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FORMATION OF HISTORICAL KNOWLEDGE OF SCHOOLCHILDREN THROUGH CONCEPT-BASED LEARNING

Abstract

History education plays a crucial role in fostering civic and patriotic qualities, cultural development, and socialization. The emergence of a democratic society highlights the need to nurture independent thinkers within the school system. One solution is to enhance students' historical thinking, emphasizing analysis of past facts through concept-based and inquiry-based learning. The study aims to comprehensively explore scientific, pedagogical, and didactic approaches fostering effective historical knowledge development in grades 6-10.

Utilizing dialectical principles as the methodological base, the study employs systemic, structural, functional, and comparative analysis, alongside surveys, expert evaluations, and statistical methods. Results summarize the contributions of European, Russian, and Kazakh researchers, emphasizing the personal component in the readiness to cultivate historical knowledge through concept-based learning. Additionally, an expert assessment of concept development efficiency in the educational environment is provided.

This research holds practical and theoretical significance by guiding adjustments, instilling conceptual historical thinking in students according to their educational level, and providing insights into effective teaching strategies for historical knowledge development.

Keywords: inquiry-based learning, concept-based learning, historical knowledge and skills, historical thinking, active learning, teaching methods.

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КОНЦЕПТІЛЕРГЕ НЕГІЗДЕЛГЕН ОҚЫТУ АРҚЫЛЫ ОҚУШЫЛАРДЫҢ ТАРИХИ БІЛІМДЕРІН ҚАЛЫПТАСТЫРУ МӘСЕЛЕЛЕРІ

Аңдатпа

Тарихи білім жеке тұлғаның азаматтық және патриоттық қасиеттерін қалыптастыруға, оның жалпы мәдени дамуы мен табысты әлеуметтенуін байытуға ықпал ете отырып, білім беру және тәрбие процесінде шешуші рөл атқарады.

Елде демократиялық азаматтық қоғамның қалыптасуына деген ұмтылысты ескере отырып, мектеп жүйесінде еркін ойлай алатын тұлғаларды қалыптастырудың өзекті міндеті туындайды. Бұл мәселені шешуде мектеп қабырғасында тарихты оқытудың әдістеріне ерекше назар аудару - оқушылардың тарихи ойлауын дамыту, зерттеуге және концептілерге негізделген оқыту контекстінде өткенді зерделеу маңызды болып табылады.

Зерттеудің мақсаты - 6-10 сынып оқушыларының тарихи білімдерін тиімді дамытуға ықпал ететін ғылыми-педагогикалық және заманауи дидактикалық тәсілдерді кешенді зерттеу. Зерттеудің негізгі әдісі 6-10 сынып оқушыларының сауалнамасы мен мұғалімдердің кәсіби құзыреттілігін қоса алғанда, оқушылардың тарихи білімі мен дағдыларының даму деңгейін бағалауға арналған кешенді диагностикалық құралдарды қамтиды.

Зерттеу нәтижелері еуропалық, ресейлік және қазақстандық зерттеушілердің оқушылардың тарихи білімдерін тиімді дамыту мәселелерін шешуге қосқан үлесін жалпылауды, концептуалды оқыту әдісі арқылы тарихи білімді қалыптастыруға кәсіби дайындықтың жеке құрамдас бөлігінің маңыздылығын анықтауды қамтиды.

Түйін сөздер: зерттеуге негізделген оқыту, концептілерге негізделген оқыту, тарихи білім мен дағдылар, тарихи ойлау, белсенді оқыту, оқыту әдістері.

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ФОРМИРОВАНИЕ ИСТОРИЧЕСКИХ ЗНАНИЙ У ШКОЛЬНИКОВ ПОСРЕДСТВОМ КОНЦЕПТУАЛЬНОГО ОБУЧЕНИЯ

Аннотация

Историческое образование играет ключевую роль в образовательном и воспитательном процессе, способствуя формированию гражданских и патриотических качеств личности, обогащению ее общекультурного развития и успешной социализации.

