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CONTENTS

PEDAGOGY

Abylkassymova A., Yeskhozhayeva S., Zhumabay N. Developing students' mathematical literacy through contextual problems based on stem education.....	16
Adaskanova Zh.K., Moldasan K.Sh., Tsay Y. Professional-research thinking of the future educational psychologist: concept and structure.....	41
Aliyeva Zh.Zh., Baikenzheyeva A.T., Arystanova S.D. Developing entrepreneurial skills in biology majors within the framework of the minor supplementary educational program.....	55
Akhmetova D.M., Oryngaliyeva Sh.O., Kundakova A. Methodological foundations for the use of regional oral history materials in school practice when teaching the topic of women on the home front.....	72
Baishuakova A.D., Aldabergenova M.K., Zhadrayeva G.A. Epistolary sources as a means of developing historical thinking in future history teachers.....	90
Boztayeva S.Zh., Amrenova G.R., Jumabayeva S.T. Features of the development of coordination abilities of university students.....	104
Darkulova K.N., Turgynbayeva Zh.M., Kuttybayeva Zh.F. The influence of modern digital technologies on the formation of academic writing competencies among students.....	117
Dzhumanova L.S., Kaskataeva Zh.A., Turbaeva S.M. Problems of using artificial intelligence in education.....	133
Yermekbayeva A., Suleimenova K., Shormakova A.B. The role of assessment criteria in improving academic writing in higher education.....	151
Zhanys A.B. Digital variative mathematics education for agricultural engineers.....	166
Zhussupbekova B.A., Kulanbayeva G.K. Historical and psychological portrait of Mustafa Chokay.....	183
Kegenbekov J.K., Urazakynov D.K. The relevance of career guidance training in biophysics at medical universities.....	199
Kemelbekova Zh.S., Kopzhasarova Zh.B. Generative artificial intelligence tools in education: PRISMA 2020-based analysis and improvement model.....	218

Kurymbayeva S.K., Baizhumanova N.S., Bakina Y.A. Higher education instructors competencies in using AI in the inclusive education process.....	237
Massalimova B.K., Shintemirova M.T., Nurkenova A.D. Using STEM technologies to develop students' research skills.....	259
Orazaliyeva R., Ametkhan Zh. Folk pedagogy as a source of development of the ethno-artistic potential of students of creative specialties of the university of Kazakhstan.....	285
Pilten P., Pilten G., Kuralbayeva A. Pedagogical approaches to values education among primary school teachers.....	301
Sugirbekova A., Nametkulova F., Tasbolat E. Methodology for preparing future physics teachers to organize students' research activities.....	320
Tankibayeva A.A., Turalbayeva A.T., Baimukhanbetov B.M. Formation of professional competencies of future primary school teachers on the basis of micro-learning.....	340
Shyndaliev N.T., Serikkazy A.S., Nurbekova G.F. Enhancing students' professional competencies in big data processing through artificial intelligence: results of a pedagogical experiment.....	364

ECONOMICS

Aitkazina M., Karshalova A., Biken V. Analysis of green lending programs of second-tier banks and development institutions in the Republic of Kazakhstan.....	380
Aitmanbetova R., Bukharbaeva A. Improving accounting and audit systems through digitalization in Kazakhstan's agricultural sector: a current approach.....	403
Altai M.T., Mustafayeva B.U., Kulbaeva M.A. Development of the tourism industry as a factor of economic growth in the Turkestan Region: institutional and legal aspect.....	423
Assanova Zh., Mahfudz A.A., Turysbekova R. Environmental audit as an accounting and analytical tool for ensuring sustainable development in the Republic of Kazakhstan.....	438
Ashirbayeva S.B., Yessirkepova A.M., Alzhanova A.A. Methodological approaches to assessing the economic efficiency of forestry in the context of climate change.....	465
Yeltay B.B., Azatbek T.A. Evaluating the effectiveness of state regulation and institutional environment formation in the non-ferrous metallurgy sector.....	486

Zhaukhanova A.K., Muslimkyzy L.

The impact of investment processes on the development of the labor market of the Republic of Kazakhstan.....510

Kaliyeva S., Umurzakova B.

Human capital management in project-based banks of the Republic of Kazakhstan.....529

Kamardinov Y., Moldashbayeva L., Satymbekova K.

Digital transformation of accounting of transport and logistics services based on AI and Big Data.....544

Karanova Zh.Y., Kazhmuratova A.K., Chakeyeva K.S.

China–Kazakhstan transport corridor: digitalization and efficiency in the context of growing freight flows.....564

Kozhakhmetova K., Rakhmatullayeva D.Zh., Ruziev K.

Multicriteria analysis in ESG-oriented portfolio optimization.....587

Madysheva M.Zh., Mazbayeva K.O.

Cost audit in a commercial healthcare company: assessment of efficiency and transparency.....609

Mamutova K.K., Pashenova L.M., Aitymbetova A.N.

Digitalization of tax administration in Kazakhstan: modern technologies and development directions.....627

Narimanov R.N., Niyetalina G.K., Tayauova G.Zh.

Comparison of quiet luxury and logo branding in the context of consumer status signaling in Kazakhstan.....640

Nizamdinova A., Hao Zhen, Dzhakisheva U.

Improving the mechanisms of strategic management accounting in renewable energy enterprises.....657

Nurlybek Zh.A., Nurgaliyev K.M., Tynyshbayeva A.A.

Investment screening as a state governance mechanism of foreign capital access: the Australian experience.....675

Pakhuasheva D.S., Ermekbayeva D.D., Duiskanova R.Zh.

Strategic management of sustainable development of hotel chains in Kazakhstan.....698

Primzharova K., Bissenbayeva S., Zhumaxanova K.M.

Social entrepreneurship in the Republic of Kazakhstan: stages of formation and mechanisms of development.....726

Tulaganov A.B., Nurmagambetova A.I., Bigozhin R.M.

Contribution of higher education system to implementation of sustainable development goals in Kazakhstan.....750

Tuleeva A., Karabaeva Sh., Yessentayeva A.

Digital IT marketing as a tool for enhancing the competitiveness of agro-industrial enterprises.....765

МАЗМҰНЫ

ПЕДАГОГИКА

Әбілқасымова А.Е., Есхожаева С.М., Жұмабай Н.

