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BASICS OF HISTORICAL KNOWLEDGE AS A KEY CONCEPT OF EDUCATION: CASE OF KAZAKHSTAN

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Basics of Historical Knowledge as a Key Concept of Education: Case of Kazakhstan

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Abstract

Despite a fairly large number of historical and pedagogical studies devoted to the history of pedagogy and education in Kazakhstan, historical and pedagogical knowledge was not formalized as educational knowledge and was not used in the educational process for the teacher training. The authors define what have been the basics of structuring historical pedagogical knowledge in Kazakhstan and show that students' awareness of the history of education of Kazakhstan makes them look at the future differently. Moreover, they emphasize that rethinking and reassessment of historical and pedagogical knowledge will improve its content with value-targeted materials. For research implementation, philosophical, historical, and pedagogical literature was analyzed. For the empirical part of the research questionnaire with 20 teachers and pedagogical experiment with 180 students were conducted. The object of the pedagogical experiment was a specially organized process of assimilation of historical and pedagogical knowledge by students of pedagogical specialties, with new substantive content in the field of "History of Education of Kazakhstan" as an independent educational discipline. Results of the experimental work indicated that students studying the history of education

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as an independent discipline had an important condition for the formation of the general and pedagogical culture of the future specialist, since it gives knowledge about the development of the theory and practice of education and contributes to the formation of a worldview and pedagogical professionalism.

Keywords: pedagogical knowledge, structuring, Kazakhstan, education, content, reassessment, rethinking.

Introduction

The formation and development of pedagogical culture and pedagogical ideas and, accordingly, knowledge in Kazakhstan went through the integration of advanced ideas of different peoples. The history of education and pedagogy did not develop in isolation, but was a worthy successor to all progressive pedagogical ideas. Kazakhstan's early ties with the countries of Central Asia, Russia and other countries in historical terms created certain prerequisites for development in terms of education (Hunter, 2019; Soon, 2018). Historical education plays an important role in the educational process, contributing to the formation of civic-patriotic qualities of the individuals, their general cultural development, and socialization through familiarization with national and global cultural and historical traditions. The essence of the given attitude is that history is perceived as an important mechanism of social continuity (Del Consuelo Diez Bedmar, 2019). According to the opinion of the Russian researcher Antipov (2013), presence of the common historical memory allows people to test the sensation and consciousness of participation, belonging to determined society.

History, in fact, is knowledge that gives us the meaning of today with the knowledge of the past. It is only possible to understand the evolution of humanity in general, and the evolution of nations and societies in particular can only be understood with the education of history because history is the memory of a nation (Savayda, 2021). Yet, it is only possible for a person to know his place on the planet and the evolution of this placement with all its characteristics with the knowledge of history. Collingwood (1990) also states that one attains maturity with the knowledge of history. Consequently, history has a characteristic and prominence of providing knowledge and consciousness on individuals, nations and humanity. Togan (1985) states that the term person in history consists of all society, nation, state, clan, tribe, family, and others while trying to paraphrase history definition of Bernheim that is mainly based on person, time, and place and the relations between them.

In Kazakhstan the former President of the Republic of Kazakhstan Nazarbayev (2017) issued the state program "Cultural Heritage" and emphasized in the program that: "The revival of traditional culture, appealing to the historical experience of

people is a natural phenomenon that occurs when a country obtains independence”. The program implies to delve into history and to study it carefully in order to transform into a cultural value. Moreover, the program “Spiritual Revival” issued by N. Nazarbayev considers a revival of spiritual national self-consciousness, where pedagogical knowledge, which contributes to understanding the peculiarities of the reproduction of a national spirit and cultural identity of people, takes priority. The pedagogical knowledge is determined by the desire to better understand the present, to preserve all that is valuable and positive from past experience, and to draw certain lessons for the future. These state programs are a catalyst for a new understanding of national pedagogical values and universal educational ideals (Nazarbayev, 2017). At the present stage of development of Kazakhstan, we are rethinking the initial theoretical and methodological principles in the study of domestic history of upbringing and education; new concepts of interpretation of different periods of their development arise. There is a reassessment of the constituent elements and a transformation of the structure of the system of historical and pedagogical knowledge, indicating changes of a paradigmatic nature (Alves & Pinto, 2019; Tuithof *et al.*, 2019). The purpose of our research is to find out that and students studying the history of education of Kazakhstan as an independent discipline have an effective precondition for the formation of the pedagogical culture of future teachers.

