

## PROBLEM-SOLVING TASKS IN STUDYING AGRARIAN QUESTION OF HISTORY OF KAZAKHSTAN

Svetlana G. Belous<sup>1</sup>, Vladimir N. Vukolov<sup>2</sup>, Alexander G. Gryaznukhin<sup>3</sup>,  
Tatiana V. Gryaznukhina<sup>4</sup> and Nadezhda G. Mokshina<sup>5</sup>

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The relevance of the article is to show the problem method of training and a possibility of its application by means of introduction in process of training at lessons of history of Kazakhstan of problem and informative tasks is considered. The purpose, types and stages of work of this technology are defined. Concrete examples of tasks for pupils of 8 classes as the problem of agrarian crisis in the territory of Kazakhstan during his stay as a part of the Russian Empire is subject to consideration (the end of XIX – the beginning of the 20th centuries) are given that corresponds to program material of this age category. The importance of application of the methods aimed at independent search of knowledge and more expanded comprehension of knowledge of pupils reveals. The start stage of experiment where the initial level of knowledge of pupils reveals is shown in article and the importance of application of problem tasks at further stages of work is proved, questions for questioning at identification of initial knowledge of a subject, and also direct steps in work on drawing up and application of similar tasks are offered. Article Submissions are of practical value for children. Having entered life, the child will be more protected from stresses. Problem training forms harmoniously developed creative person capable to think logically, find solutions in various problem situations, capable to systematize and accumulate knowledge, capable to high introspection, self-development itself also corrections. Continuous setting of problem situations leads to the loss of fear by a child to face problems, a child seeks ways to resolve them, and the creative personality, always capable to search is formed.

**Keywords:** Problem method, agrarian question, resettlement policy, creative search, school research, Russian Empire, Kazakhstan.

### INTRODUCTION

Current monitoring of students getting the higher education in the Republic of Kazakhstan reveals typical shortcomings of the historical knowledge obtained at school. School graduates have got used to acquire just the final information which is often understood partly, without a certain system. Only a minor number of graduates are trained to apply historical knowledge in creative process, but almost always follow they follow the set example. Hardly ever first-year students of higher education institutions show creative appliance of historical knowledge in nonstandard situations. Besides, the following issues are observed: formalism of

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<sup>1</sup> Department of History of Kazakhstan, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, *E-mail: svetlana\_solnyfko@mail.ru.*

<sup>2</sup> Department of Tourism and Service, Scientific Research Institute of Tourism of Turan University, Almaty, Kazakhstan.

<sup>3</sup> Department of History of Russia, Siberian Federal University, Krasnoyarsk, Russia.

<sup>4</sup> Department of Cultural Studies, Siberian Federal University, Krasnoyarsk, Russia.

<sup>5</sup> Department of Pedagogics, Elabuga Institute of the Kazan Federal University, Elabuga, Russia.

historical knowledge; inability to make logical judgments and justify them and to find cause and effect; insufficient readiness for independent search of knowledge; inability to put historical knowledge into practice. Researchers noted the similar situation in the late eighties of the last century. One of the reasons for the listed shortcomings is that in a technique of teaching History of Kazakhstan, the system of the informative tasks which become complicated from a class to a class isn't adapted.

The concept "problem-solving task" has no single didactic definition. Most often it is understood as a special type of educational tasks at which from the trainee it is required to make research essential for achieving the estimated result (Vukolov, 1987). Each task always contains a condition in the form of initial data and the question, retaining the sought. The condition and a question are correlated and connected in such a way: they contain contradictions, set a problem, specify direction of the research, which helps to remove contradictions in the process of the problem solving (Rukina & Lukash, 1981).

Application of problem-solving tasks in the process of teaching History is based on the didactic theory of problem-based learning. In pedagogical literature this issue gained development in the first half of 1960-1970s in works of the Soviet and foreign authors, such as Y.K. Babansky (1970), L.G. Vyatkin (1971), N.G. Dayri (1965), T.V. Kudryavtsev (1967), I.Y. Lerner (1972), M.I. Makhmutov (1975), V.S. Okon (1968), etc. They give various definitions of this concept, but the majority leads to the fact that problem-based learning is the one in the course of which the teacher creates a problem situation at lessons, raises a problematic issue, organizes independent work of pupils and checks the performance of a task.