С учетом стремления к становлению демократического гражданского общества в стране возникает актуальная задача формирования независимо мыслящих личностей в школьной системе. Один из ключевых методов решения этой проблемы заключается в развитии исторического мышления учащихся, включая анализ фактов прошлого в контексте обучения, основанного на исследовании и концептуального обучения.

Целью исследования является комплексное изучение научно-педагогических и современных дидактических подходов, способствующих эффективному развитию исторических знаний учащихся 6-10 классов. Основной метод исследования включает комплексный диагностический инструментарий для оценки уровня развития исторических знаний и навыков учащихся, включая опрос учеников 6-10 классов и профессиональных компетенций учителей.

Результаты исследования включают в себя обобщение вклада европейских, российских и казахстанских исследователей в разрешение проблем эффективного развития исторических знаний учащихся 6-10 классов, выявление значимости личностного компонента профессиональной готовности к формированию исторических знаний через концептуальное обучение.

Ключевые слова: обучение, основанное на исследовании; обучение, основанное на концептах; историческое знание и навыки, историческое мышление, активное обучение, методы обучения.

Introduction. Currently, despite the significant number of works on the development of historical thinking of schoolchildren, the issues of modernisation of the content of the educational process, their reorientation towards achieving particular results in the form of developed skills and abilities in students, generalised activity methods, have not been adequately addressed in psychological and educational research and remain understudied. Thus, the relevance of the study is determined by the development needs of teaching theory and practice in the conditions of educational system renewal and is conditioned by the necessity of solving the following contradictions:

- between the necessity of changing approaches to teaching history in the context of the renewal of the content of secondary education in the Republic of Kazakhstan and the lack of efficient psychological and teaching mechanisms for the implementation of this process;
- between teachers' aspirations to implement developmental learning objectives and their use of reproductive forms and methods of teaching;
- between the theoretical development of the problem of developing intellectual skills and the insufficient number of methodological recommendations for teachers.

The hypothesis of the study: the development of historical knowledge of students in grades 6 - 10 in the study of history is performed in the following aspects:

1. The history curriculum is being developed and successfully implemented to provide students with solid subject knowledge and skills.
2. Teachers successfully apply innovative teaching methods and technologies, such as inquiry-based learning and concept-based learning, which contribute to the development of historical knowledge in current educational conditions.
3. Teaching materials that respond to all the requirements of history teaching in modern schools are being developed and implemented in the teaching process. Various methodological guides for teachers are developed to support the teaching of history.

Purpose of the integrated study: To demonstrate efficient methodological approaches and technologies for the development of pupils' historical knowledge through an integrated study.

The basic objectives of the research: to provide the analysis of the development of historical knowledge and historical thinking of pupils through teaching based on concepts and adaptation of teachers of Nazarbayev Intellectual Schools of the Republic of Kazakhstan; to define a condition and to identify tendencies of development of methodological technologies in modern school historical education; to identify and substantiate teaching bases of development of historical knowledge; to analyse the structure of learning activities that are part of the analytical skills, to identify the logic and stages of the process of mastering the skills that contribute to the development of historical knowledge; to assess methodological approaches to the development of historical knowledge of students in grades 6-10.

U.Hartmann and M.Hasselhorn [1] consider that the study of history should include something more than the study of historical facts, namely the competencies of historical thinking. Various models of historical thinking consider the competence of students to adopt historical perspectives as the standard in history education. L.Mc. Harris, B. Girard [2] developed the term "historical significance" to describe an aspect of teaching content knowledge that serves as a lens through which teachers view the content of events that are most significant in world history and which events are most significant for students to learn.

L.S.Levstik and K.C.Barton [3] note the efficiency of students' participation in authentic historical research, frequently in the context of an integrated social studies curriculum. Thus, collecting and analysing data and exploring people's perspectives in the past will help pupils to develop objective conceptual thinking. J.Zajda, K.Smith [4], studying Russian history textbooks, note a clear manifestation of ideological discourses in historiography and historical understanding. Nevertheless, there has now been an ideological reorientation of Russian history textbooks in their interpretation and emphasis on historical narratives towards the pursuit of a new identity and analysis of historical events.

