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RESEARCH PROJECT “SEVEN WONDERS OF THE PODGOR’E “

Currently, local history in Kazakhstan is in the stage of intensive development. But the time has already come to study the experience in conducting and organizing this work, summing up and analyzing the accumulated new knowledge. In this vein, the research project “Seven Wonders of the Podgor’e “ is an advanced one in the study of the territory of the microdistrict of the Podgor’e of the city of Petropavlovsk of the North Kazakhstan region. The main actual purpose of the research is the formation of moral, patriotic and civic qualities of a person, fostering a sense of responsibility for the motherland, familiarizing students with the historical past and present of their native land.

The article analyzes the international experience of the participation of secondary school teachers in the education of citizenship and patriotism of the future generation through regular, extracurricular and research activities.

This research project is devoted to a comprehensive study of the historical subdistrict of the city of Petropavlovsk. For a more detailed analysis, all the information is divided into seven areas, which are presented in the form of separate research projects. Each thematic block includes a large volume of local history material, archival data, contains video clips, interactive educational games, panoramic shots, interviews. The practical part of the research is the creation of a tourist excursion, as well as its virtual version. The excursion route is adapted to the contingent of different ages, and can also be carried out both on foot and by car.

Key words: local history, tourist route, research activities at school, patriotism.

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Научно-исследовательский проект «Семь чудес Подгорья»

В настоящее время краеведение в Казахстане находится в стадии интенсивного развития. Но уже пришло время для изучения опыта в проведении и организации этой работы, суммирования и анализа накопленного нового знания. В этом ключе, научно-исследовательский проект «Семь чудес Подгорья» является передовым в изучении территории микрорайона Подгорье города Петропавловска Северо-Казахстанской области. Основной актуальной целью исследования является формирование нравственно-патриотических и гражданских качеств личности, воспитание чувства ответственности за родину, приобщение учащихся к историческому прошлому и настоящему родного края.

В статье анализируется международный опыт участия учителей средней школы в воспитании гражданственности и патриотизма будущего поколения через урочную, внеурочную и научно-исследовательскую деятельность.

Данный исследовательский проект посвящен всестороннему изучению исторического микрорайона Подгорье города Петропавловска. Для более детального анализа вся информация разделена на семь направлений, которые представлены в виде отдельных исследовательских проектов. Каждый тематический блок включает большой объем краеведческого материала, архивных данных, содержит видеофрагменты, обучающие интерактивные игры, панорамные съемки, интервью. Практическая часть исследования – создание туристической экскурсии, а также ее виртуальной версии. Экскурсионный маршрут адаптирован под контингент различного возраста, а так же может быть проведен как в пешем, так и автомобильном варианте.

Ключевые слова: краеведение, туристический маршрут, научно-исследовательская деятельность в школе, патриотизм.

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«Ойқаланың жеті кереметі» ғылыми-зерттеу жобасы

Қазіргі уақытта Қазақстандағы өлкетану қарқынды даму сатысында тұр. Бірақ жұмысты жүргізу және ұйымдастыру, жинақталған жаңа білімді жинақтау және талдау тәжірибесін зерттейтін уақыт келді. Осы бағытта «Ойқаланың жеті кереметі» ғылыми-зерттеу жобасы Солтүстік Қазақстан облысы Петропавл қаласының Подгорье шағын ауданы аумағын зерттеуде озық жоба болып табылады. Зерттеудің негізгі өзекті мақсаты жеке тұлғаның адамгершілік-патриоттық және азаматтық қасиеттерін қалыптастыру, Отан үшін жауапкершілік сезімін тәрбиелеу, оқушыларды туған өлкенің тарихи өткені мен бүгінге тарту болып табылады.

Мақалада орта мектеп мұғалімдерінің сабақ, сабақтан тыс және ғылыми-зерттеу қызметі арқылы болашақ ұрпақтың азаматтылығы мен патриотизмін тәрбиелеуге қатысуының халықаралық тәжірибесі талданады.

