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## **METHODOLOGICAL FEATURES OF TEACHING THE HISTORY OF THE REPUBLIC OF TURKEY AT YSU**

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*The article deals with the content and methodological features of teaching the history of the Republic of Turkey at Yerevan State University. The structure of the course is analyzed within the framework of the "Turkology" and "Azerbaijani Studies" educational programs of the YSU Faculty of Oriental Studies, where the course "History of the Republic of Turkey" is the logical continuation of the courses "History of the Seljuk and Early Ottoman Periods" and "History of the Ottoman Empire." The teaching process combines traditional methods - lectures, seminars, testing assignments - with modern, student-centered approaches - debate, simulation-based learning, demonstration methods, as well as the use of visual and cartographic materials. Combination of these methods contributes to the formation of students' critical thinking, analytical skills, and research capabilities. An important component of the educational process's effectiveness is also the availability of an Armenian-language academic textbook, which ensures the scientific validity and in-depth understanding of the material being taught.*

**Keywords:** *Yerevan State University, Republic of Turkey, Teaching History, Lecturing, Content, Method.*

The correct assessment of the challenges the Republic of Armenia faces due to various geopolitical developments, and the balancing of foreign policy approaches, are indirectly linked to the fundamental knowledge of the regional new and newest history, and the re-evaluation of past experience. This is especially important considering that "studying the experience of the past helps us to make sense of the present and predict the future. It is impossible to fully know the present, its spatiotemporal characteristics, essential aspects, and development trends without revealing their historical foundations. Only through an impartial, comprehensive study of past experience is it possible to reveal the patterns of development

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of scientific knowledge, including social and humanitarian sciences"<sup>2</sup>. From this perspective, one of Armenia's priorities can be considered the study of the political history of the Republic of Turkey, which plays an important role in the region, and its objective presentation among future specialists – orientalists, international relations experts, and historians. The purpose of this article is to examine the specifics of teaching the history of the Republic of Turkey at Yerevan State University, both in terms of content and methodology.

At YSU, the history of the Republic of Turkey is taught as a separate course within the framework of the "Turkology" and "Azerbaijani Studies" undergraduate educational programs of the Chair of Turkology, Faculty of Oriental Studies. The course "History of the Republic of Turkey" follows the courses "History of the Seljuk and Early Ottoman Periods" and "History of the Ottoman Empire," which, within the framework of the constructivism approach, allows the student to build knowledge layer by layer while maintaining a chronological order, thus obtaining a systematic model. Furthermore, such a structure of the educational program makes possible a comprehensive understanding of the emergence and spread of the Turkic factor as a dominant force in the region.

The history of the Republic of Turkey is taught in the first and second semesters of the third year. Upon successful completion of the course in each semester, the student earns 6 ECTS credits. The knowledge and skills/competencies acquired by students within the scope of the course contribute to achieving the following outcomes of the educational program:

A3. To participate in the development of mechanisms for communication between the "Turkic world" and the Armenian people based on the harmonization of intercultural and interethnic relations, the understanding of priority issues for the Republic of Armenia, and the examination of relevant precedents,

A7. To present scientific information about the ethnogenesis of the Turkic peoples, the history of the territories inhabited by the Turkic-speaking peoples, and the geographical environment specifics of the Turkic-speaking states,

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<sup>2</sup> For more details, see Ghazaryan A., Patmutyan ararkan, gortsaruytneri ev himnakan metodnery, Banber Bulletin of Yerevan University, Philosophy, Psychology, Yerevan, 2017, 3 (24), pp. 45-57.

B6. To apply fundamental knowledge in the field of Oriental Studies (Turkology) — concerning the history, languages, culture, and political systems of Turkey, Azerbaijan, and other Turkic-speaking states and peoples — as well as and knowledge of contemporary methods and models of studying the cultural-historical, ethnic, sociolinguistic historical and contemporary image of the region within humanitarian thought,

B8. To cover the main issues of the history of Turkic-speaking states (Republic of Turkey, Republic of Azerbaijan).

C1. To obtain and analyze information from various sources<sup>3</sup>.

The process of teaching the history of Turkey at Yerevan State University is based on a variety of methods that combine traditional and modern forms of education.

