

ISSN: 1991-3494 (Print)  
ISSN: 2518-1467 (Online)

**SCIENTIFIC JOURNAL OF  
PEDAGOGY AND ECONOMICS**

**№2  
2026**

ISSN 2518-1467 (Online),  
ISSN 1991-3494 (Print)



CENTRAL ASIAN ACADEMIC  
RESEARCH CENTER



# SCIENTIFIC JOURNAL OF PEDAGOGY AND ECONOMICS

PUBLISHED SINCE 1944

## 2 (420)

*March – April 2026*

---

ALMATY, 2026

---

**EDITOR-IN-CHIEF:**

**ABYLKASSIMOVA Alma Yesimbekovna**, Doctor of Pedagogical Sciences, Professor, Academician of Central Asian Academic Research Center, Director of the Center for the Development of Pedagogical Education, Head of the Department of Methods of Teaching Mathematics, Physics and Computer Science at Abai KazNPU (Almaty, Kazakhstan), <https://www.scopus.com/authid/detail.uri?authorId=57191275199>, <https://www.webofscience.com/wos/author/record/2076124>.

**DEPUTY EDITOR-IN-CHIEF:**

**SEMBIEVA Lyazzat Myktybekovna**, Doctor of Economics, Professor of the Eurasian National University (Astana, Kazakhstan), <https://www.scopus.com/authid/detail.uri?authorId=57194226348>, <https://www.webofscience.com/wos/author/record/38875302>.

**EDITORIAL BOARD:**

**RICHELLE Marynowski**, PhD in Education, Professor, Faculty of Education, University of Lethbridge, (Alberta, Canada), <https://www.scopus.com/authid/detail.uri?authorId=57070452800>, <https://www.webofscience.com/wos/author/record/16130920>.

**SHISHOV Sergey Evgenievich**, Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology of Professional Education, Moscow State University of Technology and Management named after K. Razumovsky (Moscow, Russia), <https://www.scopus.com/authid/detail.uri?authorId=57191518233>, <https://www.webofscience.com/wos/author/record/2443966>.

**ABILDINA Saltanat Kuatovna**, Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy, Karaganda University named after E.A. Buketov (Karaganda, Kazakhstan), <https://www.scopus.com/authid/detail.uri?authorId=56128026400>, <https://www.webofscience.com/wos/author/record/4131549>.

**RYZHAKOV Mikhail Viktorovich**, Doctor of Pedagogical Sciences, Professor, Academician of the Russian Academy of Education, Editor-in-Chief of the journal "Standards and Monitoring in Education" (Moscow, Russia), <https://www.scopus.com/authid/detail.uri?authorId=6602245542>, <https://www.webofscience.com/wos/author/record/13675462>.

**BULATBAEVA Kulzhanat Nurymzhanovna**, Doctor of Pedagogical Sciences, Professor, Chief Researcher of the National Academy of Education named after Y. Altynsarin (Astana, Kazakhstan), <https://www.scopus.com/authid/detail.uri?authorId=57202195074>, <https://www.webofscience.com/wos/author/record/40173122>.

**PETR Hájek**, PhD, Unicorn University, Associate Professor, Department of Finance, (Prague, Czech Republic), <https://www.scopus.com/authid/detail.uri?authorId=35726855800>, <https://www.webofscience.com/wos/author/record/672404>.

**JUMAN Jappar**, Doctor of Economics, Professor, Honorary Academician of Central Asian Academic Research Center, Honored Worker of Kazakhstan, Director of the Center for International Applied Research Al-Farabi Kazakh National University (Almaty, Kazakhstan), <https://www.scopus.com/authid/detail.uri?authorId=59238481900>; <https://www.scopus.com/authid/detail.uri?authorId=56658765400>, <https://www.webofscience.com/wos/author/record/60977874>.

**LUKYANENKO Irina Grigorievna**, Doctor of Economics, Professor, Head of Department of the National University of Kyiv-Mohyla Academy (Kyiv, Ukraine), <https://www.scopus.com/authid/detail.uri?authorId=57189348551>, <https://www.webofscience.com/wos/author/record/939510>.

**YESIMZHANOVA Saira Rafihevna**, Doctor of Economics, Professor of the University of International Business (Almaty, Kazakhstan), <https://www.scopus.com/authid/detail.uri?authorId=56499485500>, <https://www.webofscience.com/wos/author/record/45951098>.

---

**Scientific Journal of Pedagogy and Economics**

**ISSN 2518-1467 (Online),**

**ISSN 1991-3494 (Print).**

**Owner:** «Central Asian Academic Research Center» LLP (Almaty).

The certificate of registration of a periodical printed publication in the Committee of information of the Ministry of Information and Communications of the Republic of Kazakhstan

**№ KZ50VPY00121155**, issued on 05.06.2025

Thematic focus: «*publication of the results of new achievements in the field of fundamental sciences*»

**Periodicity:** 6 times a year.

<http://www.bulletin-science.kz/index.php/en/>

© «Central Asian Academic Research CenterB» LLP, 2026



**БАС РЕДАКТОР:**

**ӘБІЛҚАСЫМОВА Алма Есімбекқызы**, педагогика ғылымдарының докторы, профессор, ҚР ҰҒА академигі, Педагогикалық білім беруді дамыту орталығының директоры, Абай атындағы ҚазҰПУ математика, физика және информатиканы оқыту әдістемесі кафедрасының меңгерушісі (Алматы, Қазақстан), <https://www.scopus.com/authid/detail.uri?authorId=57191275199>, <https://www.webofscience.com/wos/author/record/2076124>.

**БАС РЕДАКТОРДЫҢ ОРЫНБАСАРЫ:**

**СЕМБИЕВА Ләззат Мықтыбекқызы**, экономика ғылымдарының докторы, Л.Н. Гумилев атындағы Еуразия ұлттық университетінің профессоры (Астана, Қазақстан), <https://www.scopus.com/authid/detail.uri?authorId=57194226348>, <https://www.webofscience.com/wos/author/record/38875302>.

**РЕДАКЦИЯ АЛҚАСЫ:**

**РИШЕЛЬ Мариновски**, білім беру саласындағы PhD, Летбридж университеті педагогика факультетінің профессоры, (Альберта, Канада), <https://www.scopus.com/authid/detail.uri?authorId=57070452800>, <https://www.webofscience.com/wos/author/record/16130920>.

**ШИШОВ Сергей Евгеньевич**, педагогика ғылымдарының докторы, профессор, К. Разумовский атындағы Мәскеу мемлекеттік технологиялар және басқару университетінің кәсіби білім беру педагогикасы және психологиясы кафедрасының меңгерушісі (Мәскеу, Ресей), <https://www.scopus.com/authid/detail.uri?authorId=57191518233>, <https://www.webofscience.com/wos/author/record/2443966>.

**ӘБІЛДИНА Салтанат Қуатқызы**, педагогика ғылымдарының докторы, профессор, Е.А. Бөкетов атындағы Қарағанды университетінің педагогика кафедрасының меңгерушісі (Қарағанды, Қазақстан), <https://www.scopus.com/authid/detail.uri?authorId=56128026400>, <https://www.webofscience.com/wos/author/record/4131549>.

**РЫЖАКОВ Михаил Викторович**, педагогика ғылымдарының докторы, профессор, Ресей білім академиясының академигі, «Білім берудегі стандарттар мен мониторинг» журналының бас редакторы (Мәскеу, Ресей), <https://www.scopus.com/authid/detail.uri?authorId=6602245542>, <https://www.webofscience.com/wos/author/record/13675462>.

**БОЛАТБАЕВА Күлжанат Нұрымжанқызы**, педагогика ғылымдарының докторы, профессор, Ы.Алтынсарин атындағы Ұлттық білім академиясының бас ғылыми қызметкері (Астана, Қазақстан), <https://www.scopus.com/authid/detail.uri?authorId=57202195074>, <https://www.webofscience.com/wos/author/record/40173122>.

**ПЕТР Хайек**, PhD, Юникорн университеті, Қаржы департаментінің қауымдастырылған профессоры (Прага, Чехия), <https://www.scopus.com/authid/detail.uri?authorId=35726855800>, <https://www.webofscience.com/wos/author/record/672404>.

**ЖҰМАН Жаппар**, экономика ғылымдарының докторы, профессор, Қазақстанның Еңбек сіңірген қайраткері, ҚР ҰҒА құрметті академигі, әл-Фараби атындағы Қазақ ұлттық университетінің Халықаралық қолданбалы зерттеулер орталығының директоры (Алматы, Қазақстан). <https://www.scopus.com/authid/detail.uri?authorId=59238481900>; <https://www.scopus.com/authid/detail.uri?authorId=56658765400>, <https://www.webofscience.com/wos/author/record/60977874>.

**ЛУКЪЯНЕНКО Ирина Григорьевна**, экономика ғылымдарының докторы, профессор, «Киево-Могилянская академия» ұлттық университеті кафедрасының меңгерушісі (Киев, Украина), <https://www.scopus.com/authid/detail.uri?authorId=57189348551>, <https://www.webofscience.com/wos/author/record/939510>.

**ЕСІМЖАНОВА Сайра Рафиққызы**, экономика ғылымдарының докторы, Халықаралық бизнес университетінің профессоры (Алматы, Қазақстан), <https://www.scopus.com/authid/detail.uri?authorId=56499485500>, <https://www.webofscience.com/wos/author/record/45951098>.

Scientific Journal of Pedagogy and Economics

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Меншіктенуші: «Орталық Азия академиялық ғылыми орталығы» ЖШС (Алматы қ.).

Қазақстан Республикасының Ақпарат және коммуникациялар министрлігінің Ақпарат комитетінде 05.06.2025 ж. берілген № KZ50VPY00121155 мерзімдік басылым тіркеуіне қойылу туралы куәлік.

Тақырыптық бағыты: *«іргелі ғылым салалары бойынша жаңа жетістіктердің нәтижелерін жариялау»*

Мерзімділігі: жылына 6 рет.

<http://www.bulletin-science.kz/index.php/en/>

© «Орталық Азия академиялық ғылыми орталығы» ЖШС, 2026

**ГЛАВНЫЙ РЕДАКТОР:**

**АБЫЛКАСЫМОВА Алма Есимбековна**, доктор педагогических наук, профессор, академик НАН РК, директор Центра развития педагогического образования, заведующая кафедрой методики преподавания математики, физики и информатики КазНПУ им. Абая (Алматы, Казахстан), <https://www.scopus.com/authid/detail.uri?authorId=57191275199>, <https://www.webofscience.com/wos/author/record/2076124>.

