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Teaching Kazakh literature in secondary education through the technology of “reasoning, fall to thinking, thinking”

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Abstract

Relevance. This study highlights the relevance of Kanipa Bitibaeva's technology “Throw an idea, fall to thinking, thinking” popular in Kazakh CIS secondary schools.

Purpose. The article examines the process of technology research and development for teaching foreign and domestic literature.

Methodology. An analysis of the existing literature on pedagogical technologies was carried out, emphasizing the importance of a step-by-step approach and practical application of advanced domestic and global pedagogical technologies.

Results. The issue on the agenda of the humanitarian education system of the state of Kazakhstan is to improve the quality of education and the formation of a well-developed personality with a rich spiritual world. Introduction of new teaching technologies, informatization of education. This technology identifies the scientific and methodological foundations of teaching, deepens the knowledge of students who study the Kazakh language and literature in depth, encourages the development of business skills, writing skills, vocabulary, and literary language, and promotes creative activities. In the global education system, the questions such as “What should be taught in the XXI century?”, “How do teachers prepare students for the XXI century?” are on the agenda. In the XXI century, our sovereign state aims to ensure that not only the economy, but also the education system meets international standards and is of high quality.

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Conclusions. The technologicalization of the educational process in accordance with modern requirements is based on the modernization of the content of education, the use of new teaching methods in the discovery of personality. The effectiveness of innovative technologies prevails in the implementation of these issues, and educational institutions play an important role in the implementation of the goals and objectives.

Keywords: literature; pedagogical technology; methodology; innovation; fiction.

Introduction

The words of wisdom of the great scholar Al-Farabi “To be educated is to be able to discover” [1] one of the great tasks facing us today is to create a national model of continuing education through quality education and the formation of a new generation of young thinkers. Currently, it is a great task for a teacher to educate students at a world-class level on a civilized basis, to instill in them national values. “Rapid economic development requires creative people who can meet the requirements of modern market relations, who can think critically” [2] in a post-industrial society, the economy and science are widely informed, and modernization is facing global change. That is, today there is the focus on mass scientific, technical and technological training means that the educational standard meets the requirements of world educational standards.

In order to cope with the global crisis, educational institutions aimed to search for innovative technologies. Finding solutions to issues such as recognizing the inner potential of the individual, allowing the individual to use their potential in any environment is not an easy process. Therefore, “schools of the XXI century should help students develop their independence and identity by understanding the reality of national and global diversity, preparing them to live in collaboration with others in life, work and citizenship” [3]. It is well-known that in today's society there is a need to apply the acquired knowledge in practice, not a student who memorizes it. M. Zhumabayev [4], a well-known teacher of our nation, says about it that “Child upbringing is an art, even if it is an art, it is a difficult art, an art that wants to be a master of one's own science”. According to M. Zhumabayev, teachers have a great responsibility to become the masters of “the art of eagerness to be a personal scientist”. Generational upbringing is the destiny of any nation. Therefore, it is clear that we turn to the source of national education. “In any age, in any reform, the main figure of the school is the teacher. The state education policy will be implemented through this teacher. The methodologist Kanipa Bitibaeva [5] states that “and today the most sacred task of the school, the teacher is to form a spiritually rich, well-developed personality”. The work of teachers in providing quality education and sensible upbringing of the next generation is immeasurable. To do this, teachers ask, “What are the most effective teaching methods?”. He is looking for innovative teaching technologies, new pedagogical approaches and improving his professional skills. In this regard, the practical application of domestic and world advanced technologies and innovations requires teacher skills.

If we consider the definitions of the terms “novation”, “innovation”, “technology” in the sphere of pedagogy the term innovation is defined differently in encyclopedias and dictionaries. For example, in the dictionary of W. Vaklin [6], the term innovation is mainly explained: “innovation (from the Latin *inovatis*) is a novelty, innovation, change”. Scientist-teacher K. Angelovsky [7] stated that “Innovation as a pedagogical concept means the

introduction of a new one into educational work”. Innovation often refers to the introduction and application of new methods, ways, means, new concepts, to the implementation of educational literature, new curricula, educational measures, etc. As the concept of innovation, it is entirely included in the concept of modernization or modernization of educational work, thus he analysed the term comprehensively. Therefore, mastering innovations, advanced ideas, innovative technologies in the field of education will be the basis of quality education and upbringing. At present, the system of mass education in the country has been reformed and moved to the updated content of education, new textbooks and innovative technologies. The process of learning in the context of innovative technologicalization of education and new information technologies is focused on the individual.

