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CONTENTS

PEDAGOGY

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

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

ECONOMICS

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

Zhaukhanova A.K., Muslimkyzy L.

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

Kaliyeva S., Umurzakova B.

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

Kamardinov Y., Moldashbayeva L., Satymbekova K.

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

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

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

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

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

Madysheva M.Zh., Mazbayeva K.O.

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

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

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

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

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

Nizamdinova A., Hao Zhen, Dzhakisheva U.

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

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

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

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

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

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

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

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

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

Tuleeva A., Karabaeva Sh., Yessentayeva A.

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

МАЗМҰНЫ

ПЕДАГОГИКА

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Жаныс А.Б.

Агроинженерлерге математиканы цифрлық вариативті оқыту.....166

Жусупбекова Б.А., Куланбаева Г.К.

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

Кегенбеков Ж.К., Уразақынов Д.К.

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

Кемельбекова Ж.С., Копжасарова Ж.Б.

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

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

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

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

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

Оразалиева Р., Аметхан Ж.

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

Пилтен П., Пилтен Г., Құралбаева А.

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

Сугирбекова А., Наметкулова Ф., Тасболат Е.

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

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

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

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

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

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

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

Айтманбетова Р., Бұхарбаева А.

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

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

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

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

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

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

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

Елтай Б.Б., Азатбек Т.А.

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

Жауханова А.К., Муслимқызы Л.

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

Қалиева С., Умурзакова Б.

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

Камардинов Е., Молдашбаева Л., Сатымбекова К.

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

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

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

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

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

Мадышева М.Ж., Мазбаева К.О.

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

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

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

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

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

Низамдинова А., Хао Чжэнь, Джакишева У.

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

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

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

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

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

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

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

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

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

Тулеева А., Карабаева Ш., Есентаева А.

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

СОДЕРЖАНИЕ

ПЕДАГОГИКА

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

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

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

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

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

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

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

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

Байшуакова А., Алдабергенова М., Жадраева Г.

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

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

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

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

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

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

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

Ермекбаева А., Сулейменова К., Шормакова А.

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

Жаныс А.

Цифровое вариативное обучение математике агроинженеров.....166

Жусупбекова Б.А., Куланбаева Г.К.

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

Кегенбеков Ж.К., Уразакынов Д.К.

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

Кемельбекова Ж.С., Копжасарова Ж.Б.

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

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

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

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

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

Оразалиева Р., Аметхан Ж.

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

Пилтен П., Пилтен Г., Куралбаева А.

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

Сугирбекова А., Наметкулова Ф., Тасболат Е.

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

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

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

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

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

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

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

Айтманбетова Р., Бухарбаева А.

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

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

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

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

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

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

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

Елтай Б.Б., Азатбек Т.А.

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

Жауханова А.К., Муслимкызы Л.

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

Калиева С., Умурзакова Б.

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

Камардинов Е., Молдашбаева Л., Сатымбекова К.

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

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

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

Кожакметова К., Рахматуллаева Д.Ж., Рузиев К.

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

Мадышева М.Ж., Мазбаева К.О.

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

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

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

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

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

Низамдинова А., Хао Чжэнь, Джакишева У.

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

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

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

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

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

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

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

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

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

Тулеева А., Карабаева Ш., Есентаева А.

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

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E-mail: dinara0706@bk.ru**METHODOLOGICAL FOUNDATIONS FOR THE USE OF REGIONAL ORAL HISTORY MATERIALS IN SCHOOL PRACTICE WHEN TEACHING THE TOPIC OF WOMEN ON THE HOME FRONT****Akhmetova Dinara** — Doctoral student, Alikhan Bokeikhan University, Semey, Kazakhstan,E-mail: dinara0706@bk.ru, <https://orcid.org/0009-0002-5213-1224>;**Oryngaliyeva Sholpan** — PhD, Head of the Department of Preschool and Primary Education Pedagogy, Alikhan Bokeikhan University, Semey, Kazakhstan,E-mail: sh.oryngaliyeva@gmail.com, <https://orcid.org/0000-0002-2257-0587>;**Kundakova Altynbibi** — Candidate of Pedagogical Sciences, Department of Pedagogy and Psychology, Alikhan Bokeikhan University, Semey, Kazakhstan,E-mail: Kundakovaaltyn@mail.ru, <https://orcid.org/0009-0009-8289-627X>.

Abstract. The article analyzes the scientific and methodological foundations of using regional oral history materials in teaching the topic of women in the home front in the context of modernizing the content of historical education at school. The main problem is the need to enrich students' historical consciousness not only with factual knowledge, but also with factual and personal content based on human destiny. The requirements for multi-source teaching, the development of research skills, and the anthropological interpretation of historical reality specified in modern regulatory documents increase the relevance of the problem. Regional oral history data are an important resource that allows us to truly recognize the social, emotional, and everyday aspects of women's labor in the home front. The study used data collection, structuring, comparative analysis, empirical observation, as well as international methods for assessing historical memory and historical thinking (Korotaev–Danilov test; Wineburg-Seixas model). Comparing the results of the experimental and control groups made it possible to assess changes in students' ability to remember facts, identify cause-and-effect relationships, and make historical interpretations. The main hypothesis of the study is that the systematic use of regional oral history materials is more effective than traditional methods in shaping students' historical thinking. The experimental

results confirmed the prediction: students' historical memory indicators increased by 60–68%, and there was a qualitative change in the skills of data analysis, interpretation, and understanding of historical sequence. The results of the study are suitable for widespread use in school practice. Students will learn to work with evidence based on eyewitness accounts, memories, and material data, to conduct interviews, and to conduct microhistorical analysis. The proposed methodological model increases the educational potential of teaching history and allows for the natural introduction of values such as patriotism, respect for labor, and the continuity of generations into the content of the curriculum.

