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SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS FOR USING MATERIALS OF THE KAZAKH NATIONAL PRESS OF THE EARLY 20TH CENTURY IN TEACHING THE HISTORY OF TURKEY

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Abstract. The article examines the scientific and pedagogical relevance of using materials from the Kazakh national press of the early twentieth century in teaching the history of Turkey. In contemporary historical education, one of the key objectives is the development of students' historical thinking and the formation of skills in analyzing historical sources. In this context, the purpose of the study is to determine the scientific and methodological foundations for using materials of the Kazakh national press as historical sources in the process of teaching the history of Turkey. The research employs a combination of methods, including analysis of scientific literature, the historical-comparative method, content analysis, and a pedagogical experiment. The pedagogical experiment was conducted at Khoja Akhmet Yassawi International Kazakh-Turkish University and M. Auezov South Kazakhstan University, involving first-year students. The results of the study demonstrate that the use of materials from the Kazakh national press in the educational process contributes to the development of students' historical thinking, enhances their ability to analyze and interpret historical sources, and improves their understanding of cause-and-effect relationships in historical processes. In addition,

an increase in students' interest in the subject and their learning motivation was observed. Within the framework of the study, a pedagogical model for the use of historical sources was proposed, and its effectiveness was confirmed through the results of the pedagogical experiment. The findings can be applied in the development of source-based learning tasks and contribute to improving the methodology of teaching the history of Turkey in higher education institutions. The results demonstrate a statistically significant improvement in students' academic performance and analytical skills.

Keywords: Kazakh national press, historical sources, history of Turkey, historical education, historical thinking, pedagogical experiment

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XX ҒАСЫРДЫҢ БАСЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ БАСПАСӨЗІ МАТЕРИАЛДАРЫН ТҮРКИЯ ТАРИХЫН ОҚЫТУДА ПАЙДАЛАНУДЫҢ ҒЫЛЫМИ-ӘДІСТЕМЕЛІК НЕГІЗДЕРІ

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Аннотация. XX ғасырдың басындағы қазақ ұлттық баспасөзі қоғамдық-саяси үдерістерді ғана емес, сол кезеңдегі түркі әлеміндегі тарихи өзгерістерді де кеңінен қамтыған маңызды дереккөздердің бірі болып саналады. Осыған байланысты мақалада қазақ баспасөзінде жарияланған материалдарды Түркия тарихын оқытуда қолданудың мүмкіндіктері қарастырылады. Зерттеудің негізгі мақсаты – ұлттық баспасөз материалдарын тарихи дерек ретінде оқу үдерісіне енгізудің әдістемелік жолдарын айқындау және олардың студенттердің тарихи

ойлау дағдыларына ықпалын бағалау. Зерттеу барысында тақырыпқа қатысты ғылыми еңбектерге талдау жасалып, тарихи-салыстырмалы және контент-талдау әдістері қолданылды. Ұсынылған әдістемелік тәсілдің тиімділігін анықтау мақсатында Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті мен М. Әуезов атындағы Оңтүстік Қазақстан университетінің бірінші курс студенттері арасында педагогикалық эксперимент жүргізілді. Оқу тапсырмаларында мерзімді баспасөз материалдарын талдау, тарихи оқиғалардың себеп-салдарлық байланыстарын анықтау, әртүрлі көзқарастарды салыстыру және тарихи ақпаратты түсіндіру сияқты жұмыстарға басымдық берілді. Эксперимент нәтижелері ұлттық баспасөз деректерімен жүйелі жұмыс жүргізген студенттердің тарихи мәтінді талдау, ақпаратты салыстыру және оқиғаларға негізделген қорытынды жасау дағдыларының жақсарғанын көрсетті. Сонымен бірге олардың Түркия тарихына қызығушылығы мен сабақтағы белсенділігі де артқан. Эксперименттік және бақылау топтарының нәтижелерін салыстыру студенттердің академиялық көрсеткіштері мен аналитикалық дағдыларындағы өзгерістердің статистикалық тұрғыдан мәнді болғанын көрсетті. Зерттеу негізінде тарихи баспасөз материалдарын оқу үдерісіне кезең-кезеңімен енгізуге бағытталған педагогикалық модель ұсынылды. Бұл модельді Түркия тарихы бойынша практикалық сабақтарды, дерекпен жұмыс істеуге арналған тапсырмаларды және студенттердің өзіндік жұмыстарын әзірлеу барысында пайдалануға болады. Алынған нәтижелер жоғары оқу орындарында тарихты оқыту әдістемесін жетілдіруге және студенттердің тарихи деректермен өз бетінше жұмыс істеу мәдениетін қалыптастыруға мүмкіндік береді.

