures and artifacts, creation of audio guides, historical cartoons, etc. Modern technologies in archaeology allow you to study science quickly and delight students with the results obtained. The motor skills of hands take a special place. When a student just listens and performs a task – is one thing, but when he receives information, independently analyzes it and makes it with his own hands, the result is different. For example, to show students the archaeological reconstruction of the Issyk Golden Man. Based on the previously known facts from the textbook, students need to recreate the funeral rite and religious beliefs of the Saka period. To speculate on how a person was accompanied to the afterlife. This method contributes to the assimilation of historical material.

As practice shows, students like to listen to the teacher's speech and visually study photos about finds, museum artifacts, feel connection with the past. At the same time, a



sense of patriotism and the formation of a respectful attitude to the native cultural and historical heritage are being fostered. The more difficult the task, the more interesting.

One of the first Kazakh archaeologists in Soviet times was N.P.Podushkin. His second vocation was teaching. He taught such courses as "Archeology", "Historical local lore", "History of the Ancient World". In parallel with archaeological expeditions, he maintained contact with educational, museum and public institutions of the city ("Children's Tourist Station named after Tereshkova", "South Kazakhstan Regional Museum of Local Lore", "Society for the Protection of Historical and Cultural Monuments", cooperated with schools of the city). He often met with teachers, students, gave lectures on historical and cultural topics, organized local history corners and museums in the walls of some schools and institutions (school No. 8; 5; children's tourist station) [2, p. 25].

The legacy of Podushkin has spread in modern education. Recently, a new direction has appeared among the history teachers - children's, or pedagogical archeology [3, p. 144] School history lessons are linked with the explanation of new material using examples of material sources. At the lessons archeology is not considered as a separate subject, but only in conjunction with the subject of history. Most often it is expressed in the organization of history club, expedition, museum, educational and scientific work [3, p. 145].

The methods of teaching archaeology are closely connected with the methods of teaching history. D.V. Brovko in the article "The phenomenon of pedagogical archeology" points out the signs that make archaeology pedagogical: mass character, availability of sources, broad integration with other sciences and subjects, accessibility of the basic provisions of theory and methods for middle and high school level, great variability of conclusions, a combination of various research forms and techniques, visualization of school results, bright emotional coloring, operational socialization of the results of activities [4, p. 6]. As practice shows, this is a very effective direction that will give results in a very short time. The term "pedagogical archeology" was introduced in 1990 by A.M. Burovsky. The author also considered the connection and mutual influence of pedagogy and archeology and methodological aspects concerning children's archaeological clubs [5, p. 27].

Over the past few years in the schools of Kazakhstan, there has been an increased interest in museum artifacts among students, and a desire to participate in excavations. Such interest arose thanks to real archaeologists who are invited to lessons and talk about real finds. In the gymnasium #38 named after M.Lomonosov, Almaty, archaeologist Nurpeisov M.M. is a frequent guest at the lessons. The students have the opportunity to hear firsthand about interesting excavations in the mounds near Almaty. The well-known teacher's proverb: "Tell me and I'll forget, show me and I'll remember, make me do it and I'll learn" works in practice.

In the course of the club's activities, students need to instill the skills of scientific activity, organize colloquiums, scientific seminars, and submit reports and topics for independent work. One of the specific features of the work of archaeological clubs in most cases is not only theoretical, but also mandatory practical activity. Students must necessarily master the basics of drawing and sketching archaeological objects, must be



able to keep an inventory, as well as field documentation. Self-study in museums, working with museum artifacts can be a very useful experience.

Archaeology, like any other science, can arouse cognitive interest among school students. The study of archaeology will contribute to the development of universal values. However, archaeological education cannot be separated from the general context of the education system [6, p. 575].