Keywords: regional history, oral history, school, school practice, women in the rear, teaching, teaching methodology, student, labor in the rear

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ТЫЛДАҒЫ ӘЙЕЛДЕР ТАҚЫРЫБЫН ОҚЫТУДА ӨҢІРЛІК АУЫЗША ТАРИХ МАТЕРИАЛДАРЫН МЕКТЕП ПРАКТИКАСЫНДА ҚОЛДАНУДЫҢ ӘДІСТЕМЕЛІК НЕГІЗДЕРІ

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Аннотация. Мақалада мектептегі тарихи білім мазмұнын жаңғырту жағдайында өңірлік ауызша тарих материалдарын тылдағы әйелдер тақырыбын оқытуда қолданудың ғылыми-әдістемелік негіздері талданады. Басты проблема - оқушылардың тарихи санасын тек фактологиялық біліммен емес, адам тағдырына негізделген деректік және тұлғалық мазмұнмен байыту қажеттілігі. Қазіргі нормативтік құжаттарда көрсетілген көпдереккөзді оқыту, зерттеушілік дағдыларды дамыту және тарихи шындықты антропологиялық тұрғыдан түсіндіру талаптары мәселенің өзектілігін күшейтеді. Өңірлік

ауызша тарих деректері - тылдағы әйелдер еңбегінің әлеуметтік, эмоциялық және тұрмыстық қырларын шынайы түрде тануға мүмкіндік беретін маңызды ресурс. Зерттеуде деректемелік материалдарды жинау, құрылымдау, салыстырмалы талдау, эмпирикалық бақылау, сондай-ақ тарихи жады мен тарихи ойлауды бағалаудың халықаралық әдістемелері (Коротаев–Данилов тесті; Wineburg-Seixas моделі) қолданылды. Эксперименттік және бақылау топтарының нәтижелерін салыстыру оқушылардың фактілерді есте сақтауы, себеп–салдарлық байланыстарды анықтауы және тарихи интерпретация жасау қабілеттерінің өзгерісін бағалауға мүмкіндік берді. Зерттеудің негізгі гипотезасы – өңірлік ауызша тарих материалдарын жүйелі қолдану оқушылардың тарихи ойлауын қалыптастыруда дәстүрлі әдістерге қарағанда неғұрлым тиімді нәтиже береді. Эксперимент қорытындылары болжамды растады: оқушылардың тарихи жадысының көрсеткіштері 60–68%-ға дейін өсіп, деректерді талдау, интерпретация және тарихи реттілікті түсіну дағдыларында сапалы өзгеріс байқалды. Зерттеу нәтижелері мектеп тәжірибесінде кеңінен қолдануға қолайлы. Оқушылар куәгерлердің әңгімелері, естеліктер, заттық деректер негізінде дерекпен жұмыс істеуді, сұхбат құрастыруды, микроисториялық талдау жасауды меңгереді. Ұсынылған әдістемелік модель тарихты оқытудың тәрбиелік әлеуетін арттырып, патриотизм, еңбекті құрметтеу және ұрпақтар сабақтастығы сияқты құндылықтарды оқыту мазмұнына табиғи түрде енгізуге мүмкіндік береді.

Түйін сөздер: өңірлік тарих, ауызша тарих, мектеп, мектеп практикасы, тылдағы әйелдер, оқыту, оқыту әдістемесі, оқушы, тылдағы еңбек

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МЕТОДИЧЕСКИЕ ОСНОВЫ ИСПОЛЬЗОВАНИЯ МАТЕРИАЛОВ РЕГИОНАЛЬНОЙ УСТНОЙ ИСТОРИИ В ШКОЛЬНОЙ ПРАКТИКЕ ПРИ ИЗУЧЕНИИ ТЕМЫ ЖЕНЩИН ТЫЛА

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Аннотация. В статье рассматриваются научно-методические основы использования региональных материалов устной истории при изучении темы

