

TEACHING ETHNO-DEMOGRAPHIC RESEARCH IN KAZAKHSTAN: METHODOLOGICAL APPROACHES AND EDUCATIONAL TECHNOLOGIES

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Abstract: This article examines the methodological foundations of ethnodemographic research in Kazakhstan and ways to effectively integrate them into the educational process. Ethnodemographic research conducted in the country since the beginning of the 20th century provides insight into the historical dynamics of key demographic indicators, including the size, ethnic composition, migration processes, and regional distribution of Kazakhstan's population. Incorporating these data into the learning process plays a special role in preparing future historians and specialists in the social sciences and humanities. The educational content highlights the significance of analyzing demographic indicators, exploring regional characteristics, examining demographic policy, and studying the composition and dynamics of the population, making future forecasts, and the effects of demographic shifts on society.

This research is aimed at improving the methods used for teaching demography and understanding some demographic processes. The study examines the theoretical and practical aspects of teaching demographic processes. Births, mortality rates, natural growth, migration, and population structure shifts are all important components of demographic processes. Additionally, the methods for computing demographic indicators, regional characteristics, the impact of socioeconomic factors on population size, and the role of demographic policies are analyzed. The teaching content includes the use of statistical data, forecasting techniques, and strategies for managing population dynamics. The article is aimed at improving the demography teaching process and increasing its significance. The author reveals the ethnodemographic content of changes in ethnic composition, the impacts of repression and deportation, migration policy, and population census processes in Kazakhstan. The authors also analyze the scientific-methodological and practical difficulties encountered when teaching ethnodemographic topics, such as the shortage of sources and the complexity of terminological concepts.

Keywords: Ethnodemography, methodology, teaching technology, population census, migration, History of Kazakhstan, ethnic groups, historical demography.

Introduction

Ethnodemography is a socio-historical discipline that examines the ethnic composition of a population, migration movements, natural growth, settlement patterns, and historical transformations. This area of research holds profound significance for Kazakhstan, where numerous ethnic groups have relocated and settled, driven by diverse political, social, and economic factors throughout the country's historical evolution. Demographic changes during the years of collectivization, industrialization, famine, political repression, deportations, and virgin land in the 20th century caused an increase in the complexity of ethnodemographic processes in Kazakhstan.

This paper analyzes the substance of ethno-demographic processes in Kazakhstan and the scientific bases of their instructional pedagogy. The goal is to provide frameworks for structured education to aspiring historians and social sphere experts, as well as to augment historical knowledge with ethnodemographic material. The significance of teaching ethno-demographic processes is evident in multiple directions: ensuring interethnic harmony by thoroughly grasping ethnic makeup to foster mutual respect and comprehension within society; maintaining societal stability by providing a robust scientific basis for governmental initiatives and social planning; and helping youth recognize their nation's ethnic structure and historical evolution, thereby reinforcing their civic identity.

Teaching ethnodemographic research is not limited to mastering historical facts, but also requires the formation of students' abilities to analyze statistical data, compare historical sources, interpret demographic indicators, and apply scientific research methods. In this regard, the definition of effective methodological approaches to teaching ethnodemographic materials in the process of higher education is relevant.

The scientific novelty of the study is determined not only by the consideration of the content and methodological features of ethnodemographic research in Kazakhstan in the historical and demographic direction, but also by their analysis as the content of education in the process of training future historians.

For the first time in the course of the research:

the main methods used in ethnodemographic research in Kazakhstan have been systematized, and the possibilities of their application in the educational process have been identified; the methodological potential of the research approach, interdisciplinary connections, and data processing technologies in teaching ethnodemographic knowledge has been substantiated.

The difference between this study and previous works is that it is not limited to describing the results of ethnodemographic processes; rather, the methodological possibilities of their application in the higher education system are considered. If previous studies were mainly aimed at analyzing the ethnic composition of the population of Kazakhstan, migration processes, and demographic changes, then this study examines ways to integrate these scientific materials into the educational content.

As a result of the study, the importance of historical data analysis, comparative research, case study, project-based learning, and the use of digital tools was identified as effective methods for mastering ethnodemographic knowledge.

B. T. Sadykov's 2018 work, "History of Kazakhstan and Ethnodemographic Processes," is one of the works by Kazakhstani scientists that has been the focus of this study. This work examines the historical foundations of ethnodemographic processes in Kazakhstan, migration, and ethnic changes during the Soviet and independence periods. This is a work that contributes to

the formation of the historical consciousness of learners through the use of historical data and analysis in teaching ethnodemographic processes. Within the framework of this topic, we can also mention S. S. Mukhametzhanova's dissertation on the topic "Ethnodemographic Education: Theoretical and Methodological Foundations."

This study examines the theoretical and methodological aspects of teaching ethnodemography in the education system and is also aimed at increasing learners' understanding and respect for ethno-cultural values by improving the methodology of teaching ethnodemography. The series of works in this direction is complemented by the work of J. E. Tanatarov, "Ethnopolitical Processes and Problems of Ethnodemographic Development in Kazakhstan." The content of this work analyzes the relationship between ethnopolitical processes and ethnodemographic development in Kazakhstan. It helps to form a broad understanding among learners by taking into account political and social aspects in teaching ethnodemography.