Archaeological monuments are one of the most numerous groups of monuments. Archaeological sites are diverse, they cover the time period from ancient times to the Middle Ages. These are settlements, hillforts, underground burial grounds, burial mounds, points of ancient metallurgy, places of discovery of archaeological objects. Archaeological monuments reach us most often in the form of a cultural layer formed from a mixture of earth with the remnants of the material culture of ancient people. The cultural layer rarely lies on the surface, as a rule, it is overlain by a late soil [7, p. 524]. But the most interesting practical activity has always been and will be archaeological expeditions. They bring up a rare combination of physical and mental work in expedition conditions. Participation in expeditions contributes to teenagers' development of independence, responsibility and creativity [3, p. 143]. The excavation of ancient monuments is a real, "adult" task entrusted to teenagers. Having been in an unusual situation, in the conditions of a team of different ages, isolated for a while from external social influences, and having gained experience of success in these conditions, even those teenagers who were identified by teachers as requiring pedagogical support often overcome their maladaptivity [8, p. 172]. Today, excavations are carried out as well as before. However, in the era of technological progress, modern methods of information processing, new technologies are also useful in archaeology. They simplify the work of archaeologists in navigating the terrain, in space. Thus, the method of radio cordon and satellite photography, which are now widely used in Kazakhstan, allow us to see from above the previously inaccessible ancient caravan routes, which once had their own cities - centers of culture [9, p. 19].

In the future, there are plans to organize archaeological clubs for the study of Borolday mounds. Discussions have begun with the Department of Education about the opening of those archaeological summer clubs.

The authors began work in the preparation of a methodological manual for subject teachers, as recommendations for conducting history lessons with the use of archaeological materials in school lessons, archaeological clubs, as well as offering a ready-made product to other schools for the use of the manual in teaching activities. When asked whether it is necessary to introduce archaeology in schools as a separate discipline and how much young people are interested in archaeology today, scientist K. Baypakov said, "it is difficult to answer unequivocally about archaeology as a school subject. Because archaeology is a historical science, or rather a part of history, which operates from slightly different sources than history." However, as part of history, archaeology, in my opinion, needs to be studied more thoroughly and even introduced in schools as elective lessons. In general, it will be more useful to study a subject that would be called "Cultural Heritage". In addition, the children's encyclopedia "Ancient Cities of Kazakhstan" was republished with additions for school students, the monograph "The Great Silk Way in Kazakhstan", the album "Treasures of ancient



Taraz", "Settlements of Saks and Usuns of Zhetysu and Almaty", "Petroglyphs of Bayan-Zhurek" and other publications were released [10, p. 131].

The study of archeology provides an opportunity for students to replenish their knowledge of the history of their region, which allows them to reveal the laws of the historical process, to understand the unity of the past and the present. Nevertheless, the main task of the teacher is the need to build a learning process in which students will look forward to the next history lesson [8, p. 172].

Modern teenagers do not read literature. Thus, they do not understand teachers, after all, children do not have the right to choose a topic, a problem. The teacher needs to give students the opportunity to brainstorm, give them the right to choose a topic, and show willpower. In this case, the teacher provides feedback, controls the work process, guides, gives constructive critique. The study of new material with the involvement of archaeological data will enliven the lesson and complement the textbook material. The selection of archaeological material directly depends on the objectives of the lesson.

The pedagogical aspect of archaeology is to attract the widest possible range of students to the search. In the course of their research, students should analyze the level of development of the productive forces of society and restore the life of the ancient population by tools, housing, household items. Based on this, students develop methodological guidelines that contribute to the fact that students will be able to consider the most complex issues of history independently [8, p. 173].

For example, students have a task to work on the project theme "Archaeological tourism". The topic should definitely interest the students. Aim of the project is to make a travel itinerary. There is an opportunity to involve students' parents to work on the project. This is a great way to spend time together with loved ones and a common topic for dialogue. The authors suggest students to offer their own methodology for studying archaeology together with their parents. An approximate methodological scheme will look like this: we set a task (problem) → ask a research question → we develop a plan → search work → the result of the research, conclusion → study (presentation) of the finished result. In the suggested project, students have freedom to choose and formulate the research. The task of the teacher is to teach how to analyze historical events with the help of archaeological discoveries. Based on the results of the study of archaeological data on a certain topic, prepare and defend their scientific project at competitions of different levels on subject Olympiads and project defenses.