**ЗАМЕСТИТЕЛЬ ГЛАВНОГО РЕДАКТОРА:**

**СЕМБИЕВА Лязат Мыктыбековна**, доктор экономических наук, профессор Евразийского национального университета им. Л.Н. Гумилева (Астана, Казахстан), <https://www.scopus.com/authid/detail.uri?authorId=57194226348>, <https://www.webofscience.com/wos/author/record/38875302>.

**РЕДАКЦИОННАЯ КОЛЛЕГИЯ:**

**РИШЕЛЬ Мариновски**, PhD в области образования, профессор факультета педагогики Летбриджского университета, (Альберта, Канада), <https://www.scopus.com/authid/detail.uri?authorId=57070452800>, <https://www.webofscience.com/wos/author/record/16130920>.

**ШИШОВ Сергей Евгеньевич**, доктор педагогических наук, профессор, заведующий кафедрой педагогики и психологии профессионального образования Московского государственного университета технологий и управления имени К. Разумовского (Москва, Россия), <https://www.scopus.com/authid/detail.uri?authorId=57191518233>, <https://www.webofscience.com/wos/author/record/2443966>.

**АБИЛЬДИНА Салтанат Куатовна**, доктор педагогических наук, профессор, заведующая кафедрой педагогики Карагандинского университета имени Е.А. Букетова (Караганда, Казахстан), <https://www.scopus.com/authid/detail.uri?authorId=56128026400>, <https://www.webofscience.com/wos/author/record/4131549>.

**РЫЖАКОВ Михаил Викторович**, доктор педагогических наук, профессор, академик Российской академии образования, главный редактор журнала «Стандарты и мониторинг в образовании» (Москва, Россия), <https://www.scopus.com/authid/detail.uri?authorId=6602245542>, <https://www.webofscience.com/wos/author/record/13675462>.

**БУЛАТБАЕВА Кулжанат Нурымжановна**, доктор педагогических наук, профессор, главный научный сотрудник Национальной академии образования имени Ы. Алтынсарина (Астана, Казахстан), <https://www.scopus.com/authid/detail.uri?authorId=57202195074>, <https://www.webofscience.com/wos/author/record/40173122>.

**ПЕТР Хайек**, PhD, университет Юникорн, ассоциированный профессор Департамента финансов, (Прага, Чехия), <https://www.scopus.com/authid/detail.uri?authorId=35726855800>, <https://www.webofscience.com/wos/author/record/672404>.

**ЖУМАН Жаппар**, доктор экономических наук, профессор, заслуженный деятель Казахстана, почетный академик НАН РК, директор Центра Международных прикладных исследований Казахского национального университета им. аль-Фараби (Алматы, Казахстан), <https://www.scopus.com/authid/detail.uri?authorId=59238481900>; <https://www.scopus.com/authid/detail.uri?authorId=56658765400>, <https://www.webofscience.com/wos/author/record/60977874>.

**ЛУКЪЯНЕНКО Ирина Григорьевна**, доктор экономических наук, профессор, заведующая кафедрой Национального университета «Киево-Могилянская академия» (Киев, Украина), <https://www.scopus.com/authid/detail.uri?authorId=57189348551>, <https://www.webofscience.com/wos/author/record/939510>.

**ЕСИМЖАНОВА Сайра Рафихевна**, доктор экономических наук, профессор Университета международного бизнеса (Алматы, Казахстан), <https://www.scopus.com/authid/detail.uri?authorId=56499485500>, <https://www.webofscience.com/wos/author/record/45951098>.

---

Scientific Journal of Pedagogy and Economics

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Собственник: ТОО «Центрально-азиатский академический научный центр» (г. Алматы).

Свидетельство о постановке на учет периодического печатного издания в Комитете информации Министерства информации и коммуникаций и Республики Казахстан

№ KZ50VPY00121155 выданное 05.06.2025 г.

Тематическая направленность: «публикация результатов новых достижений области фундаментальных наук».

Периодичность: 6 раз в год.

<http://www.bulletin-science.kz/index.php/en/>

© ТОО «Центрально-азиатский академический научный центр», 2026



## CONTENTS

## PEDAGOGY

<b>Aitimbaev A., Issayev M., Apendiyev T.</b> Scientific and methodological opportunities for using archival materials in teaching the history of Kazakhstan in higher education institutions.....	19
<b>Akhmetova G., Kabdusheva A., Mussina A.</b> A quantitative study on university students' academic writing challenges and learning needs.....	40
<b>Akhmetova Zh.A., Nurgali S., Nurmetova D.</b> Pedagogical foundations of using digital resources in teaching academic writing.....	57
<b>Bekbolat Zh., Zholmakhanova A., Yildirim S.</b> Theoretical foundations of teaching M. Shokai's letters through a research-based approach.....	72
<b>Berdenkulova A.Zh., Zhandavletova R.B., Nazarova G.A.</b> A pedagogical model for improving educational quality through the "comfortable school - society - university" partnership.....	88
<b>Duisenova G., Shyndaliyev N., Shadiyev R.</b> Comparative analysis of traditional and virtualized programming education.....	104
<b>Yeskendirova A., Kassenova N., Nogoyev Y.</b> Comparative analysis of texts created by AI and texts developed using quantization technology.....	121
<b>Zhanysbekova Sh., Nurmakhanova Zh., Akasheva A.</b> Actual problems of the formation of pragmatic competence: research based on the results of content analysis.....	136
<b>Zulpykhar Zh.E., Kapanova D.E., Zhilmagambetova R.Z.</b> Modern resources and technologies as a foundation for the development of teachers' professional competencies.....	153
<b>Isaeva A., Ananyeva S.</b> Axiological interpretation of the Kazakhstan theme in the works of K. Paustovsky: methodological approaches to teaching at the university.....	172
<b>Kabzhalelov K.R., Korganbayeva Zh.K., Nurakhmetova A.R.</b> Developing critical thinking through modern chatbots in chemistry education.....	190
<b>Kazhenova Zh.S., Kydyralina L.M., Rakhmatullina Z.T.</b> Problems of developing students' engineering skills.....	208

<b>Kaldarova A., Vasquez M., Kulgildinova T.</b> Developing students' profession-oriented speaking skills through ChatGPT.....	229
<b>Kapbarova G.Sh., Gundogdu A., Baidalieva E.A.</b> History teaching methodology: theoretical and practical foundations of the competency-based approach.....	243
<b>Kozhakhanova L., Amirova A.</b> Prospects for developing media literacy among primary school students.....	260
<b>Kuzhagulova G., Sydykova R., Smailova M</b> Features of education of national values in visually impaired students through Kazakh lyric songs.....	278
<b>Markhmadova Zh.K., Kassymova G.K., Okenova B.</b> Pedagogical aspects of developing and assessing the digital competence of pedagogy-psychologists.....	297
<b>Mateyeva M., Yeralin K., Burkitbaev T.</b> Training future teachers of artistic work for art-historical regional studies.....	318
<b>Makhanov N., Nishanova K.</b> Development of students' cognitive competencies through museum-based education: evidence from South Kazakhstan.....	333
<b>Myrzagereikyzy G., Yermekova Zh.K., Aldzhambekova G.T.</b> The use of action research in preparing future physics teachers for the development of functional literacy of students.....	348
<b>Reginbayeva N., Nametkulova F.</b> Methodological foundations of professionally-oriented physics education based on STEM education for future air transport specialists.....	365
<b>Serikbayeva N., Orynbekova A., Tuyakova U.</b> Methodology for developing digital competence of educational psychologists in modern education.....	385
<b>Toiganbekova M.E., Kazhigalieva G.A.</b> Aspects of creation and specification of educational texts for increasing the effectiveness of training.....	409
<b>Shegebayeva G., Zhumasheva T., Nurbekova S.</b> Prerequisites for the preparation of future educators for the creation of a health-educational environment based on nutriscology.....	422
<b>Shishov S.E., Iovbak A.S., Verko Y.A.</b> Integrated modular physics experiment as a means of organizing students' experimental activities in secondary school.....	443

## ECONOMICS

<b>Abdimoldayeva A., Madysheva A., Zhunussova G.</b> Transformation of logistics cost accounting in the agro-industrial complex under digitalization.....	461
<b>Abuova Zh., Duiskenova R., Kadyrbekova D.</b> The concept of sustainable development of the hotel business based on digital transformation and environmental management.....	479
<b>Amantay Mukhit, Kanabekova M., Oralbayeva Zh.</b> Digitalization as a driver of Kazakhstan's economic growth: econometric analysis and structural effects.....	494
<b>Ashim N., Dzhrauova K., Kushenova M.</b> Improving the management of agricultural subsidies: Kyzylorda region.....	511
<b>Assemova R., Abdibekov S., Aitbayeva D.</b> Energy efficiency and innovation in agriculture: empirical evidence from Southern Kazakhstan.....	535
<b>Assanova Zh., Baimukhanova S., Konysbaeva G.</b> Environmental accounting, ESG reporting and digitalization: impact on cost reduction and sustainable development.....	554
<b>Baigelova A., Sadykova Zh., Epanchintseva S.</b> Industrial economy transformation in Kazakhstan: structural shifts, digitalization and productivity growth.....	571
<b>Beisekova Zh., Mutaliyeva A., Kunshigarova L.</b> Transformation of entrepreneurial activity in Kazakhstan in 2000–2025.....	590
<b>Beisenbayeva A., Kambarov B., Samenova N.</b> Development of small and medium-sized enterprises in Almaty: ecosystem factors and structural dynamics.....	611
<b>Bekisheva A., Beketova K., Dorohova N.</b> Human resource management practices and employee perceptions in Kazakhstan's civil service.....	629
<b>Bissenbayeva S., Kireyeva A., Zhumaxanova K.</b> Digitalization, government support and innovation activity: evidence from regional analysis in Kazakhstan.....	646
<b>Em O.L., Kim D.</b> Features of risk management in collective investment.....	665

**Ibrayeva A., Kenesheva G., Arynova Zh.**

Qualification mismatch in the labour market of an industrial region: a conceptual model and measurement mechanism.....684

**Juman J., Mukhtarova K.S., Liao Z.**

The modern model of China's economic cooperation with Central Asian countries.....701

**Karakulova A., Bakirbekova A., Zhangirova R.**

Improving the efficiency of digital transformation of agricultural enterprises: an empirical analysis of Kostanay region.....718

**Kuralbayeva A.Sh., Issayeva G.K., Zhussipova E.E.**

Energy-saving technologies in irrigated agriculture of Southern Kazakhstan: economic and environmental effects.....734

**Naimanova Zh., Bakirbekova A., Kuralbayeva R.**

Digital inequality and agricultural productivity: evidence from Southern Kazakhstan....749