Түйін сөздер: қазақ ұлттық баспасөзі, тарихи дереккөздер, Түркия тарихы, тарихи білім беру, тарихи ойлау, педагогикалық эксперимент

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НАУЧНО-МЕТОДИЧЕСКИЕ ОСНОВЫ ИСПОЛЬЗОВАНИЯ МАТЕРИАЛОВ КАЗАХСКОЙ НАЦИОНАЛЬНОЙ ПРЕССЫ НАЧАЛА XX ВЕКА В ПРЕПОДАВАНИИ ИСТОРИИ ТУРЦИИ

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Аннотация. В статье рассматриваются возможности использования материалов казахской национальной прессы начала XX века при изучении истории Турции в высшей школе. Обращение к периодической печати как к историческому источнику позволяет расширить содержание учебного материала и одновременно организовать работу студентов с текстами, отражающими восприятие политических и общественных процессов своего времени. Цель исследования заключалась в определении методических подходов к включению материалов казахской национальной прессы в преподавание истории Турции и оценке их влияния на формирование навыков исторического анализа. В работе использованы анализ научной литературы, историко-сравнительный метод, контент-анализ, а также педагогический эксперимент. Экспериментальная работа проводилась среди студентов первого курса Международного казахско-турецкого университета имени Ходжи Ахмеда Ясави и Южно-Казахстанского университета имени М. Ауэзова. В процессе обучения студентам предлагались задания, предусматривающие анализ публикаций периодической печати, сопоставление различных интерпретаций исторических событий, выявление причинно-следственных связей и формулирование собственных выводов на основе источников. Сопоставление результатов показало, что систематическая работа с материалами национальной прессы способствует более осмысленному восприятию исторической информации и развитию навыков работы с источниками. У студентов отмечено улучшение способности анализировать и интерпретировать исторические данные, устанавливать взаимосвязи между событиями и аргументировать выводы. Одновременно наблюдалось повышение интереса к истории Турции и активности в учебном процессе. По итогам исследования предложена педагогическая модель включения исторических источников в структуру учебных занятий. Ее применение может быть полезно при разработке практических заданий, самостоятельной работы студентов и учебно-методических материалов по истории Турции. Полученные результаты также могут использоваться при совершенствовании подходов к развитию исследовательских и аналитических навыков студентов исторических специальностей.

Ключевые слова: казахская национальная пресса, исторические источники, история Турции, историческое образование, историческое мышление, педагогический эксперимент

Introduction. Historical sources occupy an increasingly important place in contemporary approaches to history teaching. Their value lies not only in providing

information about the past, but also in encouraging students to examine how historical knowledge is produced, interpreted, and debated. For this reason, current approaches to historical education place particular emphasis on the development of historical thinking, source criticism, and the ability to explain events through evidence and causal reasoning.

This understanding of history education has been developed in a substantial body of scholarly literature. Lee (2011), for example, argues that students should learn to distinguish between the past itself and the ways in which the past is reconstructed through historical accounts. From this perspective, history education requires more than the memorization of dates and events; it involves an understanding of how historians work with evidence and construct explanations. Wineburg (2001) makes a similar point, showing that the ability to read historical documents critically develops through deliberate practice rather than emerging automatically. His work demonstrates that students need structured opportunities to compare sources, question authorship, and consider the context in which evidence was produced.