Literature Review

The review of scientific works made up the backbone of scientific and pedagogical knowledge that is common to all the Turkic-speaking peoples of Central Asia and Kazakhstan until the time they were divided into independent peoples in the fourteenth and fifteenth centuries. The belief that nomads did not create such a culture as settled peoples do is no longer thought to correspond to reality. The psychological and pedagogical rethinking of the ancient Turkic written monuments has not received adequate coverage in the studies of scientists so far (Kondratenko *et al.*, 2021; Shcherban *et al.*, 2021). Until now, distorted facts and inaccurate information have been given. A correct analysis of the heritage of the past is impossible without a deep study and development of progressive traditions, the spiritual wealth of past eras, both of all mankind and of the Kazakh national culture. The starting point of national educational ideas is the Arabic and Persian sources, which are extremely important, not only for studying the problems of national history of Kazakhstan as a state, but also for its educational system. When saying “Arabic sources”, it should be understood that the authors of many works were not Arabs, Persians, or Türks, etc. Monuments of the Turkic period – the Orkhon-Yenisei monuments (VI-VIII centuries) – are the earliest written examples of the distant ancestors of modern Kazakhs. They are called Orkhon-Yenisei or Old Turkic runic writing. Among the written monuments, the most famous are the

inscriptions on the stones in honor of Bilge-Kagan and his brother commander Kultegen (VI century). They carved information about life, culture, and the exploits of the ancient nomads. In the medieval Turkic-language literature there are no better examples of prose that has preserved the traditional forms of oratory for many generations of Kazakhs (Kozybayev, 1991).

The heritage of the ninth century thinker Korkyt is of great value for the history of education. He was a famous singer and musician, the creator of wonderful melodies and *kuyis*, an orator and guardian of ancient folk wisdom. The transience of human life and inevitability of death are the main themes of the songs of Korkyt. "The book of my grandfather Korkyt" is an outstanding written monument of the peoples of Central Asia, Kazakhstan, and Azerbaijan. The book contains many aphorisms and instructive sayings, which are not only of great value in historical and ethnographic terms, but also characterize the peculiar level of early medieval pedagogical culture of the peoples of this region (Kalkeeva, 2010). Some of the important monuments of the history of education are the works of Abu Nasyri AlFarabi (870-950). This thinker and scholar, who came from a Turkic tribe, received during his lifetime the title of "the second greatest teacher after Aristotle". The educational views of Al-Farabi are complex and saturated with humanistic ideas. He assigns a large place in his writings to didactics and teaching methodology: accessibility, strength, consistency, visual training, activity, and the commitment of the students. He analyzed pedagogical concepts such as: skills, habits, abilities, character, etc. He also studied receptions and methods of education: persuasion, self-hypnosis, coercion, etc. The system of political and civil sciences, ethics and pedagogy are among the leading branches of knowledge that are useful to everyone without exception. According to the thinker, training is carried out through oral speech, the transfer of knowledge, learning, and education through practical work and experience. Many works of the great scholar contain the development of theoretical and practical issues of training and education, and the methodology is an integral part of the philosophical heritage of Al-Farabi (Ligozat & Almqvist, 2018).