женщин тыла в условиях обновления содержания школьного исторического образования. Актуальность исследования обусловлена необходимостью обогащения исторического сознания учащихся не только фактологическими сведениями, но и источниками, личностно ориентированными материалами, основанными на человеческих судьбах. Требования нормативных документов к внедрению многоисточникового подхода, развитию исследовательских навыков и антропологическому осмыслению исторической реальности усиливают значимость данной проблемы. Региональные устноисторические свидетельства рассматриваются как важный ресурс, позволяющий раскрыть социальные, эмоциональные и бытовые аспекты труда женщин в тылу. В исследовании использовались методы сбора, структурирования и сравнительного анализа источников, эмпирического наблюдения, а также международные подходы к оценке исторической памяти и исторического мышления, включая тест Коротаева–Данилова и модель Wineburg–Seixas. Сравнение результатов экспериментальной и контрольной групп позволило оценить изменения в способности учащихся запоминать факты, выявлять причинно-следственные связи и осуществлять историческую интерпретацию. Основная гипотеза исследования заключалась в том, что систематическое использование региональных устноисторических материалов эффективнее способствует формированию исторического мышления школьников по сравнению с традиционными методами обучения. Итоги эксперимента подтвердили данное предположение: показатели исторической памяти учащихся возросли до 60–68 %, а также отмечены качественные улучшения в умении анализировать данные, интерпретировать исторические явления и понимать хронологическую последовательность. Результаты исследования обладают практической значимостью для школьного исторического образования. Учащиеся овладевают навыками работы с источниками на основе рассказов свидетелей, воспоминаний и предметных материалов, учатся проводить интервью и выполнять микроисторический анализ. Предлагаемая методическая модель усиливает воспитательный потенциал исторического образования, способствуя формированию патриотизма, уважения к труду и преемственности поколений.

Ключевые слова: региональная история, устная история, школьная практика, женщины тыла, методика преподавания истории, историческое мышление, учащиеся, труд в тылу

Introduction. One of the main tasks of the education system at the present stage is to form the historical consciousness of the younger generation, preserve the integrity of national memory, and combine historical and cultural values with modern educational content. In his speech at the IV National Congress, Head of State K.K. Tokayev identified in-depth study of national history, updating historical knowledge taking into account regional specifics, and forming a “truth-based historical perspective” for the younger generation as one of the ideological

priorities of the state (Tokayev, 2025). As the President noted, the historical heritage of each region has its own uniqueness, and recognition of its uniqueness is the basis for the strong formation of a sense of patriotism.

The strategic directions are also specified in the Concept of the Cultural Policy of the Republic of Kazakhstan for 2023-2029, which identifies the revival of historical and cultural heritage, support for oral history projects, and linking the historical memory of local communities with the educational process as one of the priority areas (Government of Kazakhstan, 2023). At the same time, official documents on improving the content of education also oblige to introduce a multi-source approach to the subject of history at school. In particular, the methodological instruction “On the features of organizing the educational process in general education schools in the 2025–2026 academic year” clearly states the need to develop students' research activity, work with local historical materials, and use oral history methods (Altynsarin National Academy of Sciences, 2025).

Literary review. And the State General Compulsory Standard of Secondary Education (Ministry of Education, 2022) requires strengthening the value-based, evidence-based and practice-oriented nature of history teaching. The standard sets the task of forming students' historical thinking skills, a culture of working with sources, as well as an anthropological approach to historical events through the role of individuals. A scientific and pedagogical basis that requires the targeted use of regional oral history materials in school practice.

Oral history is a unique source of information that reveals historical reality through the memories, stories, and experiences of direct witnesses. The importance of oral data in domestic historiography, especially in explaining socio-historical changes in the 20th century, has been systematically analyzed in several works. “The History of Kazakhstan from Ancient Times to Today” (Daur, 1994) and the multi-volume work published under the editorship of M.K. Kozybayev emphasize the importance of local data, family memories, and oral testimonies in studying the history of everyday life of the people during the war years and in the rear (Kozybayev, 2010). The work “The History of Kazakhstan: Practicum” prepared by T. Omarbekov and colleagues also offers effective methods for using oral data in practical lessons (Omarbekov et al., 2016).

Among the scientific works related to the methodology of teaching history at school, the research of B.K. Abdulova clearly substantiates the role of regional historical materials in improving the quality of teaching and enhancing the cognitive activity of students. The author notes that the systematic introduction of oral history materials by school teachers in the educational process not only expands students' historical understanding, but also develops their ability to perceive historical events (Abdulova, 2010).

Based on methodological and normative foundations, the use of regional oral history materials in teaching the topic of women in the rear allows us to present historical reality “through human fate”. Memories of the hard work of women in the rear, their social role, and life during the war are valuable data that

combine history with real-life experience and increase students' emotional and value understanding. The method helps students perceive historical events not as a simple series of facts, but in a human, social, and gender context.

In addition, the oral history method is a practical tool for developing students' research skills - interviewing, data analysis, comparison, interpretation skills. It fully complies with current educational standards and government policy directions. That is, teaching the topic of women in the home front through regional oral history materials expands the scientific and methodological principles of teaching history and opens up new pedagogical opportunities in school practice.

Regional oral history materials allow us to reveal the multifaceted fate of women in the home front. The work of women during the war years is not limited to indicators in production or agriculture; their psychological resilience, fulfillment of family responsibilities, and overcoming difficulties in everyday life are important lessons for today's younger generation. Such data create the conditions for restoring the reality of everyday life that is not reflected in official statistics. Therefore, teaching the role of women in the home front through regional memoir materials is an effective way to present history in a humanistic direction. It allows students to view historical events not only as a political and social phenomenon at the macro level, but also as a socio-anthropological phenomenon that reflects the fate of an individual.

