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## The role of intercultural exchange in the process of teaching folk poetry in the ethno-pedagogical context

**Aichurok Kenzhebaiova\***

Osh State University  
723500, 331 Lenin Str., Osh, Kyrgyz Republic

**Altynkyz Mamatova**

Osh State University  
723500, 331 Lenin Str., Osh, Kyrgyz Republic

**Meilikan Nurmamatova**

Osh State University  
723500, 331 Lenin Str., Osh, Kyrgyz Republic

**Gulnara Tolubaeva**

Osh State University  
723500, 331 Lenin Str., Osh, Kyrgyz Republic

**Maktym Isaeva**

Osh State University  
723500, 331 Lenin Str., Osh, Kyrgyz Republic

### Abstract

**Relevance.** The research article explores the role of intercultural exchange in teaching folk poetry within an ethno-pedagogical context, aiming to optimize educational methods and deepen understanding of cultural heritage.

**Purpose.** The study aims to identify methods and strategies for integrating intercultural exchange into the educational process, in the context of studying folk poetry, to optimize educational methods and deepen understanding of cultural heritage.

**Methodology.** A double survey was conducted, and a set of events was organised for students of the J. Balasagyn Kyrgyz National University. The total number of participants was 100, aged 18-25, including both men and women.

**Results.** A preliminary survey showed that students were interested in studying folk poetry. The set of events allowed the students to get to know the poetry of the Kyrgyz people and other cultures. The results of the second survey revealed a significant improvement in the understanding and appreciation of intercultural interaction among students after they participated in the activities. These data indicate a positive impact of these activities on fostering tolerance and openness to differences, which demonstrates their effectiveness in promoting mutual understanding and respect for cultural pluralism. The comparative analysis of the Kyrgyz poetic epic Manas and the German epic Song of the Nibelungs emphasizes the importance of cultural values and traditions in shaping poetic style and perception of poetry in different cultural contexts.

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\*Corresponding author



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**Conclusions.** In general, the results of the study confirm that the use of various methods and approaches in teaching folk poetry contributes to the development of cultural literacy, creative thinking and intercultural understanding of students, as well as promotes the preservation and transmission of the cultural heritage of various ethnic and cultural groups.

**Keywords:** cultural heritage; educational process; poetry; tolerance; traditions.

## Introduction

The study of intercultural exchange in the context of folk poetry contributes to the preservation and transmission of cultural traditions of various ethnocultural groups, which supports the diversity of cultural heritage. Intercultural exchange allows students to immerse themselves in different cultural contexts, which contributes to a deeper understanding and appreciation of folk poetry in different societies. The study of the role of intercultural exchange in teaching folk poetry contributes to the formation of a tolerant and open attitude to differences, as well as the development of mutual understanding between representatives of different cultures. The study of this topic developed methods and approaches that contribute to the effective implementation of intercultural exchange in the educational process, which enriches the learning experience of students and improves the quality of ethno-pedagogical education.

The study requires the identification of methods that can successfully integrate intercultural exchange into the process of teaching folk poetry in an ethno-pedagogical context, which includes the search for optimal strategies that promote understanding and respect for cultural diversity. The problem is to identify the key factors that influence the successful implementation of intercultural exchange in the process of teaching folk poetry. It is necessary to evaluate the impact of intercultural exchange on students' understanding and appreciation of folk poetry in an ethno-pedagogical context, which includes an analysis of changes in worldview, level of tolerance and respect for differences after participation in educational activities.

Scholars such as E. Tucker [1], S. Shaika and K.D. Mishra [2], regarded folk poetry as a special form of folk culture. E. Tucker emphasised that folk poetry, in addition to its aesthetic appeal, has a playful nature that makes it particularly attractive for study. S. Shaika and K. D. Mishra, in turn, defined folk poetry as a part of folklore, embodying the cultural and traditional aspects of society. However, in addition to these aspects, there is still much to be studied in the context of folk poetry. This includes research aimed at a deeper understanding of the role of folk poetry in the formation of cultural identity, its impact on social processes and socio-cultural change. Expanding research in this area will allow us to more fully assess the significance and versatility of folk poetry in the cultural life of society.

Y. Qifei and S. Chuangprakhon [3] and M.M. Xue [4] emphasised the importance of folk songwriting as an integral part of folk poetry. Y. Qifei and S. The Chuangprakhon noted that folk songs are oral poetic works that play a key role in the folklore and culture of a society. M.M. Xue pointed out that these songs are often not only a means of conveying information and stories but also a direct expression of people's feelings and emotions. However, in addition to this aspect, there is much more that

needs to be further explored in the context of the relationship between poetry and folk songwriting. It is worth delving deeper into research on the role of folk songs in shaping national identity and socio-cultural traditions.

M.T. Sadyrov [5] and A. Kubanychbek kyzy [6] researched the epic *Manas*, revealing a deep connection between folklore and literature. M. Sadyrov noted that the epic trilogy fully reflects Kyrgyz folklore and literature, making it a significant object for studying the relationship between these two spheres. A. Kubanychbek kyzy emphasized the fact that *Manas* is not only an epic work but also a historical chronicle of the Kyrgyz people, reflecting the social life of a nomadic society and its cultural characteristics. However, it is also necessary to examine in more detail the role of *Manas* in shaping the national identity of the Kyrgyz people and its impact on the contemporary cultural environment.

The study by C.H. Soelseth [7] addressed the influence of social media on the perception of poetry by the younger generation. According to the study, social media is becoming a platform through which young people come into contact with folk poetry and contemporary poets. Professional social media accounts play a key role by providing access to a wide range of poetry and diverse creative personalities, creating a new ecosystem where poetry coexists with other forms of entertainment and communication. It is worth addressing what new formats and methods of using social media can be effective in engaging young people in folk poetry and stimulating their creative expression.

Research on the concepts of poetry was conducted by A.W. Gomme [8], H. Downey [9], Z. Aimukhambet et al. [10]. A.W. Gomme analysed poetry from a historical perspective, considering its development and influence on cultural processes. H. Downey singled out ethnographic poetry as a means of conveying information about different socio-cultural groups. Z. Aimukhambet et al. addressed the impact of computer technology on the perception of folk poetry in contemporary society, emphasising its role in the dissemination and assimilation of poetry. It is worth delving into the analysis of the role of ethnographic poetry in preserving cultural identity and intercultural interaction. In addition, it is worth studying the effectiveness of using modern information technologies to promote and preserve the folk poetic heritage.