Historical understanding therefore involves several interrelated forms of intellectual activity. Mansilla and Gardner (2007) describe it as a multidimensional process that combines subject knowledge, interpretation, and the use of evidence. Later studies also indicate that direct engagement with historical materials can help learners move beyond simplified narratives and gain a more nuanced understanding of historical processes (Kitson et al., 2021).

One of the approaches that has received particular attention in recent years is inquiry-based history teaching. Rather than presenting historical conclusions as fixed knowledge, this approach encourages students to investigate questions, evaluate evidence, and develop reasoned interpretations. Voet and De Wever (2019) found that inquiry-oriented teaching can strengthen students' ability to work with historical sources and build evidence-based arguments. Reisman (2020) likewise stresses the importance of carefully structured source work in developing disciplinary forms of historical reasoning. This issue has become even more significant in the digital environment, where students encounter large amounts of information of varying reliability. Wineburg, Breakstone, and Smith (2022) therefore draw attention to source evaluation as an essential element of both historical literacy and informed participation in contemporary information environments.

The concept of historical thinking has been further elaborated by Seixas and Morton (2013), who identify such elements as the use of evidence, historical significance, continuity and change, cause and consequence, and historical perspectives. These competencies are especially important when students work with primary sources because such materials rarely provide a single, straightforward interpretation of the past. VanSledright (2011) similarly maintains that source-based learning creates opportunities for students to develop their own historically grounded interpretations instead of relying exclusively on textbook narratives.

Taken together, these approaches suggest that the educational use of primary sources can significantly enrich the teaching of history. Source-based work requires

students to examine context, compare viewpoints, identify contradictions, and justify their conclusions. In this sense, it contributes not only to the acquisition of historical knowledge but also to the development of analytical and research skills (Seixas, 2017).

The materials of the Kazakh national press of the early twentieth century are particularly valuable in this regard. The emergence of a national press was closely associated with the growth of public discussion, political awareness, and reformist thought within Kazakh society. Newspapers and journals became an important medium through which representatives of the Kazakh intelligentsia discussed education, political reform, national identity, social development, and relations with the wider Turkic and Muslim world. Koygeldiev (1995) associates the press with the socio-political activity of the Kazakh intelligentsia, while Nurpeisov (1995) emphasizes its role in the circulation of ideas connected with the Alash movement. Suleimenov (2002) also points to the contribution of periodical publications to the formation of public opinion.

Among these publications, the newspaper *Kazakh*, issued in Orenburg between 1913 and 1918, occupies a particularly important place. It became one of the main intellectual platforms of the Kazakh educated elite and reflected discussions that extended well beyond domestic affairs. Its pages included commentary on international developments, political changes in the Ottoman Empire, and broader cultural and intellectual relations within the Turkic world.

For this reason, materials from the Kazakh national press can be considered not only as historical evidence but also as a meaningful pedagogical resource. They make it possible to examine how events were perceived by contemporaries and how international developments were interpreted within Kazakh intellectual circles. When used in the classroom, such materials provide students with an opportunity to compare contemporary interpretations with later historical accounts, identify the position of the author, and assess the influence of political and cultural context on historical representation.

Their potential is especially relevant to the teaching of Turkish history. The political transformation of the Ottoman Empire, reform movements, constitutional developments, wars, and debates surrounding the future of the Turkic world were followed closely by the Kazakh press. Consequently, these publications offer a perspective that differs from the conventional presentation of Turkish history based mainly on Turkish, European, or Russian historiography. Their inclusion in the educational process can therefore broaden the source base available to students and introduce a comparative dimension into the study of early twentieth-century history.

At the same time, the pedagogical use of these materials has received limited systematic attention. Although international scholarship has extensively examined inquiry-based learning, historical thinking, and source-oriented instruction, much less is known about how materials from the early Kazakh national press can be incorporated into the teaching of Turkish history. The methodological principles

of such work, the types of assignments that can be developed on the basis of press materials, and their influence on students' analytical skills remain insufficiently investigated.

This gap determines the focus of the present study. The research is based on the assumption that Kazakh national press materials can serve as an effective intermediary between historical content and students' independent work with evidence. Rather than using these publications merely as supplementary illustrations, the study considers them as sources around which analytical and inquiry-based learning activities can be organized.

