

Non-profit Joint-stock Company "SHAKARIM UNIVERSITY"		
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The program of the entrance exams to PhD- doctoral studies		

Graduate School of Education

Department of History

**The program
of the entrance exams to PhD-doctoral
studies in the group of educational programs
D016 Teacher training in history**

1 DEVELOPED

Compilers:

B. Atantaeva, Doctor of Historical Sciences

[Signature] " 26 " 02 2026
(signature)

K. Baissarina, Doctor of Historical Sciences

[Signature] " 26 " 02 2026
(signature)

2 DISCUSSED

At the meeting of the department of History

Protocol № 8 " 26 " 02 2026

Head of the Department

[Signature] " 26 " 02 2026 B. Tokishkadirov
(signature)

3 AGREED

Head of the CTCSP

[Signature] « 02 » 03 2026 S. Kassymov
(signature)

4 APPROVED

Member of the Management Board –
Vice- Rector for Science

[Signature] « 02 » 03 2026 Zh. Kalibekkyzy
(signature)

1. Introduction

The program of the entrance exam for a special discipline of doctoral studies is formed in the scope of the program of the previous stage of higher education (master's degree).

The main requirements for the level of training of specialists in the group of educational programs D016-The Subtotal of history teachers.

Requirements that applicants for admission to doctoral studies must be aware of:

- theoretical and methodological foundations of the specialty, regularities of the emergence of historiographical schools and trends;
methodology and methods of scientific research;
- means of research and processing of their results;
- methods of collecting and analyzing scientific information;
- methods of teaching special disciplines, pedagogy and psychology of higher education.

- trends in the development of historical science in the country and abroad;
possess the necessary level of factual knowledge of national and world history, as well as related socio-humanitarian disciplines;

- possess special professional terminology and vocabulary of the specialty;
- possess the skills of professional argumentation in the analysis and evaluation of the most important historical events and phenomena

be able to:

- be able to analyze, systematize and summarize historical information;
develop a research plan;
- conduct bibliographic work with the use of modern information technologies;
- select the necessary research methods, modify existing ones, and develop new methods based on the objectives of a particular study;
- process the results obtained, analyze and comprehend them taking into account the available literature data;

- present the results of the work done in the form of reports, abstracts, articles, designed in accordance with the existing requirements, with the involvement of modern editing and printing tools.

have skills:

- teaching and research work;
- in special terminology;

be competent:

- in a systematic deep understanding of history as a science and as a subject of teaching in higher educational institutions;
- in solving the problems of information search, be ready for self-study, personal and professional growth.

The doctoral entrance exam is conducted in written or computer format in accordance with the Model Regulations for admission to studies in educational organization, implementing educational programs of technical and vocational

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education, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan of October 31, 2018 № 600.

2. The name of the discipline and its main sections

History of Kazakhstan

Introduction to the “History of Kazakhstan”

Subject, goals and objectives of the course "History of Kazakhstan". Modern understanding of the academic discipline "History of Kazakhstan", History, personality, - state. History and civilization. Functions and principles of the Fatherland's history. The history of Kazakhstan in the context of world history. Priorities of national history. "The concept of the formation of historical consciousness in the Republic of Kazakhstan" (1995).

Periodization of the history of Kazakhstan. The main methods of studying the history of Kazakhstan. New conceptual approaches in the study of the history of the Fatherland.

Sources and literature on the discipline "History of Kazakhstan".

Features of the study of National history. Actualization of the problems of the national history of Kazakhstan at the present stage.

The ancient history of Kazakhstan

Paleolithic (Old Stone Age). The origin of man (anthropogenesis). The main anthropological findings in Africa and Asia. Natural conditions of Kazakhstan and the habitat of ancient hominids.

Archaeological periodization and chronology of the Stone Age. History of the study of the Paleolithic of Kazakhstan. The work of the Karatau detachment in Southern Kazakhstan under the leadership of H. A. Alpysbayev. Discovery of the Lower Paleolithic memorials. The significance of A. G. Medoev's works in Western Kazakhstan and in the Northern Balkhash region. Research in Central Kazakhstan by M. N. Klapchuk and V. S. Voloshin. The results of the work of the Paleolithic group of the Shulba archaeological expedition and the expedition to study the monuments of the Stone Age of Kazakhstan under the leadership of Zh. K. Taimagambetov.

The latest discoveries of Paleolithic monuments of the joint Kazakh-Russian complex archaeological expedition in Kazakhstan (1992-2002). Stratified monuments of Koshkurgan, Shoktas, etc.

Mesolithic (Middle Stone Age). Transition from Pleistocene to Holocene. Retreat of glaciers. Mesolithic monuments of Southern Kazakhstan. Characteristics of material culture. Confirmation by archaeological sources of changes in the economy under the influence of natural conditions and tools. The appearance of a bow and arrow in everyday life. Stone tools: microliths and macroliths. Monuments of the coast of the Tobol, Nura, and Irtysh rivers. Differences in tools. A Mesolithic historical site. Neolithic (New Stone Age)

General characteristics of the Neolithic. "The Neolithic Revolution". Transition from appropriating to producing forms of economy. The origin of animal husbandry

and agriculture. Neolithic sites of Kazakhstan. Karaungur cave site. Technology of stone processing and ceramics manufacturing.

Celteminar culture on the territory of Western Kazakhstan. Atbasar culture of Central Kazakhstan. Mahanjar culture of the Turgai hollow.

The variety of Neolithic art: pottery ornaments, rock carvings, etc.