The study aims to identify optimal strategies for integrating intercultural exchange into the teaching process, considering the study of folk poetry to enhance the effectiveness of educational practices and increase the understanding of cultural heritage. Research goals:

1. Evaluate the role of intercultural exchange in the context of teaching folk poetry with ethno-pedagogical aspects.
2. Study the methods and strategies of integrating intercultural exchange into the educational process of folk poetry in the ethno-pedagogical context.

3. Analyse the influence of intercultural exchange on the formation of students' cultural and ethnic identity when studying folk poetry in an ethno-pedagogical context.

### Materials and Methods

Within the framework of this research work, 2 surveys and a set of activities for students of Jusup Balasagyn Kyrgyz National University were conducted. The total number of participants was 100, aged between 18 and 25 years, including both males (aged 18 to 25 years) and females (aged 18 to 24 years). Pre-survey questions included:

1. I am interested in studying the cultural characteristics of different ethnic groups in Kyrgyzstan.
2. I would like to learn more about the diversity of cultures in Kyrgyzstan and their impact on society.
3. I believe that mutual understanding between different cultures is important for harmonious coexistence in society.

4. I am eager to expand my knowledge of the cultural heritage of Kyrgyzstan and its importance to our identity.

5. I would be interested to know what opportunities for cooperation and interaction can arise between representatives of different cultural groups.

6. I believe that participating in folk poetry events can help me better understand and appreciate the cultural heritage of my country.

7. I hope that participation in the upcoming set of events will help me develop intercultural understanding and tolerance.

After completing the survey, students attended a series of events to increase intercultural understanding, tolerance and respect for diversity. The complex of events was held from 01.04.24 to 22.04.24 and included a series of meetings aimed at various aspects of cultural exchange and dialogue (Table 1).

**Table 1.** The structure of the complex measures

Date	Name of the event	Description
01.04.24	An introduction to the world of folk poetry: cultural heritage of Kyrgyzstan	At this meeting, participants were introduced to the richness of Kyrgyzstan's cultural heritage through the study of folk poetry. Representatives of different ethnic groups shared their traditions and poetry, which contributed to understanding and respect for the diversity of cultures.
08.04.24	Musical heritage: instruments and melodies of different peoples of Kyrgyzstan	The event immersed participants in the world of Kyrgyz's musical heritage. They studied traditional musical instruments of different ethnic groups and listened to folk tunes. It helped to broaden my horizons and respect for the musical traditions of different cultures.
15.04.24	Language diversity: cultural characteristics of the languages of the peoples of Kyrgyzstan	At this meeting, participants explored the diversity of languages used by different ethnic groups in Kyrgyzstan. Through the study of language features, they came closer to understanding each other's cultural traditions and values, which helped to build tolerance and respect.
22.04.24	Integration of cultures: cooperation and creativity in folk poetry	The final event aims to integrate different cultures through cooperation and creativity in folk poetry. Participants created joint poems and works inspired by the diversity of Kyrgyzstan's cultural heritage. This helped to strengthen ties between different ethnic groups and fostered intercultural understanding and tolerance.

**Source:** compiled by the authors.

These meetings were held to create a platform for enhancing intercultural understanding, tolerance and respect for diversity in Kyrgyzstan. After the set of activities, the participants were asked to take a survey where they had to agree or disagree with the thesis:

1. After participating in the events, interest in learning about the cultural characteristics of different ethnic groups in Kyrgyzstan increased.
2. After participating in the events, the desire to learn more about the diversity of cultures in Kyrgyzstan and their impact on society increased.
3. I believe that mutual understanding between different cultures is important for harmonious coexistence in society.
4. I am eager to expand my knowledge of the cultural heritage of Kyrgyzstan and its importance to our identity.
5. After participating in the events, I am more interested in finding out what opportunities for cooperation

and collaboration can arise between people from different cultural groups.

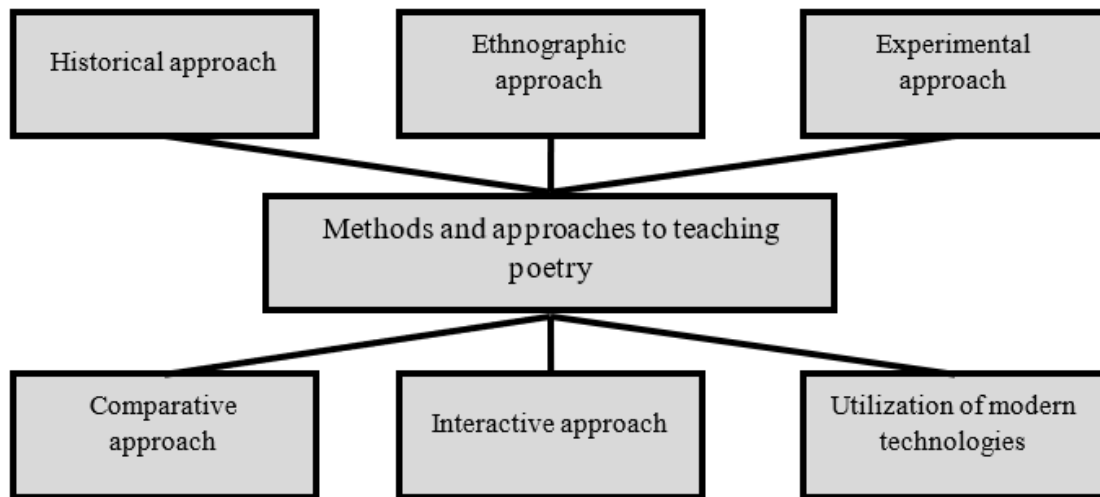
6. I believe that participating in folk poetry activities has helped me to better understand and appreciate my country's cultural heritage.

7. Participating in a set of activities helped me to develop intercultural awareness and tolerance.

The study also analysed the mutual influence of cultural values, traditions and customs on the formation of poetic style and perception of poetry in Kyrgyzstan on the example of the epic poem *Manas* and in Germany on the example of the epic poem *Song of the Nibelungs* [11].