Бұл зерттеу жобасы Петропавл қаласының Подгорье тарихи шағын ауданын жан-жақты зерттеуге арналған. Неғұрлым егжей-тегжейлі талдау үшін барлық ақпарат жеке зерттеу жобалары түрінде ұсынылған жеті бағытқа бөлінеді. Әрбір тақырыптық блок өлкетану материалдарының, мұрағаттық деректердің үлкен көлемін, бейнефрагменттерді, үйретуші интерактивті ойындарды, панорамалық түсірілімдерді, сұхбаттарды қамтиды. Зерттеудің практикалық бөлігі-туристік экскурсияны, сондай-ақ оның виртуалды нұсқасын құру болып табылады. Экскурсиялық маршрут әр түрлі жастағы контингентке бейімделген, сонымен қатар жаяу және автомобиль түрінде де жүргізілуі мүмкін.

Түйін сөздер слова: өлкетану, туристік маршрут, мектептегі ғылыми-зерттеу қызметі, патриотизм.

Introduction

As part of the program article “Looking into the Future: Modernization of Public Conscience”, large-scale work began in all corners of the country to implement the project of spiritual revival. «Tugan Zher» is one of the priority areas of the «Rukhani Zhangyru» program. As emphasized in the greeting, wherever we are, the small homeland is always in our hearts. Each of us is proud of our native land and seeks to help its development. Love for the small motherland is the basis of our nationwide patriotism (Strategy 2050.kz. 2021).

In 2017, at the KSU “Secondary School No. 14 named after Yu. A. Gagarin”, work began on the implementation of the program “Rukhani Zhangyru”, one of the directions of which is the development of local history.

As part of this activity, a huge search work was carried out to recreate the museum of the school. One of the areas of work of the school museum is the direction “History of the native land”.

Local history is a comprehensive study of a certain part of the country by the local population, for whom this territory is considered their native land. Each village, town, city has its own characteristics of historical development, culture, nature, which form in a person attachment to his native land, patriotic feelings, and social activity.

The patriotic education of the younger generation is one of the most important tasks of our society, if not the most important. After all, what will be tomorrow, tomorrow’s society, what moral values will prevail in it, depends on adults.

From an early age, a person begins to realize himself as a particle of his family, his nation, his homeland. Pride for one’s people, a deep feeling of love for the Motherland, readiness to defend it in difficult times, admiration for the feat of heroes - all these qualities are brought up and instilled in childhood. Without teaching a child to appreciate the historical past of the Motherland, it is impossible to educate a patriot in him.

Justification of the choice of articles and goals and objectives

This project is aimed at introducing children to the historical past and present of their native land, which is of great educational value. Without instilling patriotism in the younger generation, we will not be able to confidently move forward either in the economy, or in culture, or in education. A child who will know the history of his native land, architectural monuments, will never commit an act of vandalism either in relation to this object or in relation to others.

The purpose of the research project: to collect and analyze information about the “Seven Wonders

of the Podgor'e " , the history of their emergence and development, to show the uniqueness of natural objects and the originality of architectural sights.

Tasks:

1. Collection, study and analysis of information about the "miracles" of the Podgor'e.
2. Development of schoolchildren's cognitive activity and interest in the historical and cultural heritage of our microdistrict
3. Education of love and respect for the native land
4. Creation of an excursion route, manuals on local history
5. Attracting public attention to the chosen direction

Implementation stages:

2016-2017 academic year - preparatory: selection of a topic and direction of research, acquaintance with the literature on this topic;

2017-2018 academic year - organizational and introductory: drawing up a work plan, conducting a sociological survey, collecting primary information;

2018-2019 academic year - implementation of a research project: selection and systematization of the collected information;

2019-2021 academic year - presentation of the results obtained, demonstration of the experience gained during the work on the research project, reflection. This scientific study presents 7 areas in the form of separate projects for which search work was carried out:

1. The historical role of the Podgor'e region in the formation of the "Northern Gates of Kazakhstan"

2. Orthodox Cathedral of the Holy Apostles Peter and Paul
3. Kasymov mosque
4. "One hundred faces" of the Podgor'e
5. Architectural monuments
6. School from the origins to the present
7. The Ishim River as a natural border of the Podgor'e

The historical role of the Podgor'e region in the formation of the "Northern Gates of Kazakhstan"

The city of Petropavlovsk began with a military fortress. The settlement, where the military played the main role, was called a suburb. In the first years of its existence, the Peter and Paul Fortress had two outposts: the lower one - under the mountain and the upper one - on the mountain.