The works of foreign scientists written and researched on these topics can also be noted. Anthony Smith's work "National Identity," published in 1991, examines the issues of national and ethnic identity. It serves as an important theoretical basis for explaining the concepts of national identity and ethnic identity in teaching ethnodemography. Another foreign work we mention is John Rex's "Ethnic Identity and Ethnicity in Sociology." In this work, ethnic identity and interethnic relations are analyzed from a sociological perspective, and it can be said to be useful for explaining social interaction between ethnic groups in teaching ethnodemography.

The works of the above scientists on the methodology of teaching ethnodemographic processes provide important theoretical and practical foundations for the effective teaching of ethnodemography in the educational system. These works are aimed at increasing students' understanding and respect for ethnic diversity, as well as strengthening interethnic harmony.

The methodological foundations of teaching ethnodemographic research in Kazakhstan rely on the analysis of historical data, the use of statistical materials, and the application of comparative-historical methods. In this direction, Q. Atabayev's work "Source Studies Foundations of the History of Kazakhstan" reveals the theoretical and methodological aspects of critical analysis and systematization of historical sources (Kuandyk Atabayev, 2002). Meanwhile, Kh. Abzhanov's research dedicated to the methodological issues of national history substantiates the importance of considering historical processes from the perspective of national interests (Abzhanov, 2014). In the study of ethnodemographic issues, M. Tatimov's works "The Kazakh World" and "Our Independence is in Demography" make it possible to explain the characteristics of the demographic development of the Kazakh people, migration dynamics, and ethnic composition (Atimov, 1993). Along with this, T. Omarbekov's work titled "The Tragedy of Kazakhstan in the 20s-30s" comprehensively examines the historical consequences of demographic changes during the period of collectivization and famine (Omarbekov, 1997). Zh. Aubakirova and A.A. Alekseyenko consider the demographic history of Kazakhstan from the end of the 19th century to the present day and apply modern methodological approaches (Aubakirova, Alekseyenko, 2025). Based on the works of the mentioned researchers, learners analyze census materials, determine the dynamics of changes in ethnic composition, learn to evaluate the demographic consequences of historical events, and make scientific conclusions. Therefore, in teaching ethnodemographic research, the combined use of source studies, statistical, and digital technologies is the main feature of modern methodology.

The historical science of Kazakhstan should begin today by revising its previous methodological principles and traditional approaches to studying the main events of our past. Therefore, professional historians must recognize that the science is in crisis and jointly look for ways out of it. In the past, the methodology of any research could not go beyond the limits of official ideology and the corresponding social order, where the customer, of course, was the ruling government. But today, ideological requirements and prohibitions are left behind, and it is now possible to step-by-step and thoroughly explore the phenomenon of Kazakh society. In such a situation,

fundamental research conducted in the field of social sciences, where the main achievements of public thought are accumulated and the main ideas and methodologies for forming public consciousness in Kazakhstan mature, can play a coordinating role (Ayağan, 2000).

Therefore, the study of regional ethnodemographic processes is one of the key factors for understanding the development of society. This article allows for the analysis of socioeconomic and cultural trends, explaining from a terminological standpoint how historical changes have influenced the composition of the population. Teaching ethnodemography to historians enhances their research competence and contributes to their understanding of regional characteristics.

Ethnodemographic processes are an integral part of historical science. Regardless of the research conducted on different peoples, demographic scientists often use ethnological information to subject their natural reproduction rates to demographic analysis, including issues such as births, deaths, marriage, and divorce. Since the ethnic factor has a significant impact on demographic processes, demographic indicators in ethnically heterogeneous countries are determined not only as a whole, but also together with the individual peoples living there.

The close relationship between demography and ethnology, as well as the presence of common areas of research in these sciences, led to the emergence of a “frontier” scientific discipline at their intersection—ethnic demography. Therefore, ethnodemography is a relatively young scientific field. The first significant studies of an ethnodemographic nature appeared only at the beginning of the last century. Among them, we can name M. V. Ptukha’s book, “The Mortality of 11 Nationalities of European Russia at the end of the 19th century”, published in Kiev in 1928. There, the first general census of Russia in 1897 showed the mortality of various peoples of the country at several levels. In 1934, in London, the Polish anthropologist and statistician L. Krzywicki published a book on an ethnodemographic topic titled “Primitive Society and Its Demographic Statistics,” in which the natural reproduction processes in primitive generations were explored (Kshyvitsky, 1934).

In fact, the range of problems addressed by ethnic demography is exceptionally broad. One of its main tasks is to determine the ethnic composition of the population of individual countries, regions, and the entire world. Additionally, the ethnic composition is studied as much as possible not only in statistics but also in dynamics, meaning that what those nations were like in past periods is determined. Ethnic demographers specify the key factors that have led to changes in the ethnic composition.

In addition to the main inhabitants of the region, the differences in the natural growth rates of other minorities that arrived there, migration, and the course of ethnic processes that lead to changes in the self-awareness of those ethnic groups are taken into study. However, ethnodemographic research is not limited to determining the ethnic composition of a population; by knowing the main trends and patterns of the dynamics of the ethnic composition of those peoples, it can predict future changes in the ethnic structure of the population.

In general, the main important task of ethnic demography is to analyze the dynamics of the numbers of peoples. This not only allows for a profound analysis of the development of the ethnodemographic situation in that country but at the same time helps determine the projected size of a certain population. Another important task of ethnodemography is to analyze the ethnic aspects of migration, that is, determining the ethnic structure of migration flows, ascertaining the migration balance for different nationalities, and so forth.