### Results

Teaching folk poetry to different ethnocultural groups can be carried out using different methods and approaches, considering the specifics of the cultural context and the characteristics of the students (Figure 1).



**Figure 1.** Methods and approaches to teaching folk poetry

**Source:** compiled by the authors.

The historical approach to the study of folk poetry is an important aspect of the ethno-pedagogical context that enriches the understanding of the cultural heritage of an ethno-cultural group [12]. In this approach, students learn not only the poetic works themselves but also their relationship to historical, socio-cultural and political events that took place in different periods of the development of an ethno-cultural community. The study of folk poetry through the prism of historical contexts allows students to understand the socio-cultural factors that influenced the formation and development of poetic creativity. They learn about the historical events, customs and traditions that served as the basis for the creation of poetry and reveal their role in shaping the cultural identity of an ethnocultural group [13].

This approach helps students to feel the spirit of the times and understand the peculiarities of the cultural evolution of an ethno-cultural group through the prism of its poetic heritage. They see how poetry reflects and responds to historical challenges, is transformed by various socio-cultural processes, and plays an important role in preserving cultural memory and identity. The historical approach to the study of folk poetry helps students to develop a deep and multifaceted understanding of the cultural heritage of an ethno-cultural group. It demonstrates the connection between poetic creativity and historical processes, as well as highlights the role of poetry in the life and development of society. This approach stimulates interest in the study of history and culture, promotes critical thinking and enhances students' cultural competence.

The ethnographic approach to teaching folk poetry is a deep immersion in the cultural heritage of an ethnocultural group through the study of its poetic traditions [14]. The focus is not only on the poetic works themselves but also on the context in which they emerge and function. The students learn not only the literary aspects of folk poetry but also its cultural, social and religious foundations. One of the main tasks of the ethnographic approach is to study the customs, rituals, beliefs and social structures of an ethnocultural group through the prism of its poetic heritage. Students analyse what aspects of culture and

everyday life are reflected in folk poetry and how these poems reflect the values and ways of life. This approach contributes to a fuller and deeper understanding of the cultural context in which folk poetry functions. It shows students the connection between poetic creation and the life of an ethno-cultural group, and how poetry preserves and transmits cultural heritage. In addition, the ethnographic approach promotes respect for cultural diversity and an understanding of the variety of cultural expressions. Students learn to appreciate the uniqueness of each ethno-cultural group and its contribution to the world's cultural heritage through the study of its poetic heritage. In general, the ethnographic approach to teaching folk poetry not only enriches students' knowledge of the literary heritage of different cultures but also contributes to the development of their cultural literacy, tolerance and respect for cultural diversity. It opens up new horizons for understanding and analysing cultural phenomena and makes a significant contribution to their cultural education and formation.

The experimental approach to teaching folk poetry is an innovative methodology that actively involves students in the process of creating and interpreting poetic works. This approach challenges students not only to study folk poetry but also to actively participate in its creation and analysis. One of the key elements of the experiential approach is the opportunity for students to create their poetry. This allows them to develop their creative potential and experiment with different genres and forms of folk poetry [15]. In the process of creating their poems, students can showcase their unique talents and express their thoughts and feelings through poetic language. In addition, the experimental approach involves conducting various experiments with language and stylistic techniques. Students can learn different poetic techniques and methods, such as the use of rhyme, rhythm, metaphors and similes, and then apply them to their poetry. Such experiments help students to better understand the principles of poetry and develop their literary skills. The experimental approach to teaching folk poetry contributes not only to an in-depth study of the poetic heritage but also to the development of students' creative abilities and critical thinking. It allows them to

actively interact with poetic texts and to express themselves creatively through poetry. This approach stimulates interest in literature and promotes the formation of a deep and conscious attitude to the art of poetry.

The comparative approach to teaching folk poetry is a methodology based on a comparative analysis of the poetic traditions of different ethnocultural groups. This approach allows students to immerse themselves in a variety of cultural contexts and literary traditions, broadening their horizons and deepening their understanding of the diversity of human experience. The study of folk poetry from different ethnocultural groups allows students to identify both the commonalities and unique features of each culture. They can conduct comparative analyses of poetic texts, paying attention to the themes, motifs, structures and styles that characterise each ethnocultural group. This analysis shows students the parallels and differences between different cultures, as well as understanding which universal themes and motifs are present in folk poetry around the world, and which are unique to a particular culture. In addition, the comparative approach promotes critical thinking and analysis skills, as students are forced to comprehend and interpret poetic texts in the context of their cultural and historical background. This process helps students to deepen their understanding of other cultures and overcome cultural prejudices and stereotypes. In general, the comparative approach to teaching folk poetry is an effective tool for promoting intercultural understanding, expanding cultural literacy and developing students' literary sensitivity. It contributes to the formation of a tolerant and open-minded worldview, which is an important aspect of modern education in a globalised world.

The interactive approach to teaching folk poetry is an effective method based on the active interaction of students and teachers in the learning process [16]. The use of interactive methods, such as group discussions, role-playing, creative projects and workshops, contributes to a lively and stimulating learning environment where students not only gain knowledge but also actively participate in research and discussion of various aspects of folk poetry. Within the interactive approach, students can express their opinions, share ideas and exchange experiences with fellow students. This contributes to the development of critical thinking, communication skills and creativity of students, as they develop the ability to argue their views, discuss and analyse folk poetry texts, and create new creative arts together. In addition, interactive teaching methods help to create a favourable classroom atmosphere where every student feels as an important

participant in the learning process. Role-playing games allow students to get used to the roles of different characters and understand their motives and feelings, which contributes to a deeper understanding of folk poetry texts and their context. The interactive approach to teaching folk poetry not only enriches the learning process, making it more interesting and attractive to students but also contributes to the development of their creative, communicative and analytical skills. This approach creates conditions for a deep and meaningful study of folk poetry, broadening students' horizons and enriching their cultural experience.