A.Reisman, B.Fogo [5] considers promising ways to develop document-based history lessons. The authors' analysis centres on one teacher's implementation of three lessons from a document-based history curriculum with educational functions. Researchers M. Merkt, M. Werner, W. Wagner [6] conclude, based on their research, that historical thinking skills are involved in extracting the subtext of a particular source and verifying statements about the content of documents. Therefore, understanding past events require knowledge of the methods historians use to gather historical evidence, in particular the operationalisation of several historical documents from the past.

P.G.Rivas [7] considers that basic skills such as analysis, reasoning, reflection and evaluation or interpretation of documents are essential for teaching historical thinking to students. In general, the author considers that attention should be given to the development of critical thinking in learners. A.J Chapman [8] emphasises interrelated forms of thinking (e.g. questioning and concluding) that are connected to an understanding of the concept of "evidence". Researchers Khairunnajwa binti Samsudin, Mohd Mahzan bin Awang, Anuar bin Ahmad [9] analyse the skill of interpretation that allows students to express various opinions from various perspectives. According to the authors, students should be skilled in collecting data, making hypotheses, identifying meaningful evidence and making conclusions from collected historical sources.

R.Bernhard [10] identifies as one of the central elements of his qualitative research with Austrian history teachers the connection between past and future, present and future. Relevant, according to the author, is critical thinking and the confidence that history always signifies an orientation of the individual to the present and enables future actions. T.Oteiza, R.Henriquez, V.Canelo [11] note that the language resources are chosen by teachers in their teaching interaction influence the way historical thinking is constructed in the classroom. As the authors note, in history classes, verbal

language is crucial for its ability to encode social and political experience; it thus plays an essential role in students' production, understanding and development of historical arguments and historical significance. T.L.Shreiner [12] notes the significance of using multiple sources as a crucial element of historical reasoning, which requires training in classification to activate the analysis of historical events. In addition, history now requires fluency with data and its visual representations so that students can understand, critique and construct historical information and arguments.

As P.Johansson [13] notes, the design principles help teachers facilitate learning through historical research from an intercultural perspective, activating the historical consciousness of students. Teaching the synthesis of historical conclusions based on evidence and historical interpretation, intercultural perspectives helps learners to objectify historical facts from history. Y.Vella [14] identifies a crucial aim of history teaching: to consider the concept of historical bias through efficient teaching methods on how to identify and analyse bias in historical sources for both primary and secondary schools. As noted by B.Blevins, K.Magill, C.Salinas [15], historical thinking involves the development of skills to evaluate, analyse and validate historical evidence. Therewith teaching historical thinking frequently involves asking questions about the source to identify the critical elements of its essential nature. According to the authors, critical historical research, rooted in critical theory and teaching, offers an opportunity to challenge dominant historical narratives by concentrating on criticising conventional forms of knowledge, establishing a dialogue between students and teachers, using students' experiences and introducing subordinate narratives into the curriculum.

Authors Ch.Baron, Sh.Sklarwitz, M.Y.Blanco [16] explore some of the complications and disadvantages of teacher evaluation in historical places, including the range of possible motivations and results of teachers with diverse life experiences, professional purposes, and small sample sizes specific to teacher professional development programmes. P.J.Yoder [17] notes that historical narratives serve as an essential cultural tool for understanding human meaning-making. Therewith, linear narrative analysis is now an outdated method. Consequently, historical narratives should be studied in the context of indicators such as social class and ethnicity.