Thus, the term “ethnodemography” can be understood from a scientific point of view as the study of the quantitative composition of ethnic groups. In general, although scientists have different opinions and conclusions about this term, it can be observed that when it comes to its origin, its root and content are the same. A. Yu. Orlov, who studied the issue of ethnodemographic processes, identifies three main directions. The first of them is analysis, which is conducted in three stages. These include the natural, migratory, and identity-based movements of the population.

He attributed these movements to territorial ethnic differentiations. In the first stage, all statistical accounts of the ethnodemographic structure of the emerging peoples in the region are conducted, and the conditions that led to the arrival of the ethnic groups formed in the region are identified. The processes of their stabilization in the places they went, their growth, development, and mortality are comprehensively analyzed. The quantitative indicators of the ethnic groups that have arrived in or left the region, as well as the impact of their intermixing and exposure to assimilation with the local populations on the political and ethnic environment, are clarified. The second stage shown by the scientist is performing a factor analysis, attributing to it the influence of both direct and indirect factors. This stage focuses on the process of categorizing the dynamics of the ethnodemographic structure of the region's population. Meanwhile, the 3rd stage involves forecasting the processes in the dynamics of the ethnodemographic structure of the population. During this stage, work is carried out to assess the consequences of conducting demographic policy and taking them into account (Orlov, 2009).

In general, the term "ethnos" is considered a homogeneous social community that has a language, culture, and name. In Anglo-American social and cultural anthropology, the term "ethnos" is not used; here, the concept of "ethnicity" or "ethnic groups" is used. Mostly, this concept is applied to religious groups and ethno-racial society, namely African Americans and Americans of Asian origin. In a generalized form, the concept of ethnicity is characterized by a combination of several key propositions:

1. ethnicity is a term that is used to distinguish different groups;
2. an ethnic group is based on a community of subjective ideas;
3. an ethnic group is not a "race," but in some studies, it is considered as a "race";
4. the ethnic term can in some cases be used as an open political tool for various purposes;
5. an ethnic society can be an important line of division in society, but it can never be completely linked to class factors.

The concept of "ethnos" was introduced into scientific circulation in 1923 by the Russian émigré scholar S. M. Shirokorogov. According to him, an ethnos is a group that speaks the same language, recognizes the unity of its origin, and is distinguished by its way of life and customs. In other words, it is a group with a single language, traditions, and a territory. In addition, he said that the fundamental life of each ethnic group lies in its biological structure, and that the ethnic group itself is a biological species (Tishkov, Shabayev, 2019).

Research Method and Material

The purpose of this study is to determine the methodological approaches used in the course of teaching ethnodemographic processes in Kazakhstan and to assess their effectiveness in forming the research competencies of future historians. The object of the research is the process of teaching ethnodemographic content within the higher education system. The study is based on a mixed methodology (mixed methods), utilizing theoretical analysis, content analysis, questionnaires, pedagogical observation, and experimental methods. Kazakh ethnodemography is an important field that studies population structure, ethnic composition, and linguistic and cultural features. The methodological specificity of ethnodemographic research in Kazakhstan is manifested in the comprehensive use of population census materials, sociological surveys, statistical data, and archival materials. In recent years, numerical data processing methods, geographic information systems (GIS), and statistical modeling have been applied by researchers, enabling an accurate analysis of the spatial and social dynamics of ethnic groups.

Methodologically, the main areas of research encompass the distribution of ethnic groups, demographic structure, migration trends, and the study of cultural-linguistic interactions. Researchers in Kazakhstan often use an integrative approach, which combines quantitative statistical analysis and qualitative research. This method allows for a comprehensive disclosure of the

connection of interethnic relations with historical, social, and economic factors.

In addition, data from the Bureau of National Statistics and scientific research institutes are widely used as research material. Especially, the results of the 2009 and 2021 population censuses are considered the main source of information in ethnodemographic studies. Currently, methodological innovations are aimed at a comprehensive assessment of the socioeconomic situation of ethnic groups, the process of urbanization, and the impact of migration flows.

A distinctive feature of ethnodemographic research in Kazakhstan is the combination of traditional statistical methods with modern analytical tools, which allows for a comprehensive and accurate description of the ethnic structure of the population.

The methodological features of ethnodemographic research in Kazakhstan can be divided into pedagogical research and the analysis of educational technologies.

The use of pedagogical research methods in teaching ethnodemographic research in Kazakhstan provides learners with a scientific understanding of historical-demographic processes. Since ethnodemography has an interdisciplinary character, historical, demographic, ethnological, and statistical methods are utilized in a complex manner in mastering its content.

The following methods are widely used in pedagogical research:

Observation method—determining students' skills in working with ethnodemographic data. The observation method is used to determine students' activity in the process of working with ethnodemographic data and their ability to analyze historical-statistical materials.

Conducting surveys and interviews—assessing the level of knowledge regarding ethnodemographic issues;

Case analysis method—identifying the causes and consequences of ethnodemographic changes by studying specific historical situations;

Content analysis—investigating census materials, archival documents, and statistical collections;

Comparative analysis—determining the peculiarities of ethno-demographic trends by comparing Kazakhstan and foreign experiences;

Pedagogical experiment—testing the effectiveness of new learning technologies. The pedagogical experiment was conducted with the purpose of determining the efficacy of research, project, and digital technologies in teaching ethnodemographic materials. The experiment consisted of diagnostic, formative, and concluding stages. At the diagnostic stage, the students' baseline knowledge level was determined, while during the formative stage, special methodological tasks and research works were introduced (Creswell, 2020).