The use of modern technologies in teaching folk poetry opens new opportunities for students and teachers [17; 18]. Multimedia materials visualise folk poetry texts, including their audio and video interpretations, which contribute to a better understanding and interpretation of the works. Web resources provide access to extensive collections of folk poetry from various ethnic and cultural groups, allowing students to explore a variety of traditions and styles. Audio and video recordings can be used to demonstrate the oral traditions of folk poetry, including the performance of folk songs and stories, which helps students to better appreciate the musical and rhythmic aspects of poetry. Interactive apps and online courses provide the opportunity to learn folk poetry in a convenient format, allowing students to study materials at any time and place. Modern technologies also contribute to the collection and preservation of folk poetry, preventing its loss and helping to preserve the cultural heritage of various ethnic and cultural groups. Thanks to the availability of online resources and digital archives, folk poetry is becoming more accessible for research and preservation. The use of modern technologies in teaching folk poetry not only expands access to knowledge and resources but also enriches the learning process, making it more interactive, accessible and effective.

These methods and approaches can be combined and adapted depending on the specific ethnocultural group, learning objectives and preferences of the learners. It is necessary to choose approaches that promote active learner engagement and are sensitive to their cultural context. In this research, the mutual influence of cultural values, traditions and customs on the formation of poetic style and perception of poetry in Kyrgyzstan on the example of the epic poem "Manas" and in Germany on the example of the epic poem "Song of the Nibelungs" was analysed (Table 2).

**Table 2.** Interaction of cultural values, traditions and customs on the formation of poetic style and perception of the poetry "Manas" and "Song of the Nibelungs"

Aspect	Manas	Song of the Nibelungs
Cultural values	The Manas epic is a significant symbol of Kyrgyz culture and national identity. Its values are based on respect for nature, patriotism, spiritual values and traditions of the Kyrgyz people. The epic conveys a rich cultural heritage and historical events, reflecting the values of justice, courage and honour.	This German epic also reflects the values of its culture, such as honour, loyalty, chivalry and family ties. It is not only a literary work, but also a reflection of the historical, social and moral aspects of medieval Germanic culture.

Traditions and customs	Traditional rituals associated with festivals and religious celebrations, as well as regular poetry meetings and competitions, contribute to the preservation and transmission of the Manas epic from generation to generation.	The epic “Song of the Nibelungs” is also rooted in the traditions and customs of the German people, accompanied by rituals associated with literary readings and cultural events such as theatre performances and musical performances.
Perception of poetry	The poetic style of Manas often reflects national colour, especially through epic forms and motifs. The poetry of this epic is valued for its emotionality and expressiveness, which reflects the spirit of the Kyrgyz people.	The poetic forms of the Song of the Nibelungs are closely related to the intellectual and philosophical content. This epic appreciates the deep meaning and subtle style, as well as the diversity of literary trends and styles.
Education and Culture	In Kyrgyzstan, the epic Manas is often included in the educational process as a key component of cultural heritage. It is studied in schools and universities and is also taught as part of the literature and history curriculum.	In Germany, the Song of the Nibelungs also plays an important role in education and culture. The epic is studied in schools and universities and is often the subject of research in Germanic literature and cultural history.

**Source:** compiled by the authors.

Although the Kyrgyz poetic epic Manas and the German epic Song of the Nibelungs have unique characteristics, they also have several similarities, especially in the context of cultural values and education. Both epics are important symbols of their respective cultures and represent key aspects of the literary heritage of their peoples. They reflect not only historical events and cultural values but are also an important element of education, including a wide range of educational programmes in schools and universities. In addition, both epics are maintained and transmitted through traditional customs, regular poetry gatherings and events, which preserves significance and relevance for respective cultural communities. Thus, the analysis of Manas and Song of the Nibelungs demonstrates not only their characteristics but also common features that testify to the importance of poetic epics as part of the cultural heritage of mankind.

The processes of adaptation of poetic traditions of different ethnocultural groups in the context of intercultural exchange are complex and multifactorial. It is important to address both the preservation and transmission of ethnic poetry and its influence on contemporary educational practices. In the context of intercultural exchange, the preservation and transmission of ethnic poetry become processes that enrich and mutually influence the cultural traditions of different ethnocultural groups. The active exchange of poetic texts, participation in cultural events and festivals [19], as well as the use of the Internet and social media, create fruitful conditions for interaction between cultures. Through such channels, ideas, themes and materials are exchanged, which facilitates the adaptation and interpretation of poetic forms from different cultures. This process not only enriches each culture with new creative elements but also contributes to the formation of new hybrid styles and genres. Such interaction strengthens cultural diversity and understanding of the worldview of other ethnic and cultural groups.

The Internet and social media are now substantial in exchanging ideas and materials in the field of poetry between different ethnocultural groups [20; 21]. They significantly accelerate and simplify the process of interaction, providing access to a huge amount of information and the ability to communicate in real-time. Thanks to the Internet and social media, people from

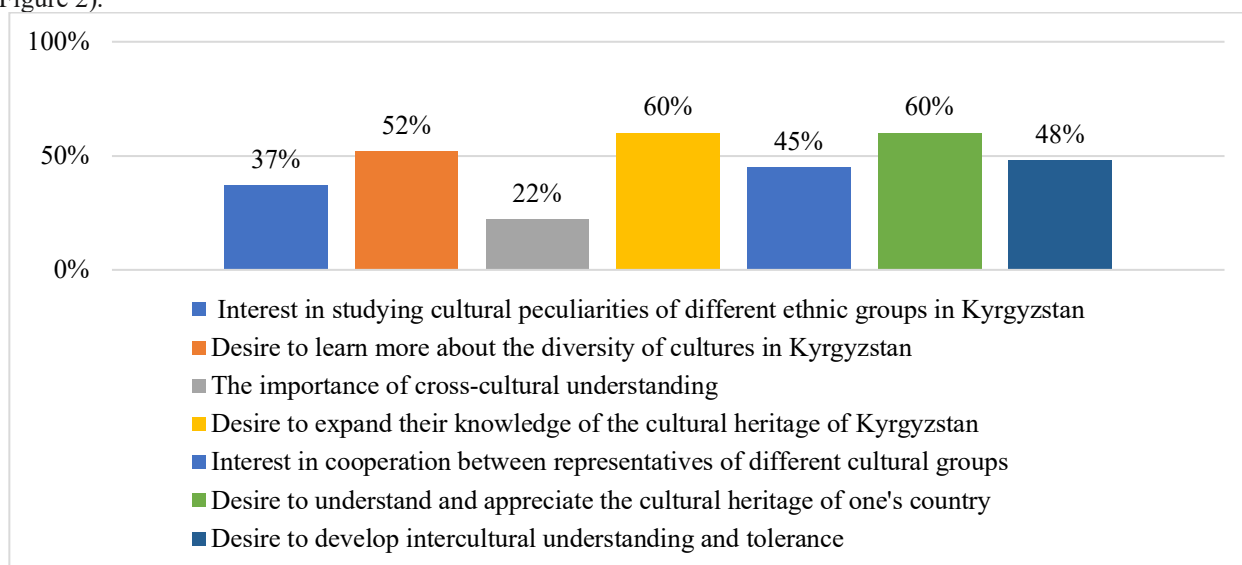
different cultural backgrounds can easily find each other, share their poetry, and analyse and comment on the works of other authors. This creates a unique environment where everyone can find inspiration from a variety of cultural perspectives and styles. Moreover, the Internet and social media are contributing to the emergence of new creative trends and the transformation of traditional forms of poetry. They provide a platform for experimenting with different styles, themes and techniques, as well as for collective creativity and joint projects between representatives of different cultures. Thus, the Internet and social media play a key role in facilitating cultural exchange and inspiring new poetic creations. They become a bridge between different ethno-cultural groups, promoting diversity and innovation in the world of poetry.