Traditional methods mainly contribute to the reinforcement of theoretical knowledge, while modern methods develop students' critical thinking, analytical skills, and research abilities. Traditional methods, such as lectures, seminars, and test assignments, while still maintaining their important place in the teaching process, are not capable of fully meeting contemporary educational requirements alone. The modern educational environment also requires the application of innovative methods that stimulate the effectiveness of the learning process and students' engagement in the class. Furthermore, new methods based on technological innovations, the use of interactive maps, video lessons, and the viewing of profession-related films stimulate interest in the subject matter, allowing the courses to be conducted in a more dynamic environment, which helps in the effective assimilation of knowledge. During the teaching of the history of the Republic of Turkey, special attention is paid to comparative analysis; the presentation of the same historical event is studied in history textbooks published in Armenian, Turkish, as well as in third or conditionally "neutral" countries (Russian Federation, USA, EU)<sup>4</sup>. This approach allows students to first see the mechanisms for constructing different historical narratives around the same events in different contexts, in other words, to study the process of selecting the "most convenient"

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<sup>3</sup> Turkology, Undergraduate educational program

<https://www.yu.am/faculty/70/educational-program-423/specification> (Accessed 14.08.2025).

<sup>4</sup> For more details, see Yeprikyan A., Patmutyan dasavandman ardi metodnery ev tekhnologianery, Yerevan, 2021; Ghevondyan H., Patmutyan dasavandman metodika, Yerevan, 2001.

version of history, "editing," and "inventing" historical memory, mainly within the framework of state propaganda, and the influence of various political factors on it.

The effectiveness of history teaching largely depends on the diversity of teaching methods and their targeted application. The combination of methods used in the teaching process allows us to make lesson interesting, engaging, and meaningful, prevent monotony and possible boredom among students, as well as contribute to students' comprehensive development.

An effective teaching method should:

- be aimed at developing diligence and a love for learning,
- provide opportunities for applying acquired knowledge in practice,
- contribute to broadening students' interests by encouraging research and analytical thinking<sup>5</sup>.

We consider it important to present several methods of history teaching<sup>6</sup> that are aimed at engaging students in the lesson process, as well as their in-depth and systematic understanding of historical knowledge.

**Debate:** This method requires students to critically analyze a certain historical issue and present multifaceted perspectives on historical events. For example, students in the classroom can be given a historical topic, then divided into two groups, and assigned corresponding reading and research material to support one historical viewpoint or another. The groups must then participate in a debate under the supervision and guidance of the lecturer.

The debate method stimulates students' critical thinking, helps them understand that history consists of different interpretations and source perspectives, and develops debating and analytical skills<sup>7</sup>.

**Simulation-based Learning:** Simulation-based learning is the process during which students study historical topics in a simulated learning environment. These environments are formed through various scenarios that may partially differ from reality, but aim to ensure the student's active engagement in the learning process. By using the simulation method,

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<sup>5</sup> Jyothish K., *International Journal of Research Publication and Reviews*, (2) (6), 2021, p. 203.

<sup>6</sup> For more information on teaching methods, see George E., *Engaging the Past: Action and Interaction in the History Classroom*, Bloomsbury Publishing, 2024, Jyothish K., *International Journal of Research Publication and Reviews*, (2) (6), 2021., p. 202-208.

<sup>7</sup> For more details, see Hovhannisyan H., *Banavetchi tesutyun ev arvest. Pilisopayakan qnnakhosutyun*, Yerevan, 2019.

students take on role-playing presentations of historical events, which allows them not only to reproduce historical realities but also to analyze their developments, draw corresponding conclusions, and develop critical and creative thinking<sup>8</sup>.

**Demonstration Method:** The demonstration method assumes that a group of students, under the guidance of the lecturer, organizes a presentation aiming to show the developments of historical events and their cause-and-effect relationships. For example, during a lecture on the topic "The Treaty of Lausanne," group members can embody the roles of representatives of different countries and present the political positions and strategic visions of that country to the audience.

This method allows students to understand the dynamics of historical processes in an interactive way, develop analytical thinking, become more closely involved in the learning process, and apply the acquired knowledge in a practical manner<sup>9</sup>.

We should also note that no teaching method can be effective unless it is applied within a humanistic approach. History should be presented in such a way that students can connect it with their own life experience, values, and interests, which ultimately stimulates their internal motivation and active participation in the educational process.

In the teaching process, the lecturer and the students should act as partners, jointly searching for answers and solutions to questions, based on mutual cooperation and creative engagement. The main goal of teaching should be to unlock the intellectual and creative potential of students and their active involvement in the process of knowledge acquisition.

It must be emphasized that the effectiveness of the educational process is determined not only by the methodological approaches applied during the transfer of knowledge but also by the substantive scientific value and accessibility of the content of material provided.