History teachers are trying to teach history more profoundly, for example, in Taldykorgan in 2014, a teacher of the highest category Zhanaberlieva S.B. offered a special course program "Fundamentals of Archaeology" for gymnasium classes with advanced study of the history of Kazakhstan. The program focuses on the study of new archaeological discoveries, in particular the excavation of Saka mounds on the banks of Ili and in the lower reaches of the Syr Darya. The history teacher of the lyceum-gymnasium No. 28 in Almaty Berlibaeva A.E. has prepared an author's program for the study of archaeological monuments in Kazakhstan. The teacher aims to examine the works of great architects, builders and archaeologists through the study of monumental structures and archaeological monuments of Kazakhstan. The program is submitted to the Department of Education for its approval. Teachers note, unfortunately for all, that students study archaeology according to the curriculum of local history. In 2022, a



competition of scientific projects among the city's schools on the topics of archaeological discoveries was held in Almaty. Teacher Khailanova B.M. and her student took the first place in the city for scientific work on the topic "Mysterious places of Birgulyuk", in the direction of "local history". The author believes that it is necessary to separate archaeology from local history and make it a separate direction.

The organization of summer archaeological schools is becoming widespread. From June 19 to June 23, 2023, the Institute of Archeology named after A. H. Margulan together with the East Kazakhstan Regional Scientific and Methodological Center "Daryn" held a summer archaeological school "Sakil Altayym-tugan Zherim" among students of 8-10 grades.

The purpose of the creation of such schools is to attract students to research work in the field of archeology and local lore, familiarization with the methodology of archaeological research, preparation of gifted students for a competition of research projects of regional, republican and international level on history and archeology, education of the younger generation in the preservation, protection and promotion of the cultural and historical heritage of their native land. The use of archaeological monuments in the organization of local history work will provide students with the knowledge and skills necessary for further independent historical and local history work - the skills of working with written sources in the archive, in the museum, in the library, the methodology of field archaeological research, the basics of knowledge in the field of historical toponymy, museology, archival affairs.

When preparing an elective plan in archaeology, it is necessary to take into account the age characteristics of students, since it depends on the correctness of the selected method and teaching methods.

Results and discussion

In 2023, the issues of advanced application of archaeological materials in the teaching of history in the educational process were publicly discussed at an organized city seminar for history teachers on the topic "The study of archaeological monuments in the curriculum". At the seminar, teachers of Almaty schools discussed textbooks on the history of Kazakhstan for 5th and 10th grade, the use of archaeological materials in the study of ancient periodization, the emergence and development of tribal unions and the emergence of the Turkic period.

After the event, in order to determine the effectiveness and usefulness of the public discussion, a questionnaire was conducted among seminar participants. The questionnaire consisted of two types of testing, conducted anonymously through the GOOGLE platform. In a survey on the topic "Studying the history of the Turkic period using examples of archaeological materials". (https://docs.google.com/forms/d/144b6vLMcQncfwnsWznz7_qOvreCKNSchwV2xywVDF_A/edit) 40 practical teachers took part. It was offered to answer 19 questions. The number of respondents who passed the questionnaire is 32, which is 80% of the total number of respondents. The questionnaire "Generalization of experience in teaching archaeology in the classroom" (<https://docs.google.com/forms/d/1iquyjXBYFJWHZD9M8bnvElzUCAMoJtdSyEumQdUt4dk/edit>) was filled by 20 teachers, 50% of the total number of respondents.



The analysis of the survey results showed the following, the majority of participants spoke positively for the use of archaeological data in the lessons - 97.5%, while 57.5% believe that there is no need to use data at every lesson, as it takes too much of study time. 46.2% noted that the textbooks did not sufficiently disclose the topics of Turkic history, and 25.6% answered negatively at all.

The monitoring of the received questionnaire replies showed the teacher's view on the passage and study of the topics of the Turkic period. For advanced study of Turkic history, city museums offer their exhibits.

At the same time, 52.5% agree to change their methods of teaching history, 12.5% of teachers are satisfied with everything, 35% are interested in new methods, but they will not implement them yet.

When asked which historical material of the Turkic era is represented more in archaeology, 42.5% of teachers mentioned architecture, 20% writing, 22.5% stone sculptures, 15% writing. According to the majority of respondents, there is not enough handout material in the organizational plan, which would reflect information on problematic issues related to archaeological material sources. Several survey participants suggested the organization of "round tables", conferences separately for each archaeological discovery. Almost all participants of the seminar positively assess the conduct of public speeches. 68% said that they would attend such events, 32% of respondents said that it depends on the topic and the participants (speakers) of the event.