The aim of the study is to identify the scientific and methodological foundations for using materials from the early twentieth-century Kazakh national press in teaching the history of Turkey.

To achieve this aim, the study addresses the following objectives:

- to examine theoretical approaches to the use of historical sources in history education;
- to identify the characteristics of Kazakh national press materials as historical sources;
- to assess their pedagogical potential in the teaching of Turkish history;
- to conduct a pedagogical experiment and evaluate its results.

Literature Review. The use of historical sources in history education is widely recognized as a central direction in contemporary pedagogical research. Since the late twentieth century, increasing scholarly attention has been devoted to the development of students' historical thinking, the acquisition of source analysis skills, and the ability to construct evidence-based historical interpretations.

Within the theory of history education, Lee (2011) argues that history teaching should move beyond the transmission of factual knowledge and instead focus on fostering students' understanding of the nature of historical knowledge and interpretation. This perspective is closely connected to the concept of historical thinking, which has been further elaborated by Seixas (2017) as a set of disciplinary competencies that enable critical engagement with the past.

VanSledright (2011) emphasizes that working with historical sources plays a crucial role in developing students' historical understanding, as it promotes independent inquiry and critical analysis. Similarly, Wineburg (2001) demonstrates that the analysis of historical sources enhances students' ability to evaluate evidence and interpret events from multiple perspectives. Subsequent studies (Wineburg et al., 2013; Wineburg et al., 2022) further highlight the importance of source evaluation and critical literacy, particularly in the context of the contemporary digital information environment.

Recent research increasingly highlights inquiry-based learning as an effective pedagogical approach in history education. Voet and De Wever (2019) show that inquiry-oriented instruction significantly improves students' analytical skills and supports the development of evidence-based reasoning. In a similar vein, Reisman

(2020) argues that structured engagement with historical inquiry fosters disciplinary thinking and contributes to a deeper understanding of historical processes.

Mansilla and Gardner (2007) conceptualize historical knowledge as a multidimensional construct that includes conceptual understanding, evidence analysis, and interpretation. Contemporary studies confirm that engagement with historical sources facilitates the integrated development of cognitive, analytical, and interpretative competencies (Kitson et al., 2021).

Furthermore, Carretero and van Alphen (2020) emphasize the role of historical narratives and sources in shaping students' historical consciousness and identity, highlighting the broader educational implications of source-based learning approaches.

In Kazakhstani historiography, the importance of historical sources is also widely acknowledged. Nurpeisov (1995) underscores their role in shaping historical consciousness, while Suleimenov (2002) and Koygeldiev (1995) highlight the significance of the national press in the development of public opinion and socio-political thought.

Thus, the reviewed literature demonstrates that the use of historical sources constitutes an effective pedagogical tool for developing students' historical thinking, critical analysis, and research skills. At the same time, despite the growing body of international research on source-based learning, the systematic use of materials from the early twentieth-century Kazakh national press in teaching the history of Turkey remains insufficiently explored. This research gap determines the relevance and scientific novelty of the present study.

Materials and Methods. To assess the pedagogical effectiveness of using historical sources in the educational process, a mixed-method research design combining theoretical and empirical approaches was employed.

The source base of the study consisted of materials from the early twentieth-century Kazakh national press, particularly publications from the newspaper *Kazakh* (1913–1918). During this period, the national press played a crucial role in shaping socio-political discourse, national consciousness, and public opinion in Kazakh society (Koygeldiev, 1995; Suleimenov, 2002).

The study employed the following research methods.

First, the method of scientific literature analysis was applied to systematize and critically evaluate scholarly works on history education, historical thinking, and source-based learning. This analysis demonstrated that engagement with historical sources contributes significantly to the development of students' analytical and research skills (VanSledright, 2011; Breakstone et al., 2018).

Second, the historical-comparative method was used to examine representations of Turkey in the Kazakh national press and to compare them with historical developments in the Ottoman Empire. This approach enabled the identification of relationships between historical events and broader socio-political processes.