Sources from the 11th century include the didactic poem "Kudatgu Bilik" (Blessed Knowledge) by Zhusup Balasaguni, Khas Khadzhib, a monument of secular literature of the Turkic-speaking peoples of Central Asia and Kazakhstan. The "Kudatgu Bilig" provides interesting information about the most diverse branches of knowledge of the time. The historical didactic poem defines the role of knowledge in human life. Moral education is central. So, according to the poet, high moral virtues are inculcated by good upbringing. The author talks about happiness and ways to achieve it, good and bad deeds, the benefits and dangers of words, the qualities necessary for rulers and all leaders, and the art of communicating with representatives of various sectors of society (poets, shamans, farmers, veterinarians, artisans, scientists, etc.). Another ancient Turkic representative of the 13th century, Revandi Khorezmi is of great interest. His work "Muhabbat-name" is dedicated to Muhammad Kozhabek (ruler of the Golden

Horde), the son of Uzbek Khan. Two versions have come down to us. The first is in Arabic, the second is in ancient Turkic. The poem consists of 11 letters of a young man to his beloved; they contain many statements of a psychological and pedagogical nature, especially about the psychology of love.

Saif Sarai was a lyric poet, writer, and translator of the 14th century. In 1391 seventy-year-old Saif translated into the Turkic (Kipchak) language the poem of the Persian poet Saadi "Gulistan". The original manuscript of this poem is now in Leiden University (Holland), and its facsimile photo is at the Angara University (Tirana). Many pages of the poem are full of interesting aphorisms, sayings, and ethical and pedagogical instructions (Rillero & Camposeco, 2018). The history of Kazakh social thought, of philosophical, socio-political, economic, ethnic, esthetic, ethnographic, and literary history of one or another period of its formation. The authors touch upon certain issues related to the history of the development of schools of pedagogical thought in Kazakhstan (Kalkeeva, 2010). Undoubtedly, the theoretical foundation of the history of education will be incomplete without studying the scientific works of T. Tazhibayev (1965). His works summarize the historical and pedagogical knowledge in the field of the history of education of the second half of the 19th century. The ideas and activities of pedagogical thinkers such as Sh. Walikhanov, I. Altynsarin, and A. Kunanbaev are discussed and highly valued (Tazhibayev, 1965). A. Sembaev (1958) made a huge contribution to the study of the history of Kazakhstani education and Kazakh schools. He is the author of the survey essay "Public Education for 25 Years", the historical study "The Soviet School from the Great October Revolution to Primary Education (1917-1920)," he penned the monographic work, "Essays on the History of the Kazakh Soviet School", and he illuminates the historical path of development of Kazakh schools. The author shows the features and contradictions in the development of the school building, analyzes the educational process, and describes the activities of children's youth organizations, and the training of teachers in the republic (Sembaev, 1958).

The development of the study of the history of education in Kazakhstan can be attributed to the second half of the twentieth century. From this period, problems of the history of the development of domestic pedagogical science, education, and pedagogical thought began to be discussed, and pedagogical and public personalities became the subject of historiography of pedagogical sciences. A large body of theoretical material, based on archival data, is contained in the work of K. Kunantayeva (1981). The work comprehensively considers the educational system of Kazakhstan, reveals almost all of the links in the educational system. All the principles of pedagogical historiography can be observed in the work: the principle of historicism, historical and logical, the principle of scientific neutrality, and the problems of female education at all levels are covered (Kunantayeva, 1981). A certain contribution to the content of the history of education in Kazakhstan is made by the study of A. Ilyasova that describes the formation and development of the pedagogical theory of Kazakhstan (1900-1960). The paper describes the

development of the system of scientific and pedagogical knowledge in Kazakhstan from the 1920s to the 1960s. The analysis of works containing theoretical ideas and conceptual provisions of repressive public and state figures, Alash-Orda residents, and developers of the issue of pedagogical theory is presented. The works of historiographers of the history of pedagogical science of Kazakhstan T. Tazhibayev, K. Berzhanov, and A. Sembaev are analyzed. They conducted valuable research in terms of the use of archival materials (Ilyasova, 1997).