STEM білім беру негізінде контекстік есептер арқылы оқушылардың математикалық сауаттылығын дамыту.....16

Адасканова Ж.К., Молдасан К.Ш., Цай Е.

Болашақ педагог-психологтың кәсіби-зерттеушілік ойлауы: ұғымы және құрылымы.....41

Әлиева Ж.Ж., Байкенжеева А.Т., Арыстанова С.Д.

Міног қосымша білім беру бағдарламасы аясында биология мамандығы студенттерінің кәсіпкерлік дағдыларын дамыту.....55

Ахметова Д.М., Орынғалиева Ш.О., Құндақова А.

Тылдағы әйелдер тақырыбын оқытуда өңірлік ауызша тарих материалдарын мектеп практикасында қолданудың әдістемелік негіздері.....72

Байшуакова А.Д., Алдабергенова М.К., Жадраева Г.А.

Эпистолярлық деректер болашақ тарих мұғалімдерінің тарихи ойлауын дамытудың құралы ретінде.....90

Бозтаева С.Ж., Амренова Г.Р., Джұмабаева С.Т.

Университет студенттерінің үйлестіру қабілеттерін дамыту ерекшеліктері.....104

Даркулова К.Н., Тургынбаева Ж.М., Куттыбаева Ж.Ф.

Заманауи цифрлық технологиялардың студенттердің академиялық жазу құзыреттілігін қалыптастыруға әсері.....117

Жұманова Л.С., Қасқатаева Ж.А., Турбаева С.М.

Білім беру саласында жасанды интеллектті пайдалану проблемалары.....133

Ермекбаева А., Сулейменова Қ., Шормақова А.Б.

Жоғары оқу орнында болашақ филологтардың академиялық жазылымын дамытудағы критерийлік бағалау рөлі.....151

Жаныс А.Б.

Агроинженерлерге математиканы цифрлық вариативті оқыту.....166

Жусупбекова Б.А., Куланбаева Г.К.

Мұстафа Шоқайдың тарихи-психологиялық портреті.....183

Кегенбеков Ж.К., Уразақынов Д.К.

Медициналық жоғары оқу орындарында биофизика курсын кәсіби бағдарлы оқытудың өзектілігі.....199

Кемельбекова Ж.С., Копжасарова Ж.Б.

Білім берудегі генеративті жасанды интеллект құралдары: PRIMSA 2020 негізіндегі талдау және жетілдіру моделі.....218

Құрымбаева С.Қ., Байжұманова Н.С., Бакина Ю.А.

ЖОО оқытушыларының инклюзивті білім беру процесіндегі ЖИ қолдану құзіреттері.....237

Масалимова Б.К., Шинтемирова М.Т., Нүркенова А.Д.

Оқушылардың зерттеу дағдыларын дамыту үшін STEM технологияларын қолдану.....259

Оразалиева Р., Аметхан Ж.

Халықтық педагогика Қазақстанның жоғары оқу орындарындағы шығармашылық мамандықтары студенттерінің этномәдени әлеуетін дамыту көзі ретінде.....285

Пилтен П., Пилтен Г., Құралбаева А.

Бастауыш сынып мұғалімдерінің құндылықтарға негізделген білім берудегі педагогикалық тәсілдері.....301

Сугирбекова А., Наметкулова Ф., Тасболат Е.

Болашақ физика мұғалімдерін оқушылардың зерттеу әрекетін ұйымдастыруға даярлау әдістемесі.....320

Танкибаева А.А., Туралбаева А.Т., Баймуханбетов Б.М.

Микрооқыту негізінде болашақ бастауыш сынып мұғалімдерінің кәсіби құзыреттілігін қалыптастыру.....340

Шындалиев Н.Т., Серікқазы Ә.С., Нурбекова Г.Ф.

Жасанды интеллект арқылы студенттердің үлкен деректерді өңдеудегі кәсіби құзыреттілігін арттыру: педагогикалық эксперимент нәтижелері.....364

ЭКОНОМИКА**Айтқазина М., Каршалова А., Бикен В.**

Қазақстан Республикасындағы екінші деңгейдегі банктер мен даму институттарын «жасыл» несиелеу бағдарламаларын талдау.....380

Айтманбетова Р., Бұхарбаева А.

Қазақстанның ауыл шаруашылығы секторындағы бухгалтерлік есепті цифрландыру жағдайында бухгалтерлік есеп және аудит жүйесін жетілдіру.....403

Алтай М.Т., Мустафаева Б.У., Құлбаева М.А.

Түркістан облысының экономикалық өсу факторы ретінде туристік саланы дамыту: институционалдық-құқықтық аспект.....423

Асанова Ж., Махфудз А.А., Турысбекова Р.

Қазақстан Республикасында орнықты дамуды қамтамасыз етудің есепке алу-талдау құралы ретінде экологиялық аудит.....438

Аширбаева С.Б., Есиркепова А.М., Альжанова А.А.

Климаттық өзгерістер жағдайында орман шаруашылығының экономикалық тиімділігін бағалаудың әдістемелік тәсілдері.....465

Елтай Б.Б., Азатбек Т.А.

Түсті металлургия саласын мемлекеттік реттеудің және институционалдық ортаны қалыптастырудың тиімділігін бағалау.....486

Жауханова А.К., Муслимқызы Л.

Қазақстан Республикасының еңбек нарығының дамуына инвестициялық үдерістердің әсері.....510

Қалиева С., Умурзакова Б.

Қазақстан Республикасының жобалық басқару моделін қолданатын банктеріндегі адам капиталын басқару.....529

Камардинов Е., Молдашбаева Л., Сатымбекова К.

AI және Big Data негізінде көлік-логистикалық қызметтердің бухгалтерлік есебін цифрлық трансформациялау.....544

Каранова Ж.У., Қажымұратова А.К., Чакеева К.С.

Қытай–Қазақстан көлік дәлізі: жүк ағындарының өсуі жағдайында цифрландыру және тиімділік.....564

Кожаметова К., Рахматуллаева Д.Ж., Рузиев К.

ESG-бағдарланған портфельді оңтайландырудағы көп критериялды талдау.....587

Мадышева М.Ж., Мазбаева К.О.

Коммерциялық денсаулық сақтау кәсіпорнындағы шығындар аудиті: тиімділік пен ашықтықты бағалау.....609

Мамутова Қ.Қ., Пашенова Л.М., Айтымбетова А.Н.

