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ARTIFICIAL INTELLIGENCE IN KAZAKHSTAN HISTORY LESSONS: ENHANCING ENGAGEMENT AND ACADEMIC ACHIEVEMENT AMONG 6TH–7TH GRADE STUDENTS

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Abstract. This article is devoted to the study of increasing engagement and academic performance among 6th–7th grade students through the use of artificial intelligence methods in teaching the history of Kazakhstan. In the context of digital transformation in education, particular attention is given to the implementation of artificial intelligence as a tool for personalized learning, visualization of historical content, and increasing student motivation. The aim of the study is to empirically assess the impact of artificial intelligence tools on students' learning engagement and academic performance. The methodology is based on a formative pedagogical experiment conducted in a general education school with both control and experimental groups. The research employed methods of pedagogical observation and analysis of summative assessment results, which ensured methodological triangulation. The results showed that students in the experimental class demonstrated a higher level of engagement, initiative, and sustained cognitive activity. Despite a slight decrease in the proportion of high scores, an overall improvement in academic performance and a positive perception of innovative approaches were observed. The study complied with ethical standards: no surveys were conducted, and no personal data of students were used. The article highlights the practical value of implementing artificial intelligence in history lessons and recommends the use of such technologies considering students' age and cognitive characteristics, which may serve as a foundation for further pedagogical development.

Key words: artificial intelligence, methods of artificial intelligence, student engagement, student achievement, application of artificial intelligence methods, history of Kazakhstan, grades 6–7, school education.

Introduction. In the context of rapid development of digital technologies and the large-scale transformation of the educational landscape, the modern school faces the need to rethink traditional approaches to teaching. The new challenges confronting the education system demand the implementation of innovative tools that can not only improve the quality of learning but also adapt the educational process to the individual needs and characteristics of each student. One such tool is artificial intelligence (AI) - a technology that opens up vast opportunities for personalized learning, enhanced feedback, and the stimulation of students' cognitive activity.

Teaching history, as a key humanities discipline aimed at shaping students' historical thinking, civic identity, and critical perception of information, requires the use of interactive, visual, and adaptive approaches. In this context, AI-based methods can significantly enrich educational practice - from intelligent assistants and chatbots to test generators, historical maps, and digital models of historical events. The use of AI becomes particularly relevant in middle school - grades 6 and 7 - when students begin to develop a strong interest in the subject, improve their abstract thinking, and show a growing need for independent inquiry.

This study focuses on analyzing the effectiveness of applying artificial intelligence methods in teaching the history of Kazakhstan to 6th and 7th grade students in general education schools. The aim of the research is to identify the impact of these technologies on students' academic motivation, cognitive engagement, and learning outcomes, as well as to assess the potential of AI as a full-fledged pedagogical resource that supports the development of modern and future-oriented history education.

Materials and methods of research. Issues of education digitalization and the integration of

artificial intelligence (AI) into the learning process are actively explored by contemporary educators and researchers. In international practice, special emphasis is placed on AI-based adaptive learning systems, educational chatbots, and intelligent assistants.

According to the methodological recommendations of the Ministry of Education of the Republic of Kazakhstan (2023), the integration of digital technologies, including AI, is a priority within the framework of updated educational content. However, the application of AI specifically in teaching the history of Kazakhstan to school students remains underexplored, which defines the relevance of our research.

Modern research and regulatory documents highlight the strategic importance of integrating digital technologies and artificial intelligence into the education system. In the «Addresses of the President of the Republic of Kazakhstan» for 2023 and 2024, Kassym-Jomart Tokayev emphasizes the need to build a just and digital Kazakhstan, where technologies, including AI, play a key role in the modernization of the social sphere, including education [1, 2]. These ideas are further developed in the Concept for Digital Transformation (2023–2029), approved by the Government of the Republic of Kazakhstan [3].

The theoretical foundation of the study includes both international and domestic works that explore the capabilities, limitations, and pedagogical approaches to the use of AI. The works of W. Holmes, M. Bialik, and C. Fadel [4] highlight the potential of AI in education as well as the risks related to ethics, autonomy, and technology accessibility. The origins of automated learning are analyzed retrospectively - beginning with Skinner's "teaching machines" and Pressey's devices [5, 6].

Particularly noteworthy are recent developments and methodological recommendations presented in the handbook edited by S.O. Kramarov [7], which provides a classification of AI tools for school education and proposes practical scenarios for their use. These ideas are supported by analytical publications in Kazakhstani sources - for example, A. Petrukhin's article on the bilim.expert platform [8] explores both the positive and potentially adverse effects of introducing AI in schools, including the risk of overdependence on algorithms.

