

THE METHODOLOGY OF INCORPORATING BIOGRAPHICAL MATERIAL ABOUT ABDIGAPPAR ZHANBOSYNOV INTO THE PROCESS OF TEACHING HISTORY

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Abstract. The article presents a theoretical and methodological concept of introducing biographical material into the process of teaching history using the example of the activities of Abdigappar Zhanbosynov. The work is based on system-activity and cultural-historical approaches, which make it possible to consider biography as a means of forming historical thinking, patriotism and civic responsibility of students. The article substantiates the pedagogical necessity of integrating biographical and cultural components into the content of school historical education, and reveals the structure, stages and methodological principles of the developed model. Special attention is paid to the selection of historical and biographical sources, the organization of educational activities and reflective forms of work that contribute to the personal interpretation of historical material and its transformation into a value-based experience of students. The proposed methodology is aimed at humanizing historical education, strengthening its educational function and forming an active civic position of schoolchildren. The methodological model developed by the author can be used in the practice of teaching national and regional history, as well as in programs of patriotic education of schoolchildren.

Keywords: biographical method, historical education, patriotic upbringing, civic responsibility, Abdigappar Zhanbosynov, methods of teaching history, historical thinking.

Introduction

Modern school historical education in Kazakhstan is increasingly faced with the need not only to transfer knowledge about the past, but also to educate students in an active civic position, conscious identity, and patriotic attitude towards their native country. In the annual Address to the people of the Republic of Kazakhstan dated September 8, 2025, President Kassym-Jomart Tokayev emphasized issues of national identity, reverence for history, and understanding of patriotism among young people, noting the ongoing changes in public consciousness (Tokayev, 2025a). In another speech, he noted, 'The prosperity of Kazakhstan lies in the hands of patriotic, disciplined, educated, cultured, active, and intellectual youth' (Tokayev, 2025b). These statements indicate that state policy makes the educational function of upbringing the most important component of the modern historical course, focused on

the formation of not only knowledge about history but also civil, professional, and cultural identification attitudes.

In this context, the use of biographical and activity-based approaches based on the study of specific historical figures is becoming one of the most effective ways to update the content of the school history course. Pedagogical significance is attached to the study of national leaders who played a key role in the history of Kazakhstan. One such figure is Abdigappar Zhanbosynov, an outstanding leader of the 1916 national liberation uprising in the Turgai region, a descendant of the *batyr* Tileuli and a companion of Amangeldy Imanov (Memleketik organdardyn internet-resurstarynyn birynqai platformasy gov.kz, 2020; GU 'Rudnenskaya centralizovannaya bibliotechnaya sistema', 2018). His activities became a symbol of popular resistance to the colonial policies of the tsarist administration and a manifestation of the mature self-awareness of Kazakh society at the beginning of the 20th century. Before the events of 1916, he was engaged in agriculture and opened a school in his village (Business Press Lisakovsk, 2018). During the uprising, in contrast to traditional autocratic rule, A. Zhanbosynov organised a form of steppe democratic self-government, renouncing the title of *khan* and accepting the title of *emir*, ruling jointly with a people's council of twenty elected representatives (Aden, 2020). Under his leadership, the national army and the People's court system were created, which indicates his desire for independence and civic responsibility. This experience has become an important historical example of the early manifestation of the principles of democracy, self-organization, and patriotism in Kazakh society, and also serves as a powerful educational resource for students to develop respect for their history, national dignity, and civic engagement.

The biography of A. Zhanbosynov, as a regional and national historical and cultural phenomenon, opens up wide pedagogical possibilities: it allows you to complement the thematic history course with a living example, deepen the emotional and value perception of historical processes, and create a space for students to understand the past personally and value. At the same time, the analysis of the literature shows that the school history methodology has not sufficiently developed how to organize work with biographical material in such a way that it contributes to the formation of patriotism, civic responsibility, and historical consciousness among adolescents. It is precisely this problem that the methodology proposed in the article is designed to solve.

In Russian and foreign methodological literature, the biographical approach is considered one of the effective strategies of historical and moral-civic education. So, Seleznyova L.A. (2025) analyzes the application of the biographical method in the study of the populist movement in Russia in the 19th century, emphasizing that the biographical method, consisting of a set of qualitative analysis techniques, namely, collecting information from letters, interviews, diaries and protocols, is an effective tool for in-depth study of historical events through the prism of human relationships and promotes the development of analytical and critical thinking of students, the formation of their personal approach to the study of history, and the emerging emotional relationship of students with the material leads to its better assimilation.