Қазақстандағы салық әкімшілендіруді цифрландыру: заманауи технологиялар және даму бағыттары.....627

Нариманов Р.Н., Ниеталина Г.К., Таяуова Г.Ж.

Қазақстандағы тұтынушылардың статус дабылы контекстінде quiet luxury және logo branding салыстырмалы талдау.....640

Низамдинова А., Хао Чжэнь, Джакишева У.

Жаңартылатын энергия кәсіпорындарында стратегиялық басқарушылық есеп механизмдерін жетілдіру.....657

Нұрлыбек Ж.А., Нұрғалиев Қ.М., Тынышбаева А.А.

Шетел капиталына қолжетімділікті реттеудің мемлекеттік басқару механизмі
ретіндегі инвестициялық скрининг: Австралия тәжірибесі.....675

Пахуашева Д.С., Ермекбаева Д.Д., Дүйскенова Р.Ж.

Қазақстанның қонақ үй желілерінің тұрақты дамуын стратегиялық басқару.....698

Примжарова Қ., Бисенбаева С., Жұмаксанова К.М.

Қазақстан Республикасындағы әлеуметтік кәсіпкерлік: қалыптасу кезеңдері
және даму тетіктері.....726

Тулағанов А.Б., Нұрмағамбетова А.И., Бигожин Р.М.

Қазақстандағы жоғары білім беру жүйесінің орнықты даму мақсаттарын
жүзеге асыруға үлесі.....750

Тулеева А., Карабаева Ш., Есентаева А.

Агроөнеркәсіптік кәсіпорындардың бәсекеге қабілеттілігін арттыру құралы
ретіндегі цифрлық IT-маркетинг.....765

СОДЕРЖАНИЕ

ПЕДАГОГИКА

Абылкасымова А.Е., Есхожаева С.М., Жумабай Н.

Развитие математической грамотности учащихся посредством контекстных задач в рамках STEM-образования.....16

Адасканова Ж.К., Молдасан К.Ш., Цай Е.

Профессионально-исследовательское мышление будущего педагога-психолога: понятие и структура.....41

Алиева Ж.Ж., Байкенжеева А.Т., Арыстанова С.Д.

Развитие предпринимательских навыков у студентов специальности «Биология» в рамках дополнительной образовательной программы Minor.....55

Ахметова Д.М., Орынғалиева Ш.О., Кундакова А.

Методические основы использования материалов региональной устной истории в школьной практике при изучении темы женщин тыла.....72

Байшуакова А., Алдабергенова М., Жадраева Г.

Эпистолярные источники как средство развития исторического мышления будущих учителей истории.....90

Бозтаева С.Ж., Амренова Г.Р., Джумабаева С.Т.

Особенности развития координационных способностей студентов вузов.....104

Даркулова К.Н., Тургынбаева Ж.М., Куттыбаева Ж.Ф.

Влияние современных цифровых технологий на формирование компетенций академического письма у студентов.....117

Джуманова Л.С., Каскатаева Ж.А., Турбаева С.М.

Проблемы использования искусственного интеллекта в сфере образования.....133

Ермекбаева А., Сулейменова К., Шормакова А.

Роль критериального оценивания в развитии академического письма будущих филологов в вузе.....151

Жаныс А.

Цифровое вариативное обучение математике агроинженеров.....166

Жусупбекова Б.А., Куланбаева Г.К.

Историко-психологический портрет Мустафы Шокая.....183

Кегенбеков Ж.К., Уразакынов Д.К.

Актуальность профориентационного обучения курсу биофизики в медицинских вузах.....199

Кемельбекова Ж.С., Копжасарова Ж.Б.

Генеративные инструменты искусственного интеллекта в образовании: анализ по PRISMA 2020 и модель совершенствования.....218

Курымбаева С.К., Байжуманова Н.С., Бакина Ю.А.

Компетенции преподавателей вузов по использованию ИИ в процессе инклюзивного образования.....237

Масалимова Б.К., Шинтемирова М.Т., Нуркенова А.Д.

Использование STEM-технологий для развития исследовательских навыков учащихся.....259

Оразалиева Р., Аметхан Ж.

Народная педагогика как источник развития этнохудожественного потенциала студентов творческих специальностей вуза Казахстана.....285

Пилтен П., Пилтен Г., Куралбаева А.

Педагогические подходы к ценностно-ориентированному образованию у учителей начальных классов.....301

Сугирбекова А., Наметкулова Ф., Тасболат Е.

Методика подготовки будущих учителей физики к организации исследовательской деятельности.....320

Танкибаева А.А., Туралбаева А.Т., Баймуханбетов Б.М.

Формирование профессиональной компетентности будущих учителей начальных классов на основе микрообучения.....340

Шындалиев Н.Т., Серикказы А.С., Нурбекова Г.Ф.

Повышение профессиональной компетентности студентов в обработке больших данных с использованием искусственного интеллекта: результаты педагогического эксперимента.....364

ЭКОНОМИКА**Айтказина М., Каршалова А., Бикен В.**

Анализ программ зеленого кредитования банков второго уровня и институтов развития в Республике Казахстан.....380

Айтманбетова Р., Бухарбаева А.

Совершенствование системы учета и аудита в условиях цифровизации бухгалтерского учета аграрного сектора Казахстана.....403

Алтай М.Т., Мустафаева Б.У., Кулбаева М.А.

Развитие туристской отрасли как фактор экономического роста Туркестанской области: институционально-правовой аспект.....423

Асанова Ж., Махфудз А.А., Турысбекова Р.

Экологический аудит как учетно-аналитический инструмент обеспечения устойчивого развития в Республике Казахстан.....438

Аширбаева С.Б., Есиркепова А.М., Альжанова А.А.

Методические подходы к оценке экономической эффективности функционирования лесного хозяйства в условиях климатических изменений.....465

Елтай Б.Б., Азатбек Т.А.

Оценка эффективности государственного регулирования и формирования институциональной среды в сфере цветной металлургии.....486

Жауханова А.К., Муслимкызы Л.

Влияние инвестиционных процессов на развитие рынка труда Республики Казахстан.....510

Калиева С., Умурзакова Б.

Управление человеческим капиталом в банках Республики Казахстан с проектной моделью управления.....529

Камардинов Е., Молдашбаева Л., Сатымбекова К.