Contemporary educational practices have a significant impact on the adaptation and transmission of poetic traditions in an intercultural context. The study of folk poetry currently includes not only the study of classical texts and forms but also active research into contemporary trends and directions in poetry. Modern teaching methods, such as interactive lessons, master classes and creative projects, encourage students to actively participate in the process of creating and interpreting poetry.

These methods support the development of creative thinking, allow experimentation with different styles and forms of expression, and contribute to an understanding of the contemporary contexts in which poetry is developing. In addition, the study of folk poetry includes the study of not only traditional but also contemporary texts, which contributes to the preservation and evolution of poetic traditions in the modern world. This broadens the worldviews of students through learning about different cultural contexts and interacting with diverse poetic traditions. Modern educational methods are significant in adapting and transmitting poetic traditions, enriching them with new ideas, perspectives and forms of expression, which contributes to the preservation and development of poetic heritage in the context of intercultural exchange [22-24].

Thus, the processes of adaptation of poetic traditions of different ethnocultural groups in the context of intercultural exchange represent the interaction and mutual influence between cultures, as well as between traditional and modern educational practices. In this study, a survey

of students was conducted to study their level of tolerance and receptivity to Kyrgyz poetry and other cultures (Figure 2).



**Figure 2.** Results of the Preliminary Student Survey

**Source:** compiled by the authors.

The results of the preliminary survey showed that students have a significant interest in studying the cultural characteristics of different ethnic groups in Kyrgyzstan (37%). This interest is driven by a desire to understand and appreciate the diversity of cultures in their country, as well as to broaden their cultural outlook. Most survey participants (52%) also expressed a desire to learn more about the diversity of cultures in Kyrgyzstan. This indicates a desire to better understand cultural differences and enrich their knowledge of the country's cultural diversity. At the same time, only 22% of participants noted the importance of mutual understanding between different cultures. This indicates that some students do not yet realise the full significance of intercultural interaction for building a harmonious society. Most respondents (60%) expressed a desire to expand their knowledge of the cultural heritage of Kyrgyzstan. This is due to a desire to deepen their knowledge of their own culture and identity, as well as a conscious desire to preserve and pass on cultural heritage to future generations. Interest in cooperation between representatives of different cultural groups was also high (45%).

This indicates that students are willing to learn to interact and cooperate with representatives of other cultures in the social and academic spheres. In addition, 60% of respondents expressed a desire to understand and appreciate their country's cultural heritage, which indicates pride in their culture and a desire to preserve and develop it. Lastly, 48% of the survey participants expressed a desire to develop intercultural understanding and tolerance. This demonstrates that students understand the importance of respecting and understanding differences between cultures to build a harmonious society.

As part of this research, a set of activities was developed and carried out to increase tolerance and openness to different cultures, as well as to stimulate interest in the poetic heritage. This set of events was

planned not only to broaden the participants' horizons but also to create a fruitful environment for interaction and cooperation between representatives of different cultural groups. Initiatives included learning about cultural specificities through folk poetry, exploring the musical heritage and linguistic diversity of Kyrgyzstan, and collaborative work through folk poetry. These events aimed not only to educate but also to create a space for mutual understanding, respect and cooperation between different cultural groups, which should lead to strengthening cultural ties, increasing tolerance in society, as well as strengthening intercultural exchange in the process of teaching folk poetry in an ethnic-pedagogical context.

At the meeting "Introduction to the World of Folk Poetry: Cultural Heritage of Kyrgyzstan", participants explored the cultural heritage of their country through the study of folk poetry. The event began with a brief introduction to the history and importance of folk poetry in Kyrgyz culture. Representatives of different ethnic groups then shared their traditions and poetry. This allowed participants to hear and feel the richness of the diversity of cultural expressions in the country. Through the exchange of experiences and traditions, participants were able not only to deepen their knowledge of cultural heritage but also to see it from different perspectives represented by different ethnic groups. This meeting contributed to the understanding of folk poetry and respect for the diversity of cultures in Kyrgyzstan. Participants were inspired and ready to further explore and exploit the cultural heritage of their country.