At the same time, the introduction of oral history into the classroom is consistent with the modern requirements for organizing the educational process. As indicated in the new standards, the formation of students' communicative, research and socio-emotional skills is one of the main outcomes of the history subject (Ministry of Education, 2022). Working with oral data, a student masters the culture of interviewing, uses critical thinking in interpreting data, and develops empathetic perception skills when listening to eyewitness stories. The approach is consistent with the principles of person-centered learning and combines the teaching of the topic of women in the rear with the formation of students' value orientations, not limiting it to the mastery of chronological facts. The use of regional oral history materials not only deepens the content of the history subject, but also increases its educational potential.

Materials and methods. The methodological basis of the research work was formed by a harmonious unity of empirical and theoretical approaches aimed at a comprehensive description of the process of acquiring historical knowledge. The analysis was aimed at assessing the students' ability to perceive historical information, reproduce it, and explain the connections between historical phenomena using multifaceted indicators. For this purpose, the materials and methods of the study consisted of a set of functional tools that allow for an accurate measurement of the cognitive load of students.

The use of regional oral history materials in teaching history allows students to deeply understand the history of their native region, to experience historical memory on a personal level, and to emotionally and cognitively perceive the topic

of women in the rear. Systematization of types of oral history materials creates conditions for their purposeful and effective introduction into school practice. The main types of use of regional oral history materials are shown below (Figure -1)

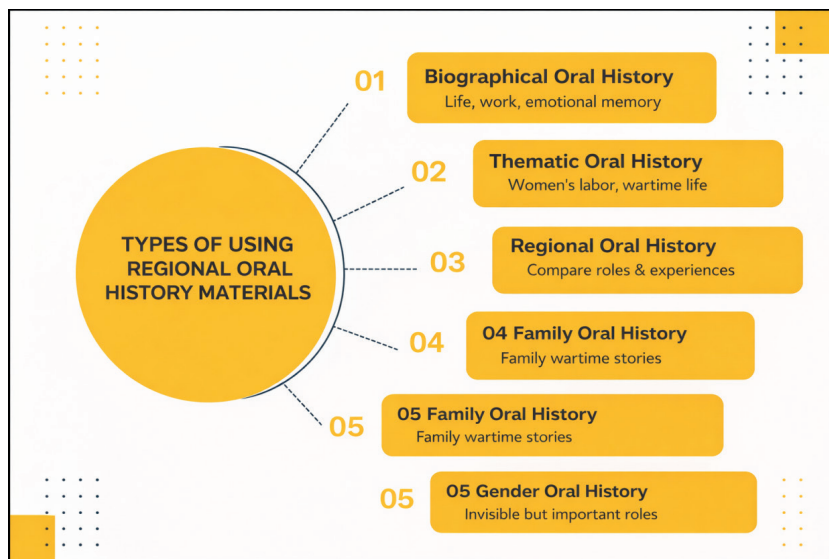


Figure 1 — Types of use of regional oral history materials

The research base was selected as the general education school No. 3 in Semey city, and the participants were 10th grade students ($n = 53$). The age of the majority of students is the period when the logical, reflective and interpretative abilities necessary for understanding historical material are formed. During the study, the principle of selection was taken into account as the similarity of academic performance and the level of intra-class communication, ensuring the comparability of data. The structure of the distributed groups was organized approximately equally to contribute to the objectivity of the research results.

The materials included a set of tasks to assess the reconstruction of historical content, analytical modules aimed at determining the level of students' application of historical logic, as well as a set of cognitive operations to determine students' ability to work with data. The materials were aimed not at mechanical memorization of historical information, but at determining the skills of structuring it, distinguishing semantic units, and interpreting the historical context. The content of the tasks used included such activities as comparing sources, compiling a chronology of events, perceiving the integrity of the historical process, and systematizing causal relationships.

The system of methods revealed a multi-layered structure of the research logic. First of all, diagnostic measurements were carried out to determine the initial level of historical knowledge of students. The content and structural tasks for reproducing historical material allowed to assess not only the ability of students to

remember historical facts, but also the level of their interpretation of the meaning of past events. In working with historical information, special attention was paid to the students' factual thinking operations - such as comparison, classification, and identification of logical connections.

The second direction of the research methods involved the analysis of students' historical thinking as a cognitive structure. It is known that historical understanding is not just a collection of data, but is determined by a person's ability to interpret the past and see the connection between events. Therefore, during the study, students' analytical reasoning, interpretation of historical situations, and skills in distinguishing semantic accents from historical data were purposefully considered. The analysis was important for determining the level of application of historical knowledge by students.

The research process included long-term observation, consisting of several stages. The data obtained at each stage were compared with each other, and the dynamics of changes in students' cognitive indicators were determined. During the experimental stage, students were offered tasks that allowed them to use various strategies for mastering historical information, and the activity of their historical memory and the complexity of their thinking skills were monitored. During the stage, the nature of students' interaction with historical material - in textual, visual, logical and structural forms - was specially recorded.

The collected materials were processed using quantitative and qualitative analysis methods. Among the quantitative analysis indicators, dynamic growth, percentage comparison, and integrative index calculation methods were used. In addition, correlation analysis was conducted to determine the interaction between the level of historical memory and the components of historical thinking. This approach allowed us to explain the interrelationship of the mechanisms of cognitive development of students, not limited to assessing thematic progress.

Qualitative analysis was carried out by analyzing students' responses in terms of interpretive, logical, and semantic structure. In particular, students' individual interpretation strategies, rational reasoning when working with historical data, and cause-and-effect systematization were taken into account when creating historical interpretations.