The effectiveness of modern educational technologies in teaching ethnodemography is high. Namely, the technology of problem-based learning: through this method, students are presented with problem questions such as, "How did the migration processes in Kazakhstan in 1930–1945 affect the ethnodemographic structure?" This method develops analytical thinking ability.

Project-based learning technology: students prepare scientific projects dedicated to the ethnodemographic development of a certain region. For example, studying the demographic share of the deported peoples in East Kazakhstan.

The method of digital technologies: GIS maps, electronic census databases, and statistical programs (SPSS, Excel) are used, and ethnodemographic changes are visualized.

Research learning technology: students independently conduct research using archival documents, census materials, and scientific articles. This forms scientific research competence.

Interactive learning technology, where debates, discussions, and roundtables are organized to analyze various points of view on ethnodemographic issues.

The following criteria are used to evaluate learning results:

The level of mastering ethnodemographic terms; the ability to analyze historical-demographic data; the skill of working with scientific literature; the quality of executing research projects; and the results of scientific reports and presentations.

The results of the study show that the combined application of project training, digital technologies, and research methods positively influenced the development of students' theoretical knowledge, ability to analyze historical and demographic data, and research skills. In addition, their research activity and ability to work independently will increase. This conclusion coincides with the results of international pedagogical research. For example, J. Biggs and K. Tan note that the use of student-oriented teaching and research tasks forms a high level of analytical thinking, independent search, and professional competencies of students (Biggs, Tang, 2022).

The use of modern pedagogical technologies in teaching ethnodemographic research in Kazakhstan plays an important role in the formation of research, analytical, and professional competencies in learners. Especially, project learning, digital technologies, and research approaches based on working with sources improve the quality of ethnodemographic knowledge and allow for the development of the scientific potential of future specialists.

Discussion

L. N. Gumilyov explained that an “ethnos” is “a sensation-based, naturally formed energy system (structure) rooted in a unique behavioral stereotype that opposes all other collectives” (Gumilyov, 2002). However, the majority of scholars contest this conclusion; for instance, proponents of “constructivism” argue that an ethnos is an artificial construct created by intellectual and political elites to achieve specific political, social, and economic goals. V. A. Tishkov defines the concept of “ethnic identity” as a “complex of feelings related to belonging to a cultural community,” whereas V. A. Cheshko regards it as “the idea of inherited group solidarity based on shared (and not always accurate) notions about origin, historical destiny, interests, and culture.” A. P. Sadokhin describes ethnic identity as “a specific human feeling manifested in a person's sense of belonging to a specific ethnic group or community, formed on the basis of the awareness regarding the cultural and genealogical unity of that group” (Kazakov, Yaltaev, 2009).

Scholars maintain diverse perspectives regarding the history of ethnic groups in Kazakhstan. For example, the demographer A. Kudaibergenova observes: “Every ethnic group, large or small, occupies its own place on the historical map. In addition to being objects of the historical process, they also function as its subjects. The realization of an ethnic group's historical potential and the manifestation of its socio-historical power depend on its quantitative and qualitative characteristics, as well as the passionary phases of both itself and its neighbors. Therefore, along with political issues, the importance of demographic matters has come to the forefront, and special attention is being paid to demographic development in legislation passed by parliaments” (Kudaibergenova, 2017).

Along with the term “ethnos,” the concept of “nation” is also used. In general, Soviet social sciences distinguished three historical forms of ethnic community: the tribe, the *narodnost* (nationality), and the nation. Today, certain dictionaries and sociology textbooks prefer to contextualize these terms based on ethnic group dynamics. In the post-Soviet era, the term “titular nation” has become the structural equivalent of “indigenous nation” (Tishkov, Shabayev, 2019).

In fact, the concept of “nation” is multifaceted, leaving its mark on all derivative terms, such as national policy, national interests, and interethnic relations. The core issue lies not within the terminology itself, but rather in its analysis and the establishment of intermediate categories between theoretical discourse and political action. In his work *Essays on Ethnic Theory and Politics in Russia*, V. A. Tishkov pointed out that a nation is not only the result of state policy but is also heavily influenced by ethnic factors. Some theorists claim that the very concept of “nation” has been deconstructed and that the use of the category “ethnos” is now more relevant. However, this view is mistaken, as these remain distinct concepts. Currently, the concept of “nation” carries a political rather than a purely scientific character, as it is primarily used in global political vocabulary to denote a nation-state (Bashmakov, Ilyasova, Kozybayeva, Maslov, 2017).

Along with “nation,” the term “people” is also frequently employed. The word “people” expresses a more straightforward territorial and civic community. According to V. Tishkov, when the concept of “people” is used in relation to ethnic communities—such as “the people of Austria” or “the people of Great Britain”—it comprehensively encompasses all the different ethnic groups residing in those territories, regardless of their ethnic origin (Tishkov, Shabayev, 2019).

Deportation was directly applied to target ethnic groups, depriving them of their native lands and sovereignty. The ultimate stage of ethnic repression is known as genocide. I. I. Aliyev, who investigated the history of ethnic repression, described genocide as follows: “Genocide, in accordance with the UN Convention, is defined as the intention or action to destroy, in whole or in part, a national, ethnic, racial, religious, or other group through one of the following means: 1) the physical destruction of members of the group; 2) the infliction of serious bodily harm on members of the group; 3) the deliberate creation of conditions designed to physically destroy the entire nation or part of it; 4) the organization of measures aimed at reducing the birth rate within the community; 5) the forcible removal and relocation of children from the community to another” (Aliyev, 2008).