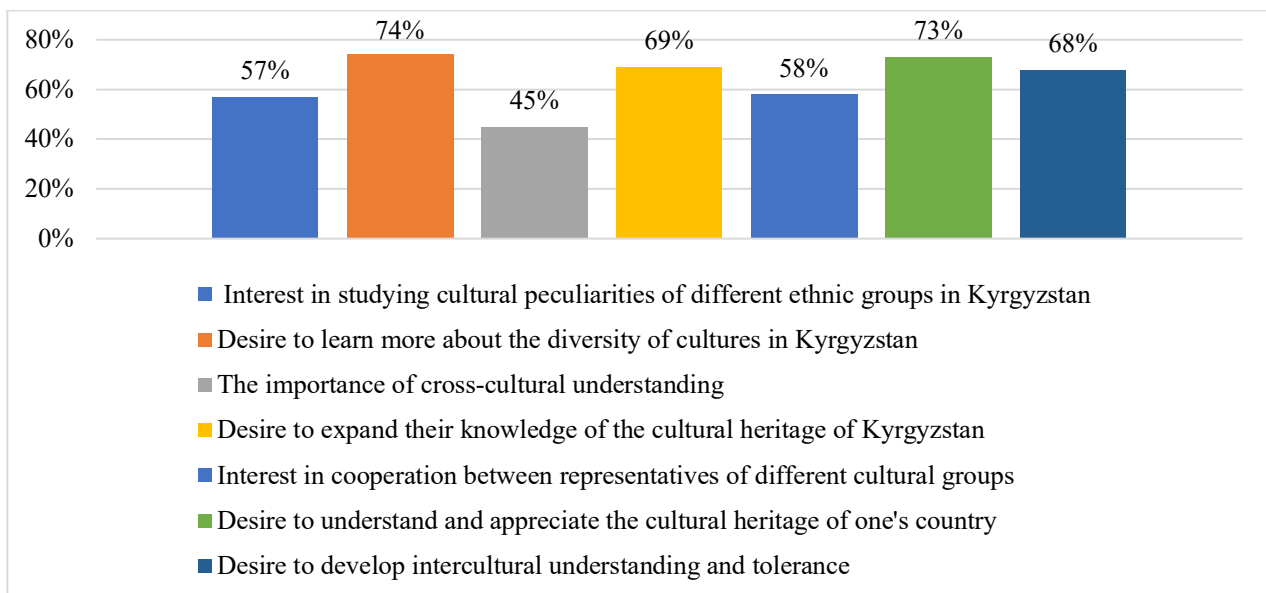
At the event "Musical Heritage: Instruments and Melodies of Different Peoples of Kyrgyzstan", participants explored the musical wealth of their country. The meeting began with a presentation of the wide variety of traditional musical instruments used by different ethnic groups in Kyrgyzstan. This included instruments such as the kobyz,

dombra, chonchur, sazy, and many others. Participants had the opportunity not only to see them but also to learn about their history, sound and use in traditional musical practice. This allowed the participants to gain a deeper understanding of the musical heritage of different ethnic groups and its importance for the cultural diversity of Kyrgyzstan. Afterwards, participants enjoyed performances of folk tunes presented by musicians and performers. They could listen to the richness of their country’s musical traditions through a variety of melodies, rhythms and instrumental compositions. This event not only broadened the participants’ horizons of Kyrgyz’s musical heritage but also promoted respect for the musical traditions of different cultures. Participants were inspired and took away new knowledge and impressions of their country’s musical heritage.

At the meeting “Linguistic Diversity: Cultural Peculiarities of the Languages of the Peoples of Kyrgyzstan”, participants were immersed in the richness of the linguistic traditions used by different ethnic groups in Kyrgyzstan. The event began with an introduction to the diversity of languages spoken in the country, including Kyrgyz, Russian, Uzbek, Tajik, Uyghur and others. Participants studied the linguistic features of each of these languages, including phonetics, grammar, vocabulary and expressions. They also studied the historical and cultural aspects of these languages and their role in shaping the cultural identity of different ethnic groups. Through language learning, participants came closer to understanding each other’s cultural traditions and values. They learnt how language reflects the peculiarities of a nation’s culture and mentality, its history and social customs. This helped to build tolerance and respect for differences, as participants realised the importance of

preserving and respecting cultural diversity in the country. The meeting became a platform for sharing knowledge and experience, as well as for building dialogue and mutual understanding between representatives of different ethnic groups. The participants left the event with a deeper understanding of the linguistic diversity and cultural richness of their country, which helped to strengthen cultural ties and increase the level of tolerance in society.

At the final event, “Integration of Cultures: Cooperation and Creativity in Folk Poetry”, the participants came together to create collaborative works inspired by the diversity of Kyrgyzstan’s cultural heritage. The event started with an atmosphere of creativity and cooperation, where participants were invited to express their thoughts, ideas and feelings through folk poetry. Participants from different ethnic groups worked together to create poems and works reflecting the cultural traditions and values of each group. They exchanged ideas, combined their creative efforts and inspired each other with new ideas and perspectives. The event became a platform for strengthening ties between different ethnic groups as they collaborated and interacted in a creative environment. The participants not only respected and appreciated each other’s cultural heritage but also found common ground, which strengthened mutual understanding and tolerance. The final event was a fitting conclusion to a series of activities aimed at increasing intercultural understanding and respect for the diversity of cultures in Kyrgyzstan. Participants left the event with new friendships, a rich experience of cooperation and a deeper understanding of the value of cultural diversity in their society. After attending the events, the students took the survey again (Figure 3).



**Figure 3.** The results of a second survey of students after attending the events

**Source:** compiled by the authors.

The results of a follow-up survey conducted after attending the events reflect a significant increase in interest and awareness of the importance of intercultural interaction among students. Interest in studying the cultural

characteristics of different ethnic groups in Kyrgyzstan has increased from 37% to 57%. This can be explained by the increased awareness of the richness of the cultural heritage of their country, caused by participation in events where

they were immersed in a variety of cultural traditions and arts. The desire to learn more about the diversity of cultures in Kyrgyzstan also increased significantly from 52% to 74%. This increase is a result of participation in events where students had the opportunity to learn about the many cultural expressions of their country, which brought new knowledge and sparked additional interest in learning about cultural diversity. The importance of understanding between different cultures was also recognised by most participants (45% to 68%). This is because participation in the events contributed to a deeper understanding of cultural differences and their importance for social interaction. The desire to expand knowledge of Kyrgyzstan's cultural heritage has increased from 69% to 73%. This indicates that the activities helped students to realise the importance of preserving and transmitting cultural heritage, which led to an increased desire to deepen their knowledge in this area.

The interest in cooperation between representatives of different cultural groups also increased from 58% to 73%, which is the result of participation in activities where students worked together creatively and exchanged ideas, which contributed to the formation of a positive attitude towards cooperation and interaction. The desire to understand and appreciate the cultural heritage of their country remained at a high level (73%). This may indicate a continued interest in learning and understanding the cultural values of their nation. Finally, the desire to develop intercultural understanding and tolerance also increased significantly from 48% to 68%. This indicates that participation in the activities helped students develop a more open and tolerant attitude towards cultural differences and improved interpersonal relationships.