Here, in the lower suburb in the floodplain of the Ishim River, Petropavlovsk was born and existed with its original history for almost 100 years. Construction on the mountain, or upper suburb, began actively after the approval of the city plan by Alexander II on June 28, 1862 (Figure 1).

Compared to other fortifications of the Ishim line, the Peter and Paul Fortress made a more impressive impression (Semenov, 2010:14).

The cult of Peter and Paul was widespread in the Russian church as the cult of the patrons of the troops. And since the fortress was laid on the day of Saints Peter and Paul, its further name was determined as the fortress of Saints Peter and Paul.

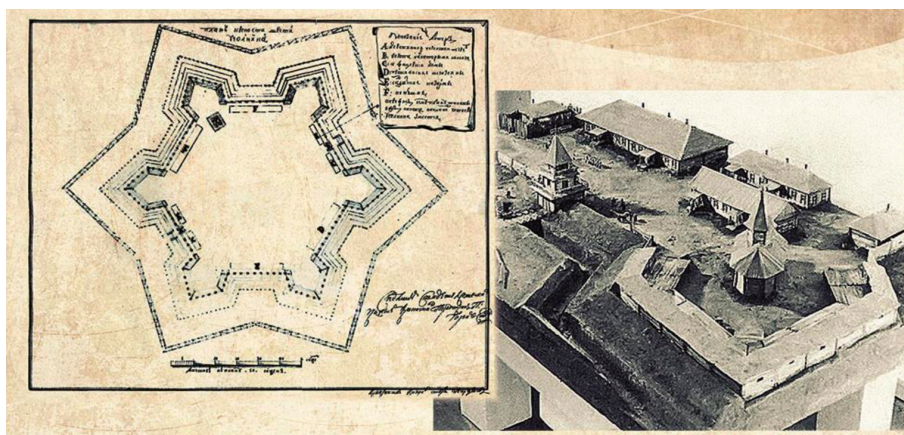


Figure 1 – Plan and layout of the fortress of Peter and Paul

Orthodox Cathedral of the Holy Apostles Peter and Paul

The Cathedral of the Holy Apostles Peter and Paul is one of the Orthodox churches in

Petropavlovsk. The cathedral is located on a hill in the foothills of the city (Figure 2).

The first church of the Holy Apostles Peter and Paul was founded in 1766 as a garrison church of

the city’s predecessor, the Peter and Paul Fortress. It was a small wooden temple, which by the beginning of the XIX century ceased to meet the needs of a growing city (Presnjakov, 2017). Subsequently, the Cathedral of the Holy Apostles Peter and Paul

underwent many changes, in its history there was both a fire and a period of total atheism, and only by the end of the 20th century the temple was completely restored along with a bell tower and three aisles.

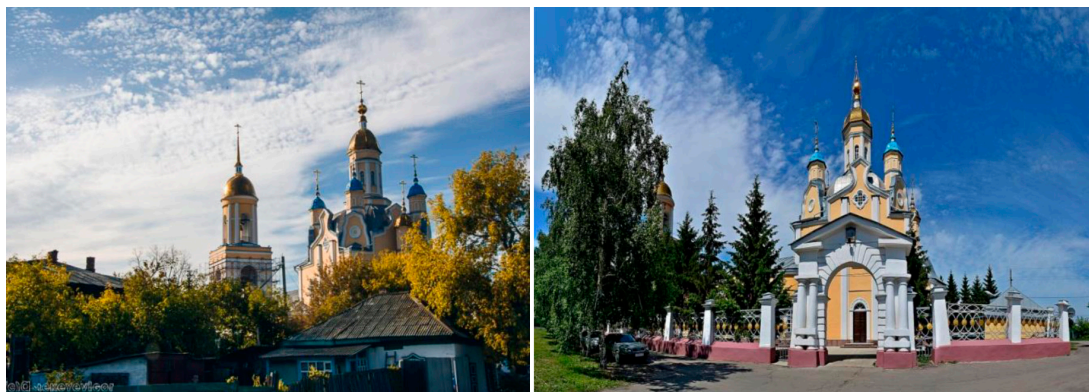


Figure 2 – Orthodox Cathedral of the Holy Apostles Peter and Paul

Kasymov mosque

In 1795, in Petropavlovsk, on the personal instructions of Catherine the Great, the first mosque, Kasymovskaya, was built. It was the first stone mosque in the Kazakh steppe and the first stone building in the Podgor’e (Figure 3).