Soviet terms identifying or describing the victims of repression and deportation require careful cataloging and systematization. For instance, when dealing with individuals subjected to forced relocation, one must not confuse administrative exiles with special settlers relocated by specific judicial decrees, or with administrative-political exiles.

There was a significant division of labor between planned-voluntary deportation and prison-camp resettlement, though the lines between them were not always distinct (Pobl, Polyan, 2005).

The process of deportation began in the Soviet government in the early 20s of the 20th century. In 1923, approximately 800 Koreans were deported from the Far East to Japan to preserve the integrity of the revolution. A regional conference in the Primorsky Governorate assessed the actions of Koreans who were dissatisfied with the socio-political situation in the Far East as “adventuristic and fraudulent,” serving as the basis for their deportation. Thus, the deportation campaign was launched (Aliyev, 2008).

However, Koreans in the Far East persistently fought to secure citizenship, and they even attempted to establish autonomy. Although their goal was unlikely to be realized and the issue was not formally considered, on August 29, 1927, a decree of the All-Russian Central Executive Committee approved the decision regarding the creation of a Korean ethnic administrative unit.

The term “genocide” in the *Great Soviet Encyclopedia* was defined as the destruction of a clan or tribe—meaning the systematic eradication of an ethnic group or population in a particular region based on their national or religious status (Soviet Encyclopedia, 1971).

In the third volume of the *Kazakh Soviet Encyclopedia*, it was defined as “the most severe type of crime against humanity,” stating that “genocide emerged alongside class-based societies and expanded with the onset of colonialism” (Kazakh Soviet Encyclopedia, 1973).

Several methods from the field of demography are widely used in the study of ethno-demographic processes. Based on the research of demographers O. E. Kuzmina and P. I. Puchkov, let us highlight key methods and approaches applied in ethno-demographic research, including longitudinal and cross-sectional analyses. The longitudinal analysis method, as its name suggests, involves studying a specific group of individuals over the course of their lives—in other words, the entire life cycle of a single nationality. Longitudinal analysis allows researchers to compare demographic events at various stages and obtain data on demographic processes as well as the impact of external conditions on them.

Teaching ethno-demographic processes is one of the fundamental conditions for ensuring social stability, fostering harmonious interethnic relations, and properly planning demographic policy. Providing in-depth training on these processes within historical specialties helps students understand historical, social, and political changes, and enables the forecasting of future

ethno-demographic trends. Therefore, several instructional methods are provided below:

Longitudinal analysis allows researchers to determine the timeline of demographic events by breaking them down into different stages of life. However, this method has its drawbacks. First, its use requires highly detailed data on births, marriages, and divorces over many years, which is practically impossible to fully obtain. Second, comprehensive information regarding the demographic size of specific ethnic groups can only be compiled after all data regarding relevant events has been published. To some extent, these limitations are countered by using the cross-sectional (horizontal) method, which allows for a real-time reflection of the current state of demographic processes. The essence of this method lies in the following: typically, a researcher utilizes census data and various current statistical reports to determine the population size, sex-age structure, growth dynamics, and mortality rates of the studied population (Kuzmina, Puchkov, 1994).

In this regard, the most important task of history courses is to make students understand the value of the culture of each people or each era. Raising the scientific-educational and educational functions of history can be considered a very important prerequisite for improving the historical literacy and historical thinking of students and young people in general; it is a prerequisite for promoting conscious social activity and achieving social peace and stability in Kazakh society.

A. Sadvokassova, A. Burkhanov, and D. Sharipova applied a mixed-methods approach to investigate the transformation of civic and ethnic identity in Kazakhstan. By supplementing the results of a large-scale sociological survey with qualitative interview materials, the authors introduced innovative methodological directions for ethnodemographic research (Sadvokassova, Burkhanov, Sharipova, 2025).

D.G. Shormanbayeva, R.M. Sharipova, and A.V. Sivodedova addressed the methodological challenges of studying interethnic relations, substantiating the effectiveness of a social-indicator approach. The researchers emphasized the necessity of a comprehensive framework that incorporates metrics such as social distance, cultural communication, and social integration when assessing multiethnic interactions (Shormanbayeva, Sharipova, Sivodedova, 2024).

From a socio-psychological perspective, B.A. Yakasai analyzed interethnic relations within a multiethnic society based on social identity theory, demonstrating the significance of socio-psychological factors in ethnodemographic research. The author highlighted the need to employ qualitative analysis methods alongside quantitative indicators when exploring ethnic processes (Yakasai, 2024).

Furthermore, in examining the representation of Kazakhstan's ethnodemographic structure within domestic and foreign historiography, N. Abdinassir and S. Kovalskaya noted a pronounced shift toward interdisciplinarity in contemporary research. According to the authors, modern ethnodemographic research is successfully carried out by integrating the distinct methods of demography, history, sociology, and ethnology (Abdinassir, Kovalskaya, 2025).

Digital educational tools for education in universities are one of the main tools in the field of education today. Information and communication technologies are becoming a modern trend in world development. As a result of the analysis of the literature, A.B. Shadyrov and A.B. Doshybekov found that scientists introduce three components into the structure of the digital educational environment: conditions (platform and form of providing educational information), content (information itself), result (level of formation of relevant competencies). The researchers note that the use of digital technologies in the development of inclusive education is determined by the concept of "e-inclusion," that is, digital technologies are a combination of digital devices and information and communication technologies (Shadyrov, Doshybekov, 2026).