The study of R.Luís, Ch.Rapanta [18] addresses the question of the scientific status of history and the objective/subjective nature of historical knowledge, which should be performed in 3 ways: 1) as a fixed representation of objective and singular reality; 2) as a product of people's consciousness and therefore composed of (multiple) opinions and motivations; 3) based on interpretation and therefore open to critical analysis. M.Lee, L.Mc.Harris [19] consider that the key to a global approach to world history is the recognition and use of historical connections between regions and times, even between "systems and entities that are frequently considered diverse". L.M.Martins, J.C.

E.E.Espinoza Freire, J.L.León González, V.J.Guamán Gómez и G.E.Peña Nivicela [20] emphasising the significance of the conceptual content of history in fostering historical thinking, conducted a study of 10th graders. The authors consider it especially significant to investigate the knowledge level of the students, which will help to correct the teachers' work and knowledge of the conceptual content of national, provincial history.

The literature review identifies the following major global trends in the teaching of conceptual thinking in the history classroom:

1. Basic skills such as analysis, reasoning, reflection and evaluation or interpretation of documents are essential for teaching historical thinking to students.

2. To develop skills in collecting data, making hypotheses, identifying meaningful evidence and making conclusions from collected historical sources.

3. Design principles help teachers support learning through historical research from an intercultural opinion.

4. Historical narratives should be studied in the context of indicators such as social class and ethnicity.

Basic provisions. The article emphasizes the integration of a conceptual framework into history education, advocating for a shift from rote memorization to a more holistic understanding of historical events. Concept-based learning encourages students to explore overarching ideas and themes, fostering a deeper comprehension of the past. A central focus is placed on cultivating critical thinking skills among schoolchildren. Concept-based learning prompts students to analyze historical concepts, encouraging them to evaluate evidence, draw connections between events, and develop a more nuanced perspective on historical narratives. The article advocates for the incorporation of interactive teaching methods to engage students actively in the learning process. Activities such as group discussions, projects, and historical simulations are proposed to make history education more dynamic and captivating.

Materials and Methods. The main methodological tool was a comprehensive (integrative) approach to the study of the problem connected to the subject of the research and a research toolset that allowed to use the results of the achievements of various sciences (teaching, psychology, sociology, social anthropology, philosophy, economy). The empirical base for the study was a combined method including: a sociological survey of pupils and an expert survey of NIS teachers. The reliability and validity of the results of the scientific research are confirmed by using modern scientific methodology, appropriate research methods and techniques, and representative sampling. To solve this problem, the researchers designed a survey for NIS schoolchildren consisting of 10 basic questions on the main areas of conceptual historical thinking. The expert survey for NIS teachers consists of 15 basic questions to assess and analyse the development of conceptual historical thinking.

Sociological survey sample features: target, proportional, including pupils of 8 leading Nazarbayev Intellectual schools (NIS) of the Republic of Kazakhstan. The total number of survey respondents (pupils) – 400 people/ 50 pupils of 6-10 grades in the surveyed region, which corresponds to a representative sample.

The sample features of the expert survey: purposive, proportional, including teachers from the 8 leading Nazarbayev Intellectual Schools (NIS) in the Republic of Kazakhstan. The total number of survey respondents (teachers) is 80 people/ 10 teachers of 6-10 grades in the study region, which corresponds to a representative sample. The geographical sampling objects included students from the top 8 Nazarbayev Intellectual Schools in Kazakhstan:

Competent teacher involvement in the analysis of the problem at hand determines a qualified conclusion to solve and modify the problem of efficient conceptual historical thinking when teaching students in grades 6-10.

Pupils' opinions about the types of resources used in history lessons are divided: 31.0% of the respondents use ready-made text materials prepared by the teacher, 30.0% use a textbook, 21.5% use various sources from the Internet, 12.8% use historical sources, 4.0% use extracts from scientific works, and 0.8% use newspaper and magazine researches.

Pupils identified the most interesting resources by the subject of study:

1. English – 20.0%
2. History of Kazakhstan – 18.8%
3. World history – 18.8%
4. Computer science – 16.8%
5. Russian language and literature – 13.3%
6. Kazakh language and literature – 12.5%.