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<sup>8</sup> For more details, see Parush A., Learning histories in simulation-based teaching: The effects on self-learning and transfer, *Computers & Education* 39(4), 2002 December, pp. 319-332

[https://www.researchgate.net/publication/220139950\\_Learning\\_histories\\_in\\_simulation-based\\_teaching\\_The\\_effects\\_on\\_self-learning\\_and\\_transfer](https://www.researchgate.net/publication/220139950_Learning_histories_in_simulation-based_teaching_The_effects_on_self-learning_and_transfer) (Accessed 18.07.2025).

<sup>9</sup> For more details, see Cackov O., Method of demonstration in teaching history, *Contemporary education - condition, challenges and perspectives*, VI international scientific conference – proceeding book, Macedonia, 12 May 2018, pp. 174-178.

In today's reality, the hyper-accessibility of information thanks to the internet seemingly simplifies the student's work by offering a large variety of materials. However, along with this, it is very difficult to distinguish between high-quality and low-quality, reliable and unreliable sources in the informational whirlpool. In this case, the insufficient linguistic knowledge of English and Russian among some students is also a hindering factor. During the Soviet years, teaching was carried out using all-Soviet textbooks and often in the Russian language. Undoubtedly, Armenian-Turkish historical, political, cultural, and linguistic relations have always been at the center of attention of Armenian researchers, even in the absence of statehood, but for teaching the history of Turkey, for example, the monograph by M. Hasratyan, S. Oreshkova, and Yu. Petrosyan often with various interpretations of historical facts, published in the Soviet period, was used as a textbook,<sup>10</sup> while works on the newest period were absent. Although the use of the aforementioned book and this approach, in general, continued in the first years of independence, after the collapse of the USSR and the proclamation of the Republic of Armenia, an opportunity was created to study a number of key issues outside of political and ideological stereotypes, to rewrite a number of theses hardened during the Soviet years. Since the independence of the Republic of Armenia a lot of work has been done at Yerevan State University in the publication of textbooks and educational-methodological manuals<sup>11</sup>.

In 2014, academician of the RA NAS, Doctor of Historical Sciences, Professor Ruben Safrastyan, Doctor of Historical Sciences, Professor Ruben Melkonyan, Candidate of Historical Sciences, Associate Professor Artur Dumanyan, Doctor of Historical Sciences Vahram Ter-Matevosyan, Candidate of Historical Sciences Hakob Chakryan, and Anush Hovhannisyan authored the Armenian-language university textbook "History of the Republic of Turkey"<sup>12</sup>, which was later revised several

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<sup>10</sup> Hasratyan M., Oreshkova S., Petrosyan Yu., *Turkiayi patmutyan urvagtser*, Yerevan, 1986.

<sup>11</sup> Safaryan A., Soghomonian A., Loqmazyozyan S., *Turqerani dasagirq*, Girq A., Yerevan, 2021, 326 p., Melqonyan R., *Turqakan grakanutyun patmutyun (XX dari 20-akan tt.- XXI dari skizb)*, Yerevan, 2017, 262 p, Movsisyan L., *Adrbejanerani dasagirq*, Yerevan, 2012, 204 p., Sargsyan A., Safaryan A., Sahakyan L., *Osmanerani dasagirq*, Yerevan 2016, 324 p., Bayburdyan V., *Osmanyan kaysrutyan patmutyun*, Yerevan, 2023, 728 p.

<sup>12</sup> Safrastyan R., Melqonyan R., Dumanyan A., Ter-Matevosyan V., Chaqryan H., Hovhannisyan A., *Turqiayi hanrapetutyun patmutyun*, YSU Publ., Yerevan, 2014, 396 p.

times, supplemented with new sections and an appendix, and republished<sup>13</sup> with the participation of new authors, continuing to maintain its unique place in the teaching of Turkey's history. It is truly a unique textbook because it is not a mere Armenian translation of a foreign-language textbook (as they were in the past), but a research-style work by Armenian scholars based on objective facts and various sources, which, without pathos, self-deception, or unnecessary emotionality, presents the state structure of the Republic of Turkey and its internal and foreign policy fluctuations over a hundred years. The book describes and analyzes the key phases of the formation and establishment of the Republic of Turkey. The authors examine the ideological currents that dominated that country in one period or another, the history of parties that had a certain influence, the economic and social life, and describe the historical and political episodes that took place inside and outside the country. The "History of Turkey" textbook also addresses the main features of the official attitude toward national-religious minorities in Republican Turkey, focusing special attention on the manifestations of discriminatory policies implemented against non-Muslims, including Armenians.

Thus, within the framework of the course "History of the Republic of Turkey," students of the YSU Faculty of Oriental Studies first become acquainted with the most important points of Turkey's century-long history, their internal political and regional significance through lectures, and then, through interactive discussions and their own research work, they are able to deepen and develop their knowledge and analytical skills in general. The presence of a main textbook in Armenian makes their learning highly effective, and the knowledge gained within its framework can be deepened and expanded by students through supplementary reading offered by the lecturer.