Third, content analysis was conducted to systematically examine the thematic structure of press materials. This method allowed for the identification of key

narratives, ideological orientations, and representations of Turkey within the Kazakh press discourse.

Fourth, a quasi-experimental design was implemented to evaluate the pedagogical effectiveness of source-based instruction. The study was conducted at Khoja Akhmet Yassawi International Kazakh-Turkish University and M. Auezov South Kazakhstan University. The sample consisted of first-year students majoring in history and humanities (n = 28), divided into an experimental group (n = 14) and a control group (n = 14).

In the experimental group, instruction was organized through a structured system of source-based learning tasks, including document analysis, comparative source evaluation, analytical essay writing, and group presentations. In contrast, the control group followed traditional lecture-based instruction. This design enabled a comparative evaluation of instructional effectiveness.

The study was conducted over one academic semester (2025–2026) and included three stages: diagnostic, formative, and control. At the diagnostic stage, students’ initial knowledge and source analysis skills were assessed using tests and questionnaires. The questionnaire consisted of five items designed to measure students’ attitudes toward historical sources, their level of comprehension of historical texts, and their perceptions of the effectiveness of source-based learning.

During the formative stage, source-based learning tasks were systematically integrated into the experimental group. At the control stage, students’ knowledge levels and analytical skills were reassessed and compared.

To ensure the validity and reliability of the assessment, a set of criteria for evaluating students’ research skills was developed (Table 1).

Table 1 — Criteria for Assessing Research Skills

Criteria	Indicators
Formulation of research questions	Relevance to the topic
Information analysis	Understanding of historical texts
Source comparison	Identification of similarities and differences
Drawing conclusions	Evidence-based reasoning

In addition, a pedagogical model for integrating historical sources into the educational process was developed (Figure 1). This model is aimed at the systematic incorporation of historical sources and the development of students’ research skills.

Historical sources (Kazakh newspaper) → Learning tasks (analysis, comparison, essay writing) → Learning process → Cognitive skills (critical thinking, analysis) → Outcomes (academic achievement, motivation)



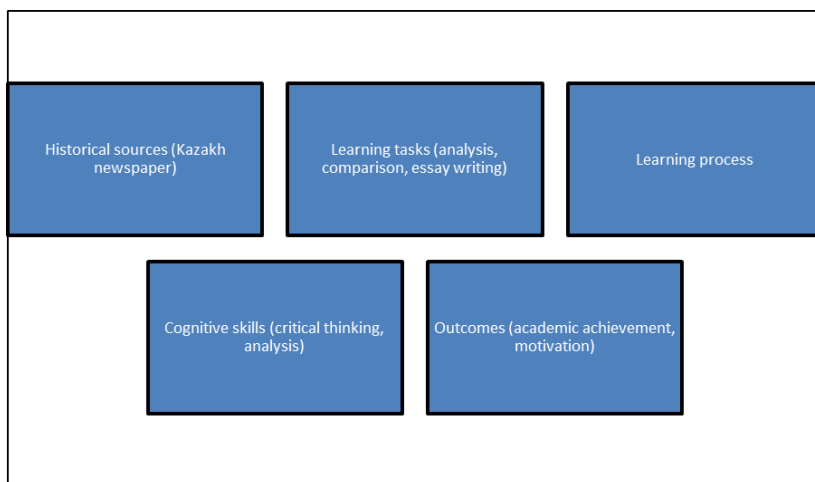


Figure 1 – Pedagogical model for using Kazakh national press materials in teaching the history of Turkey

Note: Developed by the author(s).

Results. The effectiveness of using materials from the early twentieth-century Kazakh national press in teaching the history of Turkey was evaluated through several indicators. The analysis focused on students' level of subject knowledge, changes in academic performance, and their responses to source-based learning activities. Particular attention was given to the extent to which students were able to work with historical evidence, interpret information, and demonstrate progress during the experiment.

The first stage of the analysis examined the baseline level of students' knowledge before the instructional intervention. These initial results provided a reference point for subsequent comparison between the experimental and control groups. The diagnostic findings are presented in Table 2.