As the old-timers of Pidhiria testify, this mosque has been preserved, or rather, its walls have remained intact - this is a warehouse building on the territory

of a fish factory. According to archival materials, the mosque remained active until 1928.

At the beginning of 1928, Mulla Bikbaev, with the permission of the administrative department of Petropavlovsk, dared to open religious courses at the mosque. Despite the official permission, this step of the mullah aroused the suspicion of the authorities. Bikbaev was arrested and the mosque was closed (Pleshakov,Zajbert, Martynjuk, Baev, 2007:64).

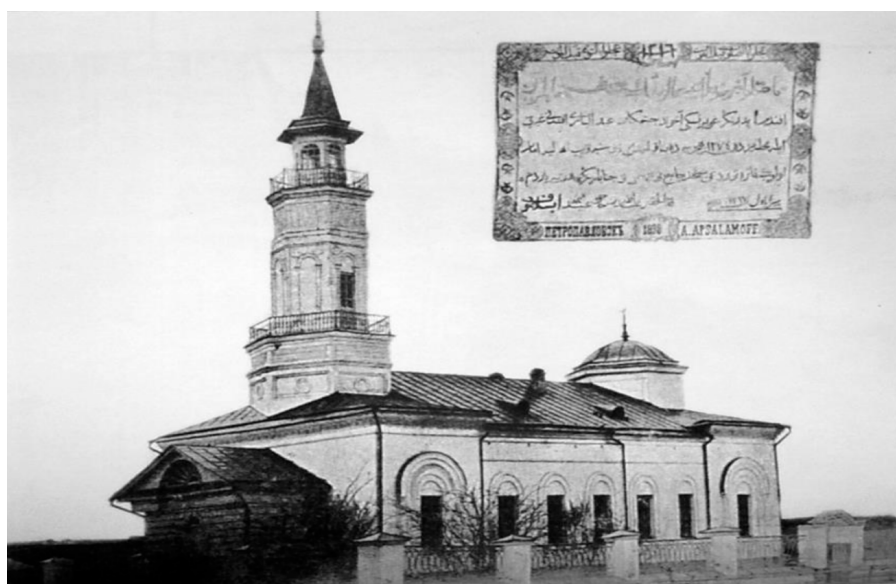


Figure 3 – Kasymov mosque

“One Hundred Faces” of the Podgor’e

Based on the program “Rukhani zhangyru”, one of the directions of the research project “7 Wonders of the Podgor’e” was the section “100 prominent people of the Podgor’e”. The “100 Prominent Persons of the Podgor’e” direction of the project incorporates the living stories of residents of the Podgor’e microdistrict, of different ages and nationalities, which will serve as a model for the younger generation. These hundred outstanding persons will become the personification and portrait of modern Kazakhstan.

Architectural monuments

The architectural appearance of the Podgor’e began to take shape since the distant 1752, since

the city of Petropavlovsk was born on the banks of the Ishim River, with the construction of a fortress. Over the years of the city’s existence, the territory of the Podgor’e has not undergone major changes. Buildings of venerable age are alive here - from 70 to 150 years (Figure 4). These include the Merchant Dmitriev’s House, built in 1907, the Kasymovskaya Mosque - the first stone building in Petropavlovsk and the first stone mosque in the Kazakh steppe, the preserved building of the first water pumping station, which can be used to study the features of industrial architecture of the early twentieth century, as well as other buildings and structures, with over a century of history (Javorskaja, 2006:17).



Figure 4 – Architectural monuments of the Podgor’e

School from its origins to the present

In 1759, on the territory of the Peter and Paul Fortress, the head opened a garrison school, where children of military personnel and retired soldiers were trained to train competent non-commissioned officers from them, who then served as officers. Education in the garrison school was elementary, the regime was barracks. Those who graduated from school were used to serve in the military and sometimes civilian offices.

The old pre-revolutionary school was not unified, it was estate and departmental. At the beginning of the 19th century, stanitsa Cossack schools appeared.