Lakreeva A.V. and Levina N. A. (2020), mentioning the decline of national values among the modern younger generation under the influence of various factors, including mass media, emphasize that in the spiritual and moral education of schoolchildren, the method of biography allows you to connect personal stories with the value orientations of students. The authors condemn the transformation of media heroes into role models and admiration by the younger generation, while the lives and activities of prominent historical and cultural figures remain out of their sight. The biographical method-based program they implemented, aimed at creating a sense of belonging to outstanding achievements, showed positive results and, among other things, contributed to the emergence of students' aspirations for self-improvement and broadening their horizons.

Modern research by Kazakhstani authors in the field of history teaching methods also demonstrates a steady interest in the use of the biographical approach as an effective means of humanizing and personalizing historical knowledge.

Mambetov B.M., Tursun H.M., and Myrzakhmetov M.M. (2024) note the need to move from an event-based factual presentation of history to a personalistic approach, where personality acts as a key link in understanding historical processes. The authors emphasize that the biographical method allows students to see history 'through the eyes of a man of the epoch', develops analytical thinking and emotional and value perception, which is especially important when studying national liberation movements.

In the work of Zhumashev R.M., Myrzakhmetova A.J., and Kozhabekov D.S. (2023), the biographical method is considered as a research tool that allows revealing the dynamics of national history and the evolution of scientific

thought through the fate of a personality. The authors show that an individual biography can serve as a model of historical thinking, forming students' ability to relate personal destinies to general processes in society.

At the same time, although the methodology of teaching history contains a general description of forms and methods (Kirillov, 2024; Milach, 2019; Glazyrina, 2011), current pedagogical technologies for incorporating biographical material, especially of a regional nature, into the school curriculum remain poorly developed. Thus, methodological development is required, adapted specifically to the lessons of the history of Kazakhstan in secondary schools and its value-educational function.

Based on this, the purpose of this article is to theoretically substantiate and develop a methodology for introducing biographical material about the activities of Abdigappar Zhanbosynov into the process of teaching history in secondary schools in order to form historical thinking, patriotism, and civic responsibility in students. To achieve it, the following tasks have been set:

1) to analyze scientific and pedagogical approaches to the use of the biographical method in historical education;

2) to determine the pedagogical conditions and didactic principles of introducing biographical material into the educational process;

3) to develop a model of methodology for the introduction of a biography of a historical personality, reflecting the interrelation of educational, upbringing and personal development goals;

4) to characterize the functions of biographical material as a means of forming the civic and patriotic qualities of students.

The relevance of the study is justified by several factors. First, there is the context of government policy aimed at educating citizens with a high degree of patriotism, historical consciousness, and cultural identity. Secondly, there is a need to update the content of secondary school historical education in the Republic of Kazakhstan with an emphasis not only on events and dates, but also on personalities, including regional ones, with educational potential. Thirdly, there is a methodological need to develop technologies that will make it possible to link the study of biography not only with factual material, but also with the activities of students, their independent actions, reflection, and the formation of value orientations.

Methods

The methodological basis of the research consists of system-activity and cultural-historical approaches, which allow considering biographical material as a means of forming historical thinking, patriotism, and civic responsibility of students. The applied methods include theoretical and analytical analysis of domestic and foreign pedagogical research, generalization of methodological practices of teaching history, as well as modeling the structure of the introduction of biographical material into the educational process.

Historical and biographical sources about the life and work of Abdigappar Zhanbosynov, including archival documents, memoirs of contemporaries, publications in scientific and local history publications, as well as data from the official Internet resources of the Republic of Kazakhstan, were used as an empirical base. The materials were selected based on criteria of reliability, pedagogical significance, and compliance with the educational objectives of the history course.

The research methodology provides for a qualitative analysis of the content of biographical material, its pedagogical adaptation, and the design of an implementation model reflecting the relationship between the stages of the educational process, from the selection of sources and the organization of students' activities to reflection and personal understanding. In the process of developing the model, methods of comparative analysis, pedagogical design and structural and functional modeling were used.

