

# Problems of Teaching the History of the Turkestan Region and Ways to Solve It in the University System of Kazakhstan

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## Abstract

The article provides a comprehensive assessment of the theoretical and practical problems of teaching the history of the Turkestan region in the university system. In addition, there was shown an approach to solving obstacles in the educational process. The researchers of the article analyzed the material base for studying the history of the Turkestan region, the level of use of educational literature and scientific works. In particular, there are presented the proposals for the development of electronic resources and increasing students' access to them. The history of the Turkestan region is determined by the arrival of the power of the Russian Empire in Central Asia. During this period, ethno-cultural and ethnodemographic changes took place in the Society of ethnic groups living in the Turkestan region. The political and administrative reforms carried out by the Russian Empire affected the socio-economic structure of Turkestan. The general formulation of these historical factors in the educational programs and textbooks of the university system has not yet been formed. A number of measures are being taken to solve these problems in the education system of Kazakhstan.

## Keywords

History of Turkestan, modern history of Kazakhstan, history teaching, university system, innovative methods, ethnodemographic

**To cite this article:** Oguzhan, A. M.; Kartabayeva, Y.; Aziretbergenova, E.; Adieva, P.; and Batyrbekkyzy, G. (2021) Problems of Teaching the History of the Turkestan Region and Ways to Solve It in the University System of Kazakhstan. *Review of International Geographical Education (RIGEO)*, 11(12), 268-274. Doi: 10.48047/rigeo.11.12.27

**Submitted:** 03-12-2020 • **Revised:** 05-02-2021 • **Accepted:** 07-04-2021

## Introduction

Since Kazakhstan gained independence in 1991, large-scale changes have taken place in the field of Education. Educational materials aimed at promoting the false history of the former communist regime and its ideology were completely excluded from the educational program. Thus, new decisions were made in teaching the history of the Kazakh people and the Kazakh state. The study of the history of the state on it has begun in a new format, in a new method, and it continues to this day. In addition, the study of the history and culture of the peoples of the Turkestan region, who were related to the Kazakh people, was carried out. And the study of the history of the Turkestan region determines the focus on the history of the Turkic peoples (Artykbayev, 2006). This showed the need to conduct new searches for the development of unity and integration of the Turkic peoples in the modern era, and it was considered one of the most important steps on this path. According to the current curriculum, the history of the Turkic peoples is taught at the school within the framework of the program on the history of Kazakhstan and world history. In the educational programs developed for historians at the University, the history of the Turks, the history of their unity and cooperation are studied. In this direction, the main focus is on the history of the Turkestan region.

Of course, first of all, it is necessary to have a sufficient material base, educational literature, books, scientific works for a comprehensive study of the history of the Turkestan region. In any educational institution, in the conditions of a university or secondary school, one of the most important things is the preparation of educational programs and complexes in accordance with the requirements of the time and the availability of new and high-quality materials in them (Kozhamkulov, 2007). Currently, educational and methodological complexes and programs prepared in higher and secondary schools of Kazakhstan contain a comprehensive set of materials for teaching foreign history. Among them, of course, the educational and methodological complexes and programs of the University are rich, which include materials for teaching the history, culture, past of the Turkic peoples in the field of education and reform.

In general, the problems of the history of the Turkestan region in the era of the Russian Empire from 1867 to 1917 are considered in the teaching of the "History of Kazakhstan" in Kazakh universities. Among them are the migration reform, which was carried out primarily within the framework of the Russification policy in Central Asia and Kazakhstan, the change of the ethnopolitical map, the history of education, the history of jadeite and Russian-Correctional schools (Kan, 2011).

One of the main topics in the curricula of higher education institutions of Kazakhstan since the years of independence was educational work based on the migration policy of the Russian Empire. As mentioned above, the Russian Empire carried out political and administrative reforms in Central Asia and Kazakhstan in the last quarter of the XIX century. The reforms were mainly of a spiritual colonial nature (Ayagan, 2013). A large number of Russian-language schools have been opened. A large number of peasants settled in Russia. Explaining and perceiving the causes and consequences of these historical and cultural factors in the minds of future historians will undoubtedly require a comprehensive training system.

## Methods

The method of historical periodization was widely used in the research to determine the relationship between the chronological scale of the history of Turkestan and the reasons for its formation. In order to analyze the scientific works written on this issue and identify the specifics of the organization of teaching the discipline "History of Kazakhstan", there was given an importance to the comparative-historical method. To determine the causes and consequences of factors that contributed to increasing the relevance of the history of Kazakhstan, there was used a comparative genetic method.