The first wooden men’s regimental school (Cossack school) in Petropavlovsk was built in Podgorye in 1765, in a Cossack village, on the site of the modern secondary school No. 14 named after Yu. A. Gagarin.

The first wooden Cossack school in 1876 was rebuilt at the expense of the Cossacks into a typical light, comfortable building, which housed the four-class piedmont village school. In 1916, the Cossack schools were transformed into a single Soviet school of the 2nd stage.

In January 1953, the school building was demolished due to dilapidation. Students were assigned to other educational institutions, teachers

went to work in other schools. In 1955, the school was renamed middle school and given number 14.

Since 1961, the school began to bear the name of Yu. A. Gagarin. The holiday of the whole school was and remains traditional - the Day of Cosmonautics and the Birthday of the school, on April 12th. Since the school began work in 1961, when the world's first man, Yuri Alekseevich Gagarin, went into space, the guys had the idea to ask Yu. A. Gagarin to give his consent for the school to bear his name. The students, together

with the teaching staff, wrote a letter with a detailed account of their affairs and a request. Yuri Alekseevich personally answered this letter and gave a positive answer. In honor of this event, the school held a solemn line for all students, parents, invited guests. Since then, it has become a good tradition to celebrate School Day on April 12th. At this holiday, the results of the work of each class were summed up and the best students, teachers were entered in the Book of Honor of the school (Semenov, 2010:14) (Figure 5).



The first wooden school building



Figure 5 – Municipal state institution”Secondary school No. 14 named after Yu.A. Gagarin”

The Ishim River as a natural border of the Podgor’e

The length of the river is 2450 km, it is the longest second-order tributary in the world (Figure 6). The flora of the Ishim coast is an interweaving of representatives of different latitudes: On the coast of Ishim, there is a Venus slipper, which is typical

for the vegetation of the tropics, a Russian tulip for the Semi-Desert, while raspberries, blackberries, cranberries are representatives of the taiga.

The animal world is just as diverse: heron, screamer swan, mute swan, osprey (a predatory bird that feeds on fish), pelican, beaver, muskrat (acclimatized North American rodent).

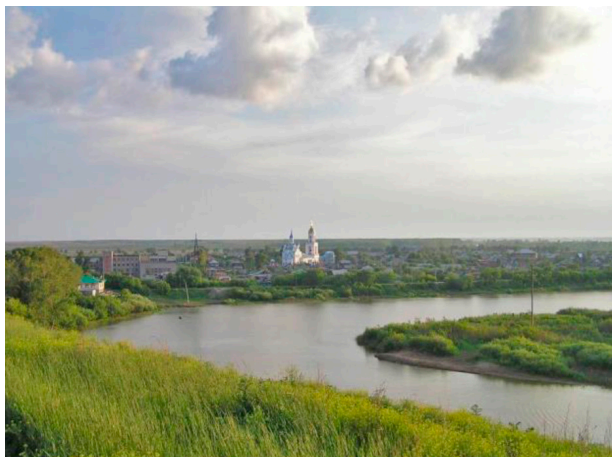


Figure 6 – The Ishim River flowing in the territory of the Podgor'e

Scientific research methodology

Prior to the study, the international experience of secondary school teachers' participation in citizenship and patriotism education as well as research activities in the field of local history was studied.

The experience of Portuguese educators shows that geography, as a school subject related to social and environmental issues, presents itself as a subject particularly important for the development of worldviews in relation to many issues that concern societies around the world. Its importance in shaping young people's understanding of the world around them has been proven by studies in various countries. A study was conducted with about 200 secondary school teachers to investigate the contribution of the educational program of schools to the education of future citizens. A content analysis was conducted to understand teachers' perspectives on the subject of citizenship education and how they positioned the geography curriculum in order to develop methods to promote citizenship education (Esteves, 2015:447-451).

In Singapore, the geography education program is designed to instill civic awareness in students through character and citizenship education, a mandatory program for elementary and secondary school students. The program emphasizes social and emotional learning (SEL), which the Singapore Ministry of Education defines as a "generic term" that refers to students' acquisition of recognition skills. Geographers who study the learning environment argue that education is linked to political-economic processes that generate new ways of governing subjects, thereby embedding a civic culture in students who will later serve the state (Ang, Lynn-Ee Ho, 2019:114).