Цифровая трансформация бухгалтерского учета транспортно-логистических услуг на основе AI и Big Data.....544

Каранова Ж.У., Кажмуратова А.К., Чакеева К.С.

Транспортный коридор Китай–Казахстан: цифровизация и эффективность в условиях роста грузопотоков.....654

Кожамметова К., Рахматуллаева Д.Ж., Рузиев К.

Многокритериальный анализ в ESG-ориентированной портфельной оптимизации.....587

Мадышева М.Ж., Мазбаева К.О.

Аудит расходов в коммерческом предприятии здравоохранения: оценка эффективности и прозрачности.....609

Мамутова К.К., Пашенова Л.М., Айтымбетова А.Н.

Цифровизация налогового администрирования в Казахстане: современные технологии и направления развития.....627

Нариманов Р.Н., Ниеталина Г.К., Таяуова Г.Ж.

Сравнение quiet luxury и logo branding в контексте статусной сигнализации потребителей в Казахстане.....640

Низамдинова А., Хао Чжэнь, Джакишева У.

Совершенствование механизмов стратегического управленческого учета в предприятиях возобновляемой энергетики.....657

Нурлыбек Ж.А., Нурғалиев К.М., Тынышбаева А.А.

Инвестиционный скрининг как механизм государственного управления
доступом иностранного капитала: опыт Австралии.....675

Пахуашева Д.С., Ермекбаева Д.Д., Дуйскенова Р.Ж.

Стратегическое управление устойчивым развитием гостиничных сетей
Казахстана.....698

Примжарова К., Бисенбаева С., Жумаханова К.М.

Социальное предпринимательство в Республике Казахстан: этапы становления
и механизмы развития.....726

Тулаганов А.Б., Нурмагамбетова А.И., Бигожин Р.М.

Вклад системы высшего образования в реализацию целей устойчивого развития
в Казахстане.....750

Тулеева А., Карабаева Ш., Есентаева А.

Цифровой IT-маркетинг как инструмент повышения конкурентоспособности
предприятий агропромышленного комплекса.....765

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EPISTOLARY SOURCES AS A MEANS OF DEVELOPING HISTORICAL THINKING IN FUTURE HISTORY TEACHERS

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Abstract. In the system of contemporary historical education, the development of students' skills in working with historical sources is of particular importance in the context of improving scientific and pedagogical training. Mastery of methods of source analysis and interpretation is considered one of the key professional competencies of future history teachers. Working with written sources significantly contributes to the development of research skills, historical and critical thinking, as well as the enhancement of students' scientific, cognitive, and creative potential. In this regard, the scientific analysis of historical sources requires specialized training, mastery of theoretical and methodological approaches, and practical skills in source-based research. The study is relevant due to the need to develop historical thinking among future history teachers and to improve their skills in working with historical sources. Despite the considerable educational and scholarly potential of epistolary sources, their educational and research value has not been comprehensively examined in the academic literature. In recent years, the insufficient level of skills in working with historical sources among high school graduates has posed challenges for the professional training of future history teachers. Insufficient mastery of source analysis methods complicates the organization of educational and research activities, as well as the application of

scientific methods of inquiry. Therefore, the need to develop students' skills in working with historical sources at the school level is particularly relevant. The aim of the study is to examine the role of epistolary sources in the development of historical thinking and to assess their educational potential through the analysis of student survey results. The article examines epistolary sources as a means of developing historical thinking among students while studying Kazakhstan Modern History in higher education institutions. In the process of studying this issue, a survey was conducted among 2nd-4th year students of undergraduate history programs, and their results were analyzed in depth. The findings of the study contribute to the development of historical thinking among future history teachers and to the improvement of methods for working with historical sources through the effective integration of epistolary sources into the educational process.

Keywords: history, education, student, survey, epistolary sources

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ЭПИСТОЛЯРЛЫҚ ДЕРЕКТЕР БОЛАШАҚ ТАРИХ МҰҒАЛІМДЕРІНІҢ ТАРИХИ ОЙЛАУЫН ДАМУДЫҢ ҚҰРАЛЫ РЕТІНДЕ

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Аннотация. Қазіргі тарихи білім беру жүйесінде білім алушылардың бойында тарихи деректермен жұмыс істеу дағдыларын дамыту ғылыми-педагогикалық даярлауды жетілдіру контекстінде ерекше маңызға ие. Деректерді талдау және интерпретациялау әдістерін меңгеру болашақ тарих мұғалімдерінің шешуші кәсіби құзіреттіліктерінің бірі ретінде қарастырылады. Жазбаша деректермен жұмыс білім алушылардың зерттеу машықтарын, тарихи және сыни ойлауын, сондай-ақ шығармашылық әлеуетін жетілдіруіне

елеулі түрде ықпал етеді. Осы орайда тарихи деректерді ғылыми тұрғыдан талдау үшін арнайы дайындық, дерекнамалық зерттеудің практикалық дағдылары мен теориялық-методологиялық тәсілдерін игеру қажет. Зерттеудің өзектілігі болашақ тарих мұғалімдерінің тарихи ойлауын дамыту және тарихи деректермен жұмыс істеу дағдыларын жетілдіру қажеттілігімен айқындалады. Эпистолярлық деректердің білім беру және ғылыми әлеуеті жоғары болғанымен, олардың мүмкіндіктері ғылыми әдебиетте жан-жақты ашылмаған. Соңғы жылдары мектеп түлектерінде тарихи деректермен жұмыс жүргізудің дағдылары өз деңгейінде қалыптасқандығы байқалады, бұл болашақ тарих мұғалімдерін кәсіби даярлауда бірқатар қиындықтарды туындатады. Деректерді талдау әдістерінің жеткіліксіз игерілуі оқу-зерттеу қызметін ұйымдастыруды және танымның ғылыми әдістерін қолдануды күрделендіреді. Осыған байланысты тарихи деректермен жұмыс жүргізудің дағдыларын мектеп кезінен қалыптастырудың өзектілігі арта түседі. Зерттеудің мақсаты – тарихи ойлауды дамытуда эпистолярлық деректердің мүмкіндіктерін зерделеу және студенттердің сауалнамасын талдау арқылы олардың білім беру әлеуетін бағалау. Мақалада жоғары оқу орнында Қазақстанның жаңа заман тарихын оқыту процесінде эпистолярлық деректерді білім алушылардың тарихи ойлауын дамытудың құралы ретінде қарастырылады. Бұл мәселені зерттеу процесінде бакалавриаттың тарих білім беру бағдарламалары бойынша 2-4 курстарда оқитын білім алушылардан алынған сауалнама нәтижелеріне тиянақты талдау жасалды. Зерттеу нәтижелері болашақ тарих мұғалімдерінің тарихи ойлауын дамыту және білім беру процесінде эпистолярлық деректерді тиімді қолдану арқылы тарихи деректермен жұмыс жасау әдістерін жетілдіру мәселелерін шешуге ықпал етеді.

