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Актуальные проблемы всемирной истории: история и современность

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THE ROLE OF HISTORICAL COMPUTER GAMES IN PEDAGOGICAL ACTIVITIES

Kalybaev Asan Turan

assanturan01@gmail.com

Student of the Faculty of History. L.N. Gumilyov ENU, Astana, Kazakhstan Scientific
adviser - candidate of historical sciences, associate professor

G.K. Zhapekova

Computer games of the postmodern era with historical content consider history as a construction, and not as a science, denying its knowability and reality. In virtual reality, the past is recreated, rewritten and rebuilt. Computer games provide new opportunities to showcase primary research, discover new avenues of research, and enrich digital humanities, digital history, and virtual heritage. By creating a scientific game based on the study of original primary sources, historians can use computer games as a means of argumentation and historical research. Unlike other forms of entertainment media, computer games allow historians to meet rigorous academic standards. The use of historical content in modern PC games has become a triumphant tool for improving gameplay, character formation, storytelling and environments, developing game mechanics, and developing strategies.

Sufficiently serious studies on this topic have been carried out by the Western scientific community. They can be conditionally divided into the following thematic blocks:

- Works devoted to understanding the very phenomenon of computer games with historical content and the specifics of their existence in the world of historical science. In 1988, P. Corbeil was one of the first developers of computer games that change our understanding of history. In an article published in *History Microcomputer Review*, he pointed to three factors: first, games provide a deeper immersion into the past, second, they allow players to create history in the present, and third, in a sense, free it from interpretations [3]. J.B. Schick believed that computer games are important for teaching history, as they give players the opportunity to make decisions and replay situations to see what consequences they have. According to the author, such games are analogous to laboratory work that is carried out to study historical processes. If the meaning of teaching history is not only in memorizing facts and dates, but in the development of historical thinking, understanding of cause-and-effect relationships and the multivariance of history, then modeling historical events and processes is an important task in educational activities. Therefore, Schick J.B. supported the use of computer games in education [4].

- Studies containing empirical data on the potential of using computer games in the study of history. K. Squire [5] and Egenfeldt-Nielsen S. [6] proved that games with historical content promote interest in the study of history, regardless of how accurately they reflect historical reality. During the game, the students asked a lot of questions related to history and geography, which stimulated cognitive activity, and the teacher supported this process, enriching their knowledge. Cicchino M.I. conducted an experiment in which a group of students, playing an analog game, received the same amount of knowledge and skills as participants who studied the topic based on more traditional approaches, which confirms the effectiveness of using computer games in teaching history [7].

- Works that present specific methodological methods of using computer games in teaching history. I. McCall in his book and articles presented the principles of selecting computer games with historical content for use in education, as well as the forms and methods of their application, monitoring and correction of learning outcomes. [8]. A. McMichael described the experience of using games in a course on the history of Western civilization, where students read games as a text and analyzed the facts and events of the past presented in them [9].

J. Alexander instructed the students to analyze the game Civilization IV in the context of the development of civilization and write an essay with recommendations. Professor A.M. Wainwright has developed a special course "History in video games", where computer games are studied from the standpoint of historiography, theory and methodology of history.

- Studies containing a critical analysis of historical facts, phenomena and processes reflected in computer games. Suffice it to mention that Patrice Desile's Assassin's Creed series of games has received criticism, reflected in dozens and hundreds of publications.

Computer games right now can be useful in teaching history. Like any other games, historical computer games have their own genres. The most common: strategy, role-playing games, action, RPG and shooters. Here are some examples:

Assassin's Creed series of games.

Developer: Ubisoft Montreal (Canada).

Type: An adventure role-playing game that combines quest and action elements.

Short description: The player is invited to play the role of a fictional character - an assassin - and fight the Templars, passing test after test. The action covers Ancient Egypt during the reign of Cleopatra, Italy during the Renaissance, America during the Seven Years' War and the War of Independence, as well as France during the Great Revolution of the late 18th century.

The creator of the game, Canadian game designer P. Desile, being a fan of history, together with the team made great efforts to accurately reproduce the historical setting to a certain extent. Although the game is based on a fictional story about the centuries-old war between the Templars and the Assassins and a fictional character acts, the historical environment is reconstructed based on facts. Thus, when analyzing the game Assassin's Creed: Odyssey (2018), Doctor of Historical Sciences J. Brouwers from the Free University of Amsterdam confirmed that the design of the layout of settlements, architectural structures, temples of Ancient Greece in the game correspond to the data that have come down to us, and also suggested that the game's developers relied on Plutarch's evidence.

In general, despite the presence of fiction and inaccuracies in the game world of Assassin's Creed, the player meets a large number of authentic, three-dimensional and realistic monuments of culture and art, household items and clothing, gets acquainted with a significant range of historical figures from Cleopatra to George Washington. In this sense, the games of this series are valuable as an interactive visual aid that allows you to visualize the historical era.

Civilization game series.

Developer: MicroProse (USA).

Type: turn-based strategy.

Short description: Each player chooses 1 of 18 civilizations and determines its development over 6 millennia from the Stone Age to the Space Age. He manages the economy (financial, raw materials, human resources, technologies), social, political, cultural processes (establishes a social system, form of government, religion), defense and foreign policy of the power he has chosen. The player's task is to lead civilization to world domination.

Civilization gives an idea of the factors in the development of civilizations, the strengths and weaknesses of certain political regimes and socio-economic systems; contains extensive reference information about various eras of human development, which are presented in an easy and most accessible form.