Thus, an analysis of international publications from recent years indicates that the methodological landscape of ethnodemographic research in Kazakhstan is defined by the dominance of an interdisciplinary lens, the widespread implementation of mixed research methods, a substantial increase in the volume of empirical data utilized, and an accelerated tendency to

analyze ethnodemographic processes in direct conjunction with issues of national identity and social integration.

Research Results

It is aimed at developing the research competence needed for studying complex problematic issues of ethnodemographic processes in Kazakhstan, namely, scientific schools, theories, and concepts on the history of Kazakhstan:

1. To work with diverse data sources, including archival materials, historical essays of various years, and world scientific literature;
2. To systematize information chronologically;
3. To find and synthesize new ideas for working with historical sources and specialized literature;
4. To analyze, summarize, and classify information;
5. To develop arguments after the analysis of the views of prominent historians and researchers;
6. To determine the research goals and objectives of the work;
7. To demonstrate the ability to cite the studied historical sources;
8. To compare different points of view, explain facts, identify contradictions, and defend one's own views;
9. To use facts to propose a concept;
10. To determine the research program independently;
11. To create textual and graphical materials within information retrieval systems;
12. To integrate one's own research with the historical science of the country;
13. To use technical tools to re-process information;

Below is the English translation, keeping the exact format, line breaks, and paragraph structure of the original text:

To improve research competence and in order to be able to analyze historical events and phenomena that took place in the 20-30s of the 20th century, to evaluate them based on census data for 1920-1959, and to draw their own conclusions, it is necessary to apply the structure of historical research and methodology in practice using digital and information technologies on the topics of scientific research which could be the following: collectivization and industrialization campaigns and their ethnodemographic situation in the region; the demographic situation of the population of the region during the famine of 1929-1933; ethnic groups in the East Kazakhstan region during the years of repression; the main causes and directions of migration processes in the region; peoples deported to the East Kazakhstan region during the Great Patriotic War; the ethno-demographic situation in the Eastern region in the post-war years; the formation of historical cognitive skills in the context of the ethnodemographic features of East Kazakhstan.

During seminars and practical classes, students will get acquainted with the content of valuable works of ethnographers and demographic scientists and get the opportunity to master it under the guidance of the teacher. Most importantly, through the personal example of the figure, they will accept moral, cultural-spiritual, and political values as the ideal of personal formation.

Practical classes are dedicated to analyzing and evaluating the ethno-demographic history of East Kazakhstan. Some classes can be conducted in the form of an excursion lesson and held in the Museum of "Local History" and the "Alashtanu" scientific research center established within the framework of the Kazakh Humanitarian Innovative Law University, as well as in the "Center for Documentation of Contemporary History" in our city. In these centers, getting acquainted with the artifacts of the thematic-expository exhibition related to the local ethno-demographic history has great cognitive and educational potential.

In preparation for the seminar and practical classes, students are given the following tasks: to read and learn historical-scientific works and cognitive literature related to the ethno-demographic growth and decline conditions of East Kazakhstan; to prepare research papers (referats) on topics that demonstrate socio-political, scientific-research opinions and views that led to the consequences of ethno-demographic anomalies.

In this regard, the ways of utilizing the teaching methods mentioned in the table are as follows: organizing and conducting interactive problem lectures, namely, conducting discussions and analyses in a “question-answer” style on the topic of the lecture, delivering brief presentations by students on the issues and questions considered during the lecture, etc.; organizing practical classes in the form of a “round table” and a “master class.” This, in turn, provides an opportunity to resolve important issues of the specialty on the basis of individual independent work during debates, and pedagogical situations in the process of analyzing video fragments of the lecture; utilizing role-playing and business games, the case method, and “brainstorming” methods in the educational process opens the way to forming the activity, ingenuity, and creativity of future teachers of humanities; organizing seminar-practicums, master classes, and trainings that contribute to forming the creativity of teachers of the future elective course “Methodological Aspects of Studying Ethno-Demographic Changes in the East Kazakhstan Region”; widely using electronic educational resources, interactive learning environments, electronic and diverse summary visual notes, and test assignments during lectures, presenting educational information to students on electronic media, searching the Internet, etc.; using elements of imitation, reflection, and relaxation during individual practical classes; using new approaches that ensure objectivity and reliability in knowledge assessment. Active learning methods open the way to interaction between the teacher and the student, forming professional knowledge, skills, and abilities by involving the teacher of the future elective course “Methodological Aspects of Studying Ethno-Demographic Changes in the East Kazakhstan Region” into intensive cognitive activity, activating the thinking of the educational process participants, and teaching them to make independent decisions under conditions of high motivation.