To the question of the questionnaire if they associate their difficulties with the fact that they do not know how to connect history and archaeology deeply enough, 37.5% of respondents answered negatively, 32.5% find it difficult to answer, 30% answered "yes".

The survey showed that not all teachers can organize the work of students. To the questions if they manage to make tasks for the study of archaeological facts, 47.5% answered "rarely", 27.5% "positively", and unfortunately, 25% "negatively". At the same time, 42.5% of teachers do not always manage to choose the appropriate method or methodical technique for the implementation of the lesson goals, 35% answered that they always succeed, the rest find it difficult to answer.

All questionnaires have been processed. The analysis of the questionnaires revealed some problems that teachers face when preparing for a history lesson. One of the key problems is the insufficient attention of teachers to the monuments of archeology and the use of this data in the classroom.

The second survey was compiled in order to get a more detailed answer to the questions posed. The topic is "Generalization of experience in teaching archaeology in history lessons", the number of questions is 7. When asked what new approaches to the study of archaeology in educational institutions they could offer, the teachers mentioned: virtual modeling using various applications and games; the use of museums virtual tours; the study and inspection of collected materials during excavations; visual layouts; organizing and conducting practical classes at the excavation sites will allow students to gain real experience in archaeological work, arousing their interest in a possible profession; the ability to analyze and interpret facts.

To the question about what archaeological finds are important for the historical development of the country, the teachers replied that each archaeological find is very



valuable for studying history and building the right state ideology. At the same time, it is necessary to take into account that in each historical period there are outstanding and well-known archaeological discoveries. For example, the Turkic runic script, the ruins of ancient settlements, mausoleums, petroglyphs, mounds, etc.

Historians mentioned what finds testify to the life of the Turkic people on the territory of Kazakhstan: stone statues, monuments of Kultegin and Tonyukuk, steles with inscriptions and drawings, coins, weapons, dishes, Orkhon-Yenisei monuments, religious representations, settlement territory, medieval cities. It is these topics that can be easily revealed with the help of archaeology. Unfortunately, in the textbooks for grades 6 and 10, the listed topics are considered superficially and poorly studied.

The teachers were asked to list the methods of archaeological research used by them in the study of topics of the Turkic period. Historians answered: excavations, reading of the Turkic script, studying the structure of cities and building models, describing artifacts, preparing presentations, the method of restoration, the method of studying maps of the Middle Ages, analyzing information from historical sources of Persia, China, Western Europe.

During the seminar, the teachers shared their observations during the lessons, noting that the students mostly like to listen to stories about the religious beliefs of the Turks and their rituals, Sun worship, legends about Samruk and the Turks appearance, about the education and biography of the kaganates, relations with neighboring states, about the campaigns and victories of the Kagans, the symbolism of stone statues, etc.

When summing up, absolutely all teachers unanimously agree with the opinion that the Turkic period is very interesting and easier to study with the help of archaeological materials. This is one of the most effective methods for advanced immersion into the topic, so it is necessary to create content for the dissemination of information about the Turks that will give a positive result in the learning process. Archaeology is the most reliable and scientific tool for studying the medieval period, it is on archaeological finds that history, its arguments and conclusions are built. Thanks to its findings, people receive valuable data that complement other sources, which makes it possible to see full historical picture. It is this methodical approach to the study of history that suits students as an effective and rational method of teaching, develops students' motivation and interest. K. Baypakov expressed the opinion that "archeology is one of the few specialties that has preserved the spirit of romanticism, despite the fact that today many sciences have a material interest, and they are almost completely researched. For example, geography has become an economic geography today, almost everything has been studied in biology and chemistry, too, and there is always something new or, more precisely, well-forgotten old in archaeology [10, p. 130].

Conclusion

The authors draw attention to the fact that the study of history through archaeology makes it possible for the younger generation to feel the importance of the influence of the past on the present. It is thanks to archeology that historical memory is preserved, the knowledge gained is transmitted from generation to generation.