Түйін сөздер: тарих, білім, білім алушы, сауалнама, эпистолярлық деректер

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ЭПИСТОЛЯРНЫЕ ИСТОЧНИКИ КАК СРЕДСТВО РАЗВИТИЯ ИСТОРИЧЕСКОГО МЫШЛЕНИЯ БУДУЩИХ УЧИТЕЛЕЙ ИСТОРИИ

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Аннотация. В системе современного исторического образования развитие навыков работы с историческими источниками приобретает особую значимость в контексте совершенствования научно-педагогической подготовки будущих специалистов. Владение методами анализа и интерпретации источников рассматривается как одна из ключевых профессиональных компетенций будущих учителей истории. Работа с письменными источниками способствует развитию исследовательских умений, исторического и критического мышления, а также повышению научно-познавательного и творческого потенциала обучающихся. Актуальность исследования обусловлена необходимостью совершенствования исторического мышления будущих учителей истории и развития навыков работы с историческими источниками. Несмотря на высокий образовательный и научный потенциал эпистолярных источников, их возможности до настоящего времени недостаточно освещены в научной литературе. Кроме того, в последние годы отмечается недостаточный уровень сформированности у выпускников школ навыков анализа исторических источников, что создает определённые трудности в профессиональной подготовке будущих педагогов. Цель исследования заключается в выявлении возможностей эпистолярных источников в развитии исторического мышления и оценке их образовательного потенциала на основе анализа результатов анкетирования студентов. В статье эпистолярные источники рассматриваются как эффективное средство развития исторического мышления обучающихся при изучении истории Казахстана в высшем учебном заведении. В ходе исследования было проведено анкетирование студентов 2–4 курсов исторических образовательных программ бакалавриата и выполнен анализ полученных результатов. Результаты исследования свидетельствуют о значительном образовательном потенциале эпистолярных источников и подтверждают их эффективность в развитии исторического мышления будущих учителей истории, а также в совершенствовании методов работы с историческими источниками в образовательном процессе.

Ключевые слова: историческое мышление, эпистолярные источники, историческое образование, будущие учителя истории, обучающиеся, анкетирование, история Казахстана

Introduction. In the training of history teachers, the methodology plays a crucial role in practically applying the theoretical knowledge acquired during studies. Every issue addressed in the methodology of teaching history is relevant and important. Among them, mastering the ability to work with historical sources is particularly significant in the professional development of future historians, as

sources are the foundation of historical knowledge. The only method for studying the past is the investigation of the facts reflected in historical sources (Antonceva, 2018). Historical documents are important because they help spark student's interest in history, clarify complex material, bring past events and historical figures to life, and provide a deeper sense of the spirit of the era (Poletaeva, 2012). For this reason, particular attention should be paid to working with historical sources in the training of future history teachers at universities. The study of historical sources is a demanding process that requires solid theoretical knowledge, active involvement, and a good command of research methods.

Literature Review. A historian finds necessary information and forms his/her own conclusions by using and analyzing various historical sources while conducting scientific research. The ways of working with historical sources should be taught at school, but in recent years, it has become evident that graduates lack proficiency in handling historical sources effectively. As a result, university students often struggle with analyzing historical documents. Therefore, instead of making the study of historical records more complex, educators face the challenge of helping future historians develop and master these essential skills.

The utilization of primary sources provides students with the prospect of investigating historical events from a variety of perspectives, in a more authentic manner, and allows them to construct meaning from events that took place in the past (Cowgill, 2017).

Epistolary sources of the ruling elite constitute valuable historical materials that reflect political views, diplomatic relations, and the specific features of state governance in a particular historical period. Researchers emphasize that their use contributes to the development of students' historical analysis skills and critical thinking. At the same time, the pedagogical potential of these sources remains insufficiently studied, which determines the relevance of the present research.

The course Modern History of Kazakhstan is especially important in preparing undergraduate students in the field of History. Modern history refers to the period of world history that follows the Middle Ages and continues up to contemporary times. In Kazakhstan, this era spans roughly from the 18th to the early 20th centuries. During this period, the unified Kazakh Khanate fell apart, leading to the emergence of separate khanates. In the first quarter of the 18th century, the political situation in Kazakhstan – both internally and with neighboring powers – grew increasingly complex and tense, eventually resulting in the incorporation of Kazakh territories into the Russian Empire. The history of Kazakhstan during the 18th-early 20th centuries was marked by several significant developments: the country's integration into the broader currents of modern world history; social tensions within Kazakh society; complicated relations with neighboring states; many Kazakh rulers accepting the authority of the Russian Empire. At the same time, the history of Kazakhstan in the modern era is full of the persistent struggle of the Kazakh nation to restore statehood, independence and sovereignty. In the comprehensive study of various issues of the history of Kazakhstan in the modern

era, it is necessary to conduct comprehensive work with sources and further improve it. In this regard, the letters of Kazakh rulers included in the two-volume collection of documents «Epistolary heritage of the Kazakh ruling elite 1675-1821 years», published in 2014, constitute an important group of sources related to the modern history of Kazakhstan (Erofeeva, 2014). The compiler and editor-in-chief of this book is the well-known scientist, historian Irina Viktorovna Erofeeva. She introduced the letters of the Kazakh khans and sultans into scientific circulation, and contributed to the deepening of our understanding of the history of that era and verification of many historical facts. The letters of the Kazakh khans and sultans included in the collection can be used effectively when considering topics related to the modern history of Kazakhstan. The use of the documents included in the two-volume collection in the educational process has a special impact on the development of historical and critical thinking of students, deepening their theoretical knowledge, and developing scientific and research experience.