**Nartbayeva A., Dadabayeva D., Altuntas G.**

Economic resilience of single-industry towns in Kazakhstan: a dynamic analysis of socio-economic indicators.....767

**Nurlanuly A., Petrovčíková K., Shalbolova U.Zh.**

Comparative analysis of aviation market development models in Kazakhstan and Slovakia.....785

**Nyshanbayeva U., Moldashbayeva L., Urazbayeva Z.**

Accounting and valuation of investment projects in digital tourism: an integrated approach.....801

**Shegir G., Kerimova U., Kabi Sh.**

The transition of the agro-industrial complex of the Almaty region to the production of value-added products.....819

**Shiganbayeva N., Razakova D., Orlowska R.**

Trade turnover between China and Kazakhstan in the context of contemporary analytical studies: factors, challenges, and risks.....840

**Tuzubekova M., Zhunusova A., Kadirova N.**

Analysis of SME support incentives in the manufacturing industry of the Republic of Kazakhstan.....857

**Yeraliyeva Ya., Ruziyeva E., Alimbekova B.**

Trend and structure of research on digital financial literacy: bibliometric approach.....877

**Zhassan G., Taibek Zh., Imanova G.**

Climate risk management in the banking sector: ESG-based global and Kazakhstani experience.....891

## МАЗМҰНЫ

### ПЕДАГОГИКА

<b>Айтимбаев А.Т., Исаев М.С., Апендиев Т.А.</b> Қазақстан тарихын жоғары оқу орындарында оқытуда архив материалдарын пайдаланудың ғылыми-әдістемелік мүмкіндіктері (1920–1950 жж. Оңтүстік Қазақстандағы саяси қуғын-сүргін құрбандары тағдырлары негізінде).....	19
<b>Ахметова Г.С., Кабдушева А.Б., Мусина А.Б.</b> Университет студенттерінің академиялық жазылымдағы қиындықтары мен оқу қажеттіліктеріне арналған сандық зерттеу.....	40
<b>Ахметова Ж.А., Нұрғали С., Нурметова Д.</b> Академиялық жазуды оқытуда сандық ресурстарды пайдаланудың педагогикалық негіздері.....	57
<b>Бекболат Ж.Н., Жолмаханова А.Б., Сейфуллах Йылдырым</b> Мұстафа Шоқай хаттарын зерттеушілік әдіс арқылы оқытудың теориялық негіздері.....	72
<b>Берденкулова А.Ж., Жандавлетова Р.Б., Назарова Г.А.</b> «Жайлы мектеп – қоғам – университет» серіктестігі негізінде білім сапасын арттырудың педагогикалық моделі.....	88
<b>Ескендірова А.А., Касенова Н.Б., Ногоев Ю.Я.</b> ЖИ арқылы жасалған мәтіндер мен кванттау технологиясы арқылы әзірленген мәтіндердің салыстырмалы талдауы.....	104
<b>Жанысбекова Ш., Нурмаханова Ж., Акашева Ә.</b> Прагматикалық құзіреттілікті қалыптастырудың өзекті мәселелері: контент-анализ нәтижелері бойынша зерттеу.....	121
<b>Дүйсенова Г.А., Шындалиев Н.Т., Шадиев Р.Н.</b> Дәстүрлі және виртуалды бағдарламалау білімінің салыстырмалы талдауы.....	136
<b>Зулпыхар Ж.Е., Капанова Д.Е., Жилмагамбетова Р.З.</b> Педагогтердің кәсіби құзыреттілігін дамытудың негізі ретінде қазіргі заманғы ресурстар мен технологиялар.....	153
<b>Исаева А.А., Ананьева С.В.</b> К. Паустовский шығармашылығындағы Қазақстан тақырыбының аксиологиялық интерпретациясы: жоғары оқу орнында оқытудың әдіснамалық тәсілдері.....	172
<b>Кабжалелов К.Р., Қорғанбаева Ж.Қ., Нурахметова А.Р.</b> Химияны оқыту барысында заманауи чат-боттар арқылы сыни ойлауды дамыту.....	190

<b>Каженова Ж.С., Қыдыралина Л.М., Рахматулина З.Т.</b> Оқушылардың инженерлік дағдыларын дамыту мәселелері.....	208
<b>Калдарова А.К., Васкес М.А., Кульгильдинова Т.А.</b> Студенттердің кәсіби-бағдарланған айтылым дағдыларын ChatGPT арқылы дамыту.....	229
<b>Капбарова Г.Ш., Гюндогду А., Байдалиева Э.А.</b> Тарихты оқыту әдістемесі: құзыреттілікке негізделген тәсілді қолданудың теориялық және практикалық негіздері.....	243
<b>Кожуханова Л., Амирова А.</b> Бастауыш сынып оқушыларының медиасауаттылығын дамыту перспективалары.....	260
<b>Кужагулова Г.Е., Сыдыкова Р.Ш., Смаилова М.С.</b> Көру қабілеті бұзылған білім алушыларды қазақтың лирикалық әндері арқылы ұлттық құндылықтарға тәрбиелеудің ерекшеліктері.....	278
<b>Мархмадова Ж.Қ., Касымова Г.К., Өкенова Б.</b> Педагог-психологтың цифрлық құзыреттілігін қалыптастыру және бағалаудың педагогикалық аспектілері.....	297
<b>Матеева М.А., Ералин Қ., Буркитбаев Т.</b> Болашақ көркем еңбек мұғалімдерін өнертанымдық өлкетануға даярлау.....	318
<b>Маханов Н., Нишанова К.</b> Музейлік білім беру негізінде оқушылардың танымдық құзыреттіліктерін дамыту (Оңтүстік Қазақстан мысалында).....	333
<b>Мырзагерейқызы Г., Еркемова Ж.К., Алджамбекова Г.Т.</b> Болашақ физика мұғалімдерін оқушылардың функционалдық сауаттылығын дамытуға даярлауда action research пайдалану.....	348
<b>Регинбаева Н.А., Наметкулова Ф.Д.</b> Болашақ әуе транспорты мамандарына физиканы STEM білім беру негізінде кәсіби-бағдарлы оқытудың әдістемелік негіздері.....	365
<b>Серикбаева Н.Б., Орынбекова А.С., Туякова У.Ж.</b> Қазіргі білім беруде педагог-психологтардың цифрлық құзыреттілігін дамыту әдістемесі.....	385
<b>Тойғанбекова М.Е., Қажығалиева Г.А.</b> Оқытудың тиімділігін арттыру үшін оқу мәтіндерін құру және нақтылау аспектілері.....	409

**Шегебаева Г.У., Жумашева Т.С., Нурбекова С.М.**

Болашақ тәрбиешілерді нутрициология негізінде денсаулық сақтау-білім беру ортасын құруға дайындаудың алғышарттары.....422

**Шишов С.Е., Иовбак А.С., Верко Е.А.**

Орта мектепте оқушылардың эксперименталдық қызметін ұйымдастыру құралы ретінде интеграцияланған модульді физика эксперименті.....443

**ЭКОНОМИКА****Абдимолдаева А., Мадышева А., Жунусова Г.**

Цифрландыру жағдайында агроөнеркәсіптік кешендегі логистикалық шығындар есебін қайта құру.....461

**Абуова Ж., Дүйсеннова Р., Кадырбекова Д.**

Цифрлық трансформация және экологиялық басқару негізіндегі қонақ үй бизнесінің тұрақты даму тұжырымдамасы.....479

**Әшім Н., Джрауова К., Кушенова М.**

Ауылшаруашылығы субсидияларын басқаруды жетілдіру: Қызылорда облысы...494.

**Мұхит Амантай, Кенабекова М., Оралбаева Ж.**

Цифрландыру Қазақстанның экономикалық өсуінің драйвері ретінде: эконометрикалық талдау және құрылымдық әсерлер.....511

**Асемова Р., Абдибеков С., Айтбаева Д.**

Ауылшаруашылығындағы энергия тиімділігі және инновациялар: Оңтүстік Қазақстан бойынша эмпирикалық дәлелдер.....535

**Асанова Ж., Баймуханова С., Қонысбаева Г.**

Экологиялық есеп, ESG-есептілік және цифрландыру: шығындарды төмендетуге және орнықты дамуға әсері.....554

**Байгелова А., Садыкова Ж., Епанчинцева С.**

Қазақстандағы өнеркәсіп экономикасының трансформациясы: құрылымдық өзгерістер, цифрландыру және өнімділіктің өсуі.....571

**Бейсекова Ж., Муталиева А., Куншигарова Л.**

2000–2025 жылдары Қазақстандағы кәсіпкерлік қызметтің трансформациясы.....590

**Бейсенбаева А., Қамбаров Б., Саменова Н.**

Алматыда шағын және орта кәсіпкерлікті дамыту: экожүйелік факторлар және құрылымдық динамика.....611

**Бекишева А., Бекетова К., Дорохова Н.**

Қазақстанның мемлекеттік қызметіндегі адам ресурстарын басқару тәжірибелері және қызметкерлердің қабылдауы.....629

**Бисенбаева С., Киреева А., Жұмаксанова К.**

Цифрландыру, мемлекеттік қолдау және инновациялық белсенділік:  
Қазақстан өңірлерінің талдауы.....646

**Эм О.Л., Ким Д.**

Ұжымдық инвестициялардағы тәуекелдерді басқарудың ерекшеліктері.....665

**Ибраева А., Кенешева Г., Арынова Ж.**

Өнеркәсіптік өңірдің еңбек нарығындағы біліктілік сәйкессіздігі:  
тұжырымдамалық модель және өлшеу тетігі.....684

**Жұман Ж., Мұхтарова К.С., Ляо Чжан**

Қытайдың Орталық Азия елдерімен экономикалық ынтымақтастығының  
заманауи моделі.....701

**Қаракұлова А., Бакирбекова А., Жангирова Р.**

Ауыл шаруашылығы кәсіпорындарының цифрлық трансформациясының  
тиімділігін арттыру: Қостанай облысының эмпирикалық талдауы.....718

**Құралбаева А.Ш., Исаева Г.К., Жусипова Э.Е.**

Оңтүстік Қазақстанның суармалы ауыл шаруашылығындағы энергия үнемдеу  
технологиялары: экономикалық және экологиялық тиімділік.....734

**Найманова Ж., Бакирбекова А., Құралбаева Р.**

Цифрлық теңсіздік және ауыл шаруашылығының өнімділігі:  
Оңтүстік Қазақстан деректері.....749

**Нартбаева А., Дадабаева Д., Алтунташ Г.**

Қазақстан моноқалаларының экономикалық резиленттілігі: әлеуметтік-  
экономикалық көрсеткіштердің динамикалық талдауы.....767