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<sup>13</sup> The textbook was republished in 2018, and in 2023 a revised and updated new edition was released. See Safrastyan R., Melkonyan R., Dumanyan A. Ter-Matevosyan V., Geghamyan V., Hovhannisyanyan A., Turqiayi patmutyun. Haryuramyā hanrapetutyān qaghaqakan urvagtseri 1923–2023 tt., Yerevan, 2024. After each chapter of the book a brief list of literature for additional reading is provided. In addition, in the appendix section of the textbook, concise country-specific data on the Republic of Turkey, the calendar of state and public holidays, as well as a short chronology of the political history of the republic are presented. The book also includes maps of Turkey and the region (as colored inserts).

**ԵՊՀ-ՈՒՄ ԹՈՒՐԳԻԱՅԻ ՀԱՆՐԱՊԵՏՈՒԹՅԱՆ ՊԱՏՄՈՒԹՅԱՆ  
ՂԱՍԱՎԱՆԴՄԱՆ ՄԵԹՈԴԱԿԱՆ ԱՌԱՆՁՆԱՀԱՏՎՈՒԹՅՈՒՆՆԵՐԸ  
Տաթևիկ Հակոբյան<sup>14</sup>**

Հոդվածում ներկայացվում են Երևանի պետական համալսարանում Թուրքիայի Հանրապետության պատմության դասավանդման բովանդակային և մեթոդաբանական առանձնահատկությունները: Վերլուծվում է դասընթացի կառուցվածքը ԵՊՀ արևելագիտության ֆակուլտետի թյուրքագիտության և ադրբեջանագիտության կրթական ծրագրերի շրջանակում, որտեղ «Թուրքիայի Հանրապետության պատմություն» դասընթացը «Սելջուկյան և օսմանյան վաղ շրջանի պատմություն» և «Օսմանյան կայսրության պատմություն» դասընթացների տրամաբանական շարունակությունն է: Դասավանդման գործընթացում համադրվում են ավանդական մեթոդները՝ դասախոսություններ, սեմինարներ, թեստային առաջադրանքներ, և ժամանակակից, ուսանողակենտրոն մոտեցումները՝ դեբատ, սիմուլյացիոն ուսուցում, ցուցադրության մեթոդ, ինչպես նաև տեսողական ու քարտեզային նյութերի կիրառումը: Այս մեթոդների համադրությունը նպաստում է ուսանողների քննադատական մտածողության, վերլուծական հմտությունների և հետազոտական կարողությունների ձևավորմանը: Կրթական գործընթացի արդյունավետության կարևոր բաղադրիչ է նաև հայալեզու ակադեմիական դասագրքի առկայությունը, որն ապահովում է դասավանդվող նյութի գիտական հիմնավորվածությունն ու խորքային ընկալումը:

**Բանալի բառեր՝** Երևանի պետական համալսարան, Թուրքիայի Հանրապետություն, պատմության դասավանդում, դասախոսություն, բովանդակություն, մեթոդ

<sup>14</sup> Տաթևիկ Հակոբյանը ԵՊՀ արևելագիտության ֆակուլտետի իրանագիտության ամբիոնի ասիստենտ է, պ. գ. թ., էլ. փոստ՝ tatevik.hakobyan@ysu.am, ORCID 0009-0000-2531-3562:

## МЕТОДОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ПРЕПОДАВАНИЯ ИСТОРИИ РЕСПУБЛИКАНСКОЙ ТУРЦИИ В ЕГУ

Татевик Акопян<sup>15</sup>

*В статье представлены содержательные и методологические особенности преподавания истории Турецкой Республики в Ереванском государственном университете. Анализируется структура курса в рамках образовательных программ тюркологии и азербайджановедения факультета востоковедения ЕГУ, где курс «История Турецкой Республики» является логическим продолжением курсов «История Сельджуцкого и раннеосманского периодов» и «История Османской империи». В процессе преподавания сочетаются традиционные методы – лекции, семинары, тестовые задания, – и современные, студентоориентированные подходы – дебаты, имитационное обучение, метод презентации, а также использование визуальных и картографических материалов. Сочетание этих методов способствует формированию критического мышления, аналитических навыков и исследовательских способностей студентов. Важным компонентом эффективности образовательного процесса также является наличие армяноязычного академического учебника, который обеспечивает научную обоснованность и глубокое понимание преподаваемого материала.*

**Ключевые слова:** Ереванский государственный университет, Республика Турция: преподавание истории, лекция, содержание, методика

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