Materials and Methods

Currently, as the main requirement is to create a technological basis for the education system, scientists are providing comprehensive insights into pedagogical technology. V.P. Bepalko [8] noted that “Pedagogical technology is a real pedagogical system, a project that is realized in practice”, thus he shows the pedagogical system as a set of personality-forming, purposefully organized methods. Pedagogical technology is a well-thought-out model for designing, organizing and conducting the learning process [9]. Pedagogical technology is a new direction in the creation of an effective teaching system [10]. From the conclusions that teaching technologies are an integral, procedural part of the didactic system [11], we see that world pedagogy is being considered in detail.

Pedagogical technology is a process system of interaction of teachers and students in the design, organization, orientation and correction of the educational process in order to provide a comfortable environment for participants and achieve concrete results [12]. “The term” educational technology “first appeared in the 40s and 50s with the introduction of technical aids in the teaching process, and later changed to” pedagogical technology “with the introduction of various technical aids, including film, radio, surveillance” said he. B. Abdykarimovich and M. Malibekova [13] report on the history of technology in their scientific article “Pedagogical technologies in education”.

The purpose of technological training is to increase the freedom of the individual, self-education, and creative knowledge. In traditional education, memorization and teacher's actions prevail, while in technological education, the system of teaching is focused on the individual, and the work of “self-development” and “self-learning” of the individual comes to the fore. There are ways to lead to successful learning. The “teacher-student” activity formed in traditional teaching involves the development of “student-teacher” activity in technological teaching.

V.P. Bepalko [14] in his monograph “Components of pedagogical technologies” defines pedagogical technology

as a project of a certain pedagogical system, which is implemented in practice". He divides the pedagogical system into two main parts: the didactic problem and the technology of solving this problem. If the methodology is mostly a set of recommendations and principles for the organization and implementation of the educational process, then pedagogical technology is distinguished by two fundamentally important factors:

1. Technology – a guarantee of the desired result.

2. Technology is a project of the future educational process.

Thus, pedagogical technology is a system of solid and ordered actions (procedures). Pedagogical technology is a set of actions that renews the professional activity of a teacher and guarantees the achievement of the planned end result [15]. From the above conclusions we can see the importance of the concept of pedagogical technology in the educational process, the step-by-step approach to achieving results. In this regard, the practical application of domestic and world advanced technologies requires the skills of teachers.

It is clear that every age creates innovator and innovators. This has created a stream of teachers who are innovative in their approach to education.

It is fully recognized that the historical teachings of A.S. Makarenko, V.S. Sukhomlinsky are the foundation, doctrinal and methodological basis of the pedagogy of the association. Similarly, the philosophical principles of Sh.A. Amanoshvili, humanization of traditional teaching, making learning an environment of joy, Y.K. Babansky's optimization of the educational process in accordance with the real capabilities of students, K. Bitibaeva's reasoning, fall to thinking, thinking are relevant today [16]. K. Bitibaeva's technology for teaching Kazakh literature, which is widespread in Kazakhstan, was recognized as innovative in its time and has not lost its value in today's education system. We consider K. Bitibaeva's methodology to be the only advanced technology that can meet the requirements of modern teaching technology. Teacher-scientist T.K. Zhumazhanova told about it that "Elements of today's modular training are given in the methodical manuals of Kanipa Omargalievna in a certain system according to the theme. All this was a prerequisite for learning with new technologies. Today, this issue finds its way into the hearts of every subject at the national level and leads to creative work. The main goal of Kanipa Omargalievna [17] is to creatively teach a work of art in accordance with the requirements of modern life at any time from a scientific, theoretical and methodological point of view, and, most importantly, to consider the rational areas of self-discovery of students".