Results and discussion

The pedagogical integration of the biography of a historical personality into the history course involves the creation of a methodological space in which the content of the lessons goes beyond a purely factual retrospective and becomes a tool for shaping historical thinking, citizenship and patriotic responsibility of students. This approach

is based on modern research that emphasizes that teaching history should be based not only on the transfer of knowledge about events, but also on the formation of students' ability to think critically, interpret sources and feel belonging to the historical tradition of their country (López-García, 2023).

In addition, the use of interactive and multimedia tools enhances participation and student motivation, which is supported by researches on history and technology (Ledger S. et al., 2025; Elgondieva, 2024; Tirado-Olivares et al., 2024).

In the proposed methodology, the introduction of biographical material is carried out through a number of interrelated actions of the history teacher. First of all, it is necessary to ensure the selection of adequate historical sources and materials about the biography of A. Zhanbosynov: archival documents, memoirs, publications, and illustrations, comparable with the program material of the course on the history of Kazakhstan. Further, it is important to organize the work of students in such a way that they not only perceive biographical material as ready-made information, but also become active subjects of educational activity: analyze, compare, perform research, and project tasks.

To begin with, the teacher formulates a thematic line of the lesson aimed at including a biography: for example, reviewing the stages of A. Zhanbosynov's life through the prism of the stages of the national liberation movement, reflecting on the changing socio-political context, identifying the causes and consequences of his activities. Instead of a simple story about personality, students are asked to work with questions: how does personality reflect the era? What values, ideas, and strategies did A.Zhanbosynov use? How do his actions affect the modern understanding of citizenship and patriotism? This type of question is aimed at developing historical thinking, as it requires analysis, synthesis, and evaluation – key skills in teaching history to a new generation according to researches (Miralles-Sanchez, Rodríguez-Medina & Gomez-Carrasco, 2025).

Next, students' activities are organized: as part of the learning process, they can work with biographical material – texts, photographs, maps, diagrams, or participate in group discussions and project assignments. For example, students can compare different stages of A. Zhanbosynov's biography with the history of the country, highlighting key moments that demonstrate the qualities of a citizen-leader – responsibility, initiative, and the ability to bring about change. Such tasks can take the form of mini-research projects: searching for 'history within history' – how an individual reflects the processes of national development, or developing a presentation on 'Lessons in Citizenship' based on his example. The work may involve the collective creation of infographic chronicles, multimedia presentations, and virtual guided tours of materials related to A. Zhanbosynov. Modern research highlights the effectiveness of project-based learning for the development of critical thinking and independent research activity of students, which confirms the benefits of project-based learning in history (Mota et al., 2025).

When organizing such activities, it is important to allow sufficient time for reflection: students are encouraged to discuss what aspects of the individual's life journey they found most relatable, what qualities they consider relevant to themselves as citizens, and how they can apply the knowledge they have gained in their lives and studies. Such reflection helps to move from perceiving history as a set of dates and events to an internal personal connection with the past, which is an important component in the formation of civic responsibility and a patriotic stance. Studies on civic and patriotic education emphasize that it is important not only to develop a sense of belonging to the state but also to promote a conscious position of students as active participants in public life (Miklyeva, 2025).

An important element of the methodology is the inclusion of interdisciplinary connections: history is linked to social studies, local history, literature and culture. The biography of A. Zhanbosynov can also be viewed as a cultural text reflecting the values, political ideas and social dynamics of his time. This creates conditions for broadening students' horizons in terms of understanding their identity, responsibility and civic engagement. Working with biographical material in the context of regional studies can help strengthen local attachment and understanding of involvement in the processes of national formation, which enhances the patriotic effect.

The methodology includes several methodological techniques: stimulating research questions ('Why did society evaluate Zhanbosynov's actions in this particular way?', 'How would you have behaved in his place?'), using sources and then comparing them (e.g., comparing the official version with alternative views), group presentation of results, discussions, and reflective conversations. This methodology can be implemented by history teachers as an integral part of the course, adapted to the specific school context and included in thematic lesson planning. This allows biographical material to be viewed as a systemic component of the curriculum rather than a one-off addition.

To promote patriotism and civic responsibility, the methodology encourages students to ask themselves questions about the role of individuals in their country’s history and what role they can play today: how can personal example be transformed into civic engagement? The teacher encourages discussion of specific forms of participation: volunteering, research activities, participation in school community life, and projects to preserve historical memory. In this way, biographical material becomes not only an educational object but also a motivating resource for civic engagement, which is consistent with the conclusions of contemporary research that the meaningful inclusion of regional or national heritage in education contributes to a stronger sense of belonging and civic attachment (Miguel-Revilla, 2024).