Table 2 — Initial Level of Students' Knowledge

Level	Experimental group	Control group
High	14%	12%
Medium	57%	60%
Low	29%	28%

Note: Compiled by the author(s) based on experimental data.

The baseline assessment showed that the experimental and control groups were broadly comparable before the intervention. In the experimental group, 14% of students demonstrated a high level of knowledge, compared with 12% in the control group. The proportion of students at the medium level was 57% and 60%, respectively, while low-level results were recorded for 29% of the experimental group and 28% of the control group.

These figures indicate that the initial differences between the two groups were minimal. This comparability made it possible to evaluate subsequent changes with greater confidence and to relate them to the differences in instructional approach rather than to substantial disparities in students' starting levels.

During the formative stage, students in the experimental group worked systematically with materials from the Kazakh national press. The learning activities included analysis of press publications, comparison of historical evidence, interpretation of events, preparation of analytical essays, and group presentations. The emphasis was placed on independent engagement with sources and on supporting conclusions with evidence. By contrast, instruction in the control group relied mainly on conventional lecture-based teaching and the use of prepared educational material.

After completion of the formative stage, both groups underwent a final assessment using the same general criteria applied at the beginning of the experiment. The purpose was to determine whether the two instructional approaches produced different changes in students' knowledge and analytical performance. The results of the final assessment are presented in Table 3.

Table 3 — Experimental Results

Group	Initial average score	Final score
Experimental group	3.3	4.5
Control group	3.2	3.7

Note: Compiled by the author(s) based on experimental data.

The final assessment revealed a more pronounced improvement in the experimental group. Its average score increased from 3.3 at the diagnostic stage to 4.5 after the intervention, corresponding to a gain of 1.2 points. This change was accompanied by better performance in tasks requiring students to interpret historical material, compare evidence, and formulate conclusions on the basis of historical sources.

The control group also showed improvement, although the change was less substantial. Its mean score increased from 3.2 to 3.7, producing a gain of 0.5 points. Thus, while both groups demonstrated progress over the course of the semester, the improvement observed among students who systematically worked with primary sources was notably greater.

A comparison of the score changes further illustrates this difference. The gain recorded in the experimental group was 2.4 times greater than that observed in the control group (+1.2 versus +0.5 points). Although this pattern supports the effectiveness of the source-based instructional approach, conclusions concerning statistical significance should be based on the corresponding inferential test.

The changes in mean academic scores for the experimental and control groups are presented in Figure 2, allowing the differences between the initial and final assessment results to be seen more clearly.

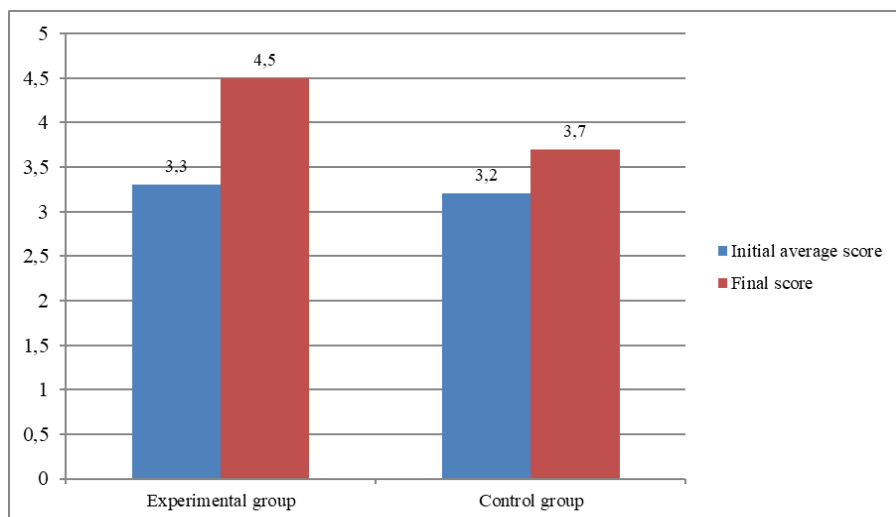


Figure 2 — Comparative diagram of experimental results
Note: Compiled by the author(s) based on experimental data.