Using the results of these studies allows us to take into account the accumulated experience and national traditions when creating new educational systems (Honcharenko & Shyhal, 2021; Hryniak *et al.*, 2021). The use of the ideas of domestic educators is intended to enrich the educational potential of the pedagogical science of Kazakhstan, serve the interests of the state and society. Knowledge of the history of education is considered as an important component of the professional competence of teachers, which allows them to educate students on examples from the history of pedagogy and education. According to the current standard of higher pedagogical education, historical and pedagogical knowledge is mainly concentrated in the undergraduate discipline “History of pedagogy”. However, the assimilation of historical and pedagogical knowledge by future teachers is characterized by a number of disadvantages. The traditional method of organizing the assimilation of historical and pedagogical knowledge provides for the study of the history of pedagogy and education as a propaedeutic, introductory material before the content of the main pedagogical disciplines. This circumstance significantly complicates the practical implementation of the entire variety of functions of historical and pedagogical knowledge. The content of the discipline unfolds in a fairly narrow event-chronological sequence, which often does not provide synchronicity in the presentation of the pedagogical past of our state and other countries.

At the present stage, an extensive accumulation of scientific knowledge on the history of national pedagogy and education has been accumulated, which is not sufficiently used in the content of professional training of future teachers. Currently, there is a need to develop the most complete version of the discipline “History of education of Kazakhstan”. The above factors determine the need for theoretical and methodological understanding and systematization of the history of pedagogy and education in Kazakhstan, conducting fundamental historical and pedagogical research, in the context of which private knowledge of the history of education and pedagogical science will find its place in the General system. Obviously, the history of education has its own subject, structure and functions that determine its place in the General system of scientific and pedagogical knowledge. However, until now, the history of education of Kazakhstan has been considered separately, within different scientific disciplines (pedagogy and history). This problem allowed us to put forward the research question: To what extent does the studying the history of education of Kazakhstan facilitate to future teachers?

Methodology

This study presents the results of questionnaire with 20 teachers of L.N. Gumilyov Eurasian National University and the pedagogical experiment conducted with 180 undergraduates majoring in Education and Psychology. The conducted questionnaire was aimed at recognizing the level of the issue of teaching the discipline “History of Education”. The pedagogical experiment provided us with checking the hypothesis of the research. The interview consisted of 15 questions related to teaching “History of Pedagogy”. During the interview’s teachers shared with their opinions that most often the classes use certain historical and pedagogical facts from the history of foreign education, examples and works of foreign teachers of the past. Teachers, themselves lack the knowledge about the history of education in Kazakhstan. This negatively affects the process of professional development of future teachers. The level of ability to solve educational and professional tasks based on the value-semantic experience of the national history of education of Kazakhstan is low. The conducted pedagogical experiment was devoted to check the hypothesis that teaching “History of Education of Kazakhstan” impacts future professional pedagogical activity.

The object of the pedagogical experiment was a specially organized process of assimilation of historical and pedagogical knowledge by students of pedagogical specialties, with new substantive content in the field of “History of Education of Kazakhstan” as an independent educational discipline. The purpose of the pedagogical experiment was to develop and verify the value of “History of Education of Kazakhstan” as an independent educational discipline. The pedagogical experiment lasted four months and consisted of three stages. Earlier the material on the history of education has been included into the program of “General Pedagogy” and had to be worked out in a four-hour lesson. That was not sufficient to attain more knowledge in the field of history of education of Kazakhstan; therefore, students lack the knowledge on history of education of Kazakhstan. At the first stage diagnostic work was carried out to identify the initial historical and pedagogical knowledge of the subjects and determine the level of formation of the ability of future teachers, to solve educational and professional problems on the basis of values and semantic experience. In order to study the current situation in the field of history of education, students were tested and interviews were conducted with teachers.