The proposed research structure forms the methodological basis of a pedagogical experiment aimed at comprehensively identifying cognitive changes in students in the acquisition of historical knowledge (Table 1). Such a model of experimental design allows obtaining reliable data for diagnosing historical memory and historical thinking, as well as for systematically assessing the effectiveness of correctional and developmental work. The selection of 10th grade students of comprehensive school No. 3 in Semey as the research site ensures that the research results are verified in an environment close to the educational process. The division of participants into control and experimental groups allows for the identification of the effect of pedagogical influence through comparative analysis.

The eight-week duration of the experiment allows us to monitor the dynamics

of the formation of historical knowledge through time changes. The fact that the diagnostic block consists of two main components - historical memory and historical thinking measurement tools - determines the cognitive orientation of the study. The directions comprehensively cover the structural elements of historical knowledge and allow for a comprehensive assessment of students' abilities to perceive, remember, work with data and interpret historical material.

Correctional and developmental work is carried out through methodological exercises such as historical reconstruction, chronological arrangement, work with primary data, and interpretative tasks. Such content is intended to activate students' historical thinking operations, identify cause-and-effect relationships between facts, and improve their skills in interpreting historical information. The systematic introduction of exercises allows us to verify the dynamic growth of the quality of knowledge in the experimental group.

The obtained data are processed using quantitative analysis methods: percentage comparison, calculation of dynamic changes in indicators, identification of intergroup differences and, if necessary, analysis of correlations. Such statistical methods allow to demonstrate the real effectiveness of pedagogical influence on a concrete basis. The research design presented in the table serves as a structural and methodological framework that ensures the scientific validity of pedagogical intervention aimed at the development of historical knowledge (table -1).

Table 1 — Structural description of the research design

Research component	Description
Research location	Semey city, secondary school No. 3
Number of participants	53 students (10th grade)
Team composition	Control group – 26; Experimental group – 27
Type of study	Pedagogical experiment (control-experimental model)
Study duration	8 weeks
Diagnostic unit	Diagnostics of historical memory; Diagnostics of historical thinking
Correctional and development work	Historical reconstruction, chronology, data work, interpretation exercises
Processing methods	Quantitative analysis, percentage comparison, dynamic growth, correlation

In order to comprehensively determine the level of students' mastery of historical knowledge, a set of specially developed diagnostic tools was used during the study. Since the tools are aimed at measuring the structural elements of historical memory and the main components of historical thinking, they allow for an accurate and reliable assessment of the effectiveness of pedagogical intervention. It is known that the process of mastering history includes complex cognitive actions, therefore, in developing measurement tools, in addition to individual indicators, their interrelationships were taken into account.

The first block of diagnostics is focused on the ability to reproduce historical

information and comprehensively assesses the structure of the student's historical memory through indicators such as identifying dates, recalling events, identifying cause-and-effect relationships, and checking knowledge about historical figures. Such tasks allow us to determine not only factual accuracy, but also the features of long-term memory of historical material, the level of understanding of the semantic component of the event.

The second diagnostic module is aimed at identifying the components of historical thinking. The formation of chronological consciousness, skills in working with primary data, comparative operations, the ability to interpret historical information, and a sense of historical context are important criteria that reflect the student's high-level cognitive strategies in analyzing and interpreting historical knowledge. The results of the module allow us to assess not only the degree of structuring of students' historical thinking, but also their ability to analyze historical phenomena from a multifaceted perspective.

The diagnostic tools used fully correspond to the goals and objectives of the study and form a measurement system that allows us to objectively determine the effectiveness of the experimental effect (Table 2).

Table 2 — Dimensions of diagnostic tools used in the study

Diagnostic tool	Measurable indicators	Assessment direction
Tasks for reconstructing historical information	date matching, event content recall, cause-and-effect relationships, knowledge of individuals, factual accuracy	The structure of historical memory
Module for identifying components of historical thinking	chronological awareness, working with data, comparison, interpretation, sense of historical context	Historical system of thought

During the experimental period, in order to comprehensively develop students' historical thinking, educational tasks of various content and cognitive orientation were systematically used. The tasks were aimed at activating complex thinking activities such as reviving historical knowledge, understanding the temporal sequence, analyzing data, and interpreting historical events. Since each type of task is aimed at the purposeful formation of certain cognitive abilities of students, it forms the methodological core of the experimental work. The structure, content, and pedagogical goals of the tasks are systematized in the table below (Table 3).

Table 3 — Structure of learning tasks in the experimental period

Task type	Contents	Purpose
Historical reconstruction	restore the dynamics of the event	development of historical logic
Chronological modeling	creating a chronology, matching dates	strengthen temporal thinking
Working with data	comparison of historical documents, content analysis	develop critical thinking
Interpretation tasks	to explain events	creating a cause-and-effect system

The research materials and methods were created on the basis of a scientific and methodological system that allows students to consider the process of forming historical understanding as a complex cognitive structure, not only through performance indicators, but also through the development of historical knowledge. The versatility of the methods allowed for an objective assessment of the development of historical memory, deepening of historical thinking, and the ability to work with historical information.