In addition, when implementing the methodology, it is important to create an environment in which students perceive the teacher as a partner, history as a living discipline, and biography as a path that is accessible for understanding and application. The teacher should plan lessons in such a way as to ensure gradual progression: getting to know the person, researching sources, project work, presentation and discussion, reflection and application. In this way, students move from passive perception to active construction of meaning and awareness of their role as citizens. Figure 1 shows a model of the methodology for incorporating biographical material about A. Zhanbosynov into the teaching of history.

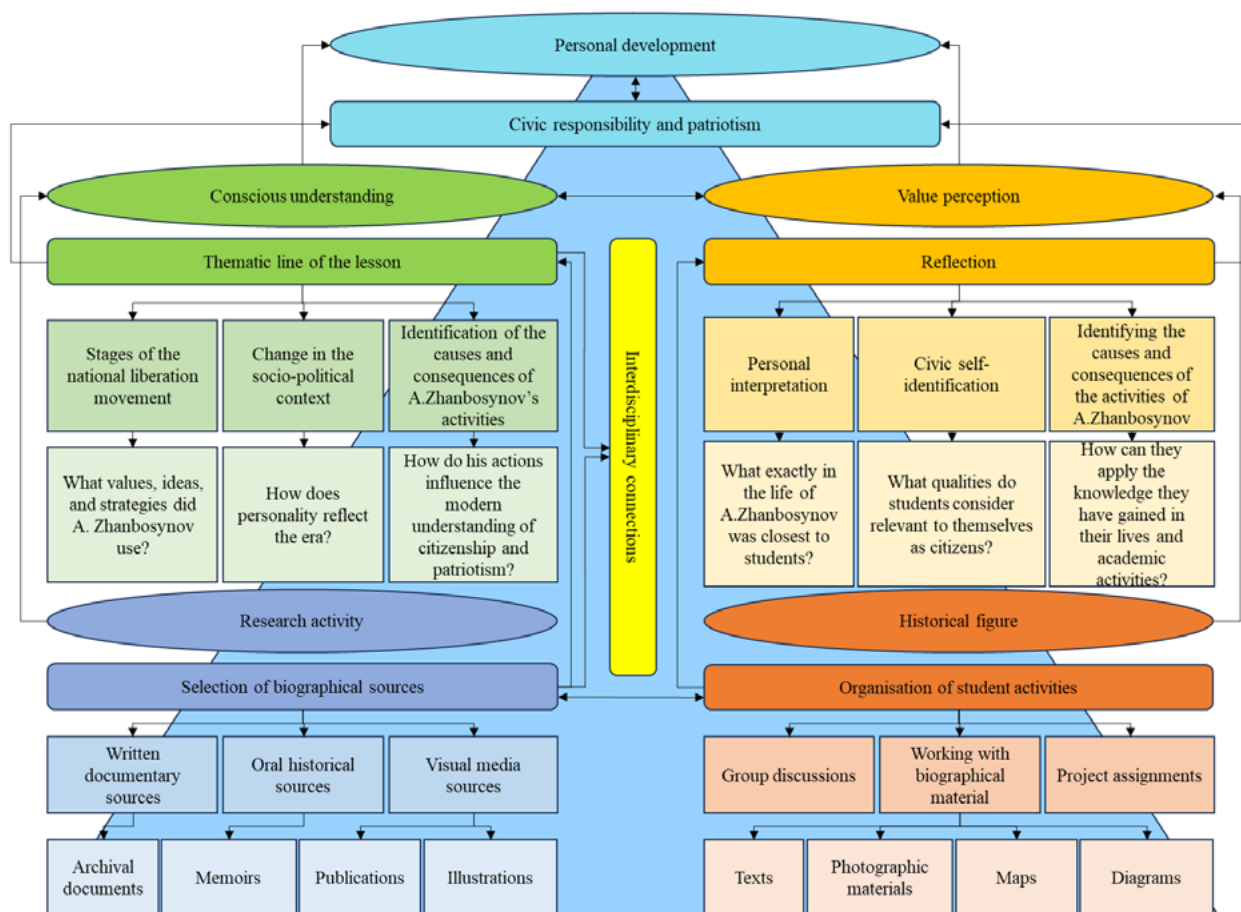


Figure 1. Model of the methodology for incorporating biographical material about Abdigappar Zhanbosynov into the teaching of history

Note: compiled by the author

The developed model of methodology for incorporating biographical material into the teaching of history reflects a consistent transition from studying a specific historical figure to shaping students’ personal and civic qualities. It is a system of pedagogical actions and cognitive processes aimed at developing historical thinking, patriotism, and civic responsibility.