Archaeologist, scientist K. Baypakov said: "the interest in archeology among the younger generation can be answered as follows: Kazakhstan is a young sovereign state, and we are now very sensitive to our history, we are learning it. The interest in studying



one's roots and the history of one's ancestors is spirituality, without which one cannot live, and this is in our blood. My generation, for example, knew the history of France and Russia better than their native one, and today, if you look at the composition of various Kazakhstani expeditions and marches of local history clubs, we can say that young people are actively studying archaeology and, in general, the history of their motherland" [10, p. 131].

One of the big drawbacks in teaching archaeology is the lack of material, only museum exhibits are available to the teacher. Visiting museums is not in the curriculum, separate hours are not allocated for this. Visiting museums only during non-school hours. This moment causes a lot of inconvenience. There is practically no connection between museums and schools. As experience shows, the lack of visual archaeological materials causes students not to perceive the information.

In modern society, the use of new technologies is promoted in the study of various subjects. With that being said, for the successful study of chronology, teachers actively use Internet resources and the creation of digital history. Teachers are positioned to create and distribute their own products, such as audio clips, online lessons, video podcasts, master classes. All this is successfully uploaded to YouTube. There is a popularization of history as a science. The authors believe that in order to develop thinking and more profound immersion in the topic, they should give tasks to students to make from improvised materials, everything that relates to history. For example, to study the material beforehand, only then to start creating models of buildings, mausoleums, mounds, stone statues. All this develops the motor skills of hands. Unfortunately, all of the above applies only to urban areas. In rural schools, there is absolutely no access to material sources, low equipment with computers and the Internet.

Thus, pedagogical archaeology is a valuable tool for research and improvement of educational practice at school. It allows us to unearth the historical stage of the educational system, identify old methods and approaches that could be outdated or ineffective, and revise them based on modern scientific data and pedagogical technologies. This will allow teachers and educators to create more adapted and modern technological environments. This methodological approach is based on reflection and introspection as the main elements of professional growth of teachers.

At the same time, it should be taken into consideration that pedagogical archaeology requires time and resources, and its results may not always be immediately noticeable. However, in the opposite direction, it is modernizing the educational system and improving the quality of education, which makes it a valuable tool for the development of a modern school.

Studying archeology in school is an opportunity for students to uncover the mysterious world of the past and gain insight into human history. This subject not only enriches knowledge about the cultural traditions of various peoples, but also develops skills in critical thinking, logical analysis and teamwork.

In archeology classes, students learn excavation techniques, artifact analysis, and the reconstruction of historical events. This gives them the opportunity to actually experience climate research first-hand and be part of the discoveries, to contribute to the understanding of the past. In addition, students learn to use a variety of tools, including



geophysical surveying, carbon dating, and other technologies that are widely used in modern archaeology.

Teaching archeology at school contributes to the formation of a comprehensive view of human history. Students study not only great civilizations and their achievements, but also the daily life of ancient communities. This allows us to understand how culture and society developed, as well as what factors influenced their development.

An important aspect of studying archeology at school is the development of research skills. Students learn to formulate hypotheses, collect data, conduct analysis, and draw conclusions based on the information provided. This contributes to the development of critical thinking and the ability to apply acquired knowledge in practice. Students also learn to work on a committee, which prepares them for future professional careers where teamwork is often a key factor for success.

By studying archeology at school, children have an excellent opportunity to study different aspects of the lives of different peoples and gain an understanding of how these cultures interacted with each other throughout time. This contributes to the formation of tolerance and global thinking, which is an important aspect in the modern world, where the interaction of different cultures is part of social activity.

In the modern educational classroom, the study of archeology in school is not only an academic activity, but also an important tool for developing complex thinking, critical perception of information and maintaining cultural heritage. The process of archaeological education enriches the foundations not only for studying the past, but also for developing the skills and qualities necessary for successful development in the modern world. In the course of the study, we found that studying archeology at school ensures that students develop a systematic understanding of analytical processes.

Archaeologists' finds included not only written sources, but also material documents left by ancestors. This approach helps us see history as a complex interaction of various factors. When faced with archaeological finds and excavations, students learn to analyze information, prioritize key points, and draw logical conclusions. This skill is not only important in the twentieth century, but is also a key element of general education, a reputation that allows it to be preserved in the modern information society.