Research in Botswana focuses on solving problems in tourism and hospitality by changing educational programs at the secondary and post-secondary levels. The country's tourism potential can be economically efficient, but there is a severe labor shortage in the sector. This study attempts to address this problem by examining the extent to which tourism education is incorporated into the secondary school curriculum in Botswana and how it can be more fully addressed. Specifically, the researchers looked at the potential value of field education as a theoretical framework for better integrating tourism education into the secondary school program in Botswana (Velempini, Martin, 2019:156).

In Colombia, for example, to promote tourism and tourism culture, "Tourism Schools" are created on the basis of public high schools. This initiative is very relevant and popular recently, as early vocational training takes place. The study was based on an in-depth analysis of literary sources, the study of the focus group, which included high school students participating in the program, as well as interviews with the organizers of the project. The analysis showed that teachers' enthusiasm and commitment are the main factors determining the success of this kind of tourism and hospitality education programs, as well as the support given to teachers implementing "Tourism Schools" (Bassols i Gardella, 2020:124).

In Spain, a country with enormous tourism potential, special and close attention is also paid to the teaching of tourism in secondary and higher education. To this purpose, an analysis of the curriculum for all subjects in both of these stages of education has been carried out. The results obtained show a lack of presence of tourism in basic education in Spain, which

suggests a weakness in the tourism competitiveness of the country. Consequently, this study suggests the need to improve tourism education in secondary schools as a key element of the country’s tourism competitiveness strategies (M.A.Coll Ramis.2021:19).

As part of the research project, global experiences of teachers in secondary schools using modern technology were examined. Geospatial technology provides access to geospatial information through digital representations, such as digital maps, and tools for interacting with these representations. The question is whether geography lessons using geospatial technology actually promote students’ geospatial thinking, particularly geospatial relational thinking, as suggested in the literature on geospatial technology in secondary education. The middle school study compared a series of lessons using geospatial technology with a traditional series of lessons. The analysis showed that students’ interest and involvement in the educational process was significantly higher in the lessons with the use of geospatial technology. Accordingly, the final results of knowledge evaluation at the geography lesson were higher (Favier, Schee, 2014:257).

The experience of using and effectiveness of Web 2.0 application in the teaching and learning of the subject of geography in schools in Malaysia is reviewed and analyzed. This study aims to discuss the knowledge, skills and attitudes of trainee geography teachers and the Environmental Education Program at Pendidikan Sultan Idris University. Going forward, this study may help trainee teachers and other stakeholders consider learning strategies appropriate for using Web 2.0 applications in the classroom. Choosing a Web 2.0 application design that fits the learning objectives can stimulate the teaching and learning (T&L) process and subsequently help in

improving student achievement in the future (Che Leh, Anduroh, Huda, 2021:13).

More and more geography teachers are using social media and digital technology in innovative ways. Alan Parkinson, a practitioner, looks at the current and potential use of technology by geography teachers and touches on the challenges social media and digital technology in general may pose to schools, teachers, and students. Significant changes in teachers’ professional networks, approaches to networking, and greater opportunities for professional dialogue and collaboration (Alan.2017:184-196).

To perform the practical part of the project different services and programs for creating a virtual tour were studied and analyzed. Such online services for creating interactive visual stories as ArcGIS Online (a service that allows creating visual stories on the basis of a large variety of maps) and Thinglink (a service for creating interactive posters) were used in this work. We also examined and partially used the functionality of programs for creating virtual tours, such as 360 Degrees Of Freedom Developer Suite 6.3, SP_VTB, IPIX Real Estate Wizard, IPIX Multimedia Toolkit, Easypano Panoweaver, KRpano, 3D VISTA VIRTUAL TOUR PRO, Kolor Panotour Pro. With the help of these interactive programs were created panoramic images of terrain, natural objects, architectural monuments and buildings.

The initial data that became the basis of the study are the results of a survey conducted in several stages among the contingent living in the microdistrict Podgor’e of the city of Petropavlovsk. The questions of the questionnaire were designed to identify the level of awareness of local residents about the unique objects of architecture, historical monuments of the territory in which they live (Figure 7).