The development of a matriarchal-tribal society.

Eneolithic (Copper-Stone Age)

The appearance of copper tools that existed alongside stone tools. The spread of hoe farming and pastoral cattle breeding. Eneolite of the Ural-Irtysh interfluve. Botay culture. Material. culture. The nature of settlements and dwellings. Economy. Funeral rite. Eneolithic monuments of Mangystau. Methods of making pottery. Interaction of cultures from neighboring territories.

Antiquity on the territory of Kazakhstan

Bronze Age (XIII-IX centuries BC)

General characteristics and periodization of the Bronze Age. Development of cattle breeding: pastoral cattle breeding, driving-pastoral cattle breeding, transition to nomadic cattle breeding. Patriarchy. Property inequality, the emergence of a separate family. Development of ethical communities.

Andronovskaya and Begazy-Dandybayev culture on the territory of Kazakhstan. Domestic crafts, housing, religion, and art. Archaeological sites (settlements, burial grounds, mines, petroglyphs): Tasty-Bulak, Atasu, Tautary, Tamgaly-tas, etc. Typology of artifacts. The territory of distribution of pamyataikov. Ceramics. High level of bronze foundry production. Selection of specialists-artisans. The appearance of the potter's wheel. Funeral rite. Proto-cities of Botay, Toksambay.

Early public education. Saki (VII-III centuries BC). The era of early iron. Widespread transition to nomadic cattle breeding. The Great Steppe of Eurasia and the Scythian-Saka community. Saks and sauromats on the territory of Kazakhstan. The history of the Kazakh statehood and the Saka state education. The Saka script is an important attribute of statehood. Advanced art, mythology, and religion. High level of military organization. Agriculture— craft, trade. Villages and settlements. Relations with Assyria, Media, Parthia, and Iran.

Usuni and Kangyu (II BC-1st century AD). The successors of the historical and cultural heritage of the Saks were Usuni and Kangyu, and the Savramats - Sarmatians. The Usun state in Zhetysu, the Kangyu state in the Syr Darya. The military system. The tribal structure is the basis of military and state organization. Political and ethno-cultural relations of the Wusun and Kanpo with China, the Huns, and the states of Central Asia.

The Huns. The first nomadic Empire in Central Asia (III century BC - I century AD). Migration of the Huns to the west. The creation of the state of Yueban by the Huns in Eastern and Central Kazakhstan (II-Y centuries AD) - the ruling dynasty. Hierarchy of clans and tribes. The sacred power of the ruler. Decimal system of military organization. Cattle breeding, agriculture, craft. Writing and cities. Worship of Tengri.

Kazakhstan in the Middle Ages.

States of the Early Middle Ages (XI-X centuries) The Turkic Khaganate (552-603) - the first Eurasian nomadic empire. Formation of the Turkic ethnic group. Political strengthening of the Turk tribe and the formation of the state. Expansion of the borders of the khaganate. Relations with Byzantium, Iran, and China. The Western Turkic Khaganate (603-704) and its center in Zhetysu. Military-administrative system, ethno-social structure. Tribal strife. Chinese aggression. The rise of the Turgesh.

Turgesh Khaganate (704-756) Formation of the state. The struggle of the Turgesh with the Tang Dynasty and the Arabs in Central Asia. The expansion of the Arabs in Southern Kazakhstan. The historic battle of Talas in 751 and the expansion of the political influence of Islam and Muslim culture in the region. Intertribal struggle for supreme power. Amplification of carluks.

Karluk state (766-940). Formation of the state in Zhetysu. The capture of Kashgar by the Karluks, the spread of influence on Ferghana. Tribal composition and settlement of Karluks. Military-administrative department. Economy. Cities and settlements. Spiritual culture. The struggle against the Samanids, the expansion of the borders of Islam up to the Talas Valley. The gradual orientation of the Karluk military nobility to Islam. Strengthening of internecine struggle.

Oghuz State (late IX-early XX century) XI c.). Displacement of the Oghuz: Pecheneg tribes from the Syr Darya and the Aral Sea basin. Formation of the Oguz state. Ethnopolitical relations of the Oghuz people with the Kimeks, Knpchaks, Karluks, Khazars and Bulgars. Tribal composition and settlement of the Oghuz people. Social system, economy, cities and settlements. Development of trade and crafts. The fight against the Seljuks and the intensification of civil strife. Weakening of the political foundations of the Oghuz Jabgu.

Kimek Khaganate (late IX - early XX century). XI c.). Formation of the state. The development of ancient Turkic traditions in the Kimek society. Tribal composition and settlement of the Cymeks. Political dependence of the Kipchak and Cuman tribal associations on the Kimek khagan. Ethnopolitical and cultural relations of the Cymeks with neighboring peoples. Social structure, economic and cultural types, cities and trade. Strengthening of the Kipchak and military nobility. The fall of the Khaganate.

Economic and cultural life of Kazakhstan in the XI-X centuries. Nomadic civilization, the specifics of its development. Economic and cultural types: cattle breeding, agriculture, cities and settlements. Steppe and city. The Great Silk Road. Ancient Turkic writing and monuments of Turkic culture. The spread of Islam and Muslim culture, Christianity, Buddhism, Manichaeism. Prominent scientists and writers: Yolyg Tegin, al-Farabi, Zhanah ap-Kimeki.

States of the developed Middle Ages (XI-beginning of the XIII century) Karakhanid state (942-1210) - The formation of the khaganate on the territory of

Zhetysu and Kashgar. The first Muslim Turkic state in Kazakhstan. Southern Kazakhstan under the rule of the Karakhanids. The spread of the political influence of the Karakhanids on Transoxiana. Political ties with the Seljuks, Khorezmshahs, and Kipchaks. Hierarchical system of power structures. Nomadic traditions and the involvement of the Karakhanids in the orbit of settled agricultural and Muslim culture. Cities and trade. Development of settlement and agriculture. Military-tribal and administrative management system. The spread of the political power of the Karakitai to the Karakhanids.

Karakitai (1128-1213) Capture of the Eastern Karakhanid Khaganate by the Karakitai. The spread of the political influence of the Karakitai in Transoxiana. Social structure and economy. The fall of the Karakitai power.

Ulus of Naimans and Kereits (XII-beginning of the XIII century). Formation of the confederation of Naimans and Kereit tribes in Central Asia. Settlement. The spread of Christianity. The formation of the state among the Naimans and Kereits. The defeat of the Kereit and Naiman uluses by Genghis Khan. The rise of the Naimans in Zhetysu. Defeat of the Naimans by the Mongols,

Kipchak Khanate (beginning XI-1224). The Kipchaks are the heirs of the Kimek state. Displacement of the Oghuz people from Syrdaria. The term "Deshti-Kipchak" in time and space. The tribal composition of the Kipchaks and its hierarchy. Relations with neighboring peoples and States. Division of the state into two associations. The struggle of the Kipchaks with the Khorezmshahs. The formation of the ethnic core of the Kazakh people in the XI-XII centuries in the Kipchak Khanate. The final stage of the formation of the Kipchak nation and the Mongol invasion. Economy. Language. Culture. The fall of the Kipchak Khanate.

Development of the economy and culture of Kazakhstan in the XI-early XIII centuries. Economic and cultural types in nomadic pastoral societies. Cities of Southern, Eastern, Central and Western Kazakhstan. Architecture. Crafts, trade, money circulation. The Great Silk Road and its branches on the territory of Kazakhstan. Spiritual culture of the peoples and tribes of Kazakhstan. Religious beliefs and cults. The population of Kazakhstan in the system of Muslim culture. The spread of Islam among the nomads. Establishment and expansion of cultural and political ties of the peoples and tribes of Kazakhstan with the countries of the Muslim East and other adjacent and remote countries.

Oral creativity and written Muslim Turkic culture. Works of scientists and thinkers Mahmud Kashgari, Yusuf Balasagun, Ahmed Yuzhanka, Khoja Ahmed Yassawi. Kazakhstan during the Mongol conquest (XIII century). The Golden Horde (1243-ser. Huv.).

Formation of the Mongol Empire. Genghis Khan's capture of East Turkestan and Zhetysu. The conquest of the territory of Central Asia and Kazakhstan by the Mongols. Kazakhstan is a part of three Mongolian uluses. Batukhan's campaign in Eastern Europe. Formation of the Golden Horde. Development of the ulus system. The rulers of the Golden Horde. The adoption of Islam as the state religion. The ethiopolitical ties of the Golden Horde to the Mamluk state. Timur's campaigns on

the Golden Horde. The weakening and disintegration of the Golden Horde. Ulus wrestling. Formation of the Chagatai State.

Medieval states in the XIU-XU centuries. The states of Kok-Orda and Ak-Orda. Kok-Orda (end of HS-beginning) KHU v.) - the first large state association on a local ethnic basis. The struggle for the Syrdarya cities. Relations with Central Asia and Khorezm. The struggle with the Timurids for the Syrdarya cities. The transfer of power to the Shaibanids.

Mogulstan (ser. XIU-beginning of XIIv.). Formation of the state. Territory and ethnic composition. The spread of Islam. Timur's campaigns against Moghulistan-An alliance of the rulers of Moghulistan and Kok-Orda against Timur. The sluggish dependence of Moghulistan on Timur. Strengthening of power under Muhammad Khan. Military raids of the Oirat Mongols. The weakening and disintegration of Moghulistan.

The state of the nomadic Uzbeks (1428-1468) or the Khanate of Abulkhair. Territory and ethnic composition. Abulkhair-khal's military campaigns in Central Asia. The struggle for the Syrdarya cities. The defeat of Abulkhair from the Oirats (1457). The migration of the sultans Janibek and Kerey (1459). The collapse of the khanate.

The Nogai Horde. (end of XIU-XUvv.). Territory and ethnic composition. The rulers of the Nogai Horde. Relations of the Nogai Horde with the adjacent states. The collapse of the Nogai Horde.

Siberian Khanate (late XI-XI centuries). The formation of the Siberian Khanate, its internal and foreign policy history. Territory, ethnic composition, economy. The fall of the Siberian Khanate.

Education of the Kazakh people. Ethnonym "kazak" (Kazakh). Kazakh zhuzes. Historical background of the formation of the Kazakh nation. Ethnic processes in ancient times, in the early and developed Middle Ages. The formation of the nation in the post-Mongol period. The process of formation of the Kazakh nation. The formation of an ethnic territory, the formation of a single language. Community of economy, material and spiritual culture. The factor of state education and its influence on the ethnic process. The first mention in a written source of the term "Cossack" (Kazakh). Its social meaning. The ratio of the concept of "Uzbek" and "Cossack" (Kazakh). The ethnonym "Cossack" as the self-name of the people. Completion of the formation of the Kazakh nation (XIU-XU centuries). The effect of ethno-political and economic factors in the formation of Kazakh zhuzes. Zhuzes are ethnoterritorial associations of Kazakhs. The appearance of the Senior, Middle and Junior juzs.

The Kazakh Khanate in the XV-XVI centuries.

Formation of the Kazakh Khanate (1466). Extension of the political rule of the Kazakh Khanate to the Eastern Deshti-Kipchak. The first Kazakh khans Kerey and Janibek. The fight of the Chipmunk and Kasym against Muhammad Shaibani and the Murz Nogai Horde. The struggle of the Kazakh Khanate for the Syrdarya cities.

Strengthening of the Kazakh Khanate. Socio-economic and political situation of the Kazakh Khanate at the beginning of the XVI century. Tribal composition. Economy: cattle breeding, agriculture, cities, trade. Political and economic significance of the Syrdarya lands. The campaigns of Muhammad Shaibani against the Kazakh Khanate. The death of Shaibani Khan. Weakening of the political foundations of Moghulistan. The transformation of the Kazakh Khanate into one of the strong states of Central Asia. Annexation of Zhetysu to the territory of the Kazakh Khanate. Expansion of the territory of the Khanate under Kasym Khan. Shaibanid campaign against the Kazakh Khanate. The Kazakh Khanate in the second quarter of the XVI century. The struggle for the throne. The relationship of the Kazakh Khanate with Moghulistan. The weakening of the Khanate by the middle of the XVI century. Kazakh-Nogai relations.

The Kazakh Khanate in the second half of the XVI century. The reign of Haq-Nazar. Kazakh-Oirat relations. Kazakh-Nogai relations. Kazakh Khanate and Shaibanids of Transoxiana. The struggle of the Kazakh khans against the union of Bukhara and the Siberian Khanate. The influence of the Tashkent uprising on the relations between the Kazakh Khanate and Transoxiana. The rise to power of the Ashtarkhanids in Central Asia.

The Kazakh Khanate in the XVII-early XVIII centuries.

Socio-economic and political situation of the Kazakh Khanate in the XVI century. The struggle of Yessim Khan for the Syrdarya cities.

Relations between the Kazakh and Bukhara khanates. The Kazakh Khanate and the feudal domain of East Turkestan. Kazakh-Dzungarian relations. The emergence of the Dzungarian Khanate, the beginning of its aggressive policy. Aggravation of Kazakh-Dzungarian relations in the second half of the XVII century. The growth of the influence of batyrs and biys in the Kazakh society. Kazakh Khanate under Zhangir. The reign of Tauke Khan: Increased tension in Kazakh-Dzungarian relations. "Zhety-Jargy" by Tauke Khan. Tole bi, Kazbek bi, Aiteke bi.

Kazakh culture in the XIU-early XVIII centuries.

Traditional nomadic culture of the Kazakhs. Breeding of domestic animals. Tools of labor. Weapons. Crafts and home crafts. Trade and trade routes.

Spiritual culture of the people. Customs and customs. Nauryz. Religious and other holidays. Beliefs and cults. Oral folk art. Sages, akyns and zhyrau: Miki bi, Asan Kaigy, Shalkiiz, Kaztugan, Dospambet, Markaska, Aktamberdy. The main ideas are their legacy.

Urban culture of Kazakhstan. The relationship between the city and the steppes. The structure of cities in different regions of Kazakhstan. Decline of urban culture of the XVII-beginning of the XVIII centuries, its causes.

Oral historiography (historical tradition), its meaning and significance. Written historiography, the significance of the outstanding works of Muhammad Haidar Dulat, Kadyrgali Kasym-ula Zhalair.

Kazakhstan in modern times (XVIII - early XX centuries)

Kazakhstan in the first quarter of the XVIII century. Kazakhstan's Entry into the New Era: theoretical aspects and problems. Periodization. Historiography and sources. The international situation of Kazakhstan: features of the perspective. Kazakhstan in the system of Central Asia.

Internal political and socio-economic situation in Kazakhstan in the first quarter of the XVIII century. Dzungarian aggression in Kazakhstan. "Aktaban shubyryndy". Kazakh-Junar wars. Consolidation of the Kazakh society in the face of Dzungarian aggression. Leaders and ideologists of the Kazakh people's militia against the Dzungars. Bulantinskah. The battle of Anirakai. The consequences of the Dzungarian invasion. Management of the Kazakh-Dzungarian wars in oral folk historiography. Kazakhstan and Russia in the conditions of the new time.

Prerequisites of Kazakh-Russian relations in the XI-XI centuries. Kazakh-Russian relations in the first quarter of the XVIII century. Kazakhstan in the system of "Eastern policy" of Peter the Great. Cossack colonization.

The beginning of Kazakhstan's accession to Russia: historiography and sources. Khan Abulkhair as a statesman, political figure and commander. Kazakhstan in the context of Russia's foreign policy of the second quarter of the XVIII century.

The beginning of the era of colonialism in Kazakhstan historiography, problems, sources. Economic and socio-political development of Kazakhstan in the second quarter of the XVIII century.

Changes in the domestic and foreign policy development of Kazakhstan. Qing China and Dzungaria. The colonial policy of Russia in Kazakhstan. The weakening of the Dzungarian Khanate. Kazakh-Dzungarian relations. Kazakhstan and Dzungaria in the foreign policy of Russia and China.

Kazakh society in the XVIII century. Economy of the Kazakhs. Nomadic cattle breeding is the basis of material production of the Kazakh society. Nomadic Kazakhs. Features of the development of agriculture. The state of the crafts. Changes in the economy. Foreign trade. The social structure of the Kazakhs. Social division. The concepts of "white bone" ("ak suyek"), "black bone" ("kara suyeyu"), their content and structure.

Statehood of Kazakhstan in the Abylai era. Domestic and foreign policy situation of Kazakhstan. Khan Ablay as a political and statesman, his desire for political independence and sovereignty. Abshai's relations with the Russian and Qing Empires. The struggle of Abylai Khan for the unification of the Kazakh lands.

Social development of the Kazakh society. Dynamics and transformation of geopolitical conditions in Central Asia by the end of the XVIII century. Changes in the foreign policy position of Kazakhstan by the end of the XVIII century.

Kazakhstan and the Central Asian states at the end of the XVIII - in the second half of the XIX centuries. The political situation in the territory of the Middle Zhuz during the reign of the successors of Abylai Khan (80 - ies of the XVIII century-1821). The problem of preserving sovereignty and independence in Kazakhstan and Central Asia in the conditions of the colonial expansion of Russia and England.

Administrative reforms of Russia in Kazakhstan. Elimination of the Khan's power in Kazakhstan.

The People's liberation Movement of the Kazakh people in the conditions of the loss of state independence and sovereignty in the KHUSH-early XX centuries. Main stages, results, problems.

The first stage of the people's liberation movement of the Kazakh people (1731-1837). Participation of Kazakhs in the Russian liberation movement. Revolts of Syrym Datov, Isatay Taimanov, Makhambet Utemisov, Kasym Abylaykhanov, Sarzhan Kasymov, Zholaman Tlenshiev. Features of the ideology and specifics of the initial stage of the people's liberation movement in Kazakhstan.

Socio-economic and political development of Kazakhstan in the XIX-early XX centuries. Historiography and sources. Features of the economic and socio-political situation of Kazakhstan. Kazakhstan in the foreign policy of the Russian Empire in the first half of the XIX century.

The struggle for the preservation of the territorial integrity and statehood of Kazakhstan. The second stage of the people's liberation movement of the Kazakh people (1837-1870). Kenesary Kasymov-warrior, patriot, ruler. The People's War of 1837-1847 The uprisings of Dzhankhoji Nurmukhamedov and Yeset Kotibarov. Protest movement in Mangyshlak. General and special at the second stage of the people's liberation movement in Kazakhstan. Kazakhstan and Russia in the liberation movement.

The final submission of Kazakhstan to the Russian Empire. Kazakhstan's loss of sovereignty and independence. The declaration of the land of the Kazakhs as the property of the Russian state. Tsarist reforms in Kazakhstan in the second half of the XIX century.

Socio-economic, political and cultural development of Kazakhstan in the XIX-early XX centuries. Kazakhstan is a colony of the Russian Empire. The declaration of the land of the Kazakhs as the property of the Russian state. Migration policy and Stolypin modernization in Kazakhstan at the beginning of the XX century.

Regulations on the administration of the Turkestan Region and the steppe regions. Strengthening the centralization of colonial administration. Changes in the structure of judicial proceedings, the essence of judicial innovations. The beginning of the labor movement. Social inequality of the people. Exploitation of child labor. Forms of workers' discontent. The first strikes.

Formation of a multiethnic society in Kazakhstan: general characteristics. Ethnic processes and their socio-demographic characteristics in the late nineteenth and early twentieth centuries. Polyethnic composition of the population: main factors, sources of formation, composition. Kazakh village. Zhataki (otkhodnichestvo). Resettlement village.

The Russian Empire is a prison of peoples. Kazakhs. Relations of peoples. Russians in Kazakhstan. Polish exiles in Kazakhstan. Migration of Uighurs and Dungans to the territory of Kazakhstan. Reasons for relocation. The situation of the

Uighurs and Dungans on Chinese soil. The first settlements. Agriculture, development of agriculture. Development of Uyghur and Dungan culture.

Development of agriculture in Zhetysu. Trade. Fairs. Crafts. Industry. The processes of urbanization. Socio-cultural image of cities. Bank and money transfers. The state of transport and trade routes in the region. Formation of working personnel. The system of land use and the aggravation of the agricultural issue. The consequences of Stolypin's agrarian reforms.

Kazakhstan's relations with China. The transformation of Bukhtarma, Petropavlovsk, Semipalatinsk into centers of trade with Xinjiang. Further development of trade relations. The weakening of the Kazakh-Chinese trade relations, the reasons.

The third stage of the people's liberation movement in Kazakhstan (the last quarter of the XIX - early XX centuries). Features of the reform movement of the Kazakh intelligentsia in the late XIX-early XX centuries. New content of the idea of the Kazakh national statehood.

The international significance of the Russian Revolution of 1905-1907 and its impact on Kazakhstan. Strengthening the colonial policy of tsarism. The beginning of the labor movement, the growth of the opposition movement of the Kazakh peasantry. The Karkarala petition of 1905. Participation of Kazakhs in the activities of the 1st-III State Duma of Russia. The role of the Kazakh intelligentsia in the people's liberation movement. Ideas of parliamentary militarism and national autonomy. Formation of social-democratic and cadet groups. The problem of the revival and growth of the national identity of the Kazakh people.

The revival of the national-democratic, reform movement in Kazakhstan at the beginning of the XX century. Kazakh political, intellectual, and spiritual elite A. Bukeikhanov, M. Dulatov, A. Baitursynov, the Dosmukhamedov brothers, M. Tynyshpaev, Sh. Kudaiberdiev, and others. The role of the newspaper "Kazakh", the magazine "Aikap" in the formation of national identity.

The metropolis of Russia and the colony of Kazakhstan in the First World War. Events of 1916 in Kazakhstan: reasons, character, lessons. The position of the social strata in relation to the royal Decree of June 15, 1916 The main centers and leaders of the movement. The reasons for the defeat and its historical significance. The historical significance of the struggle of the Kazakh people for independence and state independence in the KHUSH-early XX centuries.

Kazakhstan in 1917. National Liberation and National Democratic Movement. The February bourgeois-Democratic Revolution in Russia and the peculiarities of its influence on Kazakhstan. Social and political activity of V. I. Lenin. Creation of bodies of Soviet power. Political parties and trends in the spring and summer of 1917. Bolsheviks, Cadets, Social Revolutionaries, movement and party "Alash", "Ush Zhuz", "Shuro-i-Islamia", "Shuro-i-Ulemia", etc.,

The evolution of the national idea, national statehood in the modern era. The growth of the national identity of the Kazakh people in the KHUSH-early XX

centuries. Kazakhstan's place in the history of the struggle of the peoples of the world for national revival in modern times.

Culture of Kazakhstan (XVIII-early XX centuries). Russian expeditions of the XVIII century in Kazakhstan. Kazakh literature. Aktanberdy zhyrau. Bukhar zhyrau. Taggikara, Umbetai Tileuuly, Shal Kulekeuly.

Muslim and Russian education. Russian historiography of Kazakhstan. A. I. Levshin-Herodotus of Kazakh history. Russian-Kazakh literary relations.

The main directions in the Kazakh literature. Music culture. Zhyrau, aitys, storytellers. Material culture. Domestic crafts and crafts of the Kazakhs in the late XIX-early XX centuries.

Educational institutions and scientific societies in the 60-70s were included in the Regional Statistical Committees. Opening libraries. Public education: difficulties and shortcomings.

Art and music culture. Kazakh themes in the visual arts. Kurmangazy Sagyrbayuly, Dauletkeyer Shigayuly, Tagtimbet Kazangapuly, Birzhan Kozhaguly, Akansery-Akzhigit Kormasauly, etc.

The revival of national identity. Kazakh democratic literature. The first periodicals in the Kazakh language. Educational and reformatory direction in the culture of Kazakhstan of the late XIX-early XX centuries. Activities and scientific heritage of Ch. Ch.Valikhanov, A. Kunanbayeva, I. Altynsarina, H. M.-S. Babadzhanova, B. Daulbayeva, D. Chuvakova, Sh. Kudaiberdy-uly, etc. The role and place of the material and spiritual culture of the Kazakh people in the world cultural heritage. The heritage of the Kazakh intellectual and spiritual elite.

Kazakhstan in modern times

The October Revolution of 1917 and its background. The attitude to the revolution of various social strata of society. Discussions on the social base and driving forces of October (On the question of the "colonial revolution", "revolution of the city" , etc.).

Features of the establishment of Soviet power in Kazakhstan. Socio-political situation in the region. The beginning of a civil confrontation. II All-Kazakh Congress and its decision on national autonomy. The party "Alash" as a factor of political struggle. The defeat of the "Kokand autonomy". The first steps of the Soviets and their perception in society.

The Civil War-the tragedy of the people (1918-1920) The complication of the political situation and the further increase in civil confrontation. The overthrow of Soviet power in the north, north-east of Kazakhstan. Kazakhstan during the war years. Events in the west and south of the region. Formation of the Semirechensk, Ural, Eastern, Aktobe and Turkestan fronts. The people on different sides of the barricades: the military-political differentiation of society in the Civil War. "White" and " Red " terror. The role and place of political parties and movements during the war. Ideology, politics, and practice. "Revolutionary" and "counter-revolutionary" authorities. Socio-economic and political consequences of the civil war. Formation of the Kazakh Soviet statehood Formation of the revolutionary committee for the

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Historical education as a process and result. Contents of historical education. Historical education as a set of methodological techniques, forms and means of implementing education. Historical education as a body of knowledge, skills and abilities. The structure of historical education. Basic content of educational historical material. Civilizational and formational approaches.

Historical knowledge, abilities and skills, competencies: concept, meaning, types and their content. Fact, event, process as historical knowledge. Difference of facts in complexity and significance. Selecting facts for a history lesson. Levels of coverage of facts in the lesson. The relationship between facts and generalizations. Representations and concepts in the study of history. The role of historical concepts in teaching history. Classification of historical concepts: sociological, general historical, particular historical. Emotional and value components of studying history. Studying a historical figure in a history lesson. Skills and abilities: concept and types. Subject results of studying history in secondary school. The role of a historical document in the formation of skills.

Psychological and pedagogical approaches to the content and organization of historical education and didactic foundations of teaching history. Personality-oriented, system-activity, problem-based, reflective and other approaches. Levels of educational cognition and cognitive capabilities of students in the process of studying history. Empirical and theoretical levels of mastering historical knowledge, skills and abilities. Cognitive capabilities of students. Cognitive interest. Individualization and differentiation of training (internal and external). Formation of internal motivation to study history.

Methods and forms of teaching history. The concept of teaching method and its structure. Basic classifications of history teaching methods. Methods of teaching history according to the degree of independence of cognitive activity: explanatory and illustrative, reproductive, problem presentation, partially search, research. Teaching methods based on sources of knowledge: verbal-printed, verbal, visual and practical. Methods of sequential textual study of sources and literature, methods of working with supporting notes, methods of working with logical tasks, etc. Forms of organizing the study of history in the classroom (frontal, group, individual). Features of the methodology of teaching history at the senior level: basic and specialized levels.

History teaching aids. Visualization: concept, meaning, types. Visibility: types and types of benefits. Visual clarity. Conditional graphical clarity. Visual and

practical teaching methods. Chronology and cartography. Methods and techniques for using historical sources and fiction in teaching history. Didactic material for a history textbook. The role of the history classroom in the organization of the educational process. Requirements for the history classroom.

Methodological techniques for the formation of historical concepts, abilities, skills and competencies. Methodological techniques for summarizing historical facts in a history lesson. Methods and techniques for the formation of historical concepts in history lessons. The basic principles of the formation of concepts in history lessons: systematicity, gradualism, taking into account the cognitive capabilities of students, introducing new concepts taking into account known concepts. Modern requirements for the level of formation of skills and abilities. Formation of competencies: written speech, oral speech, intellectual, informational, chronological, cartographic, etc. Features of the formation of skills in primary and secondary schools. Independent work of students in the formation of skills.

Technologies for teaching history. Method and technology. Games, cognitive tasks. Innovative methods and technologies: reference signal method, features of developing technologies in teaching history, RCMChIP technology, block-modular technology, communicative and problem-reflexive technologies. Method and technology of project-based learning, reference signal method, etc. Problem-based learning in history lessons. The use of modern educational and information and communication technologies in the educational process. Interactive learning technologies.

Organization of independent work of students in classes in historical disciplines. The concept of independent work. Basic forms and techniques of students' independent work. Reproductive and creative forms of independent work. Work of students with a historical source. Preparation of written and oral work for history lessons.

Integration connections in the process of teaching history. Intersubject and intrasubject connections. Content and activity aspects of various types of connections: interdisciplinary, intrasubject, intercourse. Synchronous and asynchronous interdisciplinary (geography, literature, etc.), intrasubject (world history, history of Kazakhstan, local history) and intra-course connections. Coordination of teachers in the formation of general educational skills.

History classes and its types: structure, planning, methods, forms and means, basic requirements. Classification of classes by leading method and structural components. Traditional and innovative lessons. Features of traditional types of lessons in primary school, high school. The main structural components of a combined lesson, school lecture, school seminar, etc. Features of a repeating and generalizing lesson.

Diagnostics and control of the level of mastery of the content of historical education. Concept, functions and types of diagnostics of students' historical knowledge. Types of control.

Modern methods of monitoring students' historical knowledge. Objectives, meaning and content of assessing historical knowledge, skills and abilities. Monitoring student learning in the process of historical education of students.

Educational work of the teacher. Preparing a teacher to teach historical disciplines. Determining the purpose of the lesson, the type of lesson, selecting and classifying facts for a history lesson. Determination of methods and techniques in the study of new material, methods and forms of questioning and diagnostics in a history lesson. The role of the textbook in preparation for the lesson. Analysis of a history lesson. Self-education of a history teacher.

Features of the organization and methodology of teaching history in secondary school. History lessons in high school. A lesson in learning new material or a lesson-lecture. Lesson – discussion of new material. Lesson of generalization and systematization of knowledge. Combined history lesson. Lesson on the application of historical knowledge, skills and abilities (lesson - workshop). The lesson is a history game. A lesson with elements of an educational history game. Discussion lesson (discussion of socio-historical issues). A lesson with elements of discussion or conversation. Lesson using projective methods. Class hour in the form of a conversation or debate. Lecture on history: its content, forms, features of organization and delivery. The process of organizing and conducting seminars in historical disciplines.

Extracurricular work on history. Methodological foundations of historical education of students. Types and functions of extracurricular work in history. Local history work of a history teacher. Features of the organization of historical clubs and electives in history. Organization and management of the school museum.

Preparing a history teacher for a lesson. Functions and tasks of planning in the work of a teacher in a modern public school. Formal planning requirements. Levels and types of planning: annual and lesson plans, short and detailed calendar thematic plan. The tasks of calendar-thematic plans in organizing a system of history lessons and the methodology for their preparation. Features of the technology for enlarging didactic units (modular training) and its application in organizing history teaching. Technology of teacher preparation for a history lesson: modeling, design, construction. The structure of preparation for a lesson: determining the type of lesson and its topic, goal setting, planning learning outcomes, determining the content of the lesson, choosing forms and methods of teaching, developing the structure of the lesson, determining teaching techniques. Tasks, functions and stages of preparation for a history lesson. Lesson outline and its alternatives. Lesson technological map as a new type of teacher's methodological production. Criteria for the effectiveness of a history lesson. Sample plan for self-analysis of a lesson: analysis of the target lesson model, analysis of the content model, analysis of the procedural model of the lesson, analysis of students' independent work, analysis of the communicative model of the lesson. Modern techniques for activating attention, thinking, memory, cognitive activity and communicative activity of students in history lessons.

Innovative lessons in teaching history: classification, features, rules of organization. General characteristics and features of the innovative lesson. Correlation of the concepts “innovative”, “non-standard” and “non-traditional history lessons”. Non-traditional lessons: modular lesson, integrative lesson, discussion lesson, role-play lesson, etc. Classification of innovative lessons. Psychological, pedagogical and methodological justification for an innovative lesson.