Results and Discussion

K. Bitibaeva, a methodologist who is known in Kazakh pedagogy for her innovative research and advanced technology, said that the technology "reasoning, fall to thinking, thinking" is an innovative technology that can meet the requirements of modern education. This technology is also popular in the CIS countries. The pinnacle of K. Bitibaeva's technological and pedagogical skills is the technology of "reasoning, fall to thinking, thinking". Doctor of pedagogical sciences Sh.K. Kurmanbayeva [18] said that "The teacher's philosophy of teaching literature consists of reasoning, fall

to thinking, thinking. Thinking about the student in each lesson is a great result of the teacher's method. He considers literature as a subject of science and art. It brought a new turn to the discipline of literature, which is taught by ancient methods, and put on the agenda of modern pedagogical science the issue of teaching with innovative technologies. It can be said that the methodology of teaching Kazakh literature has turned to a completely new channel".

Innovative ideas of the methodologist-teacher were formed on the basis of the advanced school of advanced technology. It was natural to develop knowledge with the history of the school, with the technology that led them to creative pursuits, directing them to the individual. In K. Bitibaeva's technology "reasoning, fall to thinking, thinking" knowledge is focused on the individual. In teacher technology, there are no methods that are memorized in traditional teaching. Education is carried out by the "student-subject" individual on a voluntary basis, "self", "each other".

The knowledge formed in traditional teaching is presented in the methodologist-teacher technology as follows:

1. The basis of technology is a system of goals, its end result. The goal is the most important component. It determines the achievement of results.

2. Predictive goals based on diagnostics are clearly defined. Thus, methods are selected and monitored.

3. A draft of the learning process is required, not a plan. A project is a technological map, a program.

4. The student's activity is at the forefront, not the teacher's, so that results are projected.

5. Communicates with the student as a subject.

The "teacher-student" activity, formed in traditional learning, is focused on the student-subject in technological learning. A student is not only a ready-made, memorized learner, as in traditional learning, but also a free, self-taught, purposeful learner, self-reliant, and self-confident person. This is a principle of K. Bitibaeva's technology. K. Bitibaeva's technology provides for productive education. It includes the following questions: Who determines and provides the content of knowledge? What methods, forms of teaching are based on? How does a child acquire knowledge? The main motives for learning. Training and experience are connected. Who is responsible for the educational process? The main criteria for assessing the achievements, the level of education. Most importantly, it focuses on the analysis of literature in teaching. Analysis is the root of not only the teaching of a literary text, but also the perception of the student. Scientists have considered several types of analysis. In particular, the methodologist V.G. Marantsman [19] names two types of analysis. One of them is the analysis in the footsteps of the author, the other is the problem analysis.

K. Bitibaeva's [20] works also comprehensively consider the types of analysis of literary texts. "Analysis must be both systematic and holistic, with a convincing and scientific content that can reveal all the nutrients and seeds of a work of art". Now let's talk about the methodologist's methods of analyzing and teaching a literary work. Three methods of literary analysis have long been widely used in school. They are: a) analysis in the footsteps of the author, which is called a complete analysis; b) character analysis and problem analysis of the topic. The author emphasizes

the need for teacher skills in conducting any of these types of analysis. The analysis suggests that the analysis should be reasonable and understandable to the student, not to interfere with their ability to work independently, as well as to take into account the requirements of individual learning. K. Bitibaeva points out that the most widely used form of analysis in practice is a comprehensive analysis, or textual analysis: "A comprehensive, detailed analysis considers and analyzes a work of art as a whole. In particular, this analysis is sometimes called textual. Comprehensive analysis takes a lot of time, but its effectiveness considers the work of art as a whole living organism. Effective organization of comprehensive analysis requires a teacher's search. Moreover, the next type of analysis is review-oriented analysis, which allows students to work more widely with literary texts. The teacher does not dwell on problematic issues, but covers the analysis of the work of art. Selective analysis often involves problem-solving and problem-solving analysis".