## Discussion

The history of the Turkestan region was not studied in higher educational institutions of Kazakhstan in the Soviet period. The meaning and meaning of the history of Turkestan began to be explained only after gaining independence. One of the main manifestations of the true history of the Turkestan region at the turn of the XIX-XX centuries was ethnodemographic changes and migration reform. In this regard, there is a need to prepare elective subjects in order to master the



problems of the history of Turkestan in the University, which mainly focuses on migration reform. Currently, topical issues of Turkestan's history are being discussed in Kazakhstan and other Central Asian countries from a new perspective. In this regard, the university has developed educational programs and textbooks on the history of Pan-Turkism ideology. Because the ideology of Pan-Turkism shows the need for unity of the Turkic peoples. It was the Tatar and Turkish enlighteners who first breathed Pan-Turkism and carried it out on a large scale (Shaimerdenova, 2000).

State programs for the development of education at universities in Kazakhstan require a high level of teaching each subject, which is aimed at improving the forms and methods of teaching in accordance with the current time. Actively promotes students' work with various sources of knowledge, develops students' ability to think independently, and creates conditions for creative activity (Nuriakhmetova, Kholodnov, 2014). An important role in the implementation of these tasks is played by the subjects of the social and humanitarian cycle, including, of course, the study of historical processes in the field of social history, including education. Teaching history in high school, didactic materials and various methods related to it analysis of reforms in the field of education in Russian and Turkish Turks helps to develop students' thinking in this direction. In a comparative analysis of the political and social reforms of the Russian Empire implemented in the Turkestan region and its results, it is important to introduce new facts and concepts into the educational system of students through new curricula and teaching methods (Mekebayev et al., 2019).

In Soviet times, university students were limited only to materials written on the basis of Soviet ideology. This, of course, indicates a small amount of theoretical knowledge. However, there were no special collections of teaching aids and lecture materials on the history of Kazakhstan. Textbooks and teaching materials for universities from the history of Kazakhstan published in large numbers after the years of independence. Most importantly, the inclusion of such materials in high school programs today is of great help to researchers and students in the search. Currently, the university is systematically developing new methods and technologies of teaching, as provided by the EMC (educational and methodological complex) and syllabus programs for the training of future historians. In addition, in addition to textbooks, educational books and monographs, educational materials are used (Sadvakasova, 2014).

From our point of view, in the curriculum of the discipline "History of Kazakhstan", a small number of hours are devoted to the discussion of issues related to the history of the Turkestan region. It is discussed in a simple form among the most important historical phenomena, general topics. For example, the opportunity to comprehensively share with students the essence of the events about the change of the ethnic map of the Turkestan region in 1867-1917 and its impact on ethno-culture and ethno-culture is limited. As you know, during this period, the ethnic map of the Semirechye region underwent a major change, the consequences of which negatively affected the life of the Kazakh nomadic population (Shaimerdenova, 2000). Thus, the question arises as to what events of 1867-1914 should be given a deep attention in the teaching of this discipline. We'll look at it in the table below.

The historical events shown in the table above are trends that characterize the difficulties of the fate of the people of the Turkestan region. By teaching and explaining them to university students, we can instill spiritual value in the minds of subsequent generations. This is especially important for students studying in the teaching profession. After all, in the university system, a student who has received an excellent education on topical issues of the history of his country, or a future profession, will undoubtedly become an educated activist of society.

## Results

If we pay attention to the study of the problems of the history of Turkestan in the context of the history of Kazakhstan, then new, modern methods and educational materials are required as the basis for training. The main reason for teaching here in the context of history is the fact that the main part of the topic and the historical process that took place took place in Kazakhstan and the surrounding Turkestan peoples (Omarbayev et al., 2020). The peculiarity of teaching the history of Turkestan in the university system is that the teacher should determine the history of this era, the psychology of the population and society in this era, cultural and educational trends, the level of knowledge of the population, and develop various sources and means of teaching in order to familiarize students with the numerous ways of the history of Kazakhstan in this period.

Education on the history of Kazakhstan – an effective solution is possible only through the integrated use of the teaching tools at the disposal of the teacher, educational tasks, and the

skilful Organization of students ' cognitive activities. At the same time, what processes should be implemented to conduct the learning process at a high level? - the legal question arises. First of all, a history teacher should create an educational and methodological complex for a particular course. Of course, some work is being done in the Republic of Kazakhstan, but very slowly and only in some areas.

**Table 1**

Contradictory events in the history of Turkestan in 1867-1914

<b>№</b>	<b>Chronology</b>	<b>Event name</b>	<b>Results</b>
1	1860s	Military expedition of general Chernyaev's detachment to Turkestan in the 1860s	Modern South Kazakhstan and Central Asian countries became part of the Russian Empire. In 1867, the Turkestan general governorate was established (Omarbayev et al., 2020).
2	1867-1914	Resettlement of Russian peasants	As part of the migration reform of the Tsarist government between 1867 and 1917, peasants were resettled from the regions of Russia, Ukraine, and Belarus to the Turkestan region. They were allocated special fertile land. The local population was displaced to other areas.
3	1916	National Liberation uprising	In 1916, a national liberation uprising of Kazakh peasants against the Tsarist government took place in the Turkestan region. As a result, the uprising was brutally suppressed by the Tsarist army. But the idea of national independence was awakened in the minds of the people.

The development of the Republic of Kazakhstan places very high demands on the training of future specialists and educated young people, and the current flow of science and education is growing at a rapid pace (Kozgambayeva, Alpysbayeva, 2016). Society is often dissatisfied with the quality of training of school graduates, difficulties in mastering a large amount of knowledge. There is a contradiction between the tasks and approaches to learning. What should I learn? How to scientifically determine the really necessary composition and volume of historical knowledge? How to improve the cognitive process based on its internal laws in accordance with the development of Kazakhstan's society? While these issues remain relevant, we should be guided by the fact that the methodology of teaching the history of Kazakhstan is intended to identify, process and synthesize the entire set of knowledge about the process of cognition and education, and reveal new patterns of teaching National History. The main tasks of the educational process, content, ways, means of teaching and upbringing and development, on the other hand, the results obtained (effectiveness, quality of knowledge obtained) and its objectivity and significance should be in the focus. Based on these patterns, practical recommendations can be developed that cover all aspects of learning (Kozhamkulov, 2007).

Currently, it is important to study the history of the peoples of Turkestan in the university system. Educational textbooks published in recent years, including special courses, cover the issues of mutual Policy and integration of the states of the former Turkestan region, unity and mutual relations between the countries of the world in various spheres, allied relations. In this regard, before focusing on teaching methods, it is advisable to determine the value of the data provided in educational textbooks.

Currently, the Republic of Kazakhstan has accumulated a wide variety of experience in teaching Russian history, but work on its generalization began during the years of independence and continues today. If we make a historical retreat in this regard, it is appropriate to say that the study of domestic history has its own stages. It began in the Soviet period. The first collection, the content

and methods of teaching, prepared by the Academy of Pedagogical Sciences of the USSR, reflecting the experience of teaching the history of the Union republic, was published at the research institute in 1979, that is, 19 years after the introduction of the course. It presented an article by T.T. Turlygulov from Kazakhstani authors (Kaidarova, 2015).

Since the mid-80s, an integral part of the documentary and methodological complex on history has been a collection of cognitive tasks. They were presented for organizing independent work of students under the guidance and supervision of a teacher. A collection of cognitive tasks from history, published in the 90s, aims to awaken children's desire to think about the meaning and purpose of history, introduce them to the work of scientists, and understand an individual approach to historical fact and phenomenon. Tasks are independent learning tools due to the problem, variety and content of sources. They are used to solve multi-level tasks both in the course and at home (Ayagan, 2013).

Until the mid-80s of the XX century, there was very little special educational and methodological work on the history of Kazakhstan on the issues of content selection, organization of the educational process, improvement of forms and methods of teaching. Therefore, only since 1991 can we talk about the purposeful work of Kazakhstani scientists, historians, teachers, authors and developers of programs and textbooks on the history of Kazakhstan to create a completely new system of historical education, including two independent historical courses – world history and the history of Kazakhstan. Currently, the university is developing a scientific study of Russian history, developing effective methods of teaching students the history of Kazakhstan, and the research literature tells about the state of the crisis in the education system, and forecasts for its further development are made.

So far, little has been done on the course of the history of Kazakhstan since the years of independence. Since the first years of independence, textbooks have been written on all existing courses of the history of Kazakhstan that correspond to the general education programs of secondary schools, and since 2000, the transition to new programs requires the creation of new textbooks called "textbooks of the new generation (Nuriakhmetova, Kholodnov, 2014). However, there are still no methodological manuals for teachers on various school courses, taking into account the characteristics of students. Issues of education and development of students, the use of new educational technologies, expert assessment of new educational literature, etc. are not properly covered in the materials of Russian history.