The model is based on the integration of two interrelated levels: didactic-organisational and personal-value. At the didactic level, the key elements are: the selection of biographical sources, the construction of the thematic line of the lesson, the organisation of student activities and the reflection stage. These components form the pedagogical structure for the integration of biographical material. The selection of reliable historical sources provides the scientific basis for the work, the thematic line of the lesson gives the material a systematic structure, and the organisation of student activities through analysis, discussion and project work contributes to the active assimilation of the content. Reflection links the knowledge gained with personal experience, creating space for a conscious perception of historical meanings.

At the personal-value level, the model is implemented through the following logical chain: Historical figure → Value perception → Research activity → Conscious understanding → Personal development. This sequence reflects the internal dynamics of the formation of historical consciousness and civic maturity in students. The study of the personality of Abdigappar Zhanbosynov becomes a starting point, allowing students to move on to a value-based perception of national history through reflection on his life and actions. Involving students in research activities deepens their understanding of the cause-and-effect relationships of historical processes, and the stage of conscious understanding contributes to the internalisation of values such as responsibility, justice and the pursuit of the common good. The final stage is personal development – the formation of stable patriotic and civic qualities, manifested in the active life position of students.

Thus, the model demonstrates a holistic and humanistic approach to teaching history, in which the biography of an outstanding personality is considered not as additional illustrative material, but as a pedagogical tool that combines the cognitive, emotional and value development of students. It reflects the transition from external assimilation of historical content to internal understanding and personal growth, which makes the process of studying history lively, meaningful and educationally significant.

The methodology stipulates that materials about A. Zhanbosynov should be systematically integrated into the history teaching plan: they should be included in thematic blocks such as ‘National Liberation Movement,’ ‘History of Kazakhstan in the 20th Century,’ and ‘The Formation of Civil Society in Kazakhstan.’ Assignments on his biography are repeated and developed throughout the course, which helps build a strong civic orientation rather than just a single episode. This systematic approach is key to building patriotic identity through history. Table 1 reflects the logical sequence of introducing biographical material into the history teaching process. Each stage is associated with specific pedagogical tasks, methods and forms of work that ensure a gradual transition from familiarization with a person’s biography to its conscious understanding by students. This structure allows for the systematic organisation of the educational process, combining cognitive, research and educational components.

Table 1. Stages of introducing biographical material and pedagogical tasks

| Stage | Objective | Main methods and techniques |
|------------------------|--|---|
| Preparatory | Forming cognitive motivation, ensuring the reliability of the material | Source analysis, content analysis, mini-lecture |
| Teaching and research | Development of critical and historical thinking | Group work, problem-based learning, project assignments |
| Reflective-value-based | Formation of civic responsibility and patriotic attitudes | Discussion, essay, reflective diary |

Note: compiled by the author.

An important component of the methodology is the creation of an educational environment that stimulates research activity. Working with biographical materials requires not only the assimilation of information but also analytical activity: students learn to work with sources, identify facts, evaluate the reliability of data, and formulate

their own conclusions. This approach forms the basis of historical thinking, which includes not only knowledge of facts but also an understanding of cause-and-effect relationships and the ability to correlate historical events with moral and social values.

Biographical material has high educational potential, as it concentrates on examples of behaviour, manifestations of civic responsibility and moral choice. Through analyzing the life of Abdigappar Zhanbosynov, students realize the importance of qualities such as loyalty to the motherland, justice, and the pursuit of public good. As modern pedagogical research shows, it is precisely the appeal to the cultural and personal experience of the past that contributes to the formation of stable values and civic identity among young people (Juang, Schwarzenthal & Schachner 2024).

The pedagogical implementation of the biographical approach involves the active role of the teacher, who acts as a mediator between historical knowledge and the personal perceptions of students. The teacher directs the students' attention not only to factual material, but also to the inner motives, ideas and ideals of historical figures. It is important that the teacher does not limit themselves to conveying information, but also organizes dialogue, discussion, project work and research activities. In this context, the methodology includes elements of problem-based learning, discussions, analysis of primary sources, and independent mini-research projects. Such interaction creates conditions for the formation of meta-subject skills – critical thinking, communication skills, and the ability to make moral judgements.