The problem, as a rule, evolves from a contradiction between learned and not learned yet, between the new facts with which pupils face for the first time, and earlier acquired knowledge, which these facts don't keep within. While the purpose of creating a problem situation is to direct students in the process of studying the material to the elements leading to understanding of the core issue. The most common indicator of a place of introducing a problem in the process of studying the new material can be a problematic situation in the tutorial texts on the theme presented by the teacher, or a part of a text that can be interpreted by students ambiguously. Problem tasks allow to develop critical thinking and respectively allow to achieve educational results: ability to work with the increasing and constantly renewed information in different fields of knowledge; ability to express the thoughts (surely and correctly); ability to develop own opinion based on experience; ability to be engaged independently in the training; ability to cooperate and work in a group (Zarifova, 2013; Kalimullin & Dobrotvorskaya, 2016; Gabdulchakov, Kusainov & Kalimullin, 2016; Gabdrakhmanova, Kalimullina & Ignatovich, 2016).

The majority of existing school textbooks on History of Kazakhstan, unfortunately, prevail the questions and tasks directed to retelling of educational

material. Therefore, cognitive activity of school students often has only reproducing character. This activity will change for the best, if a pupil is asked questions to answer which, it will be necessary to remember the material of different paragraphs; to compare various historical facts and documents; to make elementary conclusion. All this has caused the necessity to make and use problem-solving tasks in teaching public and humanitarian disciplines.

The cognitive interest of school students is characterized by the direct motive going from the educational activity itself. Usage of situations of informative novelty is of great importance for the formation of such motives. Monitoring show that brainwork of children differs from work of adults by the fact that the purpose of mastering knowledge is a weak incentive for a child. The process of gaining knowledge, which brings positive emotions, has to be interesting for children. The cognitive interest of school students has three levels noted in pedagogical literature. As elementary considered the level of cognitive interest when there is direct interest in the new facts, the entertaining activities which are available in the information obtained by students at the lesson. Its higher level is the interest to the knowledge of essential characteristics of the objects or the phenomena making deeper internal essence. At this level the cognitive interest is often connected with the solution of problems of applied character where interest isn't on a surface of certain historic facts, but doesn't get into consciousness so yet to find regularities. Higher level of cognitive interest makes interest of school students in relationships of cause and effect; in detection of regularities; in establishment of general principles of the phenomena. This level is connected with research activity, with acquisition of new and improvement of former ways of the doctrine.

The thematic orientation of a problem situation is in the fact that selecting the additional material for development of cognitive activity of pupils, the teacher should correlate it with the system of a lesson. In this case, additional material plays positive role at the lesson: it raises pupils' interest in a subject; improves discipline; gives rational orientation on full-fledged perception of training material.

Informative tasks can make historical knowledge of pupils operative and develop their abilities to independent knowledge. I.Y. Lerner (1972) identifies three groups in system of informative tasks: 1) informative tasks when the solution is found with the help of a teacher (training tasks); 2) training tasks, i.e. the tasks similar to the studied type just slightly modified, essential for better understanding of means of solving tasks of all types; 3) the search informative tasks which are independently solved by pupils. Also the typology of tasks can be presented as follows – information (contains a contradiction between the available knowledge and what needs to be learned, the essence consists in need for independent acquiring of new knowledge, mainly of the actual character), theoretical (directed, on search of regularities, on generalization of knowledge, on implementation of transfer of earlier acquired systems of knowledge and methods of their acquisition to new

educational situations), estimated (directed to independent assessment of the studied phenomena, processes, facts, problems of this type contain several inconsistent points of view on the same phenomenon) (Rukina & Lukash, 1981).

The typology of tasks provides gradual complication of cognitive activity: from knowledge of single facts to knowledge of causes and effects, relations between the facts, from them to the laws which are the cornerstone of development of human society, and further to own estimates to extraction of social and moral lessons.

In the process of compiling and approbation of similar tasks, we have assumed discipline "History of Kazakhstan" for the 8th class on a specifically determined topic "Agrarian resettlement policy in Kazakhstan" as a basis.

It is known that one of the most vital issues of internal life of the Russian Empire at a boundary of the 19-20th centuries was the agrarian issue. The imperial government, trying to solve it, intensified resettlement of thousands of peasants from densely populated provinces of the European Russia on the territory of Steppes that led to ruin of the Kazakh population and withdrawal of the best lands and to exile to desert and semidesertic areas, to decline of nomadic and semi-nomadic cattle breeding economy. As this subject, certainly, is important for a school course so that pupils have deeper and capacious idea of an economic situation in the country and interrelation of a number of key events, we have made an attempt of drawing up problem tasks on it.