The content of lessons and teaching methods depend on specific working conditions, on the level of preparation of the class, on the presence of a museum in the city or school, etc. A teacher working in a large city has the opportunity to teach a lesson in a museum; A teacher in a rural school is often forced to confine himself to the confines of the classroom. Therefore, it is impossible to recommend any single, identical lessons for all schools. Naturally, a lesson in a museum is much more interesting and effective than a lesson in an unequipped classroom. Presentation of the same educational material in the latter case will require a little more than in a museum.

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**Бейсенбаева Г. К., Төлегенов А.К., Половоцкая Б.У.
ПЕРСПЕКТИВЫ ИЗМЕНЕНИЯ МЕТОДОВ ИЗУЧЕНИЯ ИСТОРИИ В
ШКОЛЬНОЙ ПРОГРАММЕ НА ПРИМЕРЕ АРХЕОЛОГИЧЕСКИХ
МАТЕРИАЛОВ**

Аннотация. В статье рассматривается возможность раскрытия педагогического потенциала активного изучения предмета история через призму археологии на школьных уроках в Республике Казахстан. Ознакомить с методическими аспектами использования археологического материала в школьном образовании. В статье рассматриваются новые направления педагогики и археологии, их использование в школьном процессе. Современная школьная программа по истории сталкивается с новыми вызовами и возможностями, связанными с изменением методов преподавания и интеграцией новых источников знаний. Одним из таких перспективных направлений является использование археологических материалов. Археология, как наука, предоставляющая конкретные, материальные свидетельства прошлого, может существенно обогатить школьный курс истории, делая его более наглядным и увлекательным для учащихся. Введение археологических материалов в учебный процесс способствует развитию критического мышления, аналитических способностей и расширению кругозора учеников. Ценность данной статьи заключается в том, что она содержит данные анкетного опроса учителей по теме статьи. Опрос призван определить степень удовлетворенности учителей методикой проведения уроков истории с использованием археологических материалов, а также обмен педагогическим опытом при подготовке к урокам истории.

Ключевые слова: археология; семинар; студенты; педагогическая археология; тюркский период.



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АРХЕОЛОГИЯЛЫҚ МАТЕРИАЛДАР МЫСАЛЫНДА МЕКТЕП
БАҒДАРЛАМАСЫНДАҒЫ ТАРИХТЫ ОҚЫТУ ӘДІСТЕМЕСІН ӨЗГЕРТУ
ПЕРСПЕКТИВАЛАРЫ

Андатпа. Мақалада Қазақстан Республикасындағы мектеп сабақтарында археология призмасы арқылы пән тарихын белсенді зерттеудің педагогикалық әлеуетін ашу мүмкіндігі қарастырылған. Мектептегі білім беруде археологиялық материалды пайдаланудың әдістемелік аспектілерімен таныстыру. Мақалада педагогика мен археологияның жаңа бағыттары, оларды мектеп процесінде пайдалану мәселелері қарастырылған. Қазіргі мектеп тарихының оқу бағдарламасы оқыту әдістерін өзгертуге және жаңа білім көздерін біріктіруге байланысты жаңа міндеттер мен мүмкіндіктерге тап болады. Осы перспективалы бағыттардың бірі археологиялық материалдарды пайдалану болып табылады. Археология өткенді нақты, заттай дәлелдейтін ғылым ретінде мектеп тарихы курсы айтарлықтай байытып, оны оқушылар үшін көрнекі және қызықты ете алады. Археологиялық материалдарды оқу үрдісіне енгізу оқушылардың сыни тұрғыдан ойлауын, талдау қабілеттерін дамытуға және ой-өрісін кеңейтуге ықпал етеді. Бұл мақаланың құндылығы мақаланың тақырыбы бойынша мұғалімдердің сауалнамалық сауалнамасынан алынған мәліметтерді қамтуында. Сауалнама мұғалімдердің археологиялық материалдарды пайдалана отырып тарих сабағын өткізу әдістемесіне қанағаттану дәрежесін анықтауға, сонымен қатар тарих сабағына дайындық кезінде педагогикалық тәжірибе алмасуға арналған.

Кілт сөздер: археология; семинар; студенттер; оқу археологиясы; Түркі кезеңі.