The second stage was the implementation of the curriculum “History of education of Kazakhstan” as an independent educational discipline. Two groups consisting of 20-21 students participated in this part of the experiment. The first group had the material on the history of education during four classes; the second group had “History of Education of Kazakhstan” as an independent educational discipline. The objective of this stage was to assimilate historical and pedagogical knowledge with new value content in the process of studying the “History of Education of Kazakhstan”. The definition of the formation of historical and pedagogical thinking

is aimed at transforming it into future professional pedagogical activity. The third stage of experimental and pedagogical work was control. The objective of this stage was to determine the assimilation of the value and target oriented content of historical and pedagogical knowledge. The stage was aimed at measuring whether incorporating the discipline “History of Education of Kazakhstan” has more effects on students’ future professional pedagogical activity. Qualitative analysis of students’ answers at the end of experimental and pedagogical work shows that they can distinguish between the causes and consequences of historical and pedagogical events, processes and phenomena, isolate the relationship between individual facts and events, navigate in historical and pedagogical material and date events.

Results and Discussion

The results of the diagnostic part of our study confirmed the need to fill the value content of historical and pedagogical knowledge of the history of pedagogy and education in Kazakhstan and create pedagogical conditions for their development in the training of future teachers, ensuring their professional development in the context of learning the value experience of domestic pedagogical theory and practice. At the beginning, 180 students participated in the experiment, 92 of them were in the experimental group, 88 in the control group. At the end, 170 students participated in experimental and pedagogical work, 84 of them were in the experimental group, and 86 in the control group. The results of the formative stage of experimental and pedagogical work are shown in *Table 1*.

Table 1. *Results of pedagogical experiment*

Period	Number of students	Experimental group			Control group				
		Number of students	Scores			Number of students	Scores		
			3	4	5		3	4	5
Start	180	92	8	57	27	88	39	36	13
End	170	84	5	50	29	86	34	39	13

The comparative diagram revealed an increase in the level of knowledge on the history of pedagogy and education in Kazakhstan in the course of experimental work. In comparison with the corresponding values of diagnostic work, the tendency to increase the knowledge indicator was clearly shown. This is evidenced by qualitative changes in dynamics (*Figure 1*).

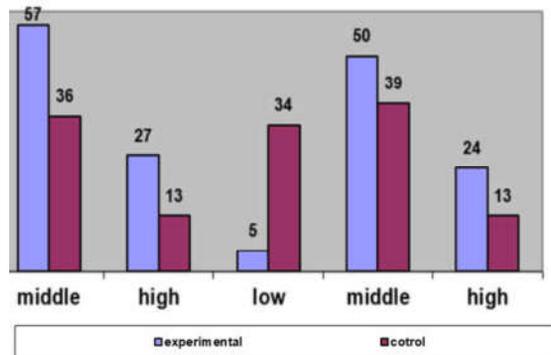


Figure 1. Dynamics of students' knowledge in the academic discipline "History of education in Kazakhstan"

The comparative diagram allows detecting an increase in the level of knowledge on the history of pedagogy and education in Kazakhstan in the course of experimental work. In comparison with the corresponding values of diagnostic work, the tendency to increase the knowledge indicator was clearly shown (Kozyrev, 2021). This is evidenced by qualitative changes in dynamics. High and average values of indicators confirm that the curriculum developed by us for the introduction of the course "History of pedagogy and education in Kazakhstan" has a significant impact on the volume of knowledge and quality of students' knowledge on the history of domestic pedagogy and education in Kazakhstan. The analytical work convinced us that in pedagogical science there are no universally recognized criteria by which one could evaluate the content of historical and pedagogical knowledge and the professional development of a future teacher. The criteria and indicators for the diagnosis of professional development in the proposed discipline meet the following requirements: (1) forming a holistic view of the theory and practice of education and upbringing in Kazakhstan in various historical eras; (2) disclosure of positive trends, enduring values of the historical and pedagogical process, as demanded by modernity; (3) increase students' social and professional activity, develop tolerance, taking into account the pluralism of pedagogical concepts, systems, and models in their critical understanding.

The following skills were proposed as criteria for professional development: (1) establish causal relationships in the development of all components of the educational sector in Kazakhstan at different stages of social development; (2) explore historical and pedagogical publications logically; (3) analyze and critically evaluate the primary sources of philosophical and pedagogical literature related to the history of pedagogy and education in Kazakhstan; (4) navigate in a variety of retrospective models of education in order to identify their democratic and humanistic orientation.