Preventive value of the solution of problem and informative tasks for this age is in the fact that there is an opportunity to define not only the initial level of informative activity of eighth-graders, the directions of its development, but possible options of behavior of teenagers in the simulated situations, which already occurred in real life.

The major part of pupils, at the initial stage of training doesn't have own evidential structure of the solution of tasks: confuses cause and effect; substitutes the argument and the analysis of a concrete situation – a statement of all available knowledge of the matter. Practice shows that if pupils even know, generally, the answer to a task question, then at the proof experience difficulties in correlation of this knowledge with the formulation of the corresponding historic fact or the document. Formation of ability of pupils to solve problem and informative problems essential because the proof of one's position with reference to certain sources has crucial importance.

## **METHODS**

To gain due effect in educational process the teacher has to be guided by a certain methodical base and accurately know what result to achieve. Speaking about the methods of historical knowledge having general education value we address to I.Y. Lerner (1982) again, in the typology of methods he allocates: 1. Comparative-

historical method; 2. Method of analogies; 3. Statistical method, selective, group etc.; 4. Establishment of the reasons on consequences; 5. Definition of the purpose of the acting people and groups on their actions and consequences of these actions; 6. Definition of a germ in mature forms; 7. A method of the return conclusions (definition of the past on the existing remnants); 8. Generalization of formulas, i.e. certificates of monuments of the common and hand-written law, the questionnaires characterizing mass character of these or those phenomena; 9. Reconstruction of the whole by part; 10. Determination of level of spiritual life on monuments of material culture; 11. Linguistic method.

In work with the problem and informative tasks (PIT) of history of Kazakhstan we used the following methods of research as a basis:

1) Comparative-historical method. For the solution of a task a pupil has to select the main thing from the content of a problem and allocate the main signs of concepts on which comparison will be carried out.

The following can serve as examples of tasks of the subject which is put forward by us: comparison of position of the population before territorial and administrative reforms of 1867-1868 and after them as the system of land use in the steppe changes; to compare views of the Kazakh and Russian intelligentsia of an agrarian question (application of quotes is possible), to compare the status (situation) of the peasant – the farmer and the Kazakh nomad cattle-farmer (Khazanov, 2000). So in a task two quotes about one problem, for example, of the official of boundary party and higher official can be submitted. Task: The governor general of the Turkistan region recognized: “Kazakhs of 30 years were restricted in all directions. Since 1904 only on the Semirechensky region several million tithes of the earth” are selected (Kabuldinov & Kaypbaeva, 2012). However, one of officials of resettlement party wrote the following: “Surplus of lands in all areas is also obvious and very considerable, surpassing really need to Kyrgyz quantity, in certain areas in the amount of 7 to 9 times” (Sharipov, 1924). From pupils it is required to compare statements and to draw a conclusion on what has served as the reason of the choice of this or that position. On the basis of the famous data to draw a conclusion on what of opinion is reliable.

Thus, for the solution of these tasks pupils formulate for themselves the main thing about social-economic situation of the population of the region of the end of XIX – the beginning of the 20th century, according to the content of a problem. Then they restore the image of this or that social group and specific signs necessary for comparison. At the characteristic they can draw an analogy to lines known for them, on the studied periods of history and to reconstruct views of a similar problem (Shilovsky, 2003).

In the analysis of other tasks solved by a comparative-historical method, its general elements is in the following: 1. Allocation of data according to a problem which are the generalized signs of the compared objects; 2. Updating of missing

signs; 3. Comparison of signs of objects, considering that the community characterizes continuity degree, and distinctions – a change tendency.

2) Analogy method. When using this method, a pupil has to reveal and record unknown signs at object on the established signs of earlier studied object. Naturally, secondary school pupils aren't introduced into subtleties of application of a method of analogies. They learn it on examples of specific tasks. It is possible to use only reliable analogy, and in high school will be added with problematic or probabilistic analogy. So, some constant signs for certain objects and certain time are established. Having specified concrete examples of such situation, pupils are involved in definition of a historical stage on properties of known. It isn't necessary to mix analogy to comparison operation. When comparing only similarity and distinction of objects on the properties which are already established before comparison comes to light and fixed. At analogy between two objects at one of them any properties aren't established. Only operation of analogy allows to transfer from one object to another recognition in it of the properties and communications known to us at first. The analogy, thus, allows to learn properties and qualities of some other object.