Respondents identified English, 2 history subjects (History of Kazakhstan, World History), Computer Science, Russian Language and Literature, Kazakh Language and Literature as the main attractive resources.

Answering the question about using resources in their assignments, students' opinions were divided: while 30.3% use various resources to argue their statements, 22.3% use them to analyse

and interpret various studies, scientific researches to prepare a speech. Therewith, 19.5% use various resources to prepare an essay or an oral presentation in class, while 14.8% analyse historical documents explicitly and 13.3% work with texts. From this, it appears that the technique of reasoning, analysis and interpretation has been well mastered and is being practised by the students.

Respondents noted the main difficulties in working with various sources of information:

1. Hard to express an opinion by synthesising all sources on the subject searched for – 20.8%.
2. Not enough time to work with sources – 20.8%.
3. Hard to find exactly the sources on which to argue an opinion – 20.8%.
4. Many sources are boring and uninteresting – 12.8%.
5. Hard to analyse the content of the sources as there are a large number of specific terms - 12.0%.
6. Hard to orientate in large amounts of information – 10.0%.

Teachers should pay attention to teaching argumentation, logic of presentation from a synthesis of sources. Attention should be paid also to the fact that by grade levels, starting at grade 6, reasoning, evaluation and analysis should be taught, and at the next levels to apply resource techniques and to specifically structure historical sources of enquiry.

The main sources of information used in preparing lessons:

1. Internet abstracts, monographs, researches – 24.3%.
2. Historical primary sources (Internet) – 20.0%.
3. Critical researches (Internet) – 19.5%.
4. Explanatory dictionaries (Internet) – 19.0%.
5. Explanatory dictionaries (printed sources) – 7.3%.
6. Historical primary sources (printed) – 6.0%.
7. Critical researches (printed sources) – 4.0%.

Consequently, the students use mainly online resources, so it is the teacher's role to develop the lesson subjects of the available print resources.

More than half of the survey respondents (59.8%) have no problems with historical concepts in history lessons. The rest of the respondents were divided: 16.8% had some problems, 10.3% with the concept "significance-explanation", 6.8% with the concept "proof: making arguments" and 6.5% with the concept "interpretation-explanation". Thus, using argumentation to identify cause-effect relationships helps to "immerse" students in the historical periods of study, which will allow for the construction of a coherent statement with supporting evidence.

To the question "Is it complicated for you to provide an analysis of a historical event, using various arguments and facts, and then to develop a generally objective assessment of it?" 49.8% of respondents answered, "it is not complicated, I am interested in the process of argumentation". 40.5% believe that analysing and assessing historical events is not a complicated process that requires time and attention. 4.75% - it is a complicated process, however, it is possible to understand and use in a lesson, 5.0% - noted general complication. In general, students note that analysing a historical event - with techniques such as analysis, evaluation is not particularly difficult, as they have an understanding of these measurement tools.

To develop the ability to analyse and evaluate, the teacher uses systematised objectives on the subject, the era and the various levels of thinking operations: memorisation, reproduction, correlation, comparison, development of own position, argumentation. The most efficient lessons for associative thinking are integrative lessons, which combine several disciplines while teaching one subject, one concept.

Over 36% when analysing historical sources in preparation for the lesson pay attention to the general tone of the document (positive, neutral, negative), 31.8% to the author's assessment of the content: ideological, descriptive, oriented, 17.5% to the chronological period of the writing, 14.5% to the description of the document in general. In general, respondents are able to structure historical

documents according to their main features, identifying the main elements, which defines historical integrative thinking.

More than 73% of respondents to the survey apply in their answers in history lessons the knowledge acquired from other subjects (literature, mathematics, physics, biology). Thus, a large proportion of the subjects of history lessons are of an integrative nature. 26.5% use integrative knowledge occasionally.

More than half of the teachers-respondents of the survey (53.8%) believe that teaching based on the concepts is an effective teaching technology for developing historical knowledge of pupils. 46.3% note that teaching on concepts is not always efficient. This is most definitely due to the initial stage of adaptation of some teachers to teach in concepts, the unwillingness of classes to change teaching methodologies.