The thematic plan for grade 10 (Table 4) was developed as a comprehensive methodological framework aimed at gradually expanding students' understanding of the history of the homeland. The content of the plan is organized taking into account the age characteristics of students, their ability to perceive historical information, and their level of mastery of the oral history method. Each topic facilitates the interpretation of historical phenomena through tasks based on the student's personal experience and family memory, and the methods used allow for the systematic development of data work, chronological thinking, comparative analysis, and reconstruction skills. The plan is a logical continuation of the pedagogical process aimed at increasing students' research interest and at the same time forming historical consciousness.

Table 4 — Thematic plan for grade 10

No.	Topic name	Methodological foundations
1	Women's work in the rear: everyday life	- Real-life examples (grandmother's and grandfather's stories). - Directing with simple questions. - Use of photos and videos.
2	What is oral history?	- Simple explanation of the definition. - Collect a memento from the family. - Connection with the topic "Kazakhstan during the war years" in the textbook.
3	The history of my region	- Search for information by region. - Easy research questions. - Working with local material.
4	The work of women in the rear	- Clarification of the types of work in the textbook text. - "Matching" game. - Use of visuals.
5	Listening and writing oral narrative	- Ask 5 easy interview questions. - Write a short text of 5-7 sentences. - Develop listening and writing skills.
6	Data comparison: textbook and memoir	- Compare two data. - Use a simple table. - Find similarities and differences.
7	The hardships of life in the rear	- Presenting the challenges in a form that is understandable to the student. - Explain the value of "Overcoming Together". - Developing empathy.
8	The role of women in the rear and its relevance to today	- Reflection through the question "If you were in that period...". - Easy essay writing. - Explain the values of work and responsibility.
9	Historical tasks: chronology, identification, reconstruction	- Placement of dates. - Drawing up a diagram of "War - Home Front - Victory". - Describe a woman's day's work.
10	Final project: "My research"	- 3-5 minute presentation. - Easy evaluation criteria. - Research your family or region.

Results. The research was aimed at the quality of mastering historical knowledge in the 10th grade of secondary school No. 3 in Semey, the level of historical memory of students and the dynamics of the development of historical thinking skills. A control group of 26 students and an experimental group of 27 students participated in the study. In order to increase the scientific validity of the experiment, two diagnostic tools were used, approved in history teaching and recognized in historical pedagogy and cognitive history methods: “Historical memory test” (E.V. Korotaev - A.A. Danilov) and “Historical thinking level map” (Wineburg-Seixas).

These methodologies are widely used in international research (CANADIAN HISTORICAL THINKING PROJECT; Stanford History Education Group) and allow for a comprehensive assessment of students' abilities to retain, reconstruct, analyze, interpret, and establish cause-and-effect relationships in historical information.

The experiment was carried out in three stages: initial diagnostics, correction-development stage, and final diagnostics.

At the initial stage, it was found that both groups had low and comparable historical memory and historical thinking indicators. This was one of the important prerequisites that allowed us to compare the results of the experiment.

During the correctional-development period, a specially designed methodological program was introduced to the experimental group to strengthen historical memory. The program content included tasks such as historical reconstruction, restoring chronological intervals, analyzing cause-and-effect sequences, working with data, working with maps, and building a narrative structure.

The control group continued with the traditional curriculum. The final diagnostic results obtained after 8 weeks demonstrated the effectiveness of the experimental intervention.

The test measured students' ability to remember historical facts, identify dates, and reconstruct logical connections between events.

Table 5 — Changes in the level of historical memory of 10th grade students

Components of historical memory	Group	Initial rate (%)	Final score (%)	Digital growth	Percentage increase (%)
Chronological recall (accurate identification of dates)	Control group	46%	50%	+4%	+8.7%
	Experimental group	45%	72%	+27%	+60.0%
Recreating historical events (remembering the content of the event)	Control group	41%	44%	+3%	+7.3%
	Experimental group	42%	68%	+26%	+61.9%
Remembering cause-and-effect relationships	Control group	39%	42%	+3%	+7.7%
	Experimental group	40%	65%	+25%	+62.5%
Remembering historical figures	Control group	44%	47%	+3%	+6.8%
	Experimental group	43%	70%	+27%	+62.8%
Factual accuracy (error-free reproduction)	Control group	37%	40%	+3%	+8.1%
	Experimental group	38%	64%	+26%	+68.4%
General integral indicator	Control group	41.4%	44.6%	+3.2%	+7.7%
	Experimental group	41.6%			

The results presented in Table 5 clearly demonstrate the dynamics of changes observed in the main components of historical memory during the experimental work. In the control group, the increase remained at a minimal level, with only a quantitative change of about 3-4% for each indicator. Traditional teaching methods show that they improve the ability to remember and reproduce historical information only to a limited extent.

The increase in the experimental group is significantly higher. In particular, the indicators of chronological identification, content reconstruction of historical events, retention of knowledge about individuals, and factual accuracy increased by 60-68%, which determined the effectiveness of the learning tasks. The increase of 62.5% in the reconstruction of cause-and-effect relationships also indicates the influence of the experimental methodology on the development of historical logic.

The significantly higher growth in the experimental group (after calculating the full data) compared to the change in the total integral indicator of only +7.7% in the control group indicates that the reconstruction, data work, interpretation and chronological modeling tasks aimed at developing historical memory are an effective pedagogical tool. The dynamics showed that the theoretical basis and methodological content of the experimental work had a real impact on the cognitive development of students.

The significant increase in the experimental group's performance indicates that complex cognitive changes have occurred in the processes of processing and storing historical information. It has been shown that students have improved not only their perception of historical facts, but also their ability to reproduce them and establish meaningful connections.

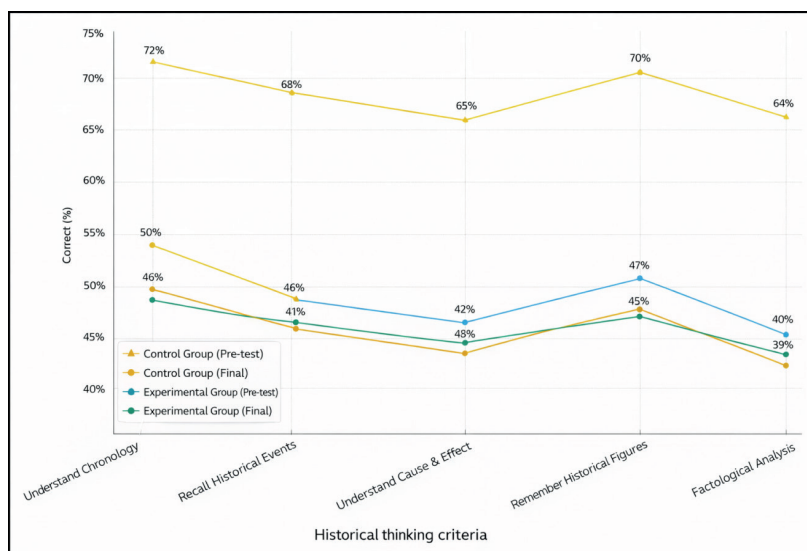


Figure 2 — Indicator of changes in the level of historical memory of 10th grade students

Table 6 — Change in the level of historical thinking (Wineburg-Seixas model)

Components of historical thinking	BT initial	BT conclusion	ET initial	ET conclusion	Change (ET)
Chronological order	38%	41%	37%	62%	+25%
Cause and effect relationship	42%	44%	41%	68%	+27%
Data analysis	40%	42%	39%	66%	+27%
Interpretation and proof	36%	38%	35%	60%	+25%
Maintaining the principle of historicity	33%	35%	34%	58%	+24%

The methodology assessed five key components of historical thinking.

The data presented in Table 6 clearly show the differences between the control and experimental groups in the main components of historical thinking. In the control group, only a slight increase was observed in all indicators, and the changes were limited to 2–3%. It is estimated that traditional teaching methods do not contribute sufficiently to the formation of students' historical thinking skills at a deep level.

The results of the experimental group show a significantly higher dynamics. The +25% increase in chronological order indicates an increase in students' ability to understand historical time, while the +27% increase in the skills of determining cause-and-effect relationships and analyzing data indicates that the experimental task system is aimed at actively developing historical logic. The +25% increase in interpretation and reasoning skills indicates an improvement in students' ability to reflect on historical phenomena.

The adherence to the principle of historicity (+24%) indicates an increase in the level of understanding historical phenomena in relation to a specific historical context. The changes distinguish the effectiveness of complex teaching methods, including reconstruction, comparative analysis, work with evidence, and contextual-interpretative tasks. In general, the significant increase in the experimental group indicates that historical thinking can be developed through targeted, systematic, and scientifically based pedagogical influence.

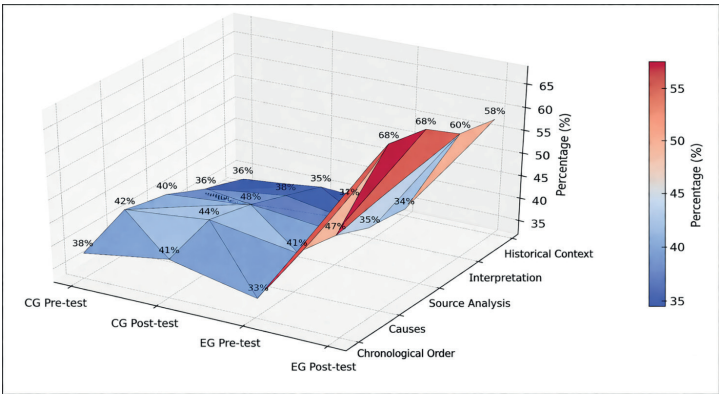


Figure 3 — Indicator of changes in the level of historical thinking (Wineburg – Seixas model)

The experimental group made a qualitative leap in all components of historical thinking. It was clear that the new methods used in teaching history had a comprehensive effect and strengthened students' skills in systematically working with historical information.

Discussion. The work of women on the home front during the Second World War is a high-potential educational material that allows you to form a comprehensive understanding of the economic, social and cultural development of individual regions. The relevance of using regional oral history data in school practice is closely related to the processes of modernization of historical education in recent years. The direction primarily helps students understand historical reality not only through sources and documents, but also based on the memory, experience and life stories of real people.