Materials and methods. To explore the scientific and pedagogical of using historical written sources – specifically, the epistolary heritage of the Kazakh ruling elite from the 17th to 19th centuries — in teaching modern Kazakh history, an empirical study was conducted using a survey method. Empirical methods play a crucial role in educational research, as they help capture the practical knowledge of participants in the learning process and provide an accurate record of pedagogical facts and phenomena for further theoretical analysis. These methods support the development of scientific theories by enabling data collection, classification, and documentation. The main empirical methods in educational research include pedagogical observation, surveys, educational experiments, and document analysis (content analysis) (Garras, 2012). Survey questions are divided into three types: open-ended, which require the respondent to provide their own answer; semi-closed, which allow the respondent to choose from the given answer options or provide their own response; and closed, which allows the respondent to select only from the predefined answer options (Gordeeva, 2019).

To determine the pedagogical and methodological possibilities of using the epistolary heritage of the Kazakh ruling elite of the 17th–19th centuries in teaching modern Kazakh history, a survey was conducted among students of the South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov. A total of 118 students of 2nd-4th courses studying 6B01601 History Teacher Training, 6B01602 History and Religious Studies Teacher Training, and 6B01511 Geography and History Teacher Training programs participated in the survey.

Results. The survey given to students primarily consisted of open-ended questions, allowing respondents to express their own answers and opinions freely. The questionnaire included 16 questions and was conducted via Google Forms, a link to which was sent through WhatsApp. Participants were asked to answer the following questions: 1) What year of study are you in? 2) What do you know about historian Irina Viktorovna Erofeeva? 3) Which works of historian I.V. Erofeeva are you familiar with? 4) What do you know about the two-volume

collection of historical documents «The Epistolary Heritage of the Kazakh Ruling Elite from 1675 to 1821»? 5) How would you define an epistolary sources? 6) Did you use epistolary sources in your history lessons at school? 7) Have you used epistolary sources at university? 8) What types of written historical sources were used in your history lessons at school? Please provide examples. 9) What types of written sources do you use most often in your university studies? 10) Why is it important to use historical sources in the learning process? 11) How does the use and study of written historical sources contribute to the development of students' competencies? 12) How is the criticism of historical sources conducted? What does it include? 13) What difficulties do you face when working with historical sources in class? 14) Do you enjoy working with historical sources and conducting scientific analysis both during and outside of class? 15) What written language was used in the letters of Kazakh khans and sultans at the end of the 17th century and the beginning of the 19th century? 16) What is the historical value of the letters of Kazakh khans and sultans for historians?

Discussion. The survey results collected from students are presented below in the form of diagrams, accompanied by brief explanations and analyses.

The response to the first survey question, «What year of study are you in?», is illustrated in the diagram below (Figure 1). As shown in the diagram, 60 second-year students (51%), 24 third-year students (20%) and 34 fourth-year (29%) students participated in this survey.

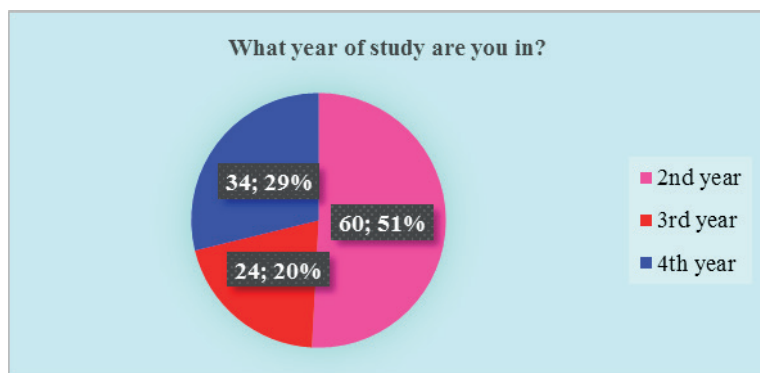


Figure 1 – Information on the year of study of survey participants.

The second question in the survey asked respondents, «What do you know about historian Irina Viktorovna Erofeeva?» The responses revealed that 79 (66,95%) participants were not familiar with this scholar at all. Meanwhile, 10 (8,47%) respondents identified her as a candidate of historical sciences, and 21 (17,80%) participants recognized her as a well-known Kazakhstani historian and researcher. Additionally, 4 (3,39%) students mentioned that she had studied Kazakh khans and warriors, while 2 (1,69%) respondents believed she specialized in pre-revolutionary Kazakh history. One (0,85%) participant specifically noted

that she conducted research on Abilkhair Khan, and another (0,85%) mentioned only seeing her name on internet sources (see Figure 2). Based on these responses, it becomes clear that the vast majority of future historians are either unaware of or have very limited knowledge about I.V. Erofeeva, despite her significant contributions to fundamental historical research on the late medieval and early modern periods. This suggests that many students primarily rely on textbooks and widely accessible internet sources, rather than engaging with scholarly monographs, academic articles, and in-depth historical research.



Figure 2 – Awareness of students about historian I.V. Erofeeva.

For the third question in the survey, «Which works of historian I.V. Erofeeva are you familiar with?», 106 respondents (88,24%) stated that they were not familiar with any of her works, 5 (4,90%) respondents indicated a work dedicated to Abulkhair Khan. Meanwhile, 7 respondents (6,86%) mentioned that she had studied the epistolary heritage of the Kazakh ruling elite (Figure 3).

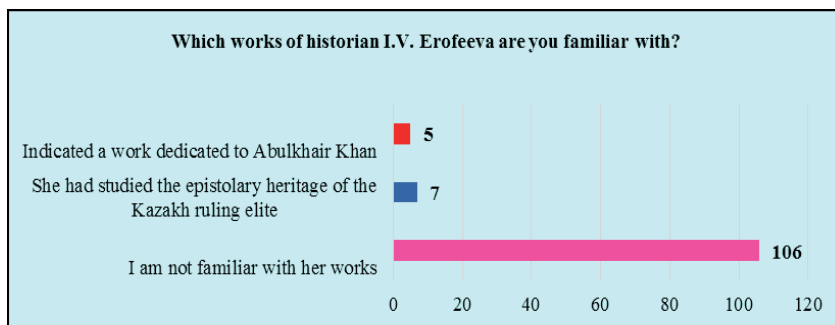


Figure 3 – Awareness of students about the works of historian I.V. Erofeeva

The fourth question in the survey asked: «What do you know about the two-volume collection of historical documents «The Epistolary Heritage of the Kazakh Ruling Elite from 1675 to 1821?» 103 respondents (87%) stated that they were not familiar with it, while 15 respondents (13%) identified it as a work by I.V. Erofeeva, which includes letters from the Kazakh ruling elite (see Figure 4).