Based on the results of the repeated survey, it is possible to conclude that the set of measures to increase intercultural understanding, tolerance and respect for the diversity of cultures in Kyrgyzstan is highly effective. Increased interest in learning about the cultural characteristics of different ethnic groups, as well as a desire to learn more about the cultural heritage of the country, indicates that the activities helped students broaden their horizons and realise the value of cultural diversity. Increased understanding of the importance of mutual understanding between different cultures and a desire to cooperate with representatives of other cultural groups indicates that the activities contributed to the development of a tolerant and open attitude towards differences. Moreover, the significant increase in the desire to develop intercultural understanding and tolerance indicates that the events had a positive impact on the development of interpersonal skills and contributed to the improvement of intercultural relations among the participants. Thus, the results of the follow-up survey indicate the high effectiveness of the set of activities, confirming their importance in developing intercultural understanding, tolerance and respect for cultural diversity in Kyrgyzstan.

## **Discussion**

The study revealed that the use of various methods and approaches in teaching folk poetry significantly enriches the educational process and contributes to the formation of a deep understanding of cultural heritage. Ethnographic, historical and experimental methods allow students to

immerse themselves in the context of socio-cultural and historical events, which contributes to a deeper understanding of cultural traditions and their impact on society. The analysis of the Kyrgyz poetic epic *Manas* and the German epic *Song of the Nibelungs* emphasises the importance of cultural values and traditions in shaping the poetic style and perception of poetry in different cultural contexts. Both epics not only symbolise the culture of their respective nations but also reflect deep values and traditions passed down from generation to generation. According to the study, the adaptation of poetic traditions of different ethnocultural groups in the context of intercultural exchange is a complex and multifactorial process. This process contributes to the enrichment of cultural traditions and educational practices, as well as strengthens cultural diversity and understanding of the worldview of other cultures. The follow-up survey showed significant progress in the understanding and value of intercultural interaction among students after participation in the activities. This demonstrates the positive impact of these activities on fostering a tolerant and open attitude towards differences, which underlines their effectiveness in developing mutual understanding and respect for cultural diversity.

The results of this research confirm that the use of modern technologies in teaching folk poetry opens up new perspectives for both students and teachers. Multimedia materials visualise folk poetry texts, which contributes to a deeper understanding and interpretation of the works. Web resources provide access to extensive collections of folk poetry from various ethnic and cultural groups, allowing students to explore a variety of traditions and styles. The use of audio and video recordings demonstrates the oral traditions of folk poetry, which helps to better understand the musical and rhythmic aspects of poetry. Modern technologies also contribute to the collection and preservation of folk poetry, preventing its loss and helping to preserve the cultural heritage of various ethnic and cultural groups. Thanks to the availability of online resources and digital archives, folk poetry is becoming more accessible for research and preservation. The use of modern technologies in teaching folk poetry not only expands access to knowledge and resources but also enriches the learning process, making it more interactive, accessible and effective.

Comparing the results of this study with the works of other scholars, it is possible to note their similarity in the approach to the use of digital technologies to preserve and promote folk art. J. Tang and P. Sornyai [25] also highlight the importance of preserving folk art with the help of digital technologies, which confirms the relevance of the study in the context of current trends. According to the observations of R.A. Mohammed Saeed [26], modern strategies in the presentation of poetry demonstrate increased effectiveness among younger generations, which indicates the importance of updating the methods and formats of presenting poetry following the modern requirements and preferences of young audiences. Moreover, the study by Y. Chu [27] highlights the potential of virtual reality (VR) technology to enrich the educational process and stimulate students' interest in cultural heritage. This concludes that the use of innovative methods in

teaching folk poetry is promising and that further research in this area is needed.

The previous section of the study points to the importance of preserving and transmitting ethnic poetry in the context of intercultural exchange. The study determined that active participation in cultural events, such as poetry festivals, as well as the use of modern means of communication, such as the Internet and social networks, create favourable conditions for interaction between different cultures. Through these channels, ideas, themes and materials are exchanged, which contributes to the adaptation and interpretation of poetic forms from different cultures. It is worth noting that this process not only enriches each culture with new creative elements but also contributes to the formation of new hybrid styles and genres. Such interaction strengthens cultural diversity and understanding of the worldview of other ethnic and cultural groups. Comparing the results with the research of other scholars, it is possible to note the similarity in their approach to the role of poetry festivals in the dissemination and popularisation of art. M. Darweish and C. Robertson [28] also emphasised the importance of poetry festivals as a source of narrative about culture and art to a wide audience. In this regard, B. Adjepong [29] concluded that the preservation and transmission of ethnic poetry play an important role in maintaining and developing cultural diversity in society. This confirms the relevance of this study and its relevance to current trends in cultural exchange and intercultural interaction.

The results of the study emphasise the importance of the Internet and social media as powerful tools for the exchange of ideas and materials in the field of poetry between different ethnocultural groups. The study determined that these communication tools significantly speed up and simplify the process of interaction, providing access to a huge amount of information and the possibility of real-time communication. People from different cultural backgrounds can easily find each other, share their poetry, and analyse and comment on the works of other authors. It is worth noting that the Internet and social media create a unique environment where everyone can find inspiration from a variety of cultural perspectives and styles. They also contribute to the emergence of new creative directions and the transformation of traditional forms of poetry, providing a platform for experimentation with different styles, themes and techniques. In addition, the Internet and social media stimulate collective creativity and collaborative projects between people from different cultures, which contributes to diversity and innovation in the world of poetry.

Comparing these results with the work of other scholars, it can be noted that the approach to the role of the Internet and social media in the field of poetry presented in this study is consistent with the findings of other researchers. A study conducted by S.P. Rowberry [30] emphasises that traditional publishing methods are largely giving way to digital workflows and platforms for the storytelling and dissemination of poetry. R. Lotman [31] emphasises the emergence of new forms of poetry, such as rap poetry, Instapoetry and digital poetry, which are actively used in the twenty-first century and distributed on social media platforms. This confirms the idea presented in this study that modern technologies play a key role in the

evolution of poetry and contribute to its diversity and innovation.