**Нұрланұлы А., Петровчикова К., Шалболова У.Ж.**

Қазақстан мен Словакияның авиациялық нарықтарының даму модельдерін  
салыстырмалы талдау.....785

**Нышанбаева Ұ., Молдашбаева Л., Уразбаева З.**

Цифрлық туризмдегі инвестициялық жобаларды есепке алу және бағалау:  
интеграцияланған тәсіл.....801

**Шегір Г., Керимова У., Қаби Ш.**

Алматы облысының агроөнеркәсіптік кешенінің қосылған құны бар өнім  
өндіруге көшуі.....819

**Шиганбаева Н., Разакова Д., Орловска Р.**

Қытай мен Қазақстан арасындағы тауар айналымы: факторлар, мәселелер  
және тәуекелдер.....840

**Тузубекова М., Жунусова А., Кадирова Н.**

Қазақстан Республикасының өңдеу өнеркәсібіндегі шағын және орта бизнесті  
ынталандыруды талдау.....857

**Ералиева Я., Рузиева Э., Алимбекова Б.**

Цифрлық қаржылық сауаттылық бойынша зерттеулердің тенденциялары  
мен құрылымы: библиометриялық тәсіл.....877

**Жасан Г.Ж., Тайбек Ж.Қ., Иманова Г.А.**

Банк секторындағы климаттық тәуекелдерді басқару: ESG негізіндегі әлемдік  
және қазақстандық тәжірибе.....891

## СОДЕРЖАНИЕ

## ПЕДАГОГИКА

**Айтимбаев А.Т., Исаев М.С., Апендиев Т.А.**

Научно-методические возможности использования архивных материалов при преподавании истории Казахстана в высших учебных заведениях (на примере судеб жертв политических репрессий в Южном Казахстане в 1920–1950 гг.).....19

**Ахметова Г.С., Кабдушева А.Б., Мусина А.Б.**

Количественное исследование проблем академического письма и образовательных потребностей студентов университета.....40

**Ахметова Ж.А., Нурғали С., Нурметова Д.**

Педагогические основы использования цифровых ресурсов в обучении академическому письму.....57

**Бекболат Ж.Н., Жолмаханова А.Б., Сейфуллах Йылдырым**

Теоретические основы обучения письмам М. Шокая исследовательским методом.....72

**Берденкулова А.Ж., Жандавлетова Р.Б., Назарова Г.А.**

Педагогическая модель повышения качества образования на основе партнёрства «комфортная школа – общество – университет».....88

**Дуйсенова Г.А., Шындалиев Н.Т., Шадиев Р.Н.**

Сравнительный анализ традиционного и виртуализированного обучения программированию.....104

**Ескенди́рова А.А., Касенова Н.Б., Ногоев Ю.Я.**

Сравнительный анализ текстов, созданных ИИ и текстов, разработанных с помощью технологии квантования.....121

**Жанысбекова Ш., Нурмаханова Ж., Акашева А.**

Актуальные проблемы формирования прагматической компетенции: исследование по результатам контент-анализа.....136

**Зулпыхар Ж.Е., Капанова Д.Е., Жилмагамбетова Р.З.**

Современные ресурсы и технологии как основа развития профессиональных компетенций педагогов.....153

**Исаева А.А., Ананьева С.В.**

Аксиологическая интерпретация казахстанской тематики в творчестве К. Паустовского: методологические подходы к преподаванию в вузе.....172

<b>Кабжалелов К.Р., Корганбаева Ж.К., Нурахметова А.Р.</b> Развитие критического мышления с помощью современных чат-ботов при обучении химии.....	190
<b>Каженова Ж.С., Кыдыралина Л.М., Рахматуллина З.Т.</b> Проблемы развития инженерных навыков учащихся.....	208
<b>Калдарова А.К., Васкез М.А., Кульгильдинова Т.А.</b> Развитие профессионально ориентированных навыков устной речи студентов с использованием ChatGPT.....	229
<b>Капбарова Г.Ш., Гюндогду А., Байдалиева Э.А.</b> Методика преподавания истории: теоретические и практические основы применения компетентностного подхода.....	243
<b>Кожуханова Л., Амирова А.</b> Перспективы развития медиаграмотности среди учащихся начальной школы.....	260
<b>Кужагулова Г.Е., Сыдыкова Р.Ш., Смаилова М.С.</b> Особенности воспитания национальных ценностей у слабовидящих обучающихся через казахские лирические песни.....	278
<b>Мархмадова Ж.К., Касымова Г.К., Окенова Б.</b> Педагогические аспекты формирования и оценки цифровой компетентности педагогов-психологов.....	297
<b>Матеева М.А., Ералин К., Буркитбаев Т.</b> Подготовка будущих учителей художественного труда к искусствоведческому краеведению.....	318
<b>Маханов Н., Нишанова К.</b> Развитие познавательных компетенций учащихся на основе музейного образования (на примере Южного Казахстана).....	333
<b>Мырзагерейкызы Г., Еркекова Ж.К., Алджамбекова Г.Т.</b> Использование action research в подготовке будущих учителей физики к развитию функциональной грамотности учащихся.....	348
<b>Регинбаева Н.А., Наметкулова Ф.Д.</b> Методические основы профессионально-ориентированного обучения физике на основе STEM образования для будущих специалистов воздушного транспорта.....	365
<b>Серикбаева Н.Б., Орынбекова А.С., Туякова У.Ж.</b> Методика развития цифровой компетентности педагогов-психологов в современном образовании.....	385

**Тойганбекова М.Е., Кажигалиева Г.А.**

Аспекты создания и спецификации учебных текстов для повышения эффективности обучения.....409

**Шегебаева Г.У., Жумашева Т.С., Нурбекова С.М.**

Предпосылки подготовки будущих воспитателей к созданию здоровьесберегающей образовательной среды на основе нутрициологии.....422

**Шишов С.Е., Иовбак А.С., Верко Е.А.**

Интегрированный модульный физический эксперимент как средство организации экспериментальной деятельности учащихся в средней школе.....443

**ЭКОНОМИКА****Абдимолдаева А., Мадышева А., Жунусова Г.**

Трансформация учета логистических затрат в агропромышленном комплексе в условиях цифровизации.....461

**Абуова Ж., Дуйскенова Р., Кадырбекова Д.**

Концепция устойчивого развития гостиничного бизнеса на основе цифровой трансформации и экологического менеджмента.....479

**Ашим Н., Джрауова К., Кушенова М.**

Совершенствование управления агросубсидиями: Кызылординская область.....494

**Мухит Амантай, Канабекова М., Оралбаева Ж.**

Цифровизация как драйвер экономического роста Казахстана: эконометрический анализ и структурные эффекты.....511

**Асемова Р., Абдибеков С., Айтбаева Д.**

Энергоэффективность и инновации в сельском хозяйстве: эмпирические данные Южного Казахстана.....535

**Асанова Ж., Баймуханова С., Конысбаева Г.**

Экологический учет, ESG-отчетность и цифровизация: влияние на снижение издержек и устойчивое развитие.....554

**Байгелова А., Садыкова Ж., Епанчинцева С.**

Трансформация промышленной экономики Казахстана: структурные сдвиги, цифровизация и рост производительности.....571

**Бейсекова Ж., Муталиева А., Куншигарова Л.**

Трансформация предпринимательской деятельности в Казахстане в 2000–2025 годах.....590

<b>Бейсенбаева А., Камбаров Б., Саменова Н.</b> Развитие малого и среднего предпринимательства в Алматы: экосистемные факторы и структурная динамика.....	611
<b>Бекишева А., Бекетова К., Дорохова Н.</b> Практики управления человеческими ресурсами и восприятие сотрудников в государственной службе Казахстана.....	629
<b>Бисенбаева С., Киреева А., Жумаксанова К.</b> Цифровизация, государственная поддержка и инновационная активность: региональный анализ Казахстана.....	646
<b>Эм О.Л., Ким Д.</b> Особенности управления рисками в сфере коллективных инвестиций.....	665
<b>Ибраева А., Кенешева Г., Арынова Ж.</b> Несоответствие квалификации на рынке труда промышленного региона: концептуальная модель и механизм измерения.....	684
<b>Жуман Ж., Мухтарова К.С., Ляо Чжан</b> Современная модель экономического сотрудничества Китая со странами Центральной Азии.....	701
<b>Каракулова А., Бакирбекова А., Жангирова Р.</b> Повышение эффективности цифровой трансформации сельскохозяйственных предприятий: эмпирический анализ Костанайской области.....	718
<b>Куралбаева А.Ш., Исаева Г.К., Жусипова Э.Е.</b> Энергосберегающие технологии в орошаемом сельском хозяйстве Южного Казахстана: экономические и экологические эффекты.....	734
<b>Найманова Ж., Бакирбекова А., Куралбаева Р.</b> Цифровое неравенство и продуктивность сельского хозяйства: данные из Южного Казахстана.....	749
<b>Нартбаева А., Дадабаева Д., Алтунташ Г.</b> Экономическая резилиентность моногородов Казахстана: динамический анализ социально-экономических показателей.....	767
<b>Нурланулы А., Петровчикова К., Шалболова У.Ж.</b> Сравнительный анализ моделей развития авиационных рынков Казахстана и Словакии.....	785
<b>Нышанбаева У., Молдашбаева Л., Уразбаева З.</b> Учет и оценка инвестиционных проектов в цифровом туризме: интегрированный подход.....	801

**Шегир Г., Керимова У., Каби Ш.**

Переход агропромышленного комплекса Алматинской области к производству продукции с добавленной стоимостью.....819

**Шиганбаева Н., Разакова Д., Орловска Р.**

Товарооборот Китая и Казахстана: факторы, проблемы и риски.....840

**Тузубекова М., Жунусова А., Кадилова Н.**

Анализ стимулирования малого и среднего бизнеса в обрабатывающей промышленности Республики Казахстан.....857

**Ералиева Я., Рузиева Э., Алимбекова Б.**

Тенденции и структура исследований цифровой финансовой грамотности: библиометрический подход.....877

**Жасан Г.Ж., Тайбек Ж.Қ., Иманова Г.А.**

Управление климатическими рисками в банковском секторе: стандарты ESG в мировом и казахстанском опыте.....891

SCIENTIFIC JOURNAL OF PEDAGOGY AND ECONOMICS

ISSN 1991-3494

Volume 2.