Examining the professional formation of a future teacher as the accumulation of valuable experience and the ability to solve educational and professional tasks in the process of mastering an educational and professional program, we found it possible to highlight the formation of skills to solve educational and professional problems based on our concept of the content of the history of pedagogy and education in Kazakhstan. Thus, the ability to solve educational and professional problems on the basis of value experience is considered as an integral part of the personality of future teachers, expressing their style of thinking, professional position, and pronounced orientation, which is manifested in the value attached to the profession. The criterion for the formation of skills is understood not only as a solution to educational and professional tasks. Since, in our study professional formation of the future teacher is considered from the perspective of accumulating valuable experience for solving professional problems, it is not enough to put forward as criteria only knowledge and skills. For us, a positive attitude, independence, and creativity in pedagogical activity are important. The valuable qualities of the future teacher, which determine the direction of all life activity and worldview and express the needs, interests, ideals, and moral qualities of the individual, leave their mark on the professional formation of future teachers. The main indicator of the value criterion is the attitude of the future teacher to professional activity, that is, the orientation of her relationship with it. We agree with Slastenin *et al.* (2012), who defines the integrative properties of a teacher as individuality and connection with the outside world, in our case, pedagogical reality in the past and present. The direction of pedagogical activity we considered from the position of Rubinstein. He considers orientation as a set of “dynamic trends” expressing social needs, a system of motives, and tasks that a person sets. It should be noted that we connect the general orientation of personality with the professional orientation of personality as a teacher (Rubinstein, 1941).

Choshanov (1996) considers professional orientation as a quality of personality, the stability of interest in the profession, cognitive activity, and the responsibility for fulfilling pedagogical duties. The next criterion is cognitive. The cognitive criterion is aimed at solving educational and professional problems. In the structure of functional pedagogical activity, historical and pedagogical knowledge is characterized by efficiency, relevance, effectiveness, and the ability to apply this knowledge in solving pedagogical situations. The fundamental criterion for the readiness of knowledge for use is professional beliefs. Each teacher must have professional beliefs, which are based on their own knowledge and firm confidence in their truth and social significance and act as the driving force of professional pedagogical activity. The activity criterion is manifested through professional skills of the teacher. Its indicator is the independent application of theoretical knowledge to solve specific educational and professional problems. The reflexive-evaluative indicator is manifested in the ability to organize introspection and self-esteem by future teachers. The described criteria and indicators of skills to solve educational and professional problems are presented in *Table 2*.

Table 2. *Criteria and indicators of students' abilities to solve educational problems*

Components	Criteria
Value-oriented	<ul style="list-style-type: none"> – Personal and professional qualities and worldview of the future teacher. – Attitude to the profession.
Cognitive	<ul style="list-style-type: none"> – Mastering historical and pedagogical knowledge. – The ability to apply historical and pedagogical knowledge in solving educational and professional tasks. – Mastery of professional beliefs, which act as the driving force of professional pedagogical activity.
Activity-based	<ul style="list-style-type: none"> – Independent application of theoretical knowledge to solve specific educational and professional problems. – Ability to build introspection and self-esteem of future teachers.

Accordingly, the developed curriculum of “History of Education of Kazakhstan”, as an approach to building historical and pedagogical knowledge with new valuable content, determines the professional formation of the future teacher, the formation of a holistic vision of the past and present history of pedagogy, and education in Kazakhstan. At the present stage, the goal of teacher training is not just professional training, but also a holistic orientation of the personality of teachers, the development of professional and pedagogical thinking, and the formation of a pedagogical worldview, which form the basis of professional competence. The decisive role in the implementation of these priorities is given to the humanities in general and the pedagogical sciences in particular. In view of the fact that the discipline under consideration is a branch of historical and pedagogical sciences, it is necessary to note the role of the course in the history of education and pedagogy. The history of pedagogy and education as an independent educational discipline allows us to comprehend the entire course of development and the processes and laws of pedagogical knowledge. The history of education is the self-awareness of education. In order to determine the integral value-oriented content of historical and pedagogical knowledge and its functions that contribute to the development of professional value orientations, goals and meanings of pedagogical activity, experimental pedagogical work was organized, which lasted for four years. Modern science of education has accumulated a huge amount of pedagogical information, both theoretical and methodological, as well as applied, which risks becoming critical due to the inability to use it productively due to the heterogeneity and inconsistency of many pedagogical ideas, provisions, concepts, categories, terms, technologies, procedures, and methods. However, it is precisely this paradoxical situation which testifies to the crisis of modern education that can lead to the development of a new strategy of renewal and will allow us to outline new guidelines for the development of education.