More than half (60.0%) of the respondents (teachers) indicated sufficient confidence in developing objectives based on historical concepts. For 25.0% of respondents concept-based lesson development is very comprehensible, as they have undergone specialised training. For 15.0% of respondents, there are some difficulties due to the need for sufficient time to comprehend the objectives for the lesson.

Teachers' assessment of the main difficulties encountered in learning from historical concepts:

1. Teaching methods: The difficulty of composing concept-based learning objectives is 41.3%.
2. Lack of theoretical knowledge of concepts – 16.3%.
3. Adaptation of resources to the subject matter – 15.0%.
4. Lack of consistency among teachers teaching in the same parallel – 11.3%.
5. The shortage of primary sources is 8.8%.
6. Defining the main concept of the lesson – 6.3%.
7. Teaching the discipline in the Kazakh language – 1.3%.

Results and Discussion. The results section of this study provides a detailed analysis of trends in history teaching in leading foreign countries and Kazakhstan. The study shows that while in developed education systems there is a transition to a competency-based model of history teaching, oriented towards the development of historical thinking, in Kazakhstan the traditional, reproductive approach dominates. This conclusion is confirmed by the results of a survey of schoolchildren from different regions of Kazakhstan. Thus, the analysis is based on a combination of theoretical study of foreign practices and empirical data on the real situation in Kazakhstani schools. This allows us to objectively state that there is a significant gap between the global trends of modernization of history teaching and the remaining conservatism of the national methodology of teaching this subject.

As the above mentioned demonstrate, the main challenges for teachers are adapting to teaching methodology, systematising historical resources to the subject matter, and the necessity to go through concept-based learning. Consider that the subject of history has historical facts, which are reinforced by associative inter-subject links, in turn significantly affecting the absorption of the learning material. In general, more than 82% of survey respondents understand historical concepts and develop lessons based on them. Only 17.5% of respondents can partially develop lessons based on concepts, experiencing difficulties in systematising historical sources and translating them into Kazakh.

While 33.8% of respondents have structured resources (historical primary sources) for use in lessons, the remaining 30.0% have difficulties with the lack of resources in the Kazakh language. 26.3% of respondents reported lack of primary sources, and 10.0%, respectively, reported incomplete structuring.

During the stage of adaptation to conceptual historical thinking, teachers experience difficulties in grasping specific concepts, as follows:

1. The interpretation – 41.3%.
2. The evidence: constructing arguments – 27.5%.

3. The change – 26.3%.
4. The continuity – 3.8%.
5. The significance – 1.3%.

As the above demonstrates, the interpretation of a historical fact or process as an understanding of historical reality must be correctly and objectively explained by the teacher. Thus, associative connections will help to establish a generalised system of ideas without ideological overtones. Constructing arguments and change helps to follow the dynamics of the historical process and to develop questions and an algorithm of facts.

23.8% of respondents respectively mentioned perception difficulties mainly in grades 9-10. 15.0% – in 8th grades. 13.8% – in all grades. 11.3% noted no problems in teaching concepts. Concept-based learning in Kazakhstan started relatively recently (2016-2017), thus, adaptation to the new teaching and training methodology for students is a matter of time.

Inter-subject and subject connections between teachers in preparation for the history lesson:

1. Vertical planning (within the methodological association of history teachers) – 42.5%.
2. Horizontal planning (within methodological associations of several disciplines) – 31.3%.
3. Mutual attendance in classes – 17.5%.
4. Collaborative planning with Kazakh language specialists – 7.5%.
5. Collaborative research (action research/lesson research projects) – 1.3%.

High scores for vertical and horizontal planning demonstrate that teachers use these forms of professional segregation to develop associative conceptual thinking in pupils, which is reinforced by parallels across the humanities subjects of teaching. The development of collaborative planning with Kazakh language specialists and collaborative projects has not yet been sufficiently developed.