We will consider a task: "In the sixties the 19th century, the territory of the Southern Kazakhstan and Semirechya is attached to the Russian Empire (Kuznetsov, 1988). Carrying out the measures which are pulling most together this region with others, earlier been a part has begun. What to explain this general for all the fact with? Prove the explanation, using the facts, known from the textbook". So studying it will be necessary to address material about earlier attached territories and to understand how there was a modification of a control system of edge to reveal the general signs with again attached region.

The solution of similar tasks is made as follows: 1) Reproduction of character, lines, functions and shape of the known similar object; 2) Allocation of essential signs of the studied object in a generalized view; 3) Comparison of the available signs of the studied object to signs of the known object; 4) Coincidence of essential signs allows to judge a community of other signs or a community of the reasons and conditions of their emergence.

3) Statistical method. Its value is of great importance nowadays. It is important to select available, essential and most necessary types of statistical activity which pupils should acquire for preparation to an assessment and judgment of the statistical arguments, quantitative data, for collecting and using them after leaving school. As one of the main statistical receptions, which are subject to assimilation at school, can be called a tabular method. In the course of work with pupils its methods help with clarification of dynamics of the phenomenon, creation of the characteristic of types of the phenomena with their mutual relations, openings of causal dependence between separate factors and results of development, detection of regularities of various quantitative ratios. The task can be given in a basis of data of the table,

relying on which a pupil has to answer a question. Being guided by data which join in the table, pupils define, for example, as the number of peasants increased and the indigenous people or the number of the lands belonging to peasants and local population decreased.

Example of a task: If as a result of activity of expedition of F. Shcherbina of norm of land providing Kazakhs in the Akmola County equaled 158-401 (in tithes), then repeated expedition under the leadership of D.V. Kuznetsov has lowered norms of the lands left to Kazakhs (Vaganov, 1947). So in 1907-1911 during work of expedition of D.V. Kuznetsov they have been lowered in the Akmola County to 85-286 (Tursunbaev, 1950). On the basis of the submitted data pupils need to draw a conclusion on norms of land tenure and carrying out an agrarian policy.

It is extremely important to train pupils in critical approach to statistical data and to show them on the same materials value of such approach.

3) A method of definition of the reasons on consequences. It is necessary to define the common between two objects and in the area of their community to look for possibilities of interpretation.

Task: "It is known that initially colonization had military character – the Cossacks moved mainly. In 1866 unauthorized resettlement of peasants to Kazakhstan was authorized. However, since spring of 1891 access to the steppe has been officially closed" (Kabuldinov & Kaypbaeva, 2012). Question: What, in your opinion, the reasons of such inconstancy of decisions? Why voluntary resettlement was allowed, or it was on the contrary forbidden? Decision: The land-poor or landless peasantry after cancellation of a serfdom was undertaken by mass actions. To remove heat of country revolts, the imperial government has decided to organize their mass resettlement on the territory of Kazakhstan and Siberia. But resettlement was allowed only on permission of the Ministries of Internal Affairs and the state property. It was offered that permission to give only "reliable" and "to the persons deserving respect". However, this situation was ignored by peasants. Mass unauthorized resettlement occurred. In this connection, in 1891 access to the Kazakh steppe was officially closed.

Way of the solution: 1) to consider the law as a result of a certain purpose as it is favorable to the social groups which have issued the law; 2) to define the purpose; 3) the conditions eliminated by action (law) and its purpose are the reason of action. As a rule, the actions which have caused the fact are the required reasons.

4) Method of generalization of formulas. Any sources or their contents can become object of tasks on determination of typicalness of this or that phenomenon by a method of the generalized formulas.

The method of generalization of formulas is simple and allows the application in process of understanding. During various eras were used standard formulas for registration of the transaction or establishment by administration of a certain order,

the rights of people and establishments. Commonality of formulas testifies to relative mass character of this phenomenon. So, in the Middle Ages documents for registration of donations on land were widely spread; for various land transactions; acts of devotion in personal dependence, etc. In these documents-formulas the transaction essence was designated in many copies in advance, but there were blank places for the indication of names of its participants, and also numerical sizes, the indication of territories etc. (Goryushkin, 1988).

Complaints and petitions of indigenous people about violation of their rights in investment and use of allotments can become object of tasks on determination of typicalness of this or that phenomenon by a method of the generalized formulas, on the declared subject.

For example: "Increase in number of yurts, according to Shcherbina's expedition, has happened for 3%, number of winter constant dwellings for 20%, therefore, the yurta as necessary requirement at movements, began to play rather smaller role, than the winter dwelling" (Tolybekov, 1971). Question: About what regularity goes? Answer: Data on dwellings, being indirect spokesmen of the general tendency to subsidence and transition to agriculture, find full confirmation in the figures characterizing success of agriculture at Kazakhs.

5) The method of reconstructing whole by parts and, on the contrary, definition of part on the basis of whole is often met in tasks on History. The structure of such tasks can be various. In some cases quotient is specified, and pupils restore integer. For example, on signs of traditional nomadic way in the steppe, pupils establish the fact of domination of communal land use. In other cases, tasks demand to establish on the general phenomenon the special cases of its exercise, specific for this general phenomenon (Vyatkin, 1971). Having established these peculiar features, pupils later determine general phenomenon by them. For example, already familiar task: "On signs of communal land use, is it possible to tell with confidence that it was characteristic of nomads?"

We will specify a way of its solution: 1. Updating of signs of the phenomenon; 2. Definition among them the most essential; 3. Definition (deductive) to what indispensable private consequences one or several signs can lead; 4. Determination of specifics of particular exercises; 5. Particular exercises need to be presented as the solution.

We will give an example of a task: "In 1892 construction of the Trans-Siberian railroad which passed across the territory of Northern Kazakhstan has begun. What conclusions can be drawn on the basis of this fact in connection with an agrarian issue and resettlement policy?" (Kabuldinov & Kaypbaeva, 2012). Answer: It demanded additional withdrawal from use of Kazakhs of 4,2 million tithes of the land. With construction of the railroad resettlement began to accept more organized character. The committee of the Siberian railroad began to deal with issues of resettlement of peasants along the carried-out railway tracks.



From the fact of increase in number of the selected lands, it is necessary to reveal some general characteristics. School students have necessary prior knowledge. They know the main characteristics of economic activity, what was preferred as farmers, but the nomadic cattle breeding hasn't become obsolete yet, demanding big land for a cattle pasture.

For the solution of problems of this type there is a number of the general operations: 1) Updating of signs of whole; 2) deduction of certain consequences of specific signs whole and their combinations; 3) Correlation of quotient and integer.

6) The method of definition of the goal of people involved, groups by their actions and consequences of their actions, is common in many cases and is often enters with its the elements into other methods.

Task: "After accession of the Kazakh territories to the Russian Empire, reforming of a traditional control system in the region has been carried out. However, despite cancellation of the Khans power, "chingizids" (descendants of Genghis Khan) nevertheless remained in a privileged position, with granting various privileges (Abylhozhin, 1991). Question: 1. What aim was pursued by the imperial government by means of these measures? 2. What needs to be learned to prove correctness of the answer?". Solution: It is necessary to find out what specifically eases concerning this segment of the population were provided, otherwise it is impossible to define degree of success of measures. All these measures have been entered to interfere with strengthening of a sultan top which could concentrate around itself centrifugal forces.

Way of the solution: 1. It is required to learn whether the measures specified in a task, led to preservation or elimination of the power of sultans, it is necessary to recall, what caused the desire to discharge them from the power. 2. To define, whether there were conditions surely leading to preservation or loss of the power. 3. To define whether these conditions can be removed by the taken measures. 4. If aren't removable, then measures won't achieve the objectives, and will bring to the opposite.

Such approach is extremely important as pupils need to understand that in the History any idea concerning tendencies or regularities is checked by historical practice and the facts, i.e. the valid course of events. The certain ways given above allow to formulate the generalized way of the solution of problems of this type: 1) the review as consequences is more general; 2) definition of consequences of this action; 3) consideration of these consequences as purposes and reasons of actions.

7) Linguistic method. It is applied in different aspects of historical linguistics and is widespread in daily public practice. We will give examples of problems of this type without detailed consideration, in view of evidence of ways of their decision: "On the basis of the words adopted by peasants from Kazakh and vice versa Kazakhs from Russian in daily life in the period of resettlement policy whether it is possible on this basis to draw conclusions on close cultural and economic

interaction of peasants and nomads? Prove the thought. What conclusion can be drawn on this basis?" (Tomilov, 1995).

## RESULTS

These tasks have the receptions decisions on the basis of which it is possible to create the generalized way: 1. Definition of word meaning or their set. 2. Introduction of initial thought of reflection by the word of reality. 3. Correlation of a word meaning with properties of object or its signs. 4. Establishment of the phenomena and their signs on the concepts reflecting them. 5. Establishment of communications between the phenomena on a community or temporary communication of concepts, etc.