In the analysis of the author's traces, the teacher pays special attention to the analysis, keeping the plot, episodes, the main idea of the author, the system of content and form. But one thing to keep in mind is that this type of analysis should not be turned into an explanatory reading [21; 22]. The teacher should lead students to characterize through the actions of the protagonist, to reveal the main problems of the work through the events.

Problem analysis is a productive form of analysis that is widely used in practice [23-25]. This type of analysis, which allows students to express their thinking and self-concept, worldview, finds a problem based on a work of art and discusses the problematic issues. K. Bitibaeva effectively uses problem analysis in the teaching of M. Auezov's world-famous "Abai's way". For effective analysis, the author first of all creates a comprehensive way to create a problem situation, to solve it, to make predictions. offers the following comparative work in the solution.

Problem-based learning of the image of Abai in the epic "The Way of Abai".

Problematic presentation of the topic according to the following plan:

1. Abai's face-to-face meeting with the feudal society. Understanding the realities of the times. Mukhtar's writing skills in showing it.

2. Father and child. Abai's departure from his father's path. Its main objective reasons. Mukhtar's philosophical and ideological mission on this issue.

3. Abai and the problem of the poor. Abai is the guardian of the people.

4. Abai and Russian friends. Refusal to learn. Abai's views before Mikhailov and political views after Mikhailov. Comparison, proof.

5. The fate of Abai and women. Abai is a humanist.

6. Abai is a critical, realistic poet who began to sing as a people. Why do you think the books ended like this? What is the main goal of the writer?

7. Section "High" and the height reached by Abai. What brought Abai to that height? How is it solved in the epic?

Explaining the topic on the basis of this plan, the teacher asks students the following questions in order to solve the problem:

1. What does the writer mean by the relationship between father and child in the epic? What is the

philosophical essence of the problem of father and child in the epic?

2. Why do you think the portrait of Kunanbai in the "Return" section, the character of those around him, the interior of the house is given through Abai, through his instincts?

3. Analyze Abai's actions in the sections "On the road", "Orde", "Kiyada". Why do you think the writer gave the section such a name? Contradictions and disagreements between father and child in these sections. How did the writer show its objective reason?

4. Abai's views before the meeting with Mikhailov, contradictions in political consciousness. What do you think are the main reasons for this discrepancy?

5. Abai and the people. How is this problem reflected in the epic? Proved.

6. Find and read the last paragraphs at the end of books I-II. Through these paragraphs, reach the heights reached by Abai in the first book and Abai in the second book [20].

In the experimental program, K. Bitibaeva conducts research on the issue of teaching the novel-epic "The Way of Abai" in detail and provides effective ways to teach students in a way that gives results. In the pedagogical practice of K. Bitibaeva to analyze the teaching of the epic as a whole, to find solutions to its problems through figurative analysis, "How to analyze the epic?" conducts methodological work on the issue. Image analysis is an effective way to analyze an epic work.

In addition to grouping images, the author offers several types of work in revealing their actions, character, as well as a comprehensive representation of the ideological and aesthetic decision of the writer in their creation. That is, it shows how to effectively organize problem-solving questions and tasks, research work, practical tasks, work with scientific data, creative work [26]. The teacher considers the whole work of art, takes all its components together and is guided by the analysis. The main thing is that the author's point of view is the main problem on the basis of the work – the issues that need special attention in the image analysis [27]. For example, through the image of Kunanbai, the author portrays the feudal society of the second half of the XIX century, its main representative. This is the purpose of the author in creating this image. Kunanbai's actions, his various actions are reflected in the nature of that society [20]. According to K. Bitibaeva, the issue raised in the epic novel "The Way of Abai", the idea and the main arguments in it, the gallery of images, its acquisition in conjunction with the golden pillar of the epic Abai, and in its teaching the teacher offers problem analysis, image analysis. The big problem, which is the basis of the epic, classifies the disputes as follows [28]:

- two generations, the struggle of old and new (between art, poetry, love, freedom and old customs);

- conflicts between the rulers and ordinary workers, the masses, who hold all the power of the steppe in their hands;

- tribal and patriarchal conflicts in the epic;

- the problem of fathers and children, mothers and children, their Kunanbai – Abai; Kunanbai – Takezhan; Takezhan – Azimbai; Abai – Abish; Speaking on the basis of the world of Karazhan-Azimbai;

- the problem of mothers and children. Zere – Kunanbai, Zere – Abai, Ulzhan – Abai, etc.