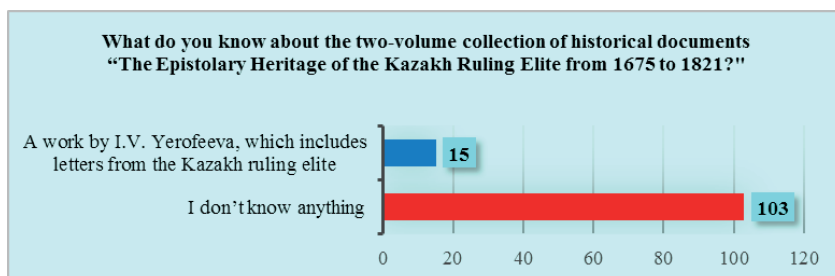


Figure 4 – Awareness of students about the two-volume collection of historical documents «Epistolary Heritage of the Kazakh Ruling Elite (1675–1821)».

The fifth question in the survey asked: «How would you define an epistolary sources?» The responses were as follows: 51 students answered, «I don't know anything about it»; 39 students responded, «It is a work written as a letter», 28 students stated, «They are a historical documents or letters. Overall, the responses show that 43% of students are unfamiliar with the concept of epistolary sources, while 57% have some level of understanding (Figure 5).

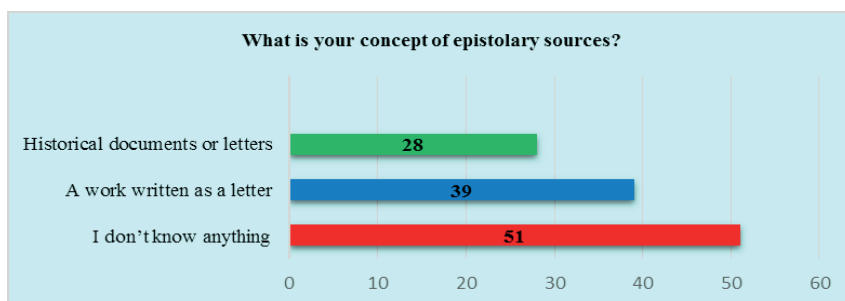


Figure 5 – Awareness of students about the epistolary sources.

The sixth question in the survey asked: «Did you use epistolary sources in your history lessons at school?» The responses were as follows: 72 students answered, «No, we did not use them», 34 students responded, «Yes, we used them», 12 students said, «We used them very rarely» (Figure 6).



Figure 6 – Use of epistolary sources by school students in history lessons.

The seventh question in the survey asked: «Have you used epistolary sources at university?» The responses were as follows: 64 respondents (54%) answered, «Yes, we used them» 54 respondents (46%) responded, «No, we did not use them» (Figure 7).

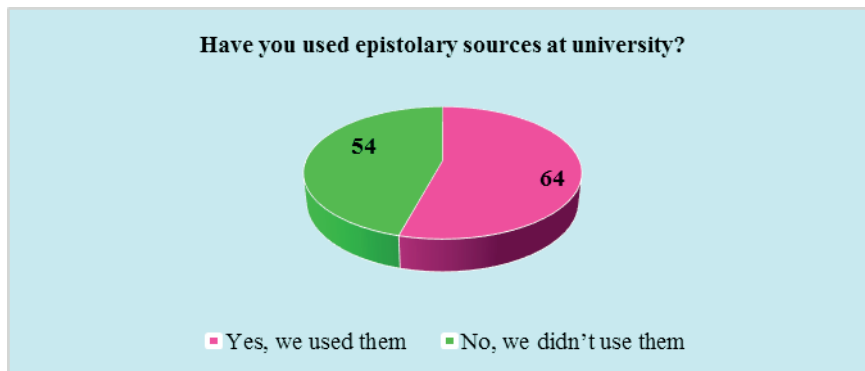


Figure 7 – Students' use of epistolary sources in the educational process at universities.

The eighth question in the survey asked: What types of written historical sources were used in your history lessons at school? Please provide examples?» 71 respondents stated, «We did not use any written sources». 47 respondents answered, «Yes, we used them» and provided examples such as newspapers, letters, orders, and decrees.

The ninth question in the survey asked: «What types of written sources do you use most often in your university studies?» The responses included: archival documents, letters, normative acts, laws, periodical press materials, genealogies, chronicles. From these responses, it is evident that the range of historical sources used in university studies has become broader.

The tenth question in the survey asked: «Why is it important to use historical sources in the learning process?» 12 students responded, «I don't know»; 35 students gave a general response, stating that «using documents in the learning process is very important», 71 students provided more detailed perspectives. Among the notable responses were: analyzing information from documents, comparing, identifying key features, and drawing conclusions; helping students express their thoughts freely and develop independent research skills; fostering critical thinking and analytical abilities; aiding in the systematic processing of information; deepening historical knowledge and enabling a more accurate understanding of events; allowing for comprehensive historical research; encouraging curiosity and interest in history; improving research accuracy by providing concrete evidence; increasing confidence in historical facts by offering verifiable information; helping students form well-supported arguments, substantiate claims, and verify historical accuracy.

The eleventh question in the survey asked: «How does the use and study

of written historical sources contribute to the development of students' competencies?» Students provided the following responses: it enhances historical thinking, strengthens critical thinking skills, fosters the ability to draw conclusions, develops research skills, prepares students to work with archival materials, and promotes scientific inquiry.

The twelfth question in the survey asked: «How is the criticism of historical sources conducted? What does it include?» A total of 71 students openly admitted that they were «unfamiliar» with the process, meaning 60% did not know how historical source criticism works. The remaining 47 students provided various responses, which can be summarized as follows: when working with historical sources, it is essential to approach them critically, as they may be influenced or distorted by political factors, making it crucial to consider these aspects carefully; source criticism involves verifying the reliability and accuracy of documents, examining facts and events, and interpreting historical information; comparison of various sources, determination of authenticity and analysis of the historical context documents, coverage of socio-historical and political events; evaluating historical sources involves assessing their reliability, examining the context in which they were created, identifying inconsistencies, and comparing them with other sources. This approach enables historians to form a more balanced and objective understanding of the past; critical analysis of historical sources is a fundamental part of historical research, as it allows scholars to assess information carefully and develop well-grounded arguments. Such work requires close attention, critical thinking, and a solid knowledge of historical methods and principles. Source criticism, in turn, refers to the systematic evaluation and verification of historical documents and materials.