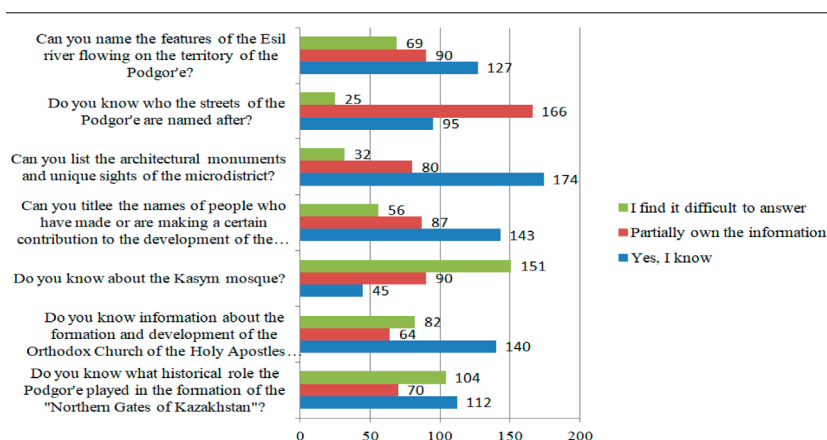


Figure 7 – The results of the initial survey to identify the awareness of people living in the study area

Research methods used: textological (working with archival documents), cartographic, statistical, field research methods.

The method of questioning the local population and personal conversations with local historians, old-timers was also used, which helped in establishing historical and everyday facts, clarifying already known information.

In the course of work on the “One Hundred Faces of the Podgor’e,” many people who have influenced the development of the neighborhood in different historical periods were surveyed and interviewed. The information about the prominent persons of the microdistrict is very diverse and interesting. When analyzing it, it was decided to divide the direction into sections and subsections (Table 1):

Table 1 – Quantitative information about the people who entered the referral

| № | Title of the section | Number of people |
|-----|---|------------------|
| 1 | People connected with the school | |
| 1.1 | School directors | 6 |
| 1.2 | Veterans of pedagogical labor | 14 |
| 1.3 | Graduates of different years | 49 |
| 1.4 | School staff | 64 |
| 2 | Residents of the Podgor’e who contributed to its development | 5 |
| 3 | Participants of the Great Patriotic War, who live on the territory of the microdistrict | 8 |
| 4 | Businessmen | 12 |

Biographical information is given about each person, indicating achievements and interesting facts about the personality.

Results and discussion

In the course of work on the project, a teaching aid was issued and the author’s program of the local history circle “My small Motherland – Podgor’e” was developed, which became the best in the North

Kazakhstan region. An electronic version of the manual is currently being developed.

The materials of this collection can be used by teachers and students of schools in the North Kazakhstan region in research projects, in the lessons of history, mathematics, biology, geography and local history, during class hours and extracurricular activities.

As part of the project, a unique excursion route was developed through the historical region of the Podgor’e with visits to the main attractions (Figure 8).

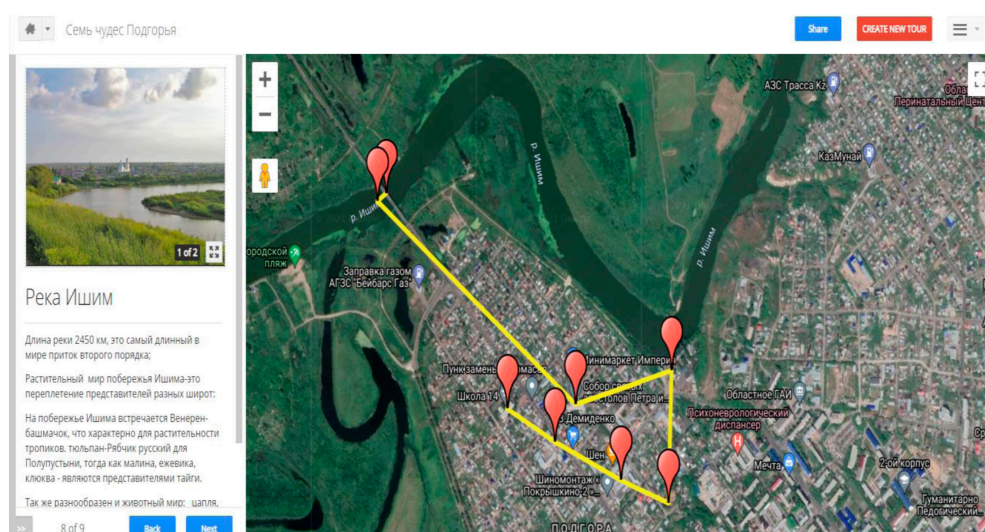


Figure 8 – Virtual tour route with a description of the main objects and indication of geolocation