As illustrated in Figure 2, the experimental group demonstrated a substantially greater improvement in academic performance than the control group. The difference in score dynamics suggests that systematic engagement with historical sources contributed to stronger learning outcomes. At the same time, the more moderate increase recorded in the control group indicates that conventional instruction also produced some progress, although to a lesser extent.

Academic performance, however, was not the only indicator considered in the study. To obtain a broader view of the students' response to source-based instruction, their attitudes toward working with historical materials were also examined. The questionnaire focused on students' interest in historical sources, their perceived usefulness for understanding historical events, and their willingness to engage with such materials during the learning process. The results are presented in Table 4.

Table 4 — Students' Attitudes toward Working with Historical Sources

Response	Before experiment	After experiment
Interesting	41%	71%
Difficult	36%	20%
Very difficult	23%	9%

Note: Compiled by the author(s) based on experimental data.

The survey data revealed a noticeable change in students' attitudes toward working with historical sources. Before the intervention, 41% of respondents described source-based activities as "interesting." After the completion of the experimental stage, this proportion increased to 71%.

At the same time, fewer students reported difficulties in working with historical

materials. The proportion of respondents who characterized such tasks as “difficult” decreased from 36% to 20%, while the share of those who regarded them as “very difficult” fell from 23% to 9%. These changes indicate that regular engagement with primary sources gradually made this type of learning more accessible to students.

The questionnaire results therefore complement the academic performance data. Students not only achieved higher scores but also became more confident in working with historical evidence and more willing to engage with source-based tasks. Taken together, the findings point to improvements in several areas, including academic performance, historical reasoning, interpretation of evidence, and learning motivation.

The experimental results suggest that materials from the Kazakh national press can function as more than supplementary illustrations in the teaching of Turkish history. When incorporated into structured analytical tasks, they provide students with opportunities to examine historical arguments, compare interpretations, and formulate conclusions on the basis of evidence.

Discussion. The findings provide support for the educational value of source-based instruction in university-level history teaching. The most notable difference between the two groups was observed in the change in mean academic scores. The experimental group improved from 3.3 to 4.5 points, whereas the control group increased from 3.2 to 3.7. The larger gain among students who worked systematically with press materials suggests that direct engagement with historical evidence may offer advantages over instruction based predominantly on lectures and prepared narratives.

This result is consistent with Wineburg’s (2001) argument that historical thinking develops through active engagement with evidence rather than through the accumulation of factual information alone. In the present study, students were required to identify the context of press materials, compare viewpoints, and justify interpretations. These activities appear to have encouraged forms of reasoning that are close to the disciplinary practices described in the literature on historical thinking. The relevance of this approach has become even greater in contemporary information environments, where the ability to evaluate sources critically extends beyond the history classroom (Wineburg et al., 2022).

The findings can also be interpreted through the framework proposed by Mansilla and Gardner (2007). Their understanding of historical knowledge combines conceptual understanding with evidence analysis and interpretation. A similar pattern emerged in the present experiment: students were not assessed solely on their recall of historical information but also on their ability to contextualize documents, compare evidence, and formulate reasoned conclusions. The improvement observed in the experimental group therefore appears to reflect a combination of content learning and analytical development.

The results are also compatible with research on inquiry-based history teaching. Voet and De Wever (2019) show that inquiry-oriented instruction can strengthen students’ analytical abilities when historical questions and evidence are incorporated

into carefully designed learning activities. Reisman (2020) likewise emphasizes that disciplinary thinking develops most effectively when source work is structured rather than introduced as an isolated classroom exercise. The present study supports this point. The experimental group worked with press materials throughout the formative stage, and the assignments gradually moved from basic source identification toward comparison, interpretation, and independent argumentation.

An additional contribution of the study concerns the type of evidence used in the classroom. The selected materials were drawn from the early twentieth-century Kazakh national press and therefore reflected contemporary Kazakh interpretations of developments associated with Turkey and the Ottoman Empire. This created an opportunity to examine Turkish history through a regional intellectual perspective that is rarely represented in standard teaching materials. In this respect, the pedagogical value of the sources was linked not only to their documentary character but also to their capacity to reveal how historical events were perceived outside their immediate geographical setting.