One of the ways of updating may be the systematization and structuring of pedagogical knowledge on a fundamentally new basis. Unfortunately, most of the methodological pedagogical research of previous years in our country was aimed at finding common patterns, creating universally applicable theories, systematizing pedagogical knowledge in a one-dimensional space. Soviet researchers tried to build a linear structure of methodological knowledge, reduced to a systemic “chain” (regularities of the pedagogical process, pedagogical laws, and pedagogical principles), embodied further in the theories of education and training in the form of substantive and procedural components. Under the conditions of a unified social ideology, such an approach was inevitable and to some extent justified. However, the rejection of it, the “incorporation” of Russian pedagogical science into the global one, the realization of the fact that methodological pedagogical knowledge directly related to philosophical, value orientations cannot have an unambiguous understanding, gradually leads to a rethinking of the basic methodological structures. Reassessment and rethinking of many previously unconditionally accepted ideas and provisions must apparently lead to a rejection of the formulation of general norms and universal theories in the field of education and upbringing, which will require an extension of the range of theories and methodological approaches used. In other words, it will make it possible to switch to differentiated methodological educational strategy: polymethodology.

The growing humanistic tendencies in the educational process in some cases are in clear contradiction of traditional methods of teaching and upbringing. The simple transfer of humanistic systems, technologies, or elements to the soil of traditional training and education (having completely different mechanisms of action) or their mechanistic compilation without taking into account certain combinations of elements of different systems leads to a mixture of heterogeneous and sometimes directly contradictory approaches and procedures. This does not only contribute to progressive changes, but also inevitably leads to disharmony, a state of uncertainty, and to destructive changes in the system as a whole. Thus, the systematization of pedagogical knowledge based on new principles is needed not so much for a kind of “inventory” of “accumulated information”, but rather to identify the basic principles of the most appropriate and productive practices and determine the main strategic guidelines for pedagogical searches. In our opinion, the possibility of replacing the universal and single paradigm with the multiplicity of educational paradigms that have the right to coexist in a common space is real, which makes it possible to talk about the poly-paradigm of modern education. The considered models provide a fundamental idea of education and show the beginning and possible result of personality formation, but do not reflect the mechanism of educational influences or interactions. The very form of trajectories of personality development (differently interpreted by representatives of different doctrines), the mechanism of promotion, the driving forces of this process can be the same in different models, but different within the same model. Therefore, in order to fully reflect the diversity and multidimensionality of pedagogical

knowledge, expressed in the form of theories, systems, technologies, methods, and forms of training, education, and control, it is necessary to deepen the model systematization and supplement it with elements that characterize the mechanism of pedagogical influences or interactions. In other words, one should consider the face of pedagogical reality from the point of view of the mechanisms laid down in them.

According to the joint principle, a combination of techniques, methods, technologies related to one conceptual model, having different but similar mechanisms of actions, or relating to different conceptual models, but working within the same mechanism (type) of educational effects is possible. Thus, a combination is possible by target, strategic (model) features, or a single mechanism of influence (typological feature). Moreover, the joint principle can be implemented in the development of individual technologies and in pedagogical practice. The combination of methods, techniques relating to different typological structures and different models, allows one to strengthen the desired trend on a synergistic principle. At the same time, the combinations lead to the “self-tuning” of the system, allowing either to better “highlight” the strongest sides of each other (synergism, harmonization), or to strengthen them many times. The compensatory principle involves a combination of methods, technologies related to fundamentally different models or typological formations. The combination is made in order to compensate for the shortcomings, limitations of methods, and technologies arising from the features of the model or type of educational system. In this case, their combination is possible, but not at the same time, but divided. An addition in the form of compensation is necessary both in the practice of the educational institution and in the teacher’s activity, since each educational model has not only strengths, but also weaknesses that must be compensated for by using other educational models. This can be done at the same time only if the models are compatible through fundamental mechanisms. In those cases when this is not possible, the principle of compensatory combination based on the divided complementarity of methods and technologies related to different educational models applies.