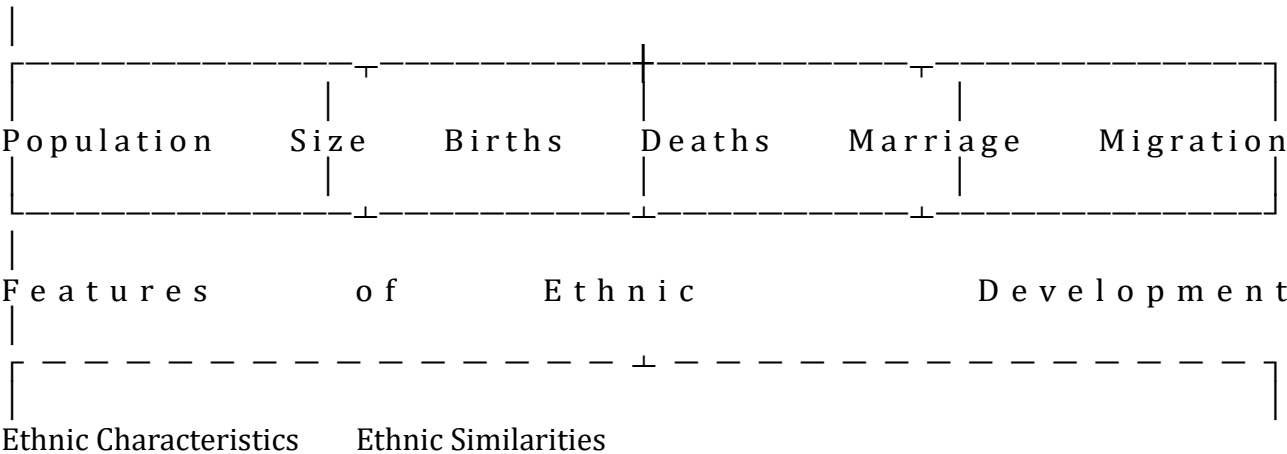
Quantitative data about people are essential during ethnic historical research, because the ethnic development of a large nation significantly differs from the development of a small ethnic community. A sharp decline in the population of a nation can fundamentally alter its entire history. Therefore, when analyzing events, ethnologists frequently use historical demography materials. In essence, there are specific characteristics in the development processes of each nation. This can be viewed as differences in the course of births, deaths, marriages, and divorces. In studying the methodological aspects of researching ethno-demographic processes, identifying the unique characteristics or similarities of each nation is also important.

Table 1: Key Indicators for Studying Ethnodemographic Processes

Research Direction	Contents	Ethnodemographic Significance
Population	Total ethnic population over a specified structural period	Determines the long-term dynamics of growth, stabilization, or decline within an ethnic group
Fertility Rate	Absolute number of live births recorded per annum	Characterizes the scale and velocity of an ethnic group's natural reproductive growth

Mortality	Absolute number of deaths recorded per annum	Indicates baseline life expectancy and identifies structural reasons for population decline
Marriage	General and age-specific nuptiality levels	Defines family composition, kinship patterns, and overall demographic stability
Divorce	Crude and refined divorce rates	Characterizes socio-demographic disruption and shifts in traditional family structures
Migration	Spatial processes of inbound (immigration) and outbound (emigration) movements	Directly alters regional population densities and drives shifts in ethnic composition
Ethnicity	Group-specific, culturally conditioned demographic behaviors	Identifies deep-seated behavioral and cultural differences between distinct ethnic groups
Ethnic Identity	Shared demographic indicators observed across diverse populations	Demonstrates macroeconomic and macro-social trends in cross-ethnic development

ETHNODEMOGRAPHIC PROCESSES



As shown in the table and chart, the primary object of ethnodemographic research is to determine population changes and the factors influencing them. Population growth or decline is closely linked to indicators of birth, mortality, marriage, and migration. The demographic development of each ethnic group possesses its own unique characteristics; therefore, during ethnodemographic analysis, it is important to conduct comparative studies of their differences and similarities. Such research makes it possible to assess the impact of historical events on the ethnic composition of the population. Especially in studying the ethnodemographic history of

the East Kazakhstan region, a comprehensive consideration of factors such as the data from the population censuses of 1920–1959, migration movements, and the consequences of famine and deportation is of scientific importance. As a result, quantitative changes and development trends of ethnic groups are identified, forming the basis for making historical-demographic conclusions.

When analyzing the course of a topic, it is important to theoretically consider the foundations of ethnodemographic processes. When studying the laws of demographic processes, D. K Coleman noted that one of the main factors of influence are the main world and internal conditions. According to the scientist, in the context of a decrease in the birth rate, migration contributes to a change in ethnic composition, strengthening the processes of urbanization and revising issues of national identity. At the same time, the author justifies the need to consider ethnodemographic changes not only through quantitative indicators, but also in unity with their social, cultural and political consequences (Coleman, D., 2006). This conclusion is of particular relevance in studying the impact of migration waves in Kazakhstan on the ethnic structure during the period of migration, deportation, virgin development and independence.

J.R. Weeks explained that the sphere of demography is not only the calculation of the population, but also science, which is associated with sociological, economic, historical events. In the author's work, the rates of fertility, mortality, migration, gender and age structure and urbanization are analyzed in relationship (Weeks J.R., 2021). methodological approach forms the scientific basis for a comprehensive analysis of materials from population censuses, archival documents and statistical data in the study of ethnodemographic processes in Kazakhstan.

In a comparative review of the conclusions of the two authors, while D. Coleman focuses on migration and ethnic transformation as the main factor in ethnodemographic changes, J. R. Weeks considers demographic processes in relation to indicators of natural population growth, social structure and social development. Therefore, their methodological approaches can be used as a complementary scientific basis in the study of ethnodemographic processes in Kazakhstan and their training in higher educational institutions. This approach allows students to analyze historical events in conjunction with demographic data, scientifically interpret statistical information and identify causal relationships of ethnodemographic changes.

Conclusion

Ethnodemographic research in Kazakhstan is an important scientific direction that allows for a deep understanding of ethnic and demographic changes in the historical development of our country. The abundance of data and theoretical conclusions accumulated in this field are of great importance in the modern educational system. Teaching ethnodemographic processes is not limited to merely providing information; it is aimed at forming students' historical-demographic perception and developing their abilities to work with data, perform analysis, and understand historical events from a cause-and-effect perspective.