Number 420 (2026), 243-259

<https://doi.org/10.32014/2026.2518-1467.1157>

UDC: 372.893

IRSTI: 14.25.09

© **Kapbarova G.Sh.<sup>1\*</sup>, Gundogdu A.<sup>2</sup>, Baidalieva E.A.<sup>3</sup>, 2026.**

<sup>1</sup>South Kazakhstan Pedagogical University named after Uzbekali Zhanibekov,  
Shymkent, Kazakhstan;

<sup>2</sup>Ankara University, Ankara, Turkey;

<sup>3</sup>Kuatbekov Peoples' Friendship University, Shymkent, Kazakhstan.

E-mail: goha1986-01@mail.ru

## HISTORY TEACHING METHODOLOGY: THEORETICAL AND PRACTICAL FOUNDATIONS OF THE COMPETENCY-BASED APPROACH

**Kapbarova Gaukhar** — Doctoral student, South Kazakhstan Pedagogical University named after Uzbekali Zhanibekov, Shymkent, Kazakhstan,

E-mail: goha1986-01@mail.ru, ORCID: <https://orcid.org/0000-0001-8476-4259>;

**Gundogdu Abdullah** — Doctor of Historical Sciences, Professor, Ankara University, Ankara, Turkey,  
E-mail: [abdullahgundogdu@yahoo.com](mailto:abdullahgundogdu@yahoo.com), ORCID: <https://orcid.org/0000-0002-9171-6965>

**Baidalieva Elmira** — Lecturer, A. Kuatbekov Peoples' Friendship University, Shymkent, Kazakhstan,  
E-mail: [emmat333@inbox.ru](mailto:emmat333@inbox.ru), ORCID: <https://orcid.org/0009-0005-3576-8196>

**Abstract.** The article examines the theoretical foundations and practical possibilities of applying the competency-based approach in history teaching methodology. In the modern educational context, along with mastering subject knowledge, one of the key objectives is to develop students' ability to effectively apply acquired knowledge in real-life situations. In this regard, the competency-based approach is considered an important methodological basis for updating the content of education. This approach aims to form learners not as passive recipients of ready-made information but as active subjects capable of analyzing historical knowledge, evaluating it, and applying it in practical activities. The purpose of the study is to identify the pedagogical potential of implementing the competency-based approach in history teaching and to substantiate its effectiveness in developing students' historical competence. The study employed a combination of theoretical and empirical research methods. At the theoretical level, pedagogical and methodological literature, regulatory documents, and scholarly studies related to history teaching were analyzed. At the empirical level, a pedagogical experiment was conducted involving students of grades 8–9. During the experiment, topics

related to the medieval period of the history of Kazakhstan were taught, and the level of students' historical competence was comparatively assessed between experimental and control groups. The results of the study demonstrated a stable positive dynamic in the development of the main components of historical competence in the experimental group where competency-based teaching methods were applied. In particular, improvements were observed in students' abilities to analyze historical sources, identify cause-and-effect relationships, interpret historical events, and substantiate their viewpoints. The obtained quantitative data were presented in the form of tables and charts, clearly illustrating the differences between the experimental and control groups. The findings confirm that the application of the competency-based approach in history teaching contributes to the development of students' historical thinking, critical analysis skills, and functional literacy.

**Keywords:** history teaching methodology, competency-based approach, historical competence, historical thinking, pedagogical experiment

*For citations: Kapbarova G.Sh., Gundogdu A., Baidalievа E.A. History teaching methodology: theoretical and practical foundations of the competency-based approach. Scientific journal of pedagogy and economics, 2026. — No.2. — P. 243-259. DOI: <https://doi.org/10.32014/2026.2518-1467.1157>*

© Капбарова Г.Ш. <sup>1\*</sup>, Гюндодду А. <sup>2</sup>, Байдалиева Э.А. <sup>3</sup>, 2026.

<sup>1</sup>Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті, Шымкент, Қазақстан;

<sup>2</sup> Анкара университеті, Анкара, Түркия;

<sup>3</sup>Ө. Қуатбеков атындағы халықтар достығы университеті, Шымкент, Қазақстан.

E-mail: [goha1986-01@mail.ru](mailto:goha1986-01@mail.ru)

## ТАРИХТЫ ОҚЫТУ ӘДІСТЕМЕСІ: ҚҰЗЫРЕТТІЛІККЕ НЕГІЗДЕЛГЕН ТӘСІЛДІ ҚОЛДАНУДЫҢ ТЕОРИЯЛЫҚ ЖӘНЕ ПРАКТИКАЛЫҚ НЕГІЗДЕРІ

**Капбарова Гаухар** — докторант, Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті, Шымкент, Қазақстан,

E-mail: [goha1986-01@mail.ru](mailto:goha1986-01@mail.ru), ORCID: <https://orcid.org/0000-0001-8476-4259>;

**Гюндодду Абдуллах** — т.ғ.д., профессор, Анкара университеті, Анкара, Түркия,

E-mail: [abdullahgundogdu@yahoo.com](mailto:abdullahgundogdu@yahoo.com), ORCID: <https://orcid.org/0000-0002-9171-6965>;

**Байдалиева Эльмира** — оқытушы, Ө. Қуатбеков атындағы халықтар достығы университеті, Шымкент, Қазақстан,

E-mail: [emmat333@inbox.ru](mailto:emmat333@inbox.ru), ORCID: <https://orcid.org/0009-0005-3576-8196>.

**Аннотация.** Мақалада тарихты оқыту әдістемесінде құзыреттілікке негізделген тәсілді қолданудың теориялық негіздері мен практикалық

мүмкіндіктері қарастырылады. Қазіргі білім беру жүйесінде пәндік білімді меңгертумен қатар, оны өмірлік жағдаяттарда тиімді қолдана алатын тұлғаны қалыптастыру білім берудің негізгі бағыттарының біріне айналып отыр. Осы тұрғыдан алғанда құзыреттілікке негізделген тәсіл білім беру мазмұнын жаңартудың маңызды әдіснамалық негізі ретінде қарастырылады. Бұл тәсіл оқушыны дайын ақпаратты қабылдаушы емес, тарихи білімді талдай алатын, бағалайтын және оны практикалық әрекетте қолдана алатын белсенді субъект ретінде қалыптастыруға бағытталған. Зерттеудің мақсаты – тарихты оқыту үдерісінде құзыреттілікке негізделген тәсілді қолданудың педагогикалық мүмкіндіктерін анықтау және оның оқушылардың тарихи құзыреттілігін қалыптастырудағы тиімділігін тәжірибе негізінде дәлелдеу. Зерттеу барысында теориялық және эмпирикалық әдістер кешені қолданылды. Теориялық деңгейде педагогикалық және әдістемелік әдебиеттерге, нормативтік-құқықтық құжаттарға және тарихты оқыту мәселелеріне арналған ғылыми еңбектерге талдау жүргізілді. Эмпирикалық деңгейде 8–9 сынып оқушылары арасында педагогикалық эксперимент ұйымдастырылды. Эксперимент барысында Қазақстан тарихының ортағасырлық кезеңіне арналған тақырыптар оқытылып, оқушылардың тарихи құзыреттілігінің қалыптасу деңгейі эксперименттік және бақылау топтары арасында салыстырмалы түрде бағаланды. Зерттеу нәтижелері құзыреттілікке негізделген оқыту тәсілдері қолданылған эксперименттік топта тарихи құзыреттіліктің негізгі компоненттері бойынша тұрақты оң динамиканың қалыптасқанын көрсетті. Атап айтқанда, тарихи дереккөздерді талдау, себеп–салдарлық байланыстарды анықтау, тарихи интерпретация жасау және өз көзқарасын дәлелдеу дағдыларының айқын дамуы байқалды. Алынған сандық деректер кестелер мен диаграммалар арқылы ұсынылып, эксперименттік және бақылау топтары арасындағы айырмашылықтарды нақты көрсетті. Зерттеу нәтижелері тарихты оқытуда құзыреттілікке негізделген тәсілді қолдану оқушылардың тарихи ойлауын, сыни талдау қабілетін және функционалдық сауаттылығын дамытуға мүмкіндік беретінін дәлелдейді.

**Түйін сөздер:** тарихты оқыту әдістемесі, құзыреттілікке негізделген тәсіл, тарихи құзыреттілік, тарихи ойлау, педагогикалық эксперимент

**Капбарова Г.Ш.<sup>1\*</sup>, Гюндогду А.<sup>2</sup>, Байдалиева Э.А.<sup>3</sup>, 2026.**

<sup>1</sup>Южно-Казахстанский педагогический университет имени Өзбекәлі Жәнібеков, Шымкент, Казахстан;

<sup>2</sup> Ankara University, Анкара, Турция;

<sup>3</sup>Университет дружбы народов имени академика А. Куатбекова, Шымкент, Казахстан.

E-mail: goha1986-01@mail.ru

## **МЕТОДИКА ПРЕПОДАВАНИЯ ИСТОРИИ: ТЕОРЕТИЧЕСКИЕ И ПРАКТИЧЕСКИЕ ОСНОВЫ ПРИМЕНЕНИЯ КОМПЕТЕНТНОСТНОГО ПОДХОДА**

**Капбарова Гаухар** — докторант, Южно-Казахстанский педагогический университет имени Өзбекәлі Жәнібеков, Шымкент, Казахстан,

E-mail: goha1986-01@mail.ru, ORCID: <https://orcid.org/0000-0001-8476-4259>;

**Гюндогду Абдуллах** — доктор исторических наук., профессор, Анкарский университет, Анкара, Турция;

E-mail: abduallahgundogdu@yahoo.com, ORCID: <https://orcid.org/0000-0002-9171-6965>;

**Байдалиева Эльмира** — преподаватель, Университет дружбы народов имени А.Куатбекова, Шымкент, Казахстан,

E-mail: emmat333@inbox.ru, ORCID: <https://orcid.org/0009-0005-3576-8196>.

**Аннотация.** В статье анализируются теоретические основы и практические возможности применения компетентностного подхода в методике преподавания истории. В условиях современной трансформации системы образования наряду с усвоением предметных знаний одной из ключевых задач становится формирование личности, способной эффективно применять полученные знания в различных жизненных ситуациях. В этой связи компетентностный подход рассматривается как важная методологическая основа обновления содержания образования. Компетентностный подход ориентирован на формирование обучающегося не как пассивного потребителя готовой информации, а как активного субъекта образовательного процесса, способного анализировать исторические знания, критически их оценивать и применять в практической деятельности. Целью исследования является определение педагогических возможностей применения компетентностного подхода в процессе преподавания истории и обоснование его эффективности в формировании исторической компетентности учащихся. В исследовании применён комплекс теоретических и эмпирических методов. Проведён анализ педагогической и методической литературы, нормативно-правовых документов и научных исследований, посвящённых проблемам преподавания истории, а также педагогический эксперимент с участием учащихся 8–9 классов. В ходе эксперимента изучались темы по истории Казахстана средневекового периода, а уровень сформированности исторической компетентности оценивался на основе сравнительного анализа результатов экспериментальной и контроль-

ной групп. Результаты исследования выявили устойчивую положительную динамику развития основных компонентов исторической компетентности в экспериментальной группе, где применялись компетентностно-ориентированные методы обучения. В частности, зафиксировано развитие навыков анализа исторических источников, установления причинно-следственных связей, исторической интерпретации и аргументации собственной позиции. Количественные результаты представлены в виде таблиц и диаграмм, что позволило наглядно продемонстрировать различия между экспериментальной и контрольной группами. Полученные данные подтверждают, что применение компетентностного подхода в преподавании истории способствует развитию исторического мышления, навыков критического анализа и функциональной грамотности учащихся.