Project indicators: more than 600 representatives of the school community - students, teachers and parents – took part in the project.

On April 12, 2019, this project was presented at the regional seminar - workshop on the topic: “Formation of a civic position through the activation of local history activities - 7 wonders of the Podgor’e “ within the framework of the program “Rukhani Zhangyru” of the subprogram “Tarbie zhane bilim” of the basic project “Olketanu” of the direction “Elimnin shezhereli bailygy “in KSU” Secondary school No. 14 named after Yu.A. Gagarin”.

In June 2019, this project was presented as part of the Republican educational and methodological seminar. The materials collected as a result of this work formed the basis of several projects of students and teachers.

In the direction “The historical role of the Podgor’e region in the formation of the “Northern Gates of Kazakhstan”, Evgenia Razaunaeva created and presented the project “The History of the Origin of Podgor’e and its Role in the Formation of the City of Petropavlovsk”. This project won the second place in the city competition of projects.

This project took 1st place at the city stage and second place at the regional stage of the “Zerde” competition in 2019. In 2020, in the republican competition of research projects “Zerde”, the project of a student of 6 “B” class Mikhailova Sofia “Wooden Laces of the Podgor’e “ in the direction of “Architecture” won the first place.

The project “Lapbook “The fairytale Podgor’e” for playgrounds, comparing images of small architectural forms with images from Russian folk tales and fairy tales of A. S. Pushkin, proving that the reconstruction of the microdistrict was made in the Russian style.

The project “Reconstruction of Potanin Street” took 2nd place in the city competition of projects.

November 11, 2020 – Geography teacher, Lebedeva A.V., in the presentation competition “Small Motherland: Today and Tomorrow”, held as part of the “Rukhani Zhangyru” program of NAO “SKU named after M. Kozybaev”, received a Grand Prix Diploma from the Bolashak branch» Party Nur Otan.

In April 2021, a geography teacher, Lebedeva A.V., won a prize in the competition of scientific projects Start up “StartTech” and received a grant for the commercialization of the project “Creating a

virtual tour” Seven Wonders of the Podgor’e. June 7, 2021 - geography teacher, Lebedeva A.V., with the project “History of Podgor’e and its role in the formation of Petropavlovsk” in the competition of scientific projects for a grant from the rector of Kozybaev University.

Conclusion

The uniqueness of the presented study is determined by the current situation in Kazakhstan and, in particular, in the city of Petropavlovsk and the microdistrict Podgor’e, characterized by universal attention to the civil and patriotic education of its citizens, including schoolchildren.

The research project has been developed in sufficient detail, the material for the study of the historical and local history material of the Podgor’e microdistrict of Petropavlovsk is clear and accessible, taking into account the psychophysiological and age characteristics of the pupils. The research materials are aimed at the formation of the patriotic qualities of the student’s personality through the study of the objective reality of the native land; development of civic qualities of a person through the translation of theoretical knowledge into convictions. The sequence of presentation of materials is distinguished by logic, interconnection with general educational subjects (history, geography, biology), argumentation and evidence, which will undoubtedly contribute to the versatile development and holistic perception of the “local history picture” of the native land, aimed at the formation of the main qualities of a patriotic citizen.

The undoubted advantage of scientific research is that it is not only theoretical, but also practice-oriented, since the results obtained can be used in the real educational process of educational organizations. Using the example of local history activities, it is shown how schoolchildren can be involved in this activity and educate them in civil and patriotic feelings.

The research project translates its own professional and pedagogical experience, has a high theoretical and methodological level, can be used not only in the educational activities of educational organizations, but also to improve the professional competence of teachers involved in civic and patriotic education of schoolchildren.

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