A.B. Temirbolat

Al-Farabi Kazakh National University, Kazakhstan, Almaty
e-mail: aluatem2015@gmail.com

TECHNOLOGIES OF STUDYING THE LYRICS OF ABAI KUNANBAEV IN HIGHER EDUCATIONAL SCHOOLS

In the article the innovative technologies, used in the modern educational process, are considered. The author reveals their functions, role and practical significance. Great attention is paid to innovative technologies, used in the process of teaching of philological disciplines. The material of the study is the work of the classic of Kazakh literature Abai Kunanbaev. The actuality of this theme is determined by the need to increase students' interest in the heritage of the great poet, thinker and philosopher, deepen their theoretical knowledge of his poetry and develop practical skills in analyzing of artistic works. In the article the importance of innovative technologies in revealing new aspects of A. Kunanbaev's lyrics, in improving the quality of the educational process, in the search for new organizational forms of lectures and practical classes is substantiated. The objects of studing are the methods and techniques of teaching the heritage of the classic of Kazakh literature in higher educational schools. In the article the basic principles of the analysis of poetic works of A. Kunanbaev in the process of conducting lectures and practical classes are revealed. Based on the systematization of works, devoted to modern pedagogical technologies, a specific methodology for studying the artistic heritage of the classic of Kazakh literature is proposed. In the article the practical significance of innovative technologies is revealed. The ways and features of using such methods as case-study, contextual and programmed learning, brainstorming, telecommunicational project, game techniques, technology for the development of critical thinking are indicated. On the example of the poetic works of Abai Kunanbaev, the effectiveness and prospects of their application in the study of artistic creativity, understanding the nature of verbal art, understanding the writer's worldview are substantiated.

Key words: lyrics, method, innovative, technology, teaching.

А.Б. Темірболат

Әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ.
e-mail: aluatem2015@gmail.com

Жоғары оқу орындарындағы Абай Құнанбаевтың лирикасын оқыту технологиялары

Мақалада қазіргі оқу үдерісінде қолданылатын инновациялық технологиялар қарастырылады. Автор олардың қызметтерін, рөлін және практикалық маңызын ашады. Филология пәндерін оқыту үдерісінде қолданылатын инновациялық технологияларға назар аударылады. Зерттеу материалы негізінде қазақ әдебиетінің классигі Абай Құнанбаевтың шығармашылығы қарастырылады. Бұл тақырыптың өзектілігі білім алушылардың ұлы ақын, ойшыл, философ мұраларына деген қызығушылығын арттыру, оның поэзиясы туралы теориялық білімдерін тереңдету және көркем шығармаларды талдауда практикалық дағдыларын қалыптастыру қажеттілігімен айқындалады. Мақалада А. Құнанбаев лирикасының жаңа қырларын ашуда, оқу-тәрбие үрдесінің сапасын арттыруда, дәріс және практикалық сабақтардың жаңа ұйымдастыру формаларын іздестіруде инновациялық технологиялардың маңызы дәлелденеді. Зерттеу нысаны ретінде жоғары оқу орындарында қазақ әдебиеті классигі мұрасын оқытудың әдіс-тәсілдері қарастырылады. Мақалада А. Құнанбаевтың поэтикалық шығармаларын дәріс және практикалық сабақтарды өткізу барысында талдаудың негізгі принциптері айқындалды. Қазіргі педагогикалық технологияларға арналған еңбектерді жүйелеу негізінде қазақ әдебиеті классигінің көркем мұрасын зерттеудің нақты әдістемесі ұсынылады. Мақалада инновациялық технологиялардың практикалық мәні ашылады. Кейс-стади, контекстік және бағдарламаланған оқыту, миға шабуыл, телекоммуникациялық жоба, ойын техникасы, сыни тұрғыдан ойлауды дамыту технологиясы сияқты әдістерді қолданудың жолдары мен ерекшеліктері көрсетіледі. Абай Құнанбаевтың поэтикалық шығармалары мысалында бұл тәсілдердің көркем шығармашылықты зерттеуде, сөз өнерінің табиғаты мен жазушы дүниетанымын түсінуде қолданудың тиімділігі мен болашағы дәлелденеді.

Түйін сөздер: лирика, әдіс, инновациялық, технология, оқыту.

А.Б. Темирболат

Казахский национальный университет имени аль-Фараби, Казахстан, г. Алматы
e-mail: aluatem2015@gmail.com

Технологии изучения лирики Абая Кунанбаева
в высших учебных заведениях

В статье рассматриваются инновационные технологии, применяемые в современном образовательном процессе. Автор раскрывает их функции, роль и практическое значение. Большое внимание уделяется инновационным технологиям, используемым в процессе преподавания филологических дисциплин. Материалом исследования послужило творчество классика казахской литературы Абая Кунанбаева. Актуальность данной темы обусловливается необходимостью повышения интереса студентов к наследию великого поэта, мыслителя и философа, углубления их теоретических знаний о его поэзии и развития практических навыков анализа художественных произведений. В статье обосновывается значение инновационных технологий в раскрытии новых аспектов лирики А. Кунанбаева, в повышении качества образовательного процесса, в поиске новых организационных форм лекционных и практических занятий. Объектом изучения стали методы и приемы преподавания наследия классика казахской литературы в высших учебных заведениях. В статье раскрываются основные принципы анализа поэтических произведений А. Кунанбаева в процессе проведения лекционных и практических занятий. На основе обобщения работ, посвященных современным педагогическим технологиям, предлагается конкретная методика изучения художественного наследия классика казахской литературы. В статье раскрывается практическое значение инновационных технологий. Указываются пути и особенности использования таких методов, как case-study, контекстное и программированное обучение, мозговой штурм, телекоммуникационый проект, игровые приемы технология развития критического мышления. На примере поэтических произведений Абая Кунанбаева обосновывается эффективность и перспективность их применения в изучении художественного творчества, постижении природы словесного искусства, понимания мировоззрения писателя.

Ключевые слова: лирика, метод, инновационный, технология, обучение.

Introduction

The work of Abai Kunanbayev is one of the brightest pages in the history of Kazakh and world literature. His name is widely known to readers. The works of A. Kunanbaev have been translated into many languages of the world. His heritage is discussed at international conferences, symposiums, congresses. The studies of domestic and foreign scientists – A. Baitursynov, Zh. Aimauytov, M. Auezov, K. Zhumaliyev, A. Zhirenchin, Z. Akhmetov, M. Silchenko, M. Bazarbaev, K. Beysembiev, Z. Kabdolov, S. Kirabaev, J. Dadebaev, L. Koshut, H. Jankowski, M. Labetsko-Kocherova, J. Sang Jin and others are devoted to the work of A. Kunanbaev.

Interest in the artistic heritage of Abay Kunanbaev is determined by the versatility of his talent, the actuality of the problems posed in his lyric and prose. On the pages of his works, the classic of Kazakh literature reflects on eternal and universal values. His poetry and prose are imbued with the ideas of patriotism. They carry great educational value.

Each work of Abai Kunanbayev is a multifaceted and unique world. The images created by him are characterized by capacity and complