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RELEVANCE OF INTERACTIVE TEACHING METHODS IN SCHOOL HISTORY LESSONS

Annotation. *The article discusses the main methods of interactive pedagogical technologies, which are designed to maximize the educational process and promote the activation of educational and cognitive activities of 9th grade learners, including their independent study of historical sources in history lessons at secondary schools. Such an approach allows us to study from different sides certain historical events that are epochal in the development of Kazakhstan. For example, include the history of developing virgin lands. The research's objective is to establish the relevance of interactive teaching methods in history as a means of fostering learners' cognitive activity. The relevance of the topic is determined by the problems of using interactive methods in history, since in practice there are many contradictions between understanding the importance and necessity of organizing the educational process and the lack of systematic use of interactive methods. The purpose is to show the relevance of the use of interactive methods of teaching the history of Kazakhstan as a means of forming learners' cognitive activity. The scientific significance of the research consists of revealing the main provisions and expanding individual concepts on the topic, which allows them to be used as additional information when conducting other scientific research. The practical significance and value of the research lies in applying the results and materials obtained in the process of teaching the history of Kazakhstan. During the pedagogical experiment, positive results were achieved among the learners of the school, which contributed to the activation of their cognitive activity.*

Keywords: *interactive learning, interactive methods, methods of teaching history, principles of teaching, diagnostics.*

Introduction

The modernization of the Kazakh education system defines new requirements for the school history education system since the developing Kazakh society needs educated people who gain knowledge through new teaching methods, which currently include interactive ones. At the same time, it is important to note that in modern schools, the study of history is aimed at teaching, educating, and developing a personality ready for self-identification, social adaptation, and cognition of the surrounding reality. Based on

this, the school faces the task of preparing such a member of society who can actively and creatively acquire historical knowledge in combination with quite often contradictory socio-cultural problems, while reflecting his civic position.

The modern strategy for the development of historical education in secondary schools in Kazakhstan, according to the latest concept, focuses on the dominance of an activity-based approach in the education system when teaching history in school. Therefore, the formation of cognitive and communicative learning skills among school learners comes to the fore, which include: unbiased assessment of various sources of information, formation of a conscious and thoughtful attitude to the performed cognitive operations, introduction to contextual reading, transferring content from one information field to another, formulation of one's point of view and its proof, etc. As we see it, it is currently not possible to ensure the acquisition of these skills without interactive learning.

The purpose of our research was to establish the relevance of interactive methods of teaching the history of Kazakhstan as a means of forming learners' cognitive activity. The leading pedagogical idea of the study is to determine the directions and ways of development in the educational process related to the cognitive activity of learners through the use of effective interactive methods in history lessons. The scientific significance of the research consists of revealing the main provisions and expanding individual concepts on the topic of research, which can be used as additional information and applied in conducting other scientific research on the topic. The practical significance is because the results and materials obtained in the course of the research can be used in teaching the history of Kazakhstan in general and the history of virgin lands in particular.

There are many studies of interactive teaching methods in the scientific environment. Most studies on the problem of using interactive teaching methods show that they are based on the scientific ideas of the theory of symbolic interactionism proposed by the American scientist J. G. Mead and developed in the works of G. Bloomer, J. M. Baldwin, and C. Cooley [1, p.101-105]. It is this theory that is the basis and scientific basis for the development of pedagogical conditions that allow for the process of self-realization of school learners in their educational activities. The problem of using interactive teaching methods, including in the framework of teaching history, has been reflected in the research of Kazakhstani and foreign scientists (T.M. Sadykov, G.K. Taskeeva) [2; 3, p. 16]. It is noted that in the modern period interactive teaching methods are developing and are filled with new meaning and content. First of all, their priority role is to develop: interaction, communication skills, implementation of the experience, educational and pedagogical cooperation between the subjects of the educational process, etc.

At the same time, the problem of using interactive methods as an indicator of the relevance of their application in school history lessons, in our opinion, has not been sufficiently investigated. The scientifically based concept of interactive learning as a

factor of self-realization, based on the results of in-depth practical research to develop the personality of school learners, does not fully cover the problematic issues of using interactive teaching methods in the practical activities of educational schools. The issues of the effectiveness and efficiency of using interactive teaching methods in history lessons at school are also insufficiently covered by the research. Based on this, it is necessary to identify the relevance of the research topic as a problem of school history teaching both by the presence of interest in the study of this object of research and the lack of complete answers regarding the existing problems, which proves not only its importance but also theoretical, as well as practical significance. The relevance of the study of the use of interactive methods in history lessons at school also lies in the fact that, on the one hand, there are many problems with their use in the learning process, and on the other hand, they are of exceptional importance and are still not widely used in the real process of historical cognition. In pedagogical practice, there are contradictions between understanding the importance and necessity of organizing the modern educational process in history lessons and the lack of systematic use of interactive methods. Thus, the problematic nature and relevance determined the choice of the topic and the purpose of the study.

Also in this study, it should be noted the work of Y.S. Repinetskaya, who showed the features of using interactive technologies in history lessons in school [4], and E.V. Kolesnikova, who explores the interactive strategy of teaching history in school as a means of activating the cognitive activity of learners [5]. In turn, Kazakhstani teachers, history teachers most often point out that the introduction of interactive technologies allows solving problematic issues of personality-oriented and developmental learning, humanization, the formation of learners' educational perspectives, criteria-based assessment [6], the development of thinking skills [7], etc. At the same time, teachers do not focus on studying important historical events that took place in the country and are problematic for contemporaries to understand.

The various digital resources like Kahoot, Quizizz, Plickers, and Wordwall can be incorporated into history lessons. These tools offer interactive and engaging methods for learning. For instance, Kahoot has been highlighted in previous publications as a popular example [8]. The differentiated learning approach, tailored to suit the specific needs of different learner groups, remains pertinent. For further elaboration and detailed examples, one can refer to the article by L.A. Baikhanova and A.M. Sadykova [9]. These additional resources enhance the diversity of teaching methods and can cater to a wider range of learning styles within the classroom.

Materials and methods

To achieve this goal, several tasks have been set aimed at verifying the hypothesis put forward using the following research methods: theoretical methods (literary analysis of scientific and methodological literature and other theoretical sources; methodological

analysis of the problems identified by the topic); empirical (pedagogical experiment; testing; analysis; comparison; discussion of the results; statistical methods.

The materials of the study were:

- scientific literature on interactive teaching methods;
- normative acts and standards of education: the State Educational Standard of the Republic of Kazakhstan for general secondary education [10] and standard curricula for general education organizations in history [11];
- textbook: Kozybaev M. K., etc. History of Kazakhstan (from the beginning of the twentieth century to the present), 2013 [12].

Result

Interactive learning is represented by the process of activating the educational, cognitive, creative, research, project, and independent activities of learners in the volume of small and medium-sized groups with correctional and coordination support from the teacher. Interactive methods come from the English words «inter», which means «between», and «act» – «action». Interactive methods are designated as methods that allow a person or group of people to learn how to interact. Interactive learning seems to be a type of learning that is based on the interaction of all subjects of learning, including teachers [1, p.101-105]. Interactive learning as a scientific concept arose relatively recently – in the 1990s of the last century. At the same time, it is believed that interactive learning is still far from the most researched area of pedagogy. In addition, there are science cases when interactive learning is considered only the learning process based on interactive digital technologies [3, p.18]. In our opinion, this is because researchers have not yet come to a consensus on such a question as relevance, according to which it is possible to decide whether interactive teaching methods should be separated into a separate category. It should also be indicated how and how interactive learning differs from other types of learning. Here we can refer to the opinion of E.A. Kapranova that interactive learning is understood as learning based on the constant interaction of teachers and learners, as well as on the interaction of learners with each other or learners with the educational environment [13, p.11-14].

In our opinion, this approach should be taken into account when teaching history at school. Since it is during interactive learning that the necessary information is exchanged and the actions of the participants in the educational process influence each other. Difficulties are also noted with the very concept of interactive teaching methods since all methods are usually divided into active and passive. Many authors refer to interactive methods as active methods [14, p.46]. Other researchers divide active methods into two groups: active and interactive [15]. However, in our opinion, it is difficult to imagine a specific list of interactive methods that will not simultaneously be part of a group of active learning methods. Therefore, interactive methods are most often based on the presence of

interaction between learners, where the role of a teacher or teacher is reduced to the role of a facilitator, mentor, or curator. Based on this condition, interactive teaching methods used in teaching history at school include: design method, business or role-playing game, brainstorming, discussion, the case study method.

Interactive methods are used both in traditional learning and in online learning (in two forms). For example, you can hold a group discussion on an Internet platform in the form of a video conference, organize a brainstorming session using the capabilities of a virtual whiteboard, or work on a project remotely. Interactive teaching methods expand the field of activity of learners in solving problematic situations and tasks and reduce the functionality of the teacher. In some cases (with distance learning), the teacher turns into a tutor and ceases to be the central figure of the learning process, dealing only with its general organization [16].

The guiding principles that form the basis of interactive learning methods:

1. Active interaction of participants in the learning process is achieved by creating an environment of cooperation between teachers and learners, maximally aimed at a psychologically favorable microclimate for better assimilation of knowledge and achieving a higher cognitive result.

2. The effectiveness of the teaching strategy is determined by the willingness of all participants in the learning process to cooperate. The teaching methods used for history classes must meet the goals and objectives of teaching, cognitive abilities, psychological characteristics, and level of training of learners, as well as the abilities of the history teacher and his intellectual level.

3. The expedient nature of the teaching strategy.

4. Variability of forms and methods of educational and cognitive activity in the lesson.

5. The creative approach of the teacher, is based on the achievement of educational goals and the individual characteristics of his learners.

6. Algorithmization in a specific lesson with a reasonable and clear structure of the technology of history lessons and careful study of all stages of each lesson.

7. Democracy, taking into account democratic values: the methods used should influence the formation of a civil personality in each school learner, respecting the point of view of the last generation, having a civic position, tolerance, etc. [17, p.22].

These principles suggest that the advantage of interactive teaching methods should be considered their universal nature. On their basis, it is possible to design history lessons on the development of new material, repetitive generalizing, and control classes. In addition, a modern history teacher has the opportunity to choose from a wide range of available methods the most suitable for him, based on personal characteristics and the specifics of the internal school educational process. All this confirms the importance

and relevance of using interactive teaching methods when conducting history lessons in school.

Based on materials and methods, a pedagogical experiment was conducted during the second stage of the study. This experiment was aimed at studying the experience of using interactive methods in history lessons in school, which determines the need for their systematic use in pedagogical work. The experimental part was carried out based on the Municipal state institution «Terenkol Secondary School No. 1 named after A.N. Yelgin» of the Terenkol district of the Pavlodar region of Kazakhstan. The study involved 28 9th-grade learners.

At this stage, experimental work was carried out on the development and modeling of a new methodology for teaching the history of Kazakhstan using interactive teaching methods. The methodology was based on the following interactive methods: gaming; project method and others. The topic of the lessons was the history of virgin lands (§ 36 of the textbook of the History of Kazakhstan, 9th grade. «The development of agriculture. The development of virgin lands», pp. 149-156 [12]).

At the first ascertaining stage, learners were diagnosed to determine their level of interest in learning and assess the organization of independent work in history lessons. The diagnostic method was tested to determine the attitude of learners to modern interactive teaching methods.

To determine the learners' level of organizing an independent search for information, each of the participants passed a test consisting of six questions, the purpose of which was:

- 1) read the text and underline the words that are the formulation of the learning task to determine the ability to divide the learning task;
- 2) determine the skills of choosing an action for the implementation of a learning task;
- 3) determine the ability to make an independent conclusion;
- 4) determine the ability to correctly express your thoughts according to a pre-prepared plan;
- 5) establish the ability to self-control, as well as reflection and self-control;
- 6) determine the ability to plan actions.

The analysis of the results of all the test questions allowed us to establish the level of academic independence (high, medium, and low), calculated in points.

A survey of learners to determine their attitude to modern interactive teaching methods. The questionnaire includes questions such as:

- 1) History lessons using interactive methods: do you like them or not?
- 2) What are the benefits of interactive methods for history lessons?
- 3) Which interactive methods do you like to perform the most?

4) Is there a growing interest in studying history when performing tasks using interactive methods?

The analysis of the questionnaire data allowed us to establish the attitude of learners toward modern interactive teaching methods.

At the formative stage, various active teaching methods were used in the history lesson on the topic «History of virgin lands»:

1) Brainstorming is a learning method designed to work in a group and aimed at producing independent ideas and solutions. It is implemented in the form of a group discussion (generators and analysts), which allows you to solve problems identified as needing to be understood when developing virgin lands. Brainstorming allows you to establish the level of the main interests and knowledge of the participants in the discussion and activates the creative potential of its participants. Brainstorming tasks:

What would have happened if the virgin lands had not been developed in Kazakhstan?

Were there alternatives to the development of agriculture in Kazakhstan in the second half of the 1950s?

Discussion is one of the forms of learning that helps develop learners' skills and abilities to convincingly and logically defend their point of view using evidence based on a certain position. It is a conversation, the specificity of which is determined by what is organized by the moderator (teacher), and the participants (learners) have different opinions based on their knowledge and experience. As a rule, the discussion is held on a specific issue. In this case, the group discussion was held on the topic «Negative and positive aspects of virgin land development in Kazakhstan». The discussion is implemented in the form of debates, where binary positions regarding virgin land are presented on each issue according to the «proof–refutation» scheme. All participants in the discussion present should:

- participate in the discussion;
- follow the rules;
- listen and hear others;
- do not interrupt each other;
- do not take offense and do not offend others;
- do not evaluate each other, etc.

The teacher monitors compliance with the rules of the discussion.

Role-playing as a teaching method allows learners to imagine themselves in various situations during the development of virgin lands and model their behavior relative to the designated role. Thus, the role-playing game allows you to deepen historical knowledge on the topic and expand the range of sources of knowledge about the history of virgin

lands. The role-playing game was conducted in the form of an interview, during which learners (journalists) asked questions about the virgin lands and the local population.

There was also a game «Three Sentences», according to which the student, after listening to the text from the document on Virgin Land, had to convey its contents in three sentences.

Homework using the project-based learning method: to make research projects-presentations on the history of the development of virgin lands in the Pavlodar region. It is recommended to use archival, documentary, museum, and home materials about the history of virgin lands, as well as modern information technologies.

At the control stage of the history lesson, the level of learners' attitude to modern interactive teaching methods was re-measured. The assessment was given by repeated questioning after the lesson using interactive technologies, which made it possible to summarize the conclusions obtained regarding the effectiveness of the formative stage.

Interactive teaching methods correspond to activity-based and personality-oriented approaches, since with their help there is co-learning (in collaboration and collectively), where the teacher and student become subjects of the educational process. The teacher most often acts as the organizer of the learning process and the creator (organizer) of the conditions for learners to take the initiative in the field of mastering knowledge on a particular topic or the subject as a whole. Interactive teaching methods should be used more actively in history lessons.

The analysis of the textbook showed that it briefly presents the grounds for the development of virgin lands: decisions of the Communist Party at the Union and republican levels (it was supposed to increase grain acreage to 13 million hectares, as well as 1,100-1,200 million pounds of grain due to the development of virgin lands); activities of the party or Komsomol aimed at attracting the population to virgin lands; the number of persons who came to conquer virgin land; measures of moral and material assistance; the first results of the development of virgin land; the final results of development; the negative consequences of the development of virgin land. There are no references in the paragraph to historical sources on the history of virgin lands. To consolidate the studied material, the following questions are given:

- the first results of the development of virgin lands in Kazakhstan;
- the impact of virgin land development on the economy of Kazakhstan;
- the influence of virgin lands on demography in the republic and other processes.

The results of the experiment.

At the diagnostic stage, the following results of a survey of learners regarding the use of interactive methods in history lessons were obtained:

- 40% of learners have a positive attitude;
- don't like it – 10%;

- don't like it – 4%;
- it doesn't matter what teaching methods are used – 6%;
- found it difficult to answer – 40%.

The data obtained indicate that 9th-grade learners do not have sufficient experience with interactive teaching methods, as 40% of them found it difficult to answer the question, while 40% of learners showed a positive attitude towards history lessons conducted using interactive teaching methods.

Results of the level of organization of independent information search:

- high level – 16%;
- the average level is 44%;
- the low level is 40%.

There is a high percentage of learners with an average and low level of organization of independent information retrieval, which indicates the lack of use of interactive teaching methods in history lessons.

The results of the control stage conducted to establish the level of effectiveness of a history lesson conducted using a new methodology using interactive teaching methods:

- positive attitude – 65%;
- don't like it – 5%;
- don't like it – 5%;
- it doesn't matter what teaching methods are used – 10%;
- found it difficult to answer – 15%.

The majority of learners (65%) have a positive attitude towards interactive methods, 10% remain indifferent, and only 15% found it difficult to answer.

The table and Figure 1 show the results of the comparative analysis.

Table 1 – The results of a comparative analysis of the indicators of the questionnaire survey of learners, in %

Indicators	At the beginning	At the end
A positive attitude	40	65
I don't really like them	10	5
Don't like it	4	5
It doesn't matter	6	10
Couldn't answer	40	15

According to a comparative analysis, the positive attitude towards interactive methods increased by 25%, the number of those who do not really like interactive methods decreased by 5%, and an increase of 1% was recorded among those learners who do not

like new teaching methods; the number of indifferent increased by 4%, but among those who found it difficult to answer there was a decrease of 25%. In general, the number of learners who do not like interactive teaching methods decreased by 10% (versus 14%).

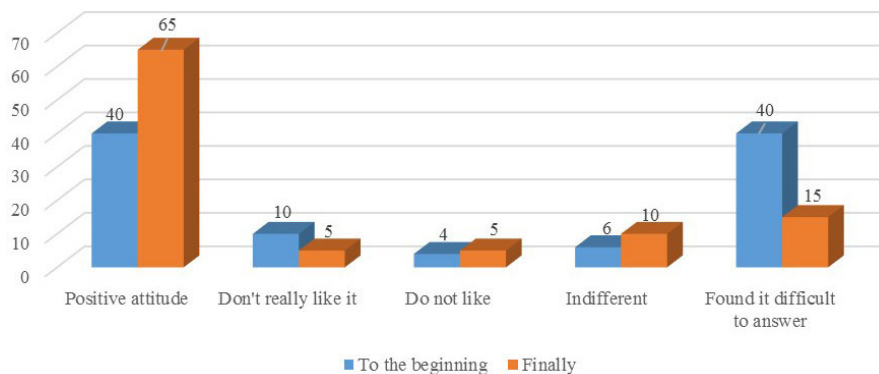


Figure 1 – Dynamics of learner questionnaire survey indicators, in %

The results of repeated diagnostics of the organization of independent information retrieval in comparison with the data of the initial diagnosis are shown in Table 2 and Figure 2.

Table 2 – Results of a comparative analysis of indicators of the level of organization of independent information search, in particular %

Levels	At the beginning	At the end
High	16	33
Average	44	47
Low	40	20

According to the comparative analysis, there is a positive growth trend – more than doubled (from 16 to 33%), the average level has been slightly increased, and the low level has been halved – from 40 to 20%. The learners are mostly satisfied with the independent work they have done, as they were actively involved in the process of historical knowledge and became interested in independently searching for information on the designated topic.

In general, the results obtained can be considered positive and confirm the hypothesis that the use of interactive methods in history lessons at school contributes to the growth of interest in the learning process and increases the cognitive abilities of learners. The participants of the experiment had a significantly increased level of trust in interactive

methods and interest in self-search for information. This indicates that school learners are ready to independently receive new information in history lessons, rather than having it ready-made, based on their traditional teaching methods.

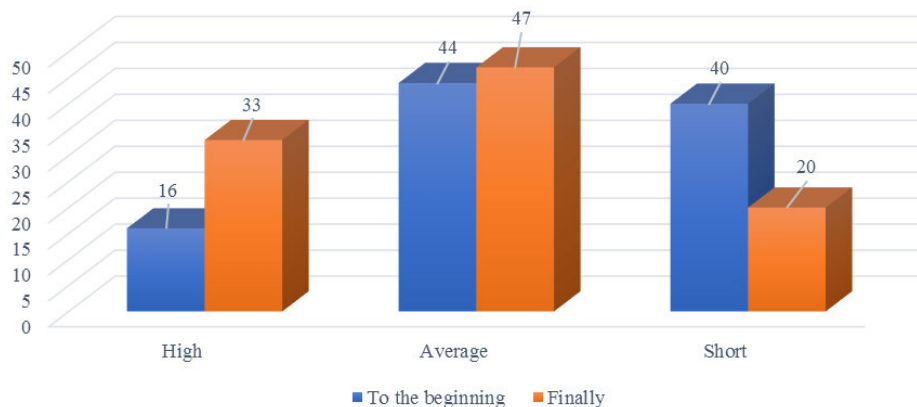


Figure 2 – Dynamics of indicators of the level of organization of independent information search, in particular %

Conclusion

Summarizing the materials of theoretical analysis and practical experience allows us to conclude that the use of interactive methods in teaching the history of Kazakhstan in school is quite relevant since these methods are means of forming learners' independent cognitive activity and ensure the effectiveness of knowledge of historical facts, especially historical facts related to the recent history of the country and having many conflicting opinions.

As established, this relevance is due to the use of interactive teaching methods in the practice of teaching the history of Kazakhstan, which allows learners to increase their intellectual activity in matters of cognition and, consequently, ensure the effectiveness of history lessons in general. Because even passive learners are involved in active learning activities created using interactive learning methods (brainstorming, discussions, role-playing, and working through the Internet with historical sources). This is confirmed by the results of a practical study, which recorded an increase in positive attitudes towards interactive methods by 25% and a significant decrease in the number of people who found it difficult to answer by 25%. In general, the number of learners who do not like interactive methods has decreased, do not like them and do not care about them.

There are also positive dynamics in the indicators of the level of organization of independent information search while reducing the low level by half (from 40 to 20%). Since the learners were actively involved in the process of historical knowledge of the

history of virgin lands, and engaged in an independent search for information on the designated topic, most of them were satisfied with the independent work done.

All the results obtained confirm the scientific pedagogical theory put forward that the use of interactive teaching methods in history lessons at school can increase interest in the learning process in general and the history of Kazakhstan in particular, as well as the cognitive abilities of learners.

The use of interactive methods in history lessons, in our opinion, allows learners to develop skills of creativity and original thinking. In addition, they develop such important competencies in the study of history as working with various kinds of information, and historical sources, the ability to take responsibility for yourself when making decisions, tolerance to other people's opinions, respect for the experience of previous generations, the desire to constantly improve the level of their knowledge, etc. Thus, the use of an interactive learning method helps society to prepare a creatively developed personality who can think independently and can make verified and correct decisions.

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Жоғары сыныптарда тарих сабағында интерактивті оқыту әдістерін қолданудың өзектілігі

Аннотация. Мақалада жалпы білім беретін мектептердегі тарих сабақтарында 9-сынып оқушыларының оқу-танымдық іс-әрекеттерін, оның ішінде олардың тарихи дереккөздерді өз бетінше меңгеруін белсендіруге және оқу процесін барынша жақсартуға бағытталған педагогикалық технологиялардың негізгі интерактивті әдістері қарастырылған. Бұл Қазақстан дамуындағы дәуірлік тарихи оқиғаларды әр қырынан зерттеуге мүмкіндік береді. Бұлар, мысалы, меңгеру мақсатын қамтиды.

Тақырыптың өзектілігі тарих сабақтарында интерактивті әдістерді қолдану мәселелерімен анықталады, өйткені тәжірибеде оқу процесін ұйымдастырудың маңыздылығы мен қажеттілігін түсіну және интерактивті әдістерді жүйелі түрде қолдану арасында көптеген қарама-қайшылықтар бар. Зерттеудің мақсаты – оқушылардың танымдық белсенділігін дамыту құралы ретінде Қазақстан тарихын оқытудың интерактивті әдістерін қолданудың өзектілігін көрсету. Зерттеудің ғылыми маңыздылығы негізгі ережелерді ашу, тақырып бойынша жеке ұғымдарды кеңейткен, соны-

мен бірге оларды басқа ғылыми зерттеулерді жүргізу кезінде қосымша ақпарат ретінде пайдалану мүмкіндігімен байланысты. Зерттеудің практикалық маңыздылығы мен құндылығы Қазақстан тарихын оқыту барысында алынған нәтижелер мен материалдарды қолдану болып табылады. Өйткені мектеп оқушылары арасында өткізілген педагогикалық эксперимент барысында олардың танымдық іс-әрекет тиімділігін арттыруға қатысты оң нәтижелерге қол жеткізілді.

Кілтті сөздер: интерактивті оқыту, интерактивті әдістер, тарихты оқыту әдістемесі, оқыту принциптері, диагностика.

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Актуальность применения интерактивных методов обучения на уроках истории в старших классах

Аннотация. В статье рассматриваются основные методы интерактивных педагогических технологий, которые призваны максимально улучшить учебный процесс и способствовать активизации учебно-познавательной деятельности учащихся 9 классов, в том числе самостоятельного изучения ими исторических источников на уроках истории в средней общеобразовательной школе. Такой подход, по нашему мнению, позволяет с разных сторон изучить отдельные исторические события, носящие эпохальный характер в развитии Казахстана. К таким, например, можно отнести освоение целины.

Актуальность темы определена проблемами использования интерактивных методов на уроках истории, так как на практике отмечается множество противоречий между пониманием важности и необходимости организации образовательного процесса и отсутствием системного использования интерактивных методов. Цель – показать актуальность применения интерактивных методов преподавания истории Казахстана как средства формирования у учащихся познавательной активности. Научная значимость исследования состоит в раскрытии основных положений и расширении отдельных понятий по теме, что позволяет использовать их как дополнительную информацию при проведении других научных изысканий. Практическая значимость и ценность исследования заключается в применении результатов и материалов, полученных в процессе, при преподавании истории Казахстана. В ходе проведения педагогического эксперимента среди учащихся школы были достигнуты положительные результаты, способствовавшие активизации их познавательной деятельности.

Ключевые слова: интерактивное обучение, интерактивные методы, методика преподавания истории, принципы обучения, диагностика.