The thirteenth question in the survey asked: «What difficulties do you face when working with historical sources in class?» A total of 43 students responded that they do not experience any difficulties when working with historical sources. However, 75 students mentioned various challenges, which can be summarized as follows: finding sources in digital format can be difficult; there is a limited number of historical sources available in the Kazakh language online; some historical texts contain outdated language, making them hard to understand; working with foreign sources, particularly in Russian, requires translation, which can be challenging; finding sources on certain topics can be difficult; comparing information and verifying facts, reading old scripts can be difficult. However, many believe that if they develop a genuine interest and curiosity in the subject, these challenges can be overcome.

The fourteenth question in the survey asked: «Do you enjoy working with historical sources and conducting scientific analysis both during and outside of class?» 8 students answered «I don't know», 11 students chose «I don't like it», while the majority - 99 students - wrote «I like it» (Figure 8). This means that 85% of students enjoy working with historical sources. Most students indicated that they prefer working with historical sources during class. This suggests that

they find it more effective to analyze sources in a group or with the guidance of an instructor. It also implies that independent work with historical documents is less common among students.

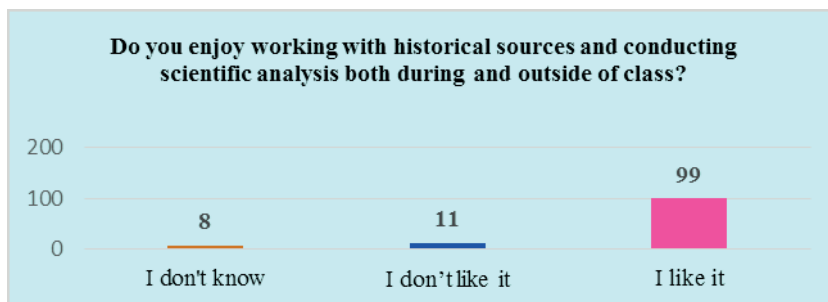


Figure 8 – Students' engagement with historical sources and academic analysis during and outside of class.

The fifteenth question in the student survey stated: «What written language was used in the letters of Kazakh khans and sultans at the end of the 17th century and the beginning of the 19th century? 21 students admitted that they «did not know». 44 students believed the language used was Chagatai, 42 students answered Arabic, 3 students said Persian, 3 students chose Turkish, 5 students mentioned Russian and Kazakh.

The final question in the survey asked: «What is the historical value of the letters of Kazakh khans and sultans for historians?» While 13 students admitted they did not know, the remaining 105 students provided a variety of responses. These can be summarized as follows: the letters of Kazakh khans and sultans hold great value in understanding international relations, as they played a crucial role in establishing, regulating, and developing diplomatic ties with neighboring countries; They offer insight into the rulers' perspectives, helping historians grasp the mindset of the time; These letters are considered highly valuable as they inform about the prevailing situation on the time; Through these letters, historians can analyze the language and communication style of historical figures, understand their emotions and personal viewpoints, and gain a deeper understanding of their personalities; They also serve as a key source for studying diplomacy, offering additional information for researchers exploring the lives of Kazakh rulers. These documents also play a crucial role in reconstructing the past and understanding the cultural and societal dynamics of Central Asia. They provide deep insight into the key policies, personal positions, and perspectives of historical figures, helping historians grasp the full context of that time; The historical value of the letters from Kazakh khans and sultans is immense, as they offer valuable information about the political, social, and cultural processes of their era; These letters narrate real historical events, shedding light on previously unknown moments in history; - For historians, these letters are irreplaceable primary sources, providing essential

details about the political, social, cultural, and diplomatic life of that period. Through these letters, historians can explore several key aspects of history, particularly in the areas of diplomatic and political relations; - The letters of Kazakh khans and sultans often contain valuable information about international relations and diplomatic agreements. For instance, correspondence between Kazakh khans and the Russian Empire, China, and Central Asian khanates reveals the geopolitical landscape of that time; - These letters provide insights into negotiations, alliances, and strategic decisions, helping historians understand the foreign policies and interstate relations of the era; - Documents such as Abylai Khan's letters to Russia or the Kazakh khans' correspondence with the Dzungar Khanate shed light on their diplomatic strategies and political objectives, offering a clearer picture of the challenges and priorities they faced in shaping their external policies.

Conclusion. For historians, every historical document holds immense scientific and cognitive value, as it provides a gateway to uncovering the truths of the past. Therefore, the ability to analyze and interpret historical sources is essential in shaping future historians, making it crucial to teach students how to work with and critically evaluate these records. The findings of this study indicate that while historical documents are utilized in teaching history both in schools and universities, their use remains somewhat limited.

Students find working with historical sources both interesting and essential, but they openly acknowledge facing challenges when analyzing these documents. The main difficulties they encounter include: a lack of structured approaches to working with historical sources, reliance primarily on textbooks and online materials in lessons, a shortage of practical guides and anthologies, and the absence of methodological resources in Kazakh for analyzing historical sources. Many students struggle with properly mastering source analysis techniques due to limited hands-on practice. In most cases, their engagement with historical documents in class is limited to providing brief explanations. The survey results highlight the need for school teachers and university faculty to take a more structured approach in integrating historical source analysis into the curriculum, ensuring that students develop the necessary skills to work with primary historical materials effectively.

The survey responses clearly indicate that students primarily rely on easily accessible textbooks and widely available websites when studying history and preparing for lessons. This suggests a limited engagement with more in-depth academic resources. Many students are unfamiliar with the foundational works of renowned historians, do not read scholarly articles, research studies, or monographs, and rarely use primary historical sources that have been introduced into academic discourse. As a result, they struggle with conducting proper historical analysis. This gap in academic exposure and research engagement can negatively impact the quality of historical education and the quality of future professionals in the field. Therefore, it is important to address these shortcomings by incorporating more scholarly research into the learning process, encouraging critical analysis, and enhancing methodological approaches to working with historical sources.

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