Table 2. Relationship between the stages of the methodology and the expected learning outcomes

| Stage of methodology | Expected results | Competencies developed |
|------------------------------------|--|-------------------------------|
| Selection and analysis of sources | Ability to critically evaluate historical facts | Cognitive |
| Thematic line of the lesson | Understanding cause-and-effect relationships and the motivation behind an individual's actions | Analytical |
| Organisation of student activities | Active participation in the analysis of biographical material, development of research and project work skills | Communication skills |
| Reflection and generalisation | Personal identification, civic stance | Values and meaning |

Note: compiled by the author.

Table 2 demonstrates the relationship between the main stages of implementing the methodology, the expected results, and the competencies developed in students. The data presented shows that the systematic use of biographical material contributes to the development of cognitive, analytical, communicative, and value-semantic competencies. This confirms the comprehensive nature of the proposed methodology and ensures the integrity of the pedagogical process, combining the cognitive, activity-based, and value-based development of the student's personality.

The reflective component of learning is of particular importance, as it ensures the transition from cognitive assimilation of material to personal understanding. Reflection helps students correlate historical events and actions of individuals with their own views, values and life orientations. Through this process, a conscious attitude towards the history of their country is formed and civic position is strengthened. As Zhang L. (2025) notes, historical education becomes effective when it stimulates the student's self-determination in the space of historical experience, allowing them to perceive themselves as part of a cultural and social tradition.

The methodology for introducing biographical material pays particular attention to the interconnection between educational and upbringing components. The pedagogical content of A. Zhanbosynov's biography is inextricably linked to the formation of students' personal qualities and their ability to see not only the past in history, but also its current values. This process contributes to the development of civic responsibility, understanding of

social justice and ideals of service to society. Thus, biographical material performs a dual function: educational, i.e., the transfer of knowledge, and upbringing, i.e., the formation of personal and civic qualities.

Thus, biographical material becomes not only a source of historical knowledge but also a motivating resource for the development of civic engagement. By examining the fate of a specific individual, students realise the importance of personal responsibility and active participation in society. This approach helps them develop a meaningful attitude towards citizenship as a personal and social value. In this sense, the methodology for introducing biographical material integrates the cognitive, emotional and value aspects of historical education, ensuring the holistic development of the student's personality.

Conclusion

Modern history teaching methodology is focused on shaping students' personalities as active citizens and subjects of historical knowledge. In this context, the biographical approach becomes one of the key tools for humanizing the educational process, as it allows objective knowledge about the past to be combined with personal understanding of historical events. The biography of such an outstanding personality as Abdigappar Zhanbosynov is not only a source of knowledge about national history, but also a means of fostering a value-based attitude towards one's people, culture and civic duty.

The theoretical basis for using a biographical approach goes back to the ideas of cultural-historical pedagogy, in which the individual is seen as a mediator between the historical past and the contemporary cultural context. As contemporary researchers note, history education should be aimed at developing the ability to interpret the past, establish connections between historical events and contemporary processes, and realise one's responsibility to society. Thus, the biography of a historical figure becomes not so much an object of study as a context for the formation of critical and value-based thinking in students.

Scientific novelty of this study lies in the development of an original theoretical and methodological model for integrating biographical material into the process of teaching history, based on systemic-activity and cultural-historical approaches.

The practical significance of the research is determined by the fact that the proposed methodology can be directly applied in school practice when teaching national and regional history of Kazakhstan.

The proposed methodology for incorporating biographical material into secondary school history courses is aimed at creating conditions in which students become active researchers, reflective individuals and citizens capable of consciously perceiving themselves as part of the historical and social process. Working with the biography of Abdigappar Zhanbosynov not only imparts historical knowledge but also fosters civic responsibility and patriotism. It is important that the application of this methodology be accompanied by systematic integration, interdisciplinary connections, reflective activity, and a focus on student participation in the life of their community.

In addition, the methodology involves the use of modern technologies that expand the possibilities for working with historical material. The use of digital archives, interactive maps, multimedia presentations, and virtual tours allows students to immerse themselves more deeply in the era, visualize historical events, and feel a connection to the national past. The digital environment opens up new forms of research activity, from creating biographical podcasts to developing digital exhibitions, which makes learning more dynamic and personally meaningful.