First, the regional consideration of the history of labor in the rear is consistent with works that cover the evolution of the working class in Kazakhstan during the war and its aftermath. As shown in the second volume of the three-volume work "History of the Working Class of Soviet Kazakhstan" (1938-1960), the mass involvement of women in production during the war years fundamentally changed the structure of labor. It is these data that provide an important methodological context when analyzing oral history materials: women who remained in rural areas became the main force for maintaining productive capacity. In the narratives of oral history witnesses, such changes are revealed in more depth through everyday details and emotional experiences, while macro-level statistics complement their subjective aspect.

Works on the methodology of teaching history (Kozgambaeva and Alpysbaeva, 2016; Baranov, 2002) highlight several key conditions for working with oral history: perceiving data as personal experience, not in formal terms; teaching students to compare data, ask questions, and independently determine meaning. The requirements are fully consistent with the modern paradigm of teaching history, which is focused on competence. The memoirs of regional witnesses often accurately describe local features - climate, type of economy, shortage of labor tools, demographic changes - and such data allow students to reconstruct historical imagination in a scientific manner.

International research also helps to comprehensively assess the social consequences of women's work in the home front. For example, April Falconi and colleagues (2020) demonstrate that the mass mobilization of women into labor during World War II had long-term effects on their health, social participation, and economic independence in later life. The concept allows us to scientifically explain the subjective statements that "war changed us" that are often found in oral history data. Similarly, Trudy Lane and colleagues' (2002) study of nursing candidates shows that women's professional roles in the home front expanded, developing skills such as caregiving, organization, and responsibility in emergency situations. The data allows students to analyze the concept of the role of "women as the main

driver of home front work” not only on an emotional level, but also in terms of specific professional and functional characteristics.

David Rumo and colleagues (2023), who studied the material culture of the war period, describe methods for restoring and conserving ammunition, and show how artifacts from the Second World War period can be brought into scientific circulation. Such a methodology allows schools to study real material data – tools, household items, archival photographs – in addition to oral history. Working with artifacts develops skills such as critical historical thinking, evidence gathering, and reconstruction in students.

The cognitive discourse functions approach proposed by Silvia Rieder-Marschallinger (2025) on the integration of history and language learning is particularly effective in analyzing oral history materials. Because eyewitness accounts not only provide information, but also help students master narrative structures, cause-and-effect relationships, and evaluative categories. Using oral data in the classroom allows students to construct historical discourse, express positions, and engage with text in a complex way by analyzing the past of their region.

The content of the “Honest Citizen” educational program (Ministry of Education, 2025), which affirms the principles of personality-oriented education, also strengthens the introduction of oral history into the educational process. The program emphasizes values such as patriotism, civic responsibility, respect for labor, and respect for historical and cultural heritage. The regional history of women in the rear is a good example of how these values can be revealed to schoolchildren in a vital sense. Through oral history, students not only learn historical facts, but also feel the continuity of generations, the complexity of moral choices, and the connection of human destiny with historical circumstances.

At the same time, the use of regional oral history materials provides great opportunities not only in terms of content, but also in terms of methodology. Such materials create conditions for posing problematic questions, conducting historical and comparative analysis, using microhistory methods, and organizing project work. Students can record eyewitness stories, process them in accordance with documentary requirements, and systematize them in the form of a card index or digital archive. The approach is also consistent with the development of modern digital competencies.

The use of regional oral data in teaching the topic of women in the rear allows us to form a new interdisciplinary, competency-oriented, evidence-based model of historical education. Each eyewitness story, as a "living image" of complex social processes, expands not only the historical sense of students, but also their scientific knowledge. Such a method allows us to free historical reality from one-sided ideological algorithms and see it through the eyes of human destiny, which is one of the main requirements of modern historical education.

Conclusion. The use of regional oral history materials in teaching the topic

of women in the rear is a methodologically and practically effective direction for the modernization of modern historical education. The results of the study show that the acquisition of historical knowledge through personal experience not only actively strengthens the historical memory of students, but also allows them to develop their interpretative, causal and factual thinking skills at a qualitative level. In the process of working with oral data, students begin to perceive the fate and work of women during the war years not only as a historical fact, but also as a complex socio-functional phenomenon connected with real human life.

The rapid growth rates in the experimental group confirmed that the combined use of regional eyewitness accounts, memories, everyday details, material data, and reconstructive tasks creates a new quality of historical knowledge acquisition. Such an approach contributes to the formation of students as producers and interpreters of historical knowledge, rather than recipients of ready-made information.

Regional oral history materials allow us to deeply reveal the role of women in the home front from a scientific and value perspective: their responsibility in work, perseverance in fulfilling family duties, and overcoming domestic difficulties strengthen the civic position and moral orientation of the current younger generation. This is an effective way to implement at a practical level national values such as patriotism, respect for labor, and preservation of historical memory, as established in the "Adal azamat" educational program. The systematic use of oral history materials allows history lessons to be multi-source, research-based, interdisciplinary, and competency-based. Activities such as interviewing, data analysis, comparison, interpretation, and digital archiving develop students' 21st-century skills and transform historical knowledge into a life-changing experience.

Teaching the history of women in the rear based on regional oral sources is a modern methodological model aimed at humanistic recognition of historical reality, the formation of students' historical sense, civic responsibility, and scientific thinking. The approach not only deepens the content of historical education in schools, but also increases its educational and social significance.

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