This classification of the epic allows students to remember the events and characters, their actions, to analyze the literary text, to create creative work. In this regard, he said that "...when analyzing novels and epics, the teacher should insist on teaching, preserving the essence and qualities, and look for ways that are reasonable and effective for the student..." knows [20]. The methodologist-teacher gathers as many characters in the epic as possible, grouping them around him according to the problems caused by his destiny, and gathers around the main character, the historical figure Abai. For example, "Abai, feudal society and Kunanbais", "Abai, feudal society and Darkembais", "Abai, feudal society and mothers", etc.

The image of women in the epic novel is divided into several groups. For example:

1. Abai's mothers – Zere, Ulzhan ("Look, my brown lamb...").
2. Abai's favorite beauties – Togzhan, Aigerim ("My unblemished dark heart...").
3. Shame of Abai's time – Kerimbala, Umitey ("My soul is a sacrifice for your way").
4. Abai's secret – Saltanat, Nurganym ("...Men in the cage...").
5. Love, longing for freedom – Maken, Magripa ("I'm sorry, I have no life without you").
6. Abai's relatives, Aigyz and Dilda.
7. Rich people of Abai village – Karazhan, Manike ("Let me see a poor goddess blessed like you").
8. Days at the door of the rich – Iis, Bayan, Esbikeler ("...You rotted on the doorstep").

The author suggests an effective way to group the characters, or say that it is not enough to analyze the image, to look for strokes, details, and other issues that reveal the image of the character, to convey it to the student in a comprehensible, concise, or through drawings and illustrations. It also emphasizes the scientific nature of the lesson, shows how to work with scientific data in the analysis of the characters, the discussion of "artistic truth and historical truth". Most importantly, the author emphasizes that teaching the epic as a whole, to analyze it in a way that is understandable to the minds of students, to lead them to independent research, creative work requires a lot of responsibility from the teacher.

Individual and differentiated teaching methods are widely used in schools of the country:

- elements of developmental learning technologies in K. Bitibaeva's technology, such as "self-development", "mutual learning, development";
- elements of critical thinking technology that lead to "influencing the system of thinking, influencing thinking activities in debates, debates, debates";
- elements of problem-based learning technology "Finding, presenting, solving problems on their own";
- elements of project-based learning technology "Forecasting, design, modeling, protection";
- collective learning.

The principle of teaching literature is the philosophy of, thinking, reasoning, coming to a decision. Thinking is done by the teacher, thinking is done by the student, thinking is done by the teacher (motivating the thinking student to think), and reaching a decision is done by the student. In this technology, the main condition is to go to such

productive methods as literary aitys, discussion, dialogic conversation, problem solving, research [29]. The teacher's new lesson interpretation technology is based on questions, answers, discussions, interviews, as well as independent research and research work of students.

K. Bitibaeva [20] claims "Reasoning, fall to thinking, thinking" is necessary for all disciplines. It is impossible to live without thought. But there is one thing to keep in mind here – self-thinking, self-opinion". This is the philosophy of human technology, humanism, freedom of thought in the classroom, the condition of the student's thinking. Or refer to another statement of the methodologist: "Every child is an individual. He/She is a different person, both psychologically and in terms of worldview and education. First of all, the analysis should be based on the personal opinion of the individual...", the teacher says. That is, the technology of the teacher opens the way to the individual's personal thinking, which leads to creative, research pursuits [30].

In the technology of K.Bitibaeva [20], a creative lesson that leads the individual to freedom of thought is called the "Small Scientific Laboratory" platform, which creates the individual's freedom and search. The lesson develops the skills of each student to use their own abilities, using the principle of "I am a seeker, a researcher", leading the individual to cognitive and creative work [31]. To prove our point, let us refer to the following opinion of K. Bitibaeva "To create conditions for themselves to draw conclusions". To do this, share the material written in additional materials, the opinion of scientists, the issues in the textbook. Working to reveal the truth, the phenomenon through "The pedagogy of humanization in pedagogical works is based on the principle of equality, the relationship between the world of children and adults, that is, the harmony of people with each other, aimed at establishing equality of achievements and shortcomings of the human world them".