As a rule, pupils solve a problem solved by science for a long time. But pupils should "rediscover" it, for example: to define what malignancy of policy consisted in "separate and dominate" in relation to national suburbs of the Russian Empire. Introduction to a lesson of a fragment of the document of inconsistent character, or statement of inconsistent views of the same question (Makhmutov, 1975). Pupils have to find out what the teacher states as a problem by means of earlier acquired knowledge from the facts and to formulate a solution independently.

Also assumption situations which are based on an opportunity to put forward own version about the reasons, character, consequences of historical events are created. For example: For immigrants a number of privileges which gave them the chance to adapt in new territories was assumed. What conclusions can be drawn on the basis of it? Pupils can act as immigrants and accept at the same time both a position of the supporter of resettlement, and her opponent.

It is possible to create a choice situation when it is offered to choose and prove by the pupil from several presented versions of the answer one, most in their opinion convincing.

All allocated generalized ways of decisions have to be methodically processed by each teacher in relation to a certain educational situation (Okon, 1968). In this case it is important to pay attention that the knowledge the teacher of these ways and the operations making them allows to direct cognitive activity of pupils so that, without prompting the decision and its way, to help them in search of each next step without loss of the fact of the solution of a task.

Trial decisions of tasks in History can be passed in an educational situation of so-called "brainstorming" when pupils are offered to state any ideas concerning a task, at the same time ways of search of the decision are regulated by nothing in the beginning and only later they are estimated and critically discussed. However, the teacher should remember that the informative and educational potential of problem and informative tasks is big, but its full realization is possible only in case pupils are correctly trained in the solution of tasks.

Ways of the decision can vary from the ready algorithm provided by the teacher to independently, made by pupils of a solution of tasks. In real process of training options can alternate in any order, be crossed and combined in different combinations.

The basic principle which is been the basis for training of the solution of informative tasks and following from their functions, consists that any reception of training in ways of the solution of informative tasks shouldn't lead to loss of search nature of activity of pupils. It means that neither the decision, nor a way of its search by the teacher are reported – the accent is made on independent search of the answer. So the main way of training in the solution of informative tasks consists in presentation at the beginning of training of problems of different degree of complexity depending on a level of development of informative independence of pupils.

Indispensable condition of successful development of creative thinking – is constant insistence to substantiality of decisions. It is necessary to notice that lack of research skills excludes effective work in this direction. It is the best of all to carry out initial skills of the solution of similar tasks and elimination of defects on rather simple tasks which are precisely designating the field of search. Experience has shown that skills of search work need to train not to, and during the solution of tasks.

In order that work was fruitful and rationally built, it is necessary to create a certain instruction on her performance. Of course, we didn't set as the purpose “the invention of the bicycle” as instructions according to the solution of similar tasks are known, however we would add the existing list of tasks according to modern features of educational process and development of school students.

## **DISCUSSIONS**

So, at the initial stage of work the set algorithm of actions and evaluation criteria is of great importance. They discipline cognitive activity of pupils, define necessary sequence of stages of search of the correct decision. Thus, the program of informative actions of the pupil becomes adequate to problems of training, in this case assimilation of knowledge and formation of necessary skills. The approximate instruction which bases have been created long ago includes, as a rule: 1. Acquaintance with a statement of the problem; 2. Considering of a condition – whether isn't present contradictions whether the submitted unknown data let know help; 3. In a task data cannot be enough – respectively it is necessary to remember that it is already known on the studied subject that can help; 4. The decision and conclusions need to be submitted with obligatory evidential base, it has to be convincing; 5. It is necessary to define for certain that the proof is authentic.

As a rule, starting the solution of the first tasks, school students practically don't take advices of “instruction”, analyzing conditions of tasks, so to speak,

spontaneously. Only incomplete or incorrect answers to the questions raised in tasks force pupils to address the specified recommendations. It is also necessary to consider that assimilation of all contents of recommendations happens long enough. Most often pupils forget to follow point where it is told: "Surely prove the solution" (Dairy, 1965). It especially often occurs when the question of a task doesn't focus studying as conclusions.

It is feasible to analyze the tasks solved in a class or at home after checking with pupils explanation of the mistakes made in decisions and establishment of the correct and full decisions. Commenting on the best answers after the solution of tasks, it is necessary to focus studying as the laconic, strict expression of thought precisely corresponding to a condition and a question of a task. Thus, the teacher has an opportunity to raise processes of interpretation of historical knowledge of school students on a higher level.