The survey results add another dimension to the interpretation of the experiment. At the beginning of the study, less than half of the students regarded work with historical sources as interesting, and a substantial proportion described such activities as difficult. By the end of the intervention, the proportion expressing interest had risen from 41% to 71%, while perceptions of difficulty had declined. This suggests that familiarity with source-based tasks may influence students' attitudes toward them. What initially appears demanding can become more manageable once students acquire a clearer understanding of how to question, contextualize, and interpret a document.

These changes should nevertheless be interpreted with caution. The study involved only 28 students from two universities, with 14 participants in each group. Such a sample is sufficient for an exploratory pedagogical experiment but does not allow broad generalization to all university students or history programmes. In addition, the intervention covered one academic semester, which limits conclusions about the long-term retention of the observed skills.

Another limitation concerns the assessment of student attitudes. The questionnaire contained only five items and primarily captured students' self-reported perceptions. Future research could therefore combine larger-scale surveys with interviews, classroom observations, and more detailed measures of historical reasoning. A larger sample would also make it possible to apply more robust statistical procedures and examine whether the observed differences vary according to prior academic achievement, programme of study, or experience with source analysis.

Despite these limitations, the study indicates that the systematic use of Kazakh national press materials can enrich the teaching of Turkish history. Their incorporation into analytical and inquiry-oriented tasks appears to support both academic learning and students' engagement with historical evidence. The results therefore provide a basis for further investigation of regional primary sources as instructional resources in university history education.

Nevertheless, the results demonstrate that integrating materials from the early twentieth-century Kazakh national press into the teaching of the history of Turkey significantly enhances the effectiveness of history education.

The scientific novelty of this study lies in the development of a methodological framework for the systematic use of Kazakh national press materials in teaching the history of Turkey. The proposed pedagogical model provides a structured approach to integrating historical sources into the educational process and demonstrates its effectiveness in developing historical thinking, source analysis, and interpretative skills.

Practical Significance. The findings of this study contribute to improving the methodology of teaching the history of Turkey in higher education. The proposed approach can be applied in designing source-based learning tasks aimed at developing students' historical thinking, analytical skills, and research competencies.

Furthermore, the results demonstrate that source-based instruction promotes a deeper understanding of historical processes, enhances students' ability to critically evaluate information, and supports the development of causal reasoning skills.

The proposed pedagogical model can be implemented in university teaching practice, as well as in the development of instructional materials and curricula based on historical sources. Thus, the study provides a methodological foundation for advancing pedagogical practices focused on the systematic use of historical sources in history education.

Conclusion. The conducted study confirms the pedagogical effectiveness of using materials from the early twentieth-century Kazakh national press in teaching the history of Turkey. These materials, as historical sources, contribute to a deeper understanding of historical events and facilitate the development of students' skills in analyzing and comparing historical information.

The results of the pedagogical experiment (Table 3, Figure 2) demonstrate a significant improvement in the level of knowledge and the ability to work with historical sources among students in the experimental group. In addition, survey results revealed an increase in students' interest in analyzing historical texts and a notable enhancement of their learning motivation.

The pedagogical model proposed in this study provides an effective mechanism for the systematic integration of historical sources into the educational process. This model enables the organization of learning activities aimed at developing students' historical thinking, critical analysis, and research skills. The findings indicate that the use of Kazakh national press materials in teaching the history of Turkey enriches the content of historical education and contributes to the improvement of the scientific and methodological foundations of history teaching. Furthermore, source-based learning approaches enhance students' ability to analyze historical phenomena, interpret historical data, and identify causal relationships within historical processes.

Thus, the results of the study highlight the pedagogical potential of effectively using historical sources in higher education and provide a scientific basis for the further development of source-based teaching methodologies.

Considering the limitations of the study, future research should focus on expanding the application of Kazakh national press materials to other areas of history education, as well as on developing new pedagogical approaches aimed at enhancing students' research skills through the use of historical sources.

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