As the research demonstrates, students learn to analyse and critically evaluate sources and opinions, to project historical knowledge into real practice to interact with the surrounding reality, and to simulate a possible development scenario for a society based on knowledge of the regularities of historical processes. Active learning in history lessons means, first and foremost, actively engaging students in the process of learning the material.

The analysis shows that Kazakhstani schools retain a predominantly traditional approach to teaching history, oriented towards the transfer of ready-made knowledge and reproduction of factual material. The results of the survey of 300 pupils show the extremely rare use of elements of discussion and problematic discussion in lessons. Only 15% of respondents rated teaching methods as excellent. In leading foreign education systems, such as the UK, Finland, Canada, the USA and Singapore, there is a steady rejection of predominantly reproductive, “knowledge-based” approaches to teaching history.

Conclusion. The comprehensive study identified the following main results:

1. The development of students' historical knowledge and historical thinking through concept-based learning is an efficient way of developing a holistic picture of the world and worldview in students.

2. The difficulty of adapting to conceptual thinking is determined by the stereotypes of previous methods, where the main principle was to state, to memorise material.

3. At present, the study demonstrates that an overwhelming number of NIS students in Kazakhstan are successfully mastering new methods of comprehending historical material. Thus, the teacher's role is not only to explain it but to teach associative thinking, analysis and evaluation, and to develop a block of historical facts on the subjects of instruction.

4. There are some difficulties in locating, selecting and translating historical primary sources to systematise them according to the subjects of the study. However, according to a survey of teachers, a large percentage of teachers are now succeeding. However, the lack of a unified resource base of primary sources on the history of Kazakhstan in the country significantly impacts the productive process of history teaching.

5. As the research demonstrates, teachers apply both vertical and horizontal planning, using such forms of occupational segregation to build associative conceptual thinking in students, which is reinforced by parallels across the humanities subjects of teaching.

A comprehensive study identified several existing contradictions:

1. Between the necessity of changing approaches to teaching history in the context of the renewal of the content of secondary education in the Republic of Kazakhstan and the lack of efficient psychological and teaching mechanisms for the implementation of this process;

2. Between teachers' commitment to developing students' subject matter and research skills and their using reproductive forms and methods of teaching.

3. Between the theoretical development of the problem of developing intellectual skills and the insufficient number of practical seminars and trainings for teachers.

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MPHTI 14.29.01

<https://doi.org/10.51889/2959-5762.2024.84.4.030>

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DIAGNOSIS OF THE DEVELOPMENT OF COGNITIVE SKILLS IN ENGLISH LANGUAGE TEACHING FOR STUDENTS IN GRADES 10-11

Abstract

The article provides a diagnosis of the development of cognitive skills in teaching English to students in grades 10-11. First, a theoretical analysis of cognitive skills is proposed from a philosophical, psychological and pedagogical point of view. Cognition in philosophy, it is given that cognitive skill is a load on the mind, measured by irrational ideas with an increased need. And, according to psychological analysis, the highest level of cognition is characterized by the creative work of abstractions and the conscious study of one's own nature. It is noted that the pedagogical attributes of cognitivism are the intellectual development of students, knowledge about the world around them, activity, and the pursuit of knowledge. In the empirical section, diagnostics of the development of cognitive skills of students in grades 10-11 in English language teaching in the 2023-2024 academic year was organized in order to study the initial level of cognitive abilities of students in grades 10-11, 114 students participated in the diagnostic work and completed practical training. The article specifies the purpose and objectives of diagnostic work. Rudolf Amthauer's "Interests and Needs Test" was conducted to determine the level of cognitive skills of students in grades 10-11. The organization of the test based on the results of diagnostic work, the results of the respondents were processed with a special key, and the test results obtained as a result of experimental psychological research were placed in statistical processing. Since the test consists of 6 chapters, the total number of points was set in 6 columns.

Keywords: cognition, cognitive skills, English language teaching, diagnostics, cognitive abilities.