Using a method of problem and informative tasks it is important to consider readiness of a class for perception of problem material, level of knowledge, a mood on a lesson, an optimality of application of a similar method in this class.

In many respects the educational objectives are achieved due to the motivation put in a certain situation. Setting of special tasks in which the practical sense of studying of a certain subject consists, in my opinion, gives effect. The success depends on interest of the teacher and high internal motivation of pupils. In the course of use of problem tasks comprehension of the material and cogitative activity are developed, since the necessity to understand the material appears. Having gained a certain work experience on using informative tasks, the teacher can formulate them, revealing problem material of manuals, pedagogical and historical journals. Compiling problem and informative tasks, the teacher has to be guided by the following conditions: tasks of the contents have to be interesting and corresponding to the course program, and their solution has to be rather difficult (Babansky, 1970). Procedure of tasks solving should form one or several skills specified in History programs.

We will summarize the mentioned above. The main idea is in the fact that without creative application there is no full acquiring of knowledge and ways of activity, and therefore achievement of a necessary level of development of historical thinking. Achievement of such level is possible only in the course of the solving by pupils of problem tasks at first with the help of the teacher, and then fully independently and with substantiality of the solution.

From a position of management of teaching and educational activity, it is necessary to organize training process in such a way that in the process of solving certain didactic tasks students could receive the general cognitive skills having social value. To introduce similar changes in educational process, firstly it is necessary to determine the level of knowledge of pupils – whether the material studied earlier was successfully acquired. For this purpose, pupils are offered

questionnaires in which the facts and concepts on the learnt material are asked. However the answer is not always known to them. As questions have not reproductive character, but answers also bear informative value.

We will give examples of questions for questioning:

1. What of the called signs doesn't treat the concept "resettlement policy" of the imperial government of the Russian Empire at the end of the 19th century?
  - A) Moving of the population to sparsely populated suburban areas
  - C) Resettlement on free lands
  - C) Part of reform of P. A. Stolypin
  - D) The resettlement often having violent character
  - E) Use of the earth for the purpose of cultivation of crops
2. What emergence of a new social group of "zhataka" is connected with?
  - A) withdrawal of lands led to strengthening of transition of the population to crafts and the industrial enterprises
  - B) deterioration in climatic conditions led to population reduction
  - C) policy of russification of the population by means of education
  - D) with strengthening of friendly communications of peasants with local population
  - E) occupation of local population bortnichestvo and fishery
3. What of the called five facts treats the subject "Resettlement Policy of the Imperial Government of the Russian Empire at the end of the 19th Century"?
  - A) Granting "land surplus" to peasants from the central regions of Russia
  - C) Working off of peasants on the earth of landowners, payment of a quitrent, absence of the right to marry, leave freely, etc.
  - C) In 1868 revolt in Turgaysky and Ural regions has broken out
  - D) Reforms of 1867-1868 have captured practically all Kazakhstan
  - E) Aulny foremen and volost managers were approved by results of elections.

Data received in the process of a survey will allow to reveal gaps in knowledge of regularities and difficulty of the solution of problem tasks. It in turn will help to define further the work course, at creation of a lesson, but already with use of problem and informative tasks.

We have conducted a typical lesson by which preparation similar tasks didn't join, the usual daily methods applied on studies were taken as a basis. The lesson has been conducted in the 8th class on the subject "Administrative-territorial Reforms of 1867-1868 years" (Danyarov, 1998). It is possible to note the following conclusions:

1. Connection with the previous knowledge was traced – pupils , answering questions, on the reasons of reforms, mentioned the material studied earlier on subjects: “Accession of Kazakhstan to Russia”, “Liberating fight of the Kazakh sharua” (we will note that S. Datula’s revolt was the first large revolt in Kazakhstan directed against colonial land policy of tsarism), “Liquidation of the Khans power”, etc.;
2. Pupils reflected in answers of the prerequisite of carrying out reforms, their contents and value, having noted positive and negative sides;
3. However the fact that reforms of 1867-1868 óears proclaimed the Kazakh lands state ownership is often overlooked. This event is paramount in further carrying out an agrarian policy in Kazakhstan (Mukanov, 1974).