The findings of this study highlight the importance of using modern technologies in teaching folk poetry. They emphasise their role in creating a more interactive and accessible environment for students. Multimedia materials, such as audio and video recordings, not only allow for the visualisation of folk poetry texts but also convey oral traditions and musical aspects that complement the understanding and analysis of the works. Web resources and digital archives, in turn, provide access to rich collections of folk poetry from different cultures, which facilitates the study of the diversity of traditions and styles. The study highlights that the use of the Internet and social media intensifies intercultural exchange and enriches cultural understanding. Social media platforms provide a unique opportunity for representatives of different ethnocultural groups to interact, share their poetry, analyse the works of other authors and create joint projects. This process not only contributes to deepening knowledge of different cultural traditions but also stimulates creative experimentation and innovation in the world of poetry.

## **Conclusions**

The results of the study confirm that the use of various methods and approaches in the study of folk poetry significantly enriches the educational process and contributes to the formation of a deep understanding of cultural heritage. Historical, ethnographic and experimental approaches allow students to delve into the context of historical, socio-cultural and political events, which contributes to a deeper understanding of cultural heritage and its impact on society. Comparative and interactive approaches also play an important role in promoting in-depth analysis and understanding of the differences and similarities between cultures, as well as developing creative thinking and intercultural understanding.

The study of the Kyrgyz poetic epic *Manas* and the German epic *Song of the Nibelungs* emphasises the importance of cultural values and traditions in shaping the poetic style and perception of poetry in different cultural contexts. Both epics are not only symbols of the culture of their peoples but also reflect deep values and traditions that play a key role in preserving and transmitting cultural heritage from generation to generation. The results of the study showed that the use of various methods and approaches in teaching folk poetry contributes to the development of cultural competence, creative thinking and intercultural understanding among students, which also contributes to the preservation and transmission of the cultural heritage of various ethnic and cultural groups.

The results of the study emphasise that the adaptation of poetic traditions of different ethnocultural groups in the context of intercultural exchange is a complex and multifactorial process that significantly enriches cultural traditions and educational methods. Intercultural exchange contributes to the preservation and transmission of ethnic poetry, as well as its mutual influence on the cultural traditions of different ethnocultural groups. Participation in cultural events and the active exchange of poetic texts create favourable conditions for interaction between cultures, promoting the adaptation and interpretation of

poetic forms of different cultures. This process leads to the enrichment of each culture with new creative elements and the formation of new hybrid styles and genres, strengthening cultural diversity and understanding of the worldview of other ethnocultural groups.

The analysis of the results of the follow-up survey indicates significant progress in the understanding and value of intercultural interaction among students after participating in the set of activities. The increased interest in learning about the cultural characteristics of different ethnic groups, as well as the desire to learn more about the country's cultural heritage, indicates that the activities were successful in their goal of broadening the horizons and awareness of the value of cultural diversity. The increased understanding of the importance of mutual understanding between different cultures and the willingness to cooperate with representatives of other cultural groups indicates a positive impact of the events on

the formation of a tolerant and open attitude towards differences. This underscores the effectiveness of the activities in promoting tolerance, mutual understanding and respect for cultural diversity in the educational and public spheres.

Limited access to some data complicated the research, including access to information on how Kyrgyz folk poetry is perceived by representatives of other cultural groups. Therefore, for the sake of completeness, scholars should further study the peculiarities of the perception of Kyrgyz folk poetry by representatives of other cultural groups.

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None.

#### **Conflict of Interest**

None.

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## **Роль міжкультурного обміну у процесі викладання народної поезії в етнопедагогічному контексті**

### **Айчурок Кенжебаєва**

Ошський державний університет  
723500, вулиця Леніна, 331, м. Ош, Киргизька Республіка

### **Алтинкиз Маматова**

Ошський державний університет  
723500, вулиця Леніна, 331, м. Ош, Киргизька Республіка

### **Мейлікан Нурмаатова**

Ошський державний університет  
723500, вулиця Леніна, 331, м. Ош, Киргизька Республіка

### **Гульнара Толубаєва**

Ошський державний університет  
723500, вулиця Леніна, 331, м. Ош, Киргизька Республіка

### **Мактим Ісаєва**

Ошський державний університет  
723500, вулиця Леніна, 331, м. Ош, Киргизька Республіка

## **Анотація**

**Актуальність.** У статті досліджується роль міжкультурного обміну у викладанні народної поезії в етнопедагогічному контексті з метою оптимізації освітніх методів та поглиблення розуміння культурної спадщини.

**Мета.** Дослідження має на меті визначити методи та стратегії інтеграції міжкультурного обміну в освітній процес, в контексті вивчення народної поезії, для оптимізації освітніх методів та поглиблення розуміння культурної спадщини.

**Методологія.** Було проведено подвійне опитування та організовано низку заходів для студентів Киргизького національного університету ім. Ж. Баласагіна. Загальна кількість учасників становила 100 осіб віком 18-25 років, серед яких були як чоловіки, так і жінки.

**Результати.** Попереднє опитування показало, що студенти зацікавлені у вивченні народної поезії. Комплекс заходів дозволив студентам познайомитися з поезією киргизького народу та інших культур. Результати другого опитування показали значне покращення розуміння та сприйняття міжкультурної взаємодії серед студентів після участі у заходах. Ці дані свідчать про позитивний вплив цих заходів на виховання толерантності та відкритості до відмінностей, що демонструє їхню ефективність у сприянні взаєморозумінню та повазі до культурного плюралізму. Порівняльний аналіз киргизького поетичного епосу “Манас” та німецького епосу “Пісня про Нібелунгів” підкреслює важливість культурних цінностей і традицій у формуванні поетичного стилю та сприйняття поезії в різних культурних контекстах.

**Висновки.** Загалом результати дослідження підтверджують, що використання різноманітних методів і підходів у викладанні народної поезії сприяє розвитку культурної грамотності, творчого мислення та міжкультурного взаєморозуміння студентів, а також сприяє збереженню та передачі культурної спадщини різних етнічних і культурних груп.

**Ключові слова:** культурна спадщина; освітній процес; поезія; толерантність; традиції.