Since 1991, the CIS countries, including Kazakhstan, have begun to adopt educational programs, concepts, and laws, most of which have been positively received by society, but, unfortunately, have proved ineffective in the context of market relations. In 1994, at the same time as the conceptual developments, new history programs were adopted for secondary schools. For these programs, there was the introduction of two independent courses of new world and national history, unified periodization and widespread use of cultural and historical materials. On the basis of the state policy in the field of historical education, textbooks on all history courses have been published (Batyrbekkyzy et al., 2017).

In order to improve the effectiveness of training, teachers use various methods and technologies. In recent years, the method of increasing the interaction of students in the educational process (interactive method) has been widely used by enthusiastic teachers. That is, the formation of skills of independent work at lectures on the history of Kazakhstan in pairs, groups. Changes in the process of teaching the course "History of Kazakhstan" based on the textbooks of M. Kozybayev, Zh. Kasymbayev, K. Nurpeis, S. Zholdasbayev, T. Sadykov, B. Sarsekeev, T. Turlygul, M. Koygeldi and others (Kozgambayeva, Alpysbaeva, 2016).

Currently, the creation of images of epochs on the subject of the history of Kazakhstan is also carried out by increasing the volume of factual material in the information block of textbooks (Kan, 2011). New facts relate not only to individual aspects of human life, which are traditionally presented in textbooks of previous years: Economy - Politics - Social Relations - Culture, but also restore the historical picture in a single, diverse unity. In this case, saturation with facts turns into an individual feature of the new textbooks – an informational advantage of the text, which leads to a change in the attitude of the teacher and student to the textbook of the University (Nosochenko, 2018).

In conclusion, the textbook of modern history should be as sufficient as possible in terms of information data. At the same time, the student's perception and mental and age characteristics must meet such requirements. Among them, the most important ones should be: the informative ability of students, the nature of the content and development of the proposed tasks, objectivity and, finally, compliance with the current level of scientific knowledge (taking into account the



cognitive capabilities of students of this age). In particular, among the mandatory materials should be reflected the political and economic reforms carried out by the Russian Empire in Turkestan and its progress, the entire social process and its political and ideological significance and content. This, of course, is described in the study of the history of Kazakhstan, which is reflected in the study of the situation in the Steppe region and the Turkestan region. In modern textbooks, there is a lack of common wording for a generalized consideration of certain regional problems of the Turkestan region. It should be noted that for the student, the introduction of such materials in the most concise and informative way is a requirement of time and knowledge. All this will deepen the student's information knowledge (Kaidarova, 2015). The new textbooks, thanks to the High information depth, reduce the need for teachers to tell all the necessary information in the audience and increase the student's capabilities.

The results of the research work are related to the pedagogy of the University, in particular, issues related to the content of the specialty history are considered in the educational materials. The main ones are related to the educational programs of universities, where in recent years there has been an increased interest in the theory of optimization of educational processes due to the widespread use of modern educational technologies, as well as significant financial costs necessary for obtaining high-quality education. Only on the basis of the use of modern forms and methods of Education, organized management, taking into account the specifics of the internal and external conditions of a particular course or group, and the laws of learning, can an optimal learning structure be achieved (Shaimerdenova, 2019).

In the practice of teaching Russian history, the general principles of the methodology are related to the section of the program or the availability of sufficient educational materials. The teacher's work will be purposeful if the teacher clearly understands the educational, educational and developmental tasks of each lecture that he faces. Since the general task of teaching at the university is to train active, independent, educated citizens of the country, the study of the history of Turkestan or the culture and civilization of the Turkic peoples within the program of history of Kazakhstan expands the horizons of students. Having grown up with the knowledge of the past, the student begins to look at the present from a new perspective, he learns to compare the present and the past, to understand the historical roots of many phenomena.

## Conclusion

Now, when historical education in the Republic of Kazakhstan is gradually becoming pluralistic and diverse, not only didactic or informational problems arise for teachers of the history of Kazakhstan. Due to the still instability of the concept of historical and socio-scientific education, it is necessary to actively participate in the search and formation of a new structure and content of education at the university, goals and priorities of Education. Therefore, we believe that it is necessary to understand the goals and objectives of modern historical education, its content and structure, analyze the quality of textbooks prepared on domestic and world history, and model the educational process based on new learning technologies. In teaching the history of the Turkestan region, it is necessary to update the programs of the history of Kazakhstan and world history as an academic discipline as much as possible. In particular, in order to widely study ethno-cultural and ethno-political issues of the Turkestan region, we recommend giving priority to the content of special courses and making appropriate additions to them.

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