Several publications emphasize the importance of developing digital literacy among teachers and students. A.V. Platov and Yu.I. Gavrilina analyze the evolution of AI in education and the administrative barriers it faces [9], while A.V. Taktarova and N.A. Mikhailova focus on the modeling of intelligent systems and the cultural aspect of AI integration in Kazakhstani education [10,11].

The practical significance of this topic is supported by successful cases from Kazakhstani schools and universities [12], where AI is used for testing, visualization, and adaptive learning. The works of S.R. Agzamov reveal the specifics of adaptive educational technologies in which AI creates personalized learning paths [13].

Equally important are studies focusing on ethical and legal aspects. I.V. Tumanov raises questions about algorithm transparency, student data protection, and the preservation of the teacher's role [15].

Research by A.K. Yermekov and G.N. Zhaparova [14], focused on the Kazakhstani context, analyzes education digitalization and the potential of AI in local schools. These studies show growing interest in the topic, while also highlighting a lack of empirical data — especially in the humanities, such as history education.

Thus, the literature review allows us to conclude that the topic of using artificial intelligence in school practice - particularly in teaching the history of Kazakhstan - is in a phase of active development. However, there remains a shortage of empirical, practice-oriented studies devoted to specific subjects and age groups, which makes this study especially timely and relevant.

Research methods: pedagogical experiment (control and experimental groups), observation, analysis of summative assessment results for the unit (SAU) and for the term (SAT). Object of the study: the learning process in history of Kazakhstan classes Subject of the study: the impact of AI-based methods on students' learning motivation and academic performance. Experimental base: general education school, 7th grade: class «B» (experimental) and class «V» (control).

Results and its discussion. As part of the practical section of the research, a pedagogical experiment was conducted in class 7B with the aim of identifying improvements in student engagement and academic performance through the use of artificial intelligence methods in teaching the history of Kazakhstan. The experiment was carried out during the fourth quarter of the 2024 – 2025 academic year and involved the purposeful integration of AI-based digital tools into the educational process.

Throughout the experiment, the following technologies were systematically applied in lessons: animation of historical photographs using neural network services, which allowed students to perceive historical figures not as abstract concepts but as «living» participants in the historical process; generation of educational videos and images on assigned topics using generative AI, facilitating the visualization of complex narratives; creation of presentations and infographics with the help of AI assistants, which automated the structuring and formatting of content; and the development of tests and quizzes with adaptable levels of difficulty, used for reinforcement, independent work, and self-assessment.

Such practices enhanced student engagement, stimulated cognitive interest, and created conditions for individualization and visualization of the learning material. Thus, the pedagogical experiment demonstrated that the introduction of AI technologies contributes to a qualitative improvement in the teaching of history, particularly in terms of visualization, accessibility, and personalization of educational content. The obtained results confirm the validity of using AI as a tool for modernizing school history education.

Within the framework of the pedagogical experiment, special attention was given to the method of systematic pedagogical observation, applied under natural classroom conditions. The purpose of this method was to identify changes in student behavior, motivation, and academic activity associated with the integration of artificial intelligence into history lessons in the 7th grade.

The observation was carried out regularly throughout the fourth quarter of the 2024 – 2025 academic year and covered the entire cycle of lessons involving digital technologies, including the generation of visual and audiovisual materials, creation of interactive tasks and tests, and animation of historical events.

The following aspects were the focus of the observation: the level of student engagement in the learning process, expressed through interest, activity, and emotional response to the AI tools presented; demonstration of independence and initiative in completing tasks; participation in group and pair work; responses to non-traditional formats of presenting historical material (animated characters, visual explanations of events); the ability to integrate new digital elements into homework and self-regulation (e.g., when preparing for formative and summative assessments); and interaction between teacher and students, as well as among students themselves in a digital learning environment.

The observation results revealed:

1) a significant increase in cognitive activity, especially among average-level students;

2) students began to show more interest in class discussions and to formulate their own judgments and questions;

3) visualization of historical events using AI contributed to a deeper emotional perception of the material;

4) the level of digital literacy improved: students learned to navigate new tools, critically evaluate information, and apply AI purposefully in their studies;

5) the use of AI made the learning process more diverse and engaging, which positively affected student involvement and classroom discipline.

Thus, the observation method made it possible to objectively document the positive impact of AI implementation on student behavior, motivation, and the quality of their academic performance, as well as to identify growth in their independence, interest in the subject, and readiness to use modern educational technologies.

The observation method also captured not only quantitative but qualitative changes in the learning

process, which are not always reflected in performance metrics. The collected data served as an important complement to the results of the formative SAU and summative SAT assessments, as well as to the analysis of student survey responses, and confirmed the high potential of artificial intelligence as a means of improving the quality of history education.