In conclusion, teaching ethnodemographic processes is not just an educational task; it is an important step toward shaping national historical memory, cultivating tolerance, and strengthening the integrity of multiethnic Kazakhstan's society. Methodological improvements in this direction not only enrich the content of teaching the history discipline but also contribute to increasing the civic responsibility of learners.

Contribution of the authors:

In writing this article, the authors' contributions are equally distributed and divided among themselves according to the following criteria:

Dzhakipova T. – collected and analyzed the research data, interpreted the findings, and contributed to the preparation of the manuscript.

Sadykova L. – developed the theoretical framework of the article, conducted the literature review, prepared the graphical representations of the data, and critically reviewed and revised the manuscript.

Ibrayemova M. – wrote the original manuscript, participated in the preparation and editing of the article, critically revised the text, performed the English translation, and approved the final version of the article for publication.

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Қазақстандағы этно-демографиялық зерттеулерді оқыту: әдіснамалық тәсілдер және білім беру технологиялары

Аңдатпа: Бұл мақалада Қазақстандағы этнодемографиялық зерттеулердің әдістемелік негіздері мен оларды оқу процесінде тиімді қолдану жолдары қарастырылады. XX ғасырдың басынан бастап елімізде жүргізілген этнодемографиялық зерттеулер – Қазақстан халқының саны, ұлттық құрамы, көші-қон процестері мен аймақтық орналасуы сияқты маңызды демографиялық көрсеткіштердің тарихи динамикасын түсінуге мүмкіндік береді. Осы деректерді оқу үдерісіне енгізу, болашақ тарихшылар мен әлеуметтік-гуманитарлық сала мамандарын даярлауда ерекше рөл атқарады. Оқытудың мазмұнына демографиялық көрсеткіштерді талдау, аймақтық ерекшеліктерді зерттеу, демографиялық саясатты қарастыру және болашақ болжамдарын жасай отырып, халықтың құрылымы мен динамикасын зерттеудің маңызы және демографиялық өзгерістердің қоғамға ықпалы көрсетіледі.

Бұл зерттеу демографияны оқыту әдістерін жетілдіруге және демографиялық процестерді түсінуге бағытталған. Зерттеуде демографиялық процестерді оқытудың теориялық және практикалық аспектілері қарастырылады. Демографиялық процестердің

негізгі элементтері – туу, өлім-жітім, табиғи өсім, миграция және халық құрылымындағы өзгерістер қарастырылады. Сондай-ақ демографиялық көрсеткіштерді есептеу әдістері, аймақтық ерекшеліктер, әлеуметтік-экономикалық факторлардың халық санына әсері мен демографиялық саясаттың рөлі талданады. Оқыту мазмұнына статистикалық деректерді пайдалану, болжау әдістері және халық динамикасын басқару стратегиялары кіреді. Мақала демографияны оқыту үдерісін жетілдіруге және оның маңыздылығын арттыруға бағытталған. Автор Қазақстандағы этникалық құрамның өзгерісі, репрессия мен депортация салдары, көші-қон саясаты, халық санағы процестерінің этнодемографиялық мазмұнын ашады. Сонымен қатар, этнодемографиялық тақырыптарды оқыту кезінде кездесетін ғылыми-әдістемелік және практикалық қиындықтар, дереккөздер тапшылығы, терминологиялық түсініктердің күрделілігі сияқты мәселелер талданады.

Түйін сөздер: Этнодемография, әдістеме, оқыту технологиясы, халық санағы, көші-қон, Қазақстан тарихы, этностар, тарихи демография.

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Обучение этнодемографическим исследованиям в Казахстане: методологические подходы и образовательные технологии

Аннотация: В данной статье рассматриваются методические основы этнодемографических исследований в Казахстане и пути их эффективного использования в учебном процессе. Этнодемографические исследования, проведенные в стране с начала XX века, позволяют понять историческую динамику таких важных демографических показателей, как численность населения Казахстана, национальный состав, миграционные процессы и региональное расположение. Внедрение этих данных в учебный процесс играет особую роль в подготовке будущих историков и специалистов социально-гуманитарной сферы. В содержании обучения отражаются анализ демографических показателей, изучение региональных особенностей, рассмотрение демографической политики и значение изучения структуры и динамики населения с составлением прогнозов на будущее и влияние демографических изменений на общество.

Данное исследование направлено на совершенствование методов обучения демографии и понимание демографических процессов. В исследовании рассматриваются теоретические и практические аспекты обучения демографическим процессам. Были рассмотрены основные элементы демографических процессов - смертность, естественный прирост, миграция и изменения в структуре населения. Также анализируются методы расчета демографических показателей, региональные особенности, влияние социально-экономических факторов на численность населения и роль демографической политики. Содержание обучения включает использование статистических данных, методы прогнозирования и стратегии управления динамикой населения. Статья направлена на совершенствование процесса обучения демографии и повышение ее значимости. Автор раскрывает этнодемографическое содержание процессов изменения этнического состава в Казахстане, показывает последствия репрессий и депортаций, а также рассматривает миграционную политику и данные переписей населения. Кроме того, проанализированы такие вопросы, как научно-методические и практические трудности, возникающие при обучении этнодемографическим темам, нехватка источников, сложность терминологических представлений.

Ключевые слова: Этнодемография, методика, технология обучения, перепись населения, миграция, история Казахстана, этносы, историческая демография.

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