The reflective component of the learning process and methodological techniques for its implementation in history lessons. Forms and methods of consolidating what has been learned in the lesson. The reflective component of a student’s educational activity in a history lesson as a necessary condition for his learning and development. General concept of reflection and its role and place in school education. Functions and types of reflection – oral and written; frontal and individual; reflection of emotional state and mood, reflection of activity, reflection of the content of educational material and the results of its development. Ways and means of organizing reflective activity of students in a history lesson: “traffic light”, “palms”, cluster, syncwine, unfinished sentence, reflective circle, transfer sheet, etc.

System for assessing the educational achievements of schoolchildren in the process of teaching history. The meaning and functions of diagnostics, control and assessment in education (controlling, motivating, prognostic, corrective, etc.). Basic criteria for grading history. Features of traditional and modern approaches to assessment. Assessment as an activity of teacher and student. Forms and criteria for assessing the results of mastering planned educational results - subject, personal, meta-subject. Quantitative and qualitative assessment. Methodological techniques for identifying the educational achievements of students in mastering the history program. Types of knowledge testing: oral, written, frontal, individual, current and final. Checking, mutual checking and self-checking. The use of tests in school history teaching. Forms of final control in teaching history: exam, essay, UNT. Characteristics of control and measuring materials (parts A, B, C; typology of questions and tasks). Modern technologies for assessing and recording the educational results of mastering an educational program in the field of history. Rating system for teaching in history lessons. General characteristics of modern methods of recording educational results. Technology "Educational Portfolio". Educational technologies and their application in modern conditions of teaching history. Technological approach in school history education as the basis for innovative updating of history lesson methods. The concept of “pedagogical technology”: interpretation options. The main features of the technological model of the educational process: repeatability, measurability, typology, operationality, etc. Advantages and fundamental limitations of the technology model. Opportunities to improve the quality of history teaching and implement requirements through new pedagogical technologies. Traditional and innovative teaching technologies: a comparative analysis.

Information and computer technologies and their use in teaching history. General characteristics of ICT, their features and pedagogical capabilities, types and

functions. Audiovisual teaching technologies. Multimedia educational programs for history. Electronic teaching aids. Training and monitoring programs. Using audiovisual technologies in history lessons. Electronic-distance component of the innovative information and educational environment of the school. Wiki technologies and their place in the educational process. Methodological features and rules for using ICT in teaching history.

Technologies of developmental education (individualization of students' activities, problem-based developmental education, differentiated education, advanced education, etc.), their application in teaching history. General characteristics of the essence of developmental education. Possibilities for developing the student's personality in teaching history. Theoretical foundations of developmental technologies (L.S. Vygotsky, L.V. Zankov, D.B. Elkonin, I.Ya. Lerner and many others). Model of history lessons organized on the basis of developmental learning technologies. Rules for using leveled (advanced, problem-based, etc.) technology in history lessons, possible risks and ways to minimize them.

Game technologies and technologies of communicative interaction: features of use in history lessons. Didactic games in history lessons: concept, essence and significance in teaching history. Functions of the game: communicative, diagnostic, cognitive, developmental, etc. The structure of the game as an educational activity for students and the technological scheme of the game. Games of personification and dramatization. Imitation and role-playing games in teaching history. A modern retrospective role-playing game for history lessons. Discussion and its types, significance for the socio-historical education of the individual. Types of discussions as forms of problem-based learning and their characteristics. Business game, its modifications and features of use in history lessons. Diagnostic and reflective games and their place in teaching history. Methodological features and rules for organizing game situations in history teaching.

Project-based learning technology and its use in teaching history. General concept of the essence of "project-based learning". Theoretical foundations of "project-based learning" (D. Dewey, V. Kilpatrick, S.T. Shatsky, etc.). Types of projects, stages and features of interaction between teacher and students. A model of history lessons organized on the basis of project-based learning technology. Rules for using project-based learning technology in organizing history education for schoolchildren, possible risks and ways to minimize them.

Professional portrait of a modern school history teacher. Competency model of a history teacher. Pedagogical culture of a history teacher and its main components. Key general cultural, general pedagogical and special professional competencies of a history teacher. Essence, functions and features of professional pedagogical communication. Types, styles and tasks of communicative activities of a history teacher. Stages of pedagogical communication: planning, "communicative phase", communication management and reflection. The role of a history teacher's positive and negative attitude in communicative interaction with participants in the educational process. Speech etiquette of a history teacher: greeting, addressing,

calling to the board, etc. The knowledge and skills necessary for a history teacher to implement an optimal communication style: verbal and non-verbal communication skills, switching skills, etc. Culture and rules of pedagogical communication. Requirements for the professional work of teachers, presented in regulatory documents on the certification of teaching staff. Ways and means of professional development of a history teacher.

Extracurricular work in history: purpose, objectives, forms, methods, content, rules of organization in accordance with the requirements of the state standard of education.

Main directions and forms of extracurricular activities in history. Classification of forms of work according to the degree of mass production and duration of validity. A combination of various forms of extracurricular educational activities and extracurricular activities in history. Principles of preparing and conducting one-time (episodic) forms of extracurricular work: historical evenings; thematic debates; role-playing games and theatrical performances; competitions; excursions, etc. Student research competitions. Olympiads in history at different levels. "History Week" at school. Principles of organizing systematic and permanent forms of extracurricular work: historical circles and clubs; lectures, etc. Extracurricular historical and local history work at school. Goals and objectives of elective history courses. The principles of their construction, the relationship with the main courses. Methodology for conducting electives. Pedagogical support and accompaniment of the student's individual development in the process of teaching history (tasks, means and tactics of pedagogical support, individual educational route).

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