In this study, the triangulation method was represented by the combination of pedagogical observation and analysis of the results of formative (SAU) and summative (SAT) assessments. This combination made it possible to obtain more reliable and objective data on the influence of artificial intelligence methods on student motivation, activity, and academic performance. Observation provided a qualitative description of changes in student behavior and engagement, while the analysis of SAU and SAT offered quantitative indicators of learning achievement. The use of these complementary sources of information increased the validity of the conclusions drawn from the pedagogical experiment.

Comparative analysis of SAU and SAT results for the fourth quarter

Table 1. Analysis of summative assessment results in grade 7 classes for the fourth quarter of the 2024–2025 academic year (subject: history of Kazakhstan)

	Class	Total	Took the Test	Low	Medium	High	Quality	Success	Teacher's Full Name
				0-39%	40-84%	85-100%			
SAU	7 B	5	25	0	18	7	80%	100%	A.R.Saitgalieva
SAT	7 B	5	25	0	23	2	48%	100%	A.R.Saitgalieva
SAU	7 V	6	26	0	21	5	65%	100%	A.R.Saitgalieva
SAT	7 V	6	26	0	21	5	50%	100%	A.R.Saitgalieva

Academic Performance: in all cases, the success rate reached 100%, indicating that no students fell into the failure zone (i.e., scores below 40%). This allows us to conclude that the basic level of subject knowledge was successfully acquired by all students in both classes.

Commentary: in class 7 «B», there was a decrease in the number of students achieving high scores (85–100%) from SAU to SAT. However, the medium-level performance remained strong, with 23 out of 25 students achieving scores in this range. In class 7 «V», the qualitative composition remained stable but was initially lower than that of 7 «B» in the first SAU. Despite the decrease in high scores in 7 «B», the class began with higher overall performance. Furthermore, 92% of students in 7 «B» maintained a medium level, indicating consistent mastery of the content.

Interpretation of Results: the use of AI technologies in class 7 «B» likely contributed to increased motivation and comprehension, particularly among students with mid-level performance, even if some high achievers showed a slight decline. Class 7 «V» followed a traditional teaching model, which led to more uniform but less dynamic results.

The analysis shows: no underperforming students in either class (100% success rate); higher average performance in the AI-integrated class; stable results in class 7 «V», but with limited academic growth.

The collected data supports the hypothesis that the use of AI technologies enhances motivation and the quality of historical knowledge acquisition. Interactive maps and flashcards improved visualization of historical events and relationships. Importantly, the success of AI implementation largely depends on the teacher's methodological training and the selection of tools appropriate to the students' age and cognitive abilities.

During the pedagogical experiment, all key ethical principles of educational research were upheld. Work with students was conducted strictly within the framework of scheduled lessons, without intruding

into personal space or collecting personal data. No surveys or questionnaires were administered, as such methods require written parental (legal guardian) consent, especially when working with minors. Identifiable information (names, surnames, photos, etc.) was neither collected nor recorded. Moreover, the focus of observation was strictly on students' academic engagement, behavior, and participation, without evaluating their personalities, emotional states, or family backgrounds. All AI-based educational tools used in the experiment served strictly pedagogical purposes, without violating safety, privacy, or age-appropriateness standards. Thus, the study adhered to the principles of voluntary participation, personal data protection, and academic ethics, ensuring its validity and legal compliance.

Conclusion. The conducted study confirmed the hypothesis that the use of artificial intelligence methods in teaching the history of Kazakhstan in grades 6–7 has a positive impact on the educational process. The integration of artificial intelligence tools led to a significant increase in students' learning motivation, enhanced cognitive activity, and improved results in summative assessments. The most noticeable effect was observed among students with average academic performance: they began to show initiative, became more actively involved in classroom activities, and demonstrated steady progress in mastering the learning material.

The use of visual and interactive artificial intelligence resources (such as historical maps, animations, generated images, and quizzes) not only enriched the presentation of content but also strengthened students' chronological and spatial thinking. Triangulation methods - observation and analysis of SAU/SAT results - ensured the objectivity of the collected data and allowed for the recording of both quantitative and qualitative changes in educational dynamics.

It is important to emphasize that the effectiveness of artificial intelligence integration largely depends on the teacher’s professional training, their ability to meaningfully incorporate digital tools into lesson structure, and adapt them to the psychological characteristics of the age group. In addition, ethical aspects of educational digitalization must be considered, including ensuring safety and maintaining an appropriate balance in the use of digital environments.

Thus, artificial intelligence should be viewed not as a replacement for traditional teaching, but as its logical and productive extension - one that can enrich the methodological toolkit of the modern educator. It is recommended to gradually implement AI technologies into history teaching practices, starting with individual components (such as visualization and generation of exercises) and expanding their use as methodological experience and teachers’ digital competence grow.