In general, it is possible to note that in the course of survey pupils have accurately designated the reasons of reforms where key need of withdrawal of lands under fortresses and preparation of country resettlement is called. As minuses of training can be stated the fact that pupils mentioned not all basic concepts and facts, or didn’t explain them (state ownership, the capitalist relations), and also some students were confused in understanding economic and political features of the pursued policy. For elimination of such gaps also required application of problem and informative tasks.

Then the author has conducted a lesson with use of tasks. Formation of the historical consciousness of pupils allowing to think and understand globally need of creation of the equal rights of all citizens of the state providing harmoniously developed society became the purpose of a lesson.

Pupils were divided into groups in advance: “Officials”, “Peasants immigrants” and “Kazakh nomads”. The land use problem to steppes and negative consequences of resettlement policy in Kazakhstan has undergone consideration (Massanov, 1995). Children have presented the revealed material in the form of the dramatized representation that has increased emotionality of perception, and historical plots mentioned in process of studying have got images of real events. Each group was faced by a problem task on which it was necessary to find the answer in the course of search of the data, their analysis and preparation for performance.

The methods directed to formation of abilities were applied it is logical to state the thoughts, to transfer the available knowledge in qualitatively new, unfamiliar situation which is carried out by means of problem training and research receptions since the material presented by pupils had under itself volume factual base on the basis of additional sources. Pupils have come to a conclusion about malignancy of the principle “divide and dominate”, were convinced that harmonization of the international relations in society and including in questions of land tenure is necessary. As fixing the correction of mistakes by means of questionnaires of profound contents which is previously worked by pupils has been carried out.

Today more than ever school graduates are required to possess the ability to acquire knowledge and to use it for the solution of a huge number of complex challenges (Shchukin, 1971). Developing thinking skills, one can pass from the lowest level of thinking, when all opinions seem equivalent, to a higher level at which an opportunity to judge reasonably about reliability and sense of the obtained information.

Children are inquisitive by nature, they want to study the world, are capable to consider serious issues and to put forward original ideas. Critical thinking is formed, first of all, in discussions, written works and active work with texts. There is an indissoluble communication between development of cogitative skills and formation of democratic civil consciousness.

The usage of problem tasks allows to orient on internal motivation of pupils, which is steadier than external one. Ability to work with the increasing and constantly renewed information stream in different fields of knowledge; ability to express the thoughts clearly; surely and correctly in relation to people around; ability to develop own opinion on the basis of judgment of various experience; ideas and representations; ability to solve problems; ability to be engaged independently in the training; ability to cooperate and work in a group (Kudryavtsev, 1967).

Use of research methods forms the ability to raise questions for oneself and to carry out systematic search of answers. Pupils should always have the “why-asker” syndrome, and the constant question “and what, if...”. The problem thinking means development of the point of view on a certain matter and ability to defend it by logical arguments. It is formed quicker if at lessons children are not passive listeners, but constantly actively look for information, correlate what they have acquired with own practical experience, compare gained knowledge with other works in this area and other spheres of knowledge.

Besides, pupils have to learn (and teachers to help with it) to call in question reliability and authoritativeness of information, to check logic of proofs, to draw conclusions, to design new examples for use of theoretical knowledge, to make decisions, to study the reasons and consequences of various phenomena, etc. Systematic inclusion of critical thinking in educational process helps to form a special warehouse of thinking and cognitive activity at teachers and pupils (Babansky, 1970).

The teachers who have adopted this method need to master technology of development of problematic issues and tasks and to independently develop them. In my opinion, process technique is as follows:

1. The important historical situation (the fact, the event, idea) corresponding to the program of a course and submitted for discussion of pupils forms the basis.
2. Search of the situation alternative to it (the fact, an event, idea) containing a contradiction (educational, seeming, real) in comparison with the first is carried out.
3. On the basis of both provisions the problem task or a question is formulated.

## CONCLUSION

When developing problem tasks, it is desirable to avoid the subjects which don't have relations to a school course of History even if they are attractive, sharp, etc. Much, got used to a traditional statement sequences of events – from historians wait for the story why it happened so, but not differently. For this reason History acts as the text, as the narration, as the story. It is necessary to set aside from these stereotypes.

Problem training forms harmoniously developed creative person capable to think logically, find solutions in various problem situations, capable to systematize and accumulate knowledge, capable to high introspection, self-development itself also corrections. Continuous setting of problem situations leads to the loss of fear by a child to face problems, a child seeks ways to resolve them, and the creative personality, always capable to search is formed. Thereby, having entered life, the child will be more protected from stresses.

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