**Ключевые слова:** методика преподавания истории, компетентностный подход, историческая компетентность, историческое мышление, педагогический эксперимент

**Introduction.** In the modern development of the education system, along with the acquisition of subject knowledge, one of the main priorities has become the formation of students' ability to effectively apply the acquired knowledge in real-life situations. In this context, the competency-based approach is considered one of the leading methodological directions in the process of updating educational content. This approach aims to shape learners not as passive recipients of ready-made information but as active subjects capable of analyzing historical knowledge, evaluating it, and applying it in practical activities (Zimnyaya, 2004; Khutorskoy, 2002).

History is one of the key humanities subjects that contributes to the formation of students' worldview, civic position, historical consciousness, and critical thinking skills. Therefore, the application of a competency-based approach in history education is of particular importance. While traditional models of teaching history often focus on memorizing facts, events, and dates, the competency-based approach emphasizes the development of students' historical thinking, skills in working with historical sources, identifying cause-and-effect relationships, and interpreting historical events (Seixas and Morton, 2013).

The concept of competence in pedagogical science is multifaceted. Scholars consider it an integrative combination of knowledge, skills, abilities, values, and experience (OECD, 2018). In the educational process, the competency-based approach requires defining learning objectives through clearly formulated outcomes and aligning teaching methods and assessment systems with these outcomes. This creates new content-related and methodological requirements for the methodology of teaching history.

Within the educational system of Kazakhstan, the competency-based approach has been widely introduced as part of the updated educational content reform. History curricula are aimed at developing students' functional literacy, research

skills, as well as communicative and social competencies. However, practice shows that the effective implementation of the competency-based approach is accompanied by several methodological challenges. In particular, issues such as designing competency-oriented tasks for history lessons, selecting appropriate teaching methods, and assessing learning outcomes still require deeper scientific and methodological study (Kussainov, 2013).

Recent international studies demonstrate that the development of historical thinking skills is one of the key outcomes of history education. These studies emphasize that the ability to analyze historical sources, identify cause-and-effect relationships, and interpret historical events are core components of students' historical competence (Epstein and Peck, 2017; Potkonjak and Simić, 2022; Yilmaz and Altinkurt, 2022). In addition, issues related to teachers' pedagogical content knowledge and the alignment of curricula with competency-based education have also gained significant attention in recent research (Monte-Sano and Budano, 2023; Nieveen and van der Hoeven, 2023).

The theoretical foundations of the competency-based approach in history education are closely related to the principles of pedagogical constructivism, the activity-based approach, and outcome-based learning concepts. These theories emphasize that learners do not passively receive knowledge but construct it through their own activities (Bruner, 1996). Accordingly, problem-based learning, inquiry methods, work with historical sources, project-based tasks, and debate activities should be widely implemented in history lessons.

From a practical perspective, the implementation of the competency-based approach requires reconsidering the structure of history lessons. During the learning process, students should analyze historical evidence, compare different viewpoints, and substantiate their own conclusions. Such learning activities contribute to the development of students' critical thinking, communication, and reflective skills (OECD, 2018).

In this regard, the scientific investigation of the theoretical and practical foundations of implementing the competency-based approach in history teaching methodology remains a relevant research issue. Although certain aspects of this problem have been addressed in the academic literature, the pedagogical effectiveness of applying the competency-based approach in school practice has not yet been sufficiently studied through experimental research.

Therefore, the purpose of this article is to analyze the theoretical foundations of the competency-based approach in history teaching and, based on the results of a pedagogical experiment, determine its effectiveness in developing students' historical competence.

**Literature Review.** In contemporary pedagogical science, the competency-based approach is considered one of the leading methodological directions that interprets educational outcomes not as a formal set of knowledge, skills, and abilities, but as the capacity to effectively apply them in real-life and professional contexts. In the scholarly literature, competence is defined as a complex integrative quality that

reflects an individual's readiness for action (Zimnyaya, 2004; Khutorsky, 2002). According to Zimnyaya, competence represents the unity of knowledge, skills, abilities, and personal qualities that enable the implementation of social, subject-specific, and professional activities.

Within the educational system of Kazakhstan, the competency-based approach has been institutionally established through state standards of general secondary education and updated curricula. These documents define communicative, informational, problem-solving, social, and civic competencies as key educational outcomes, while the subject of history is regarded as an important means of developing these competencies (Ministry of Education and Science of the Republic of Kazakhstan, 2016).

In the works of Kazakhstani and Russian scholars, the competency-based approach is closely associated with learner-centered and activity-based educational paradigms. Studies emphasize that students should not act as passive recipients of ready-made historical knowledge but as active participants who work with historical sources, texts, and facts to construct their own understanding (Kussainov, 2013; Wineburg, 2001). Furthermore, recent research highlights that the effective implementation of the competency-based approach in history education is closely related to teachers' pedagogical content knowledge and the effective use of modern teaching technologies (Studenikin, 2022; Vyazemsky and Strelva, 2023).

These perspectives correspond to the principles of constructivist pedagogy. According to constructivist theory, learners do not simply receive knowledge in a ready-made form but construct it through their own activities (Bruner, 1996). From this standpoint, problem-based learning, inquiry-based methods, the use of historical sources, and debate activities serve as important tools for increasing students' cognitive engagement in history lessons.

In the methodology of teaching history, competence is often defined through the concept of subject-specific or historical competence. Methodological literature describes historical competence as a complex structure that includes the ability to orient oneself in historical time and space, critically analyze historical sources, identify cause-and-effect relationships, interpret historical events, and evaluate historical phenomena (Lee and Ashby, 2000; Wineburg, 2001). In addition, studies emphasize that the ability to accept multiple interpretations of historical evidence and to develop historical empathy are important indicators of historical thinking (Lee and Ashby, 2000; Wineburg, 2001).

Recent international studies indicate that the development of historical thinking skills represents one of the key outcomes of history education. In particular, students' ability to analyze historical sources, identify causal relationships, and interpret historical processes is regarded as a fundamental component of historical competence (Epstein and Peck, 2017; Potkonjak and Simić, 2022). Moreover, contemporary research also focuses on the development of competency-based curricula and their implementation in school practice (Nieveen and van der Hoeven, 2023; Monte-Sano and Budano, 2023).

Scholarly works also emphasize that history lessons provide a favorable educational environment for the development of cross-disciplinary competencies. Informational, communicative, and critical thinking skills are developed through working with historical texts, maps, statistical data, and various historical sources (VanSledright, 2011; Wineburg, 2001). Recent studies highlight that project-based and inquiry-based tasks, as well as the use of digital resources, contribute significantly to the development of students' research and analytical competencies (VanSledright, 2011; Alexashkina, 2023).

One of the distinctive features of history as a school subject is its strong value-oriented and educational potential. Accordingly, the literature emphasizes the close connection between history education and the development of personal and civic competencies. Debate activities, role-playing, and elements of historical reconstruction are shown to foster students' civic engagement, social responsibility, and tolerance (Ibraeva, 2018; Borisov and Levandovsky, 2022).

The practical implementation of the competency-based approach is reflected in updated history curricula through the formulation of learning objectives in action-oriented terms. These objectives are largely based on Bloom's taxonomy and are aimed at developing students' abilities to explain, analyze, and evaluate historical phenomena (Ministry of Education and Science of the Republic of Kazakhstan, 2016). In addition, criterion-referenced and formative assessment systems enable the evaluation of students' academic achievements from the perspective of specific competencies (Eskergenova, 2019).

Overall, the existing scholarly literature demonstrates that the application of the competency-based approach in the methodology of teaching history contributes to the development of students' historical thinking, civic consciousness, and functional literacy. At the same time, the effective implementation of this approach requires continuous improvement of teachers' methodological training and systematic updating of teaching and learning resources.

**Materials and Methods.** A comprehensive methodological approach was applied in this study to identify the theoretical and practical aspects of implementing a competency-based approach in the methodology of teaching history. The research was based on systemic, activity-based, and competency-based approaches widely recognized in pedagogical science. These methodological frameworks consider the learner as an active subject of the educational process and are aimed not only at acquiring historical knowledge but also at developing the ability to analyze, evaluate, and apply this knowledge in practical contexts (Zimnyaya, 2004; Khutorskoy, 2002).

The research materials included domestic and international pedagogical, methodological, and psychological literature, regulatory documents, state standards of general secondary education, updated history curricula, teaching and methodological manuals, as well as articles published in scientific journals. Particular attention was given to studies addressing the competency-based approach

in history education, the development of historical thinking skills, and criterion-based assessment (Kussainov, 2013; Studenikin, 2022).

The study employed a combination of theoretical and empirical research methods. The theoretical methods included the analysis, comparison, systematization, and generalization of scholarly literature. These methods made it possible to determine the pedagogical significance of the competency-based approach and its role and characteristics in the methodology of teaching history. In addition, the comparison of different scholarly perspectives helped clarify the conceptual content and structural components of the concept of competence (Bruner, 1996; Lee and Ashby, 2000).

The empirical part of the research was conducted through a pedagogical experiment. The experiment was organized in general education institutions located in the Turkestan region and the city of Shymkent. The participants included students of grades 8–9 from the Specialized Boarding School of Tolebi District, K. Sypataev Secondary School-Lyceum No. 7, and A. S. Pushkin Gymnasium No. 1. A total of 48 students participated in the study, of whom 24 formed the experimental group and 24 constituted the control group.

In the experimental group, history teaching was organized using competency-based methodological approaches. During the lessons, students worked with historical sources and engaged in problem-based tasks, comparative analysis, and discussion activities. In contrast, the control group was taught using traditional teaching methods, primarily explanatory–illustrative instruction and reproductive learning tasks.

Content analysis was also employed during the research. This method was used to identify competency-oriented elements in history curricula and methodological materials, including learning objectives formulated through action verbs, problem-based tasks, and examples of research and project-based activities (VanSledright, 2011; Wineburg, 2001).