This methodology can be adapted to specific school conditions and serve as a basis for further development of the content component of history education in Kazakhstan. The developed methodological model is also universal in nature and can be adapted for studying other prominent figures in national history. Its application in school practice contributes to the formation not only of knowledge, but also of historical memory, national identity and social responsibility. Thus, the introduction of biographical material into the teaching of history serves as an important direction for improving the content of school history education in the context of educating citizens and patriots.

Limitations of the study are associated with the primarily theoretical and project-oriented nature of the proposed model, which has not yet undergone large-scale empirical testing in real school settings.

Directions for further research follow naturally from the identified limitations and developmental prospects. Future studies should focus on empirically testing the proposed model in real educational environments using both qualitative and quantitative pedagogical assessment methods. Another promising direction involves expanding

the research on age-related and psychological differences among students and differentiated strategies for various educational levels.

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Contribution of the authors:

Alimbekov A. – collection, analysis, interpretation of results, writing of text and/or critical review of its content, formatting of work.

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Әбдіғаппар Жанбосынов туралы өмірбаяндық материалды тарихты оқыту үдерісіне енгізу әдістемесі

Аңдатпа. Мақалада Әбдіғаппар Жанбосыновтың іс-әрекеті мысалында тарихты оқыту үдерісіне өмірбаяндық материалды енгізудің теориялық-әдістемелік тұжырымдамасы келтірілген. Жұмыс өмірбаянды тарихи ойлауды, патриотизмді және оқушылардың азаматтық жауапкершілігін қалыптастыру құралы ретінде қарастыруға мүмкіндік беретін жүйелік-белсенді және мәдени-тарихи тәсілдерге негізделген. Мақалада өмірбаяндық және мәдени компоненттерді мектептегі тарихи білім мазмұнына біріктірудің педагогикалық қажеттілігі негізделеді, әзірленген модельдің құрылымы, кезеңдері мен әдістемелік принциптері ашылады. Тарихи-өмірбаяндық дереккөздерді таңдауға, оқу іс-әрекетін ұйымдастыруға және тарихи материалды жеке түсіндіруге және оны оқушылардың құндылық-мағыналы тәжірибесіне айналдыруға ықпал ететін жұмыстың рефлексивті формаларына ерекше назар аударылады. Ұсынылған әдістеме тарихи білім беруді ізгілендіруге, оның тәрбиелік функциясын күшейтуге және оқушылардың белсенді азаматтық ұстанымын қалыптастыруға бағытталған. Автор әзірлеген әдістемелік модель ұлттық және аймақтық тарихты оқыту тәжірибесінде, сондай-ақ мектеп оқушыларына патриоттық тәрбие беру бағдарламаларында қолданылады.

Түйін сөздер: өмірбаяндық әдіс, тарихи білім, патриоттық тәрбие, азаматтық жауапкершілік, Әбдіғаппар Жанбосынов, тарихты оқыту әдістемесі, тарихи ойлау.

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Методика внедрения биографического материала о Абдигаппаре Жанбосынове в процесс преподавания истории

Аннотация. В статье представлена теоретико-методическая концепция внедрения биографического материала в процесс преподавания истории на примере деятельности Абдигаппара Жанбосынова. Работа основана на системно-деятельностном и культурно-историческом подходах, позволяющих рассматривать биографию как средство формирования исторического мышления, патриотизма и гражданской ответственности учащихся. В статье обосновывается педагогическая необходимость интеграции биографического и культурного компонентов в содержание школьного исторического образования, раскрываются структура, этапы и методические принципы разработанной модели. Особое внимание уделено отбору историко-биографических источников, организации учебной деятельности и рефлексивных форм работы, способствующих личностной интерпретации исторического материала и его трансформации в ценностно осмысленный опыт учащихся. Предложенная методика направлена на гуманизацию исторического образования, усиление его воспитательной функции и формирование активной гражданской позиции школьников. Разработанная авторами методическая модель может быть использована в практике преподавания национальной и региональной истории, а также в программах патриотического воспитания школьников.

Ключевые слова: биографический метод, историческое образование, патриотическое воспитание, гражданская ответственность, Абдигаппар Жанбосынов, методика преподавания истории, историческое мышление.

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