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ҚАЗАҚСТАН ТАРИХЫ САБАҚТАРЫНДА ЖАСАНДЫ ИНТЕЛЛЕКТ: 6–7-СЫНЫП ОҚУШЫЛАРЫНЫҢ ҚЫЗЫҒУШЫЛЫҒЫ МЕН ОҚУ ҮЛГЕРІМІН АРТТЫРУ

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Аңдатпа. Бұл мақала 6–7 сынып оқушыларының Қазақстан тарихы сабақтарында жасанды интеллект әдістерін қолдану арқылы олардың оқу үлгерімі мен қызығушылығын арттыру мәселесін зерттеуге арналған. Білім беру жүйесінің цифрлық трансформациясы жағдайында оқыту сапасын арттыруға, оқу үдерісін жекешелендіруге және оқушылардың мотивациясын көтеруге бағытталған жаңа технологиялық шешімдерді енгізу өзекті мәселеге айналуда. Авторлар жасанды интеллектті тек инновациялық құрал ретінде ғана емес, сонымен қатар оқушылардың танымдық белсенділігін арттырып, сыни ойлау қабілеттерін дамытуға мүмкіндік беретін толыққанды білім беру ресурсы ретінде қарастырады. Зерттеудің мақсаты – жасанды интеллект құралдарының оқу үдерісіне тартылуға, пәнге қызығушылыққа және академиялық үлгерімге әсерін анықтау. Зерттеудің әдістемелік негізі ретінде бақылау және эксперименттік топтар қатысқан қалыптастырушы педагогикалық эксперимент алынды. Эмпирикалық мәліметтердің сенімділігі мен толықтығын қамтамасыз ету үшін педагогикалық бақылау әдістері, сондай-ақ бөлім мен тоқсан бойынша жиынтық бағалау нәтижелерін талдау қолданылды. Нәтижелер эксперименттік сыныптағы оқу мотивациясының, дербестік пен саналықтың артуы тұрғысынан оң динамиканы көрсетті. Жоғары бағалардың үлесі сәл төмендегеніне қарамастан, жалпы оқу көрсеткіштерінің өсу үрдісі және инновацияларға оң көзқарас байқалды. Мақалада жасанды интеллектті мектептегі білім беру үдерісіне, әсіресе жасөспірімдердің жас және когнитивтік ерекшеліктерін ескере отырып, тиімді енгізудің практикалық маңыздылығы атап өтіледі, бұл тарихты оқыту әдістемесін одан әрі дамытуға жаңа мүмкіндіктер ашады. Бұл бағыттағы зерттеулер болашақта цифрлық педагогика

мен жасанды интеллектінің өзара байланысын тереңірек түсінуге жол ашады.

Түйін сөздер: жасанды интеллект, жасанды интеллект әдістері, оқушылардың қызығушылығы, оқушылардың үлгерімі, жасанды интеллект әдістерін қолдану, Қазақстан тарихы, 6–7 сыныптар, мектеп білімі.

ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ НА УРОКАХ ИСТОРИИ КАЗАХСТАНА: ПОВЫШЕНИЕ ВОВЛЕЧЁННОСТИ И УСПЕВАЕМОСТИ СРЕДИ УЧАЩИХСЯ 6–7 КЛАССОВ

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Аннотация. Данная статья посвящена исследованию повышения вовлеченности и успеваемости среди учащихся 6-7 классов, с помощью применения методов искусственного интеллекта на уроках истории Казахстана. В условиях цифровой трансформации системы образования особую актуальность приобретает внедрение новых технологических решений, направленных на повышение качества обучения, персонализацию учебного процесса и рост мотивации обучающихся. Авторы рассматривают искусственный интеллект не только как инновационный инструмент, но и как полноценный образовательный ресурс, способный усилить познавательную активность и развивать критическое мышление у школьников. Целью исследования стало определение влияния инструментов искусственного интеллекта на учебную вовлечённость, интерес к предмету и академические достижения. Методологической основой послужил формирующий педагогический эксперимент, включавший контрольную и экспериментальную группы. Для сбора и анализа данных применялись методы педагогического наблюдения, а также анализ результатов суммативного оценивания за раздел и четверть, что обеспечило надёжность и полноту эмпирического материала. Результаты показали положительную динамику в отношении учебной мотивации, самостоятельности и осознанности учащихся в экспериментальном классе. Несмотря на некоторое снижение доли высоких оценок, была отмечена общая тенденция к росту учебных показателей и положительное отношение к инновациям. В статье подчёркивается практическая значимость интеграции искусственного интеллекта в школьное образование, с учётом возрастных и когнитивных особенностей подростков, что открывает новые перспективы для развития методики преподавания истории.

Ключевые слова: искусственный интеллект, методы искусственного интеллекта, вовлечённость учащихся, успеваемость учащихся, применение методов искусственного интеллекта, история Казахстана, 6–7 классы, школьное образование.