Creative work – the result achieved by the student, the creation of new products, bringing their knowledge to a creative level through their own research. Creative work presented in accordance with the skills and abilities of students reveals their interest and enthusiasm [32]. This is one of the aspects of the educational process that allows a person to improve the quality of education, as well as to educate themselves and each other. And in order to see this task from the top, teachers need to master the requirements of skill and technology. Most importantly, as stated in the requirements of technology, the teacher is a guide, guide, support, motivator, guide to creative work.

Conclusions

The philosophy of education of the XXI century aims to combine the educational process with national values, in particular, such qualities as national culture, history, literature, customs and traditions. Since the independence of our country, the attitude to the national philosophy has changed radically, opened the way for a new development and prosperity of the philosophy of education. The importance of humanitarian principles in the national philosophy of education has increased in any area of educational institutions in society. This, in turn, leads to the glorification of our national identity, a modern assessment.

The Law of the Republic of Kazakhstan “On Education” states: “The main task of the education system is to create the necessary conditions for education aimed at the formation and professional development of the individual on the basis of national and universal values, science and practice, introduction of new teaching technologies and innovative approaches Informatization of education, access to international global communication networks”. To achieve these goals, through the introduction of modern learning technologies and the identification of the basis for their effective use, the main principle of the education system is to ensure the development of a learning system that helps everyone to make the most of their individual educational potential in society. Modernization of education in Kazakhstan is a modern requirement. At present, training with new technologies is being introduced on a regular basis.

The development of skills is one of the highest goals of education. The ability to use modern teaching technologies

determines the qualifications of each teacher. Intensive results of reforming the content of teaching and education in modern secondary schools should be central to the development of pedagogical skills of teachers in their professional activities and the development of competitive individuals by providing students with modern knowledge. To do this, we need to widely use the methodological technologies of well-known methodologists.

It is obvious that in the teaching of social sciences and humanities the goal is to develop the qualities of social-systemic, value-ideological, spiritual-moral, psychological-motivational, intellectual development.

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Conflict of Interest

None.

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Навчання казахської літератури в середніх навчальних закладах за технологією “міркувати, впадати в роздуми, думати”

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Анотація

Актуальність. Це дослідження підкреслює актуальність технології Каніпи Бітібаєвої “Кинь ідею, задумайся, подумай”, популярної в середніх школах СНД Казахстану.

Мета. Мета статті – розглянути процес дослідження та розробки технологій навчання зарубіжної та вітчизняної літератури.

Методологія. Проведено аналіз існуючої літератури з педагогічних технологій, що підкреслює важливість поетапного підходу та практичного застосування передових вітчизняних і світових педагогічних технологій.

Результати. На порядку денному системи гуманітарної освіти держави Казахстан стоїть питання підвищення якості освіти та формування всебічно розвиненої особистості з багатим духовним світом. Впровадження нових технологій навчання, інформатизація освіти. Дана технологія визначає науково-методичні основи навчання, поглиблює знання учнів, які поглиблено вивчають казахську мову та літературу, сприяє розвитку ділових якостей, навичок письма, лексики, літератури. мови, а також сприяє творчій діяльності. У глобальній системі освіти такі питання, як “Чого треба навчати в XXI столітті?”, “Як вчителі готують учнів до XXI століття?” є на порядку денному. У XXI столітті наша суверенна держава прагне до того, щоб не лише економіка, а й система освіти відповідала світовим стандартам і була якісною.

Висновки. Технологізація навчального процесу відповідно до сучасних вимог базується на модернізації змісту освіти, використанні нових методів навчання у розкритті особистості. Важливу роль у цьому відіграє ефективність інноваційних технологій, а також навчальні заклади, завдання яких реалізувати поставленні цілі і завдання.

Ключові слова: література; педагогічна технологія; методологія; інноваційність; художня література.