The principle of compliance requires that the strategic settings of different levels (lesson, educational institution, territory, and teacher), which determine the main guidelines and direction of improving the educational process or activity, correspond to the ways of their implementation. Implementation of the correspondence principle will allow for “pulling together” disparate and heterogeneous components of the educational process, which often function on their own, sometimes developing in opposite directions, sometimes unnecessarily duplicating each other. The principle of balancing requires a search for parameters that balance the target settings (at different levels) in their extreme manifestations. It supplements the principle of correspondence. Harmonization of the educational system or process is possible through the implementation of target settings related to all model structures. It is only important to establish the priority, dominance, or aspect (partiality) of the implementation of each of them. As applied to the educational system at any level,

the use of the principles of poly-paradigm makes it possible to analyze it from the point of view of compatibility, correspondence, and balancing (compensation) of the components that form its structure; to give a forecast for the implementation of educational development programs at various levels; to improve the procedures of designing the work of an educational institution; to contribute to the formation of pedagogical thinking of teachers.

The research was devoted to the problem of systematizing and constructing the content of the history of pedagogy and education in Kazakhstan. The urgency of the development of the problem is due to the fact that, despite a fairly large number of historical and pedagogical studies devoted to the history of pedagogy and education in Kazakhstan, historical and pedagogical knowledge was not formalized as educational knowledge and was not used in the educational process for the training of teachers. According to the current standard of higher pedagogical education, historical and pedagogical knowledge is mainly concentrated in the course "History of Pedagogy". The educational material is ordered in a rather narrow event-focused chronological sequence, which often does not provide synchronism in the presentation of the pedagogical past of our state and other countries. Historical and pedagogical knowledge, as a rule, is presented fragmentarily, through personalities. In connection with this, the history of education appears in the form of an evolution of the views and presentation of the activities of only some of the greatest teachers. Comparative characteristics of various pedagogical concepts and their correlation with modernity are found only in individual studies, in the context of narrowly studied areas.

Conclusion

The traditional way of keeping historical and pedagogical knowledge substantially complicates the practical implementation of the whole variety of functions of historical and pedagogical knowledge. It is rather difficult to draw up a clear, holistic view of the history of Russian pedagogy and education on the basis of this knowledge as a definite continuous and holistic system. The theoretical, methodological, and practical developments presented in the research on systematizing and constructing the content of the history of pedagogy and education in Kazakhstan and the results of experimental and pedagogical work to improve the content of historical and pedagogical knowledge with value-oriented content confirmed the productivity of the hypothesis of the research, and in compliance with goals and objectives, made it possible to formulate final conclusions, as well as determine the range of theoretical and methodological problems, which determine the prospects of development of domestic pedagogical science and education.

The research problem was to determine the theoretical, methodological, and conceptual foundations for systematizing and constructing the content of historical

and pedagogical knowledge and on this basis to create the discipline “History of education in Kazakhstan”, to identify its role in improving the content of historical and pedagogical knowledge with value-oriented content. The prospects of further research are aimed at concretizing certain problems of developing the content of the history of pedagogy and education: historical and pedagogical source studies, historical and pedagogical historiography, periodization and terminology, enrichment of historical and pedagogical research methods, educational classification of historical and pedagogical knowledge, regional, historical and pedagogical research, pedagogical study of local lore, the potential of civilizational and synergetic approaches to improving the effectiveness research in this area.

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