Stronghold game series

Developer: FireFly studios (UK)

Type: real time strategy

Short description: Each player chooses a leader for whom he manages and develops his castle. The game features many historical characters such as Richards the Lionheart, Saladin, Arthur Pendragon, Merlin and many more. The game system of all games in the series is based on the economic simulator of a medieval city or castle. The games have a number of unique settings that are unique to games in the Stronghold series. So, in the first game of the series, the "popularity" parameter was introduced for the first time, affecting the performance and population. The combat system is

standard for strategies - direct control of groups of units (an exception is Stronghold Kingdoms, where units are controlled by artificial intelligence). The economic component is one of the main ones in the games of the series. There are quite complex and long production chains. As a rule, in the games of the series, more attention is paid to the economic rather than the military component of medieval castles. In all games except Stronghold Kingdoms, all buildings are built and demolished instantly. Thus, this series of games will allow students to feel the spirit of the Middle Ages, and also learn how to plan the economy in serious realities.

Crusader Kings series

Developer: Paradox Interactive (Sweden)

Type: global strategy

Short description: The player will have to choose a noble family and lead his dynasty to glory in a medieval history that unfolds over generations. War is just one way to assert your power. A real ruler uses diplomacy, knows his possessions and knows how to be cunning. Implemented the idea that as an empire expands, it becomes more and more difficult for it to manage; as new territories are annexed, the effectiveness of governance decreases, so the player is forced to give these territories to vassals, who, under certain conditions, can declare themselves independent of the former overlord. This series of games introduces students to the incredibly difficult trials of becoming a great dynasty, as well as many human factors, such as betrayal. But along with this, it teaches and shows by example that war is by no means the best way to overcome obstacles, and much can be solved through diplomatic negotiations.

We consider the following to be the most significant limitations for the use of computer games in teaching history:

- 1) computer games generate a non-existent, fictional story built on a counterfactual basis;
- 2) contain a fair amount of propaganda broadcast by their creators;
- 3) in the game, the game process is primary and it is quite difficult to orient students to solve educational problems;
- 4) games are quite demanding on technology and equipment;
- 5) teachers in the vast majority do not perceive computer games as a means of learning.

To use computer games in teaching history, several principles must be followed:

- 1) Students must be interested in the game.
- 2) Games should only be used for educational purposes in conjunction with educational materials.
- 3) The teacher must be competent in the games that he uses for teaching.
- 4) The teacher should be an active mediator and use the game to ask questions, formulate tasks and provide information of interest to students.
- 5) The main method of working with a computer game is scientific criticism of the historical content contained in the game.
- 6) Game sessions should end with a discussion of historical content, and students should keep a log of observations for later analysis.

It can be concluded that historical computer games can be very useful for children's education. They can not only help children better understand and remember historical events and periods, but also interest them in studying history in general. Games with historical content are of particular value to educators as they can be used to create interactive lessons and allow children to get involved in the learning process. In addition, they can help visualize the material culture of historical eras, which can also contribute to better memorization and understanding of the material.

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МУЗЕЙНО-МЕМОРИАЛЬНЫЙ КОМПЛЕКС «АЛЖИР» КАК ИСТОЧНИК ИСТОРИЧЕСКИХ ЗНАНИЙ И ПАМЯТИ

Ахмедина Даяна Ерлановна

dayanaahmedina@gmail.com

Международная Школа Экономики университета КАЗГЮУ им. М.С. Нарикбаева
Научный руководитель – Г.Султангазы

В последнее время роль музеев в формировании исторического сознания населения стала особенно актуальной. Музеи не только представляют собой места хранения культурного наследия, но и являются ключевыми институтами, способствующими распространению знаний о прошлом и настоящем. В данной научно-исследовательской работе будет рассмотрена роль музеев в формировании исторического сознания населения. По мнению Колесниковой, ценность отечественной истории для населения заключается в том, что она помогает формировать духовность, культурные идеалы и смыслы, а также способствует формированию исторической памяти, что в свою очередь может способствовать возрождению и подъему страны в будущем [1]. Музей играет важную роль в этом процессе, предоставляя возможность познакомиться с историческими событиями и фигурами, а также сохраняя и передавая наследие прошлого поколениям. Один из таких музеев – Музейно-мемориальный комплекс «АЛЖИР», который расположен в Акмолинской области и посвящен истории женского концлагеря, существовавшего в период сталинской эпохи. Музей «АЛЖИР» является не только местом памяти, но и важным источником исторических знаний, который может помочь нам лучше понять прошлое. Таким образом, данная научная работа имеет целью исследовать музей «АЛЖИР» как исторический источник, а также выяснить, насколько частые посещения музея могут повлиять на развитие исторического сознания у посетителей. Гипотеза нашей работы заключается в том, что чем чаще человек ходит в музей, тем развитее его историческое сознание. Мы предполагаем, что посещение музея «АЛЖИР» может помочь не только лучше понять историю концлагеря, но и обогатить знания о культуре и истории Казахстана в целом.

Музей «АЛЖИР» расположен на территории бывшего женского лагеря «АЛЖИР» – «Акмолинский лагерь жен изменников Родины» – так, шутя, назвали его узницы. Лагерь был создан в 1938 году в рамках репрессивной политики сталинского режима и предназначался для содержания женщин, осужденных за политические преступления. Но эти женщины не