In addition, the study utilized the method of pedagogical experience generalization and interpretation. This approach allowed the identification of effective practices in applying the competency-based approach in history teaching, as well as the challenges and limitations encountered during its implementation (Lee and Ashby, 2000; VanSledright, 2011).

To determine the level of students' historical competence development, the principles of criterion-based and formative assessment were applied. The evaluation process involved the use of rubrics, descriptors, as well as self-assessment and peer-assessment tools. These instruments were used to assess students' abilities to analyze historical sources, identify cause-and-effect relationships, interpret historical processes, and substantiate their viewpoints (Kussainov, 2013; Eskergenova, 2019).

Overall, the materials and research methods applied in this study made it possible to comprehensively analyze the effectiveness of implementing a competency-based approach in the methodology of teaching history and to scientifically substantiate its pedagogical outcomes.

**Results.** The experimental study was aimed at determining the effectiveness of implementing a competency-based approach in the methodology of teaching history. The research was conducted in general education institutions located in the Turkestan region and the city of Shymkent. The participants of the experiment included students of grades 8–9 from the Specialized Boarding School of the Tolebi District, K. Sypataev Secondary School-Lyceum No. 7, and A. S. Pushkin Gymnasium No. 1.

A total of 48 students participated in the study, including 24 students in the experimental group and 24 students in the control group. The participants were equally distributed among the educational institutions: 16 students from the Specialized Boarding School of the Tolebi District, 16 students from K. Sypataev Secondary School-Lyceum No. 7, and 16 students from A. S. Pushkin Gymnasium No. 1.

In the experimental group, history instruction was organized using competency-based methodological approaches. During the lessons, students worked with historical sources and engaged in comparative analysis, problem-based tasks, and discussion activities. In contrast, the control group studied history using traditional teaching methods, primarily explanatory–illustrative instruction and reproductive learning tasks.

During the experiment, the following topics related to the medieval period of the history of Kazakhstan were taught:

- Stages of ethnocultural integration of Turkic-speaking ethnic groups in Central Asia before the Mongol period;
- The role of the Turkic factor in the ethnopolitical history of Kazakhstan in the 9th–12th centuries;
- The Great Steppe during the Golden Horde period (13th–15th centuries);
- Medieval states of the 14th–15th centuries.

To determine the level of students' historical competence development, a diagnostic assessment was conducted. The evaluation was based on indicators such as the ability to analyze historical sources, identify cause-and-effect relationships, and evaluate historical phenomena. Three levels of competence were identified: low, medium, and high.

The results of the initial diagnostic assessment showed that the indicators of the experimental and control groups were approximately comparable, which made it possible to conduct a reliable comparative analysis of the obtained results.

At the final stage of the experiment, the collected quantitative data were systematized to demonstrate the dynamics of students' historical competence development. The results are presented in Table 1.

Table 1 – Dynamics of historical competence levels among students in the experimental and control groups (%)

Competence level	Experimental group (initial)	Experimental group (final)	Control group (initial)	Control group (final)
Low	41.7	16.6	45.8	37.5

Medium	37.5	41.7	33.4	37.5
High	20.8	41.7	20.8	25.0

*Note: Compiled by the author based on the results of the experimental study.*

The data presented in Table 1 demonstrate the dynamics of changes in the levels of historical competence among students in the experimental and control groups. The results indicate that the implementation of competency-based teaching methods had a positive impact on the development of students' historical competence in the experimental group.

A significant increase in the proportion of students with a high level of historical competence was observed in the experimental group during the study. While the initial stage showed that only 20.8% of students demonstrated a high level of competence, this indicator increased to 41.7% by the end of the experiment. This growth reflects the improvement of students' abilities to analyze historical sources, identify cause-and-effect relationships, and interpret historical events.

At the same time, a considerable decrease in the proportion of students with a low level of competence was observed in the experimental group. At the beginning of the experiment, 41.7% of students demonstrated a low level of historical competence; however, by the end of the study this figure decreased to 16.6%. This result suggests that competency-based tasks and research-oriented learning activities contributed to greater student engagement in the learning process and enhanced their analytical skills.

Although certain changes were also observed in the control group, the dynamics of improvement were significantly lower. For instance, the proportion of students with a high level of competence increased only slightly from 20.8% to 25.0%. This finding indicates that traditional teaching methods have more limited potential in developing students' historical thinking skills.

Thus, the results presented in Table 1 confirm that the use of competency-based instructional approaches is more effective in developing students' historical competence compared to traditional teaching methods.

However, the general indicators required a more detailed analysis of the changes in individual components of historical competence. For this purpose, a comparative analysis of the key components of historical competence was conducted. The results of this analysis are presented in Table 2.

Table 2 – Comparison of average indicators of historical competence components (5-point scale)

Components of historical competence	Experimental group	Control group
Analysis of historical sources	4.3	3.2
Identification of cause-and-effect relationships	4.1	3.4
Historical interpretation and evaluation	4.0	3.1
Argumentation and justification	4.2	3.3

*Note: The assessment was conducted using diagnostic tools developed by the author.*

The data presented in Table 2 show that students in the experimental group achieved higher results across all components of historical competence compared

to the control group. In particular, the indicator for the analysis of historical sources reached 4.3 points in the experimental group, which is significantly higher than the 3.2 points recorded in the control group. This result demonstrates that students in the experimental group developed the ability to analyze historical information, identify the characteristics of historical sources, and compare different types of historical evidence.

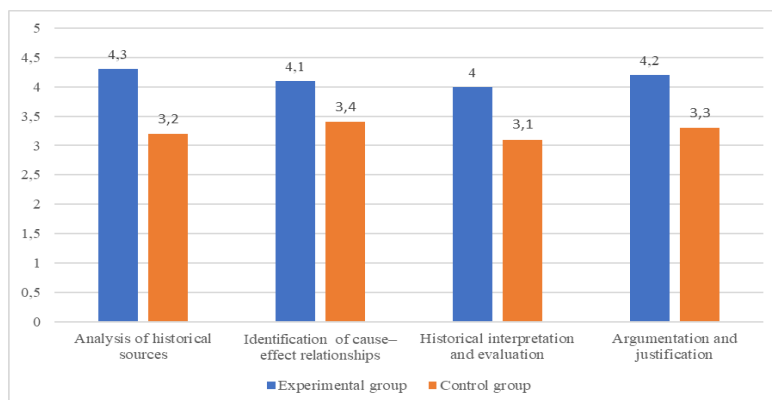
The results also demonstrate higher indicators for the experimental group in the component related to the identification of cause-and-effect relationships. In the experimental group, the average score reached 4.1 points, whereas in the control group this indicator remained at 3.4 points. This result indicates that students in the experimental group developed stronger abilities to explain the relationships between historical events and to identify their underlying causes and consequences.

Similarly, the indicator for historical interpretation and evaluation was higher in the experimental group, reaching 4.0 points, compared to 3.1 points in the control group. This finding suggests that students in the experimental group developed the ability to analyze historical phenomena from different perspectives and to critically evaluate historical processes.

In addition, the component related to argumentation and justification of one's viewpoint showed higher results in the experimental group, where the average score reached 4.2 points, while the control group demonstrated an average score of 3.3 points. These results indicate that students in the experimental group developed the ability to substantiate their opinions using historical facts and evidence.

Overall, the obtained results demonstrate that the implementation of a competency-based approach contributed to the development of students' historical thinking skills, improved their ability to work with historical sources, and enhanced their capacity to analyze historical phenomena.

To visually present the research findings, the obtained data were illustrated in the form of a diagram (Figure 1).



**Figure 1 – Comparative indicators of historical competence components in the experimental and control groups**

Note: The indicators were determined based on the author's experimental research data.

Figure 1 presents a comparative representation of the average indicators of the key components of historical competence among students in the experimental and control groups. The diagram shows that the experimental group achieved consistently higher results across all indicators compared to the control group. This difference indicates that the use of competency-based methodological approaches in history teaching had a positive impact on students' cognitive engagement and the development of historical thinking skills.

Regarding the analysis of historical sources, the experimental group demonstrated an average score of 4.3 points, which is significantly higher than the 3.2 points recorded in the control group. This result indicates that students in the experimental group developed the ability not only to understand the content of historical documents but also to analyze them while considering their origin and historical context. Such outcomes were achieved through systematic work with historical sources, comparative analysis, and the use of problem-based tasks. In the control group, however, work with historical sources was often limited to the reproduction of information, resulting in a lower level of analytical depth.

The results were also higher in the experimental group for the component related to the identification of cause-and-effect relationships. In the experimental group, the average score reached 4.1 points, whereas in the control group it remained at 3.4 points. This finding indicates that students in the experimental group developed the ability to identify relationships between historical events and systematically analyze their causes and consequences. In the control group, cause-and-effect analysis was often carried out according to teacher-provided models, which limited students' independent reasoning.

The results related to historical interpretation also demonstrated higher indicators in the experimental group. The average score reached 4.0 points, while the control group recorded 3.1 points. This difference suggests that students in the experimental group developed the ability to interpret historical phenomena from multiple perspectives. These results are associated with the systematic use of debates, discussions, and tasks aimed at the multi-perspective analysis of historical issues.

Similarly, the component related to argumentation and justification of one's viewpoint showed higher indicators in the experimental group. The average score reached 4.2 points, compared to 3.3 points in the control group. These findings indicate that students in the experimental group developed the ability to substantiate their opinions using historical facts and logical reasoning.

Overall, the results presented in Table 2 and Figure 1 demonstrate consistent progress among students in the experimental group across all components of historical competence. These findings confirm that the use of a competency-based approach in history education contributes to the development of historical thinking, enhances students' ability to critically analyze historical information, and increases learning motivation.

**Discussion.** The discussion of the research results provides an opportunity to substantiate the pedagogical effectiveness of implementing a competency-based approach in the methodology of teaching history from both theoretical and practical perspectives. The experimental data demonstrated consistent and systematic improvement across all structural components of historical competence in the experimental group. These findings confirm that the competency-based approach changes the nature and structure of students' learning activities and enhances their cognitive engagement.

The obtained results are consistent with the theoretical principles of the competency-based approach widely discussed in pedagogical science. According to the literature, competence is not limited to the acquisition of knowledge but also involves the ability to analyze, evaluate, and apply knowledge in practical contexts (Zimnyaya, 2004; Khutorskoy, 2002). Moreover, recent studies emphasize that competency-oriented instruction is a key condition for developing historical thinking skills (Potkonjak and Simić, 2022; Yilmaz and Altinkurt, 2022). The significant improvement observed in the experimental group in terms of historical source analysis, interpretation, and argumentation confirms the practical validity of these theoretical assumptions.

The results obtained in relation to working with historical sources correspond to the concept of historical thinking proposed by Seixas and Morton. According to this concept, one of the core elements of historical learning is the ability to critically analyze and interpret historical sources. The higher level of these skills observed in the experimental group confirms the effectiveness of systematically integrating source-based learning tasks into history instruction. This conclusion is also supported by recent studies that highlight work with historical sources as an important pedagogical tool for deepening students' historical understanding (Monte-Sano and Budano, 2023).

The improvement in the indicators related to cause-and-effect analysis and historical interpretation can be explained by the extensive use of problem-based learning and research-oriented tasks in the experimental group. These results align with studies demonstrating that competency-based learning environments contribute to the development of students' analytical and research skills (Nieveen and van der Hoeven, 2023). The ability to interpret historical phenomena from multiple perspectives plays an important role in fostering critical thinking and developing students' historical consciousness.

The differences observed in the component related to argumentation and justification of viewpoints also reveal the communicative and civic potential of history education. Active participation of students in historical discussions and their ability to substantiate their positions using evidence demonstrate the potential of the competency-based approach for developing communicative and social competencies. These results correspond with contemporary studies in history education, which emphasize that debate and argumentation are essential tools for the development of historical thinking (Epstein and Peck, 2017).

In addition, qualitative changes observed during the research deserve particular attention. Students in the experimental group demonstrated greater engagement in analyzing historical materials, comparing different perspectives, and justifying their own viewpoints. These observations indicate an increase in students' learning motivation and their active involvement in the educational process. In contrast, such changes were less evident in the control group, where students largely remained within the framework of reproductive learning tasks. This confirms that traditional teaching methods have limited potential for stimulating students' cognitive activity.

Overall, the results of the study demonstrate that the competency-based approach in the methodology of teaching history is pedagogically justified and effective. The experimental data confirm that this approach contributes to the development of students' historical thinking, critical analysis skills, communicative abilities, and learning motivation. These findings highlight the scientific and methodological significance of expanding the implementation of competency-based approaches in history education and provide a foundation for further improvement of teaching practices in this field.

**Conclusion.** The conducted research made it possible to substantiate the pedagogical effectiveness of implementing a competency-based approach in the methodology of teaching history from both theoretical and practical perspectives. The results of the pedagogical experiment demonstrated that the application of competency-oriented methodological approaches in history education contributes positively to the development of students' historical competence, enhances their cognitive engagement, and promotes the development of historical thinking skills.

A comparative analysis of the results obtained from the experimental and control groups revealed a stable positive dynamic in the experimental group across the key components of historical competence, including the analysis of historical sources, identification of cause-and-effect relationships, historical interpretation, and the ability to justify one's viewpoint. These findings indicate that the competency-based approach is more effective than traditional teaching methods in actively involving students in the learning process and facilitating the meaningful acquisition of historical knowledge.

The results obtained in the study also indicate that competency-based instruction not only improves students' ability to apply subject knowledge in practical contexts but also contributes to the development of critical thinking, communicative skills, and learning motivation. In addition, this approach promotes the formation of students' historical consciousness and the development of their civic attitudes.

The scientific novelty of the study lies in the empirical substantiation of the effectiveness of implementing a competency-based approach in the methodology of teaching history through the results of a pedagogical experiment. The findings are supported by specific empirical data concerning the key structural components of historical competence. The obtained results have practical significance for improving the methodological training of history teachers, applying competency-

oriented tasks in lesson planning, and enhancing assessment tools used in history education.

Overall, the results of the study highlight the scientific and methodological importance of systematically integrating a competency-based approach into the practice of teaching history. Future research may focus on the integration of competency-based instruction with digital educational resources, the specific features of teaching history in multilingual educational environments, and the development of teachers' professional competencies in the context of modern educational transformations.

### References

Alexashkina L.N. (2023) Praktika realizatsii kompetentnostnogo podkhoda na urokh istorii v usloviyakh FGOS [Practice of implementing the competency-based approach in history lessons in the context of federal educational standards]. *Istoriya i Obshchestvoznaniye dlya Shkolnikov*, 27. — P. 4–15. (in Russian).

Borisov N.S., and Levandovsky A.A. (2022) Metodika formirovaniya predmetnykh kompetentsiy na urokh istorii Rossii [Methods for developing subject competencies in Russian history lessons]. *Prepodavanie Istorii v Shkole*, 5. — P. 23–31. (in Russian).

Bruner J. (1996) *The culture of education*. Harvard University Press. (in Eng.)

Epstein T., and Peck C. (2017) *Teaching and learning difficult histories in international contexts: A critical sociocultural approach*. Routledge. (in Eng.)

Eskergenova A. (2019) Kriterialnoe otsenivanie kak instrument razvitiya uchebnykh dostizheniy uchashchikhsya [Criterion-based assessment as a tool for developing students' learning achievements]. *Vestnik Pedagogiki*, 2. — P. 77–83. (in Russian).

Ibraeva G. (2018) Aktivnyye metody obucheniya v prepodavanii istorii [Active learning methods in teaching history]. *Vestnik KazNPU*, 3. — P. 112–118. (in Russian).

Khutorskoy A.V. (2002) Klyuchevye kompetentsii kak komponent lichnostno-orientirovannoy paradigmy obrazovaniya [Key competencies as a component of the personality-oriented education paradigm]. *Narodnoe Obrazovanie*, 2. — P. 58–64. (in Russian).

Kussainov A.K. (2013) *Kompetentnostnyy podkhod v sisteme sovremennogo obrazovaniya* [Competency-based approach in the modern education system]. Almaty: Kazakh University. (in Russian).

Lee P., and Ashby R. (2000) Progression in historical understanding among students ages 7–14. In P. Stearns, P. Seixas and S. Wineburg (Eds.), *Knowing, teaching and learning history*. — P. 199–222. New York University Press. (in Eng.)

Monte-Sano C., and Budano C. (2023) Developing and enacting pedagogical content knowledge for teaching history: An exploration of two novice teachers' growth over three years. *The Journal of Social Studies Research*, 47(1). — P. 14–29. <https://doi.org/10.1016/j.jssr.2022.09.001> (in Eng.)

Nieveen N., and van der Hoeven M. (2023) Curriculum design for competence-based history education: Theory into practice. *The Curriculum Journal*, 34(2). — P. 180–199. <https://doi.org/10.1002/curj.165> (in Eng.)

OECD (2018) *The future of education and skills: Education 2030*. OECD Publishing. (in Eng.)

Potkonjak V., and Simić M. (2022) Competency-based historical thinking in secondary education: A systematic review. *Teaching and Teacher Education*, 113, 103666. <https://doi.org/10.1016/j.tate.2022.103666> (in Eng.)

Seixas P., and Morton T. (2013) *The big six historical thinking concepts*. Nelson Education. (in Eng.)

Studenikin M.T. (2022) Teoreticheskie osnovy kompetentnostnogo podkhoda v shkolnom istoricheskom obrazovanii [Theoretical foundations of the competency-based approach in school history education]. *Prepodavanie Istorii i Obshchestvoznaniya v Shkole*, 3. — P. 12–21. (in Russian).

VanSledright B. (2011) The challenge of rethinking history education: On practices, theories and policy. Routledge. (in Eng.)

Wineburg S. (2001) Historical thinking and other unnatural acts: Charting the future of teaching the past. Temple University Press. (in Eng.)

Yilmaz K., and Altinkurt Y. (2022) History teachers' competency perceptions in the context of 21st-century skills. International Journal of Educational Research, 114, 101998. <https://doi.org/10.1016/j.ijer.2022.101998> (in Eng.)

Zimnyaya I.A. (2004) Klyuchevye kompetentsii kak rezultativno-tselevaya osnova kompetentnostnogo podkhoda v obrazovanii [Key competencies as the result-oriented basis of competency-based education]. Vysshee Obrazovanie Segodnya, 5. — P. 14–19. (in Russian).

## **Publication Ethics and Publication Malpractice in the journals of the Central Asian Academic Research Center LLP**

For information on Ethics in publishing and Ethical guidelines for journal publication see <http://www.elsevier.com/publishingethics> and <http://www.elsevier.com/journal-authors/ethics>.

Submission of an article to the journals of the Central Asian Academic Research Center LLP implies that the described work has not been published previously (except in the form of an abstract or as part of a published lecture or academic thesis or as an electronic preprint, see <http://www.elsevier.com/postingpolicy>), that it is not under consideration for publication elsewhere, that its publication is approved by all authors and tacitly or explicitly by the responsible authorities where the work was carried out, and that, if accepted, it will not be published elsewhere in the same form, in English or in any other language, including electronically without the written consent of the copyright-holder. In particular, translations into English of papers already published in another language are not accepted.

No other forms of scientific misconduct are allowed, such as plagiarism, falsification, fraudulent data, incorrect interpretation of other works, incorrect citations, etc. The Central Asian Academic Research Center LLP follows the Code of Conduct of the Committee on Publication Ethics (COPE), and follows the COPE Flowcharts for Resolving Cases of Suspected Misconduct ([http://publicationethics.org/files/u2/New\\_Code.pdf](http://publicationethics.org/files/u2/New_Code.pdf)). To verify originality, your article may be checked by the Cross Check originality detection service <http://www.elsevier.com/editors/plagdetect>.

The authors are obliged to participate in peer review process and be ready to provide corrections, clarifications, retractions and apologies when needed. All authors of a paper should have significantly contributed to the research.

The reviewers should provide objective judgments and should point out relevant published works which are not yet cited. Reviewed articles should be treated confidentially. The reviewers will be chosen in such a way that there is no conflict of interests with respect to the research, the authors and/ or the research funders.

The editors have complete responsibility and authority to reject or accept a paper, and they will only accept a paper when reasonably certain. They will preserve anonymity of reviewers and promote publication of corrections, clarifications, retractions and apologies when needed. The acceptance of a paper automatically implies the copyright transfer to the Central Asian Academic Research Center LLP.

The Editorial Board of the Central Asian Academic Research Center LLP will monitor and safeguard publishing ethics.

Requirements for articles design for publication in the journal are available on the websites:

**[www: nauka-nanrk.kz](http://www.nauka-nanrk.kz)**

**ISSN 2518–1467 (Online),**

**ISSN 1991–3494 (Print)**

**<http://www.bulletin-science.kz/index.php/en>**

Managing Editor: A.Shormakova

Editors: D.S. Alenov, M.Konyrbekov

Computer layout: G.D. Zhadyranova

Подписано в печать 27.04.2026.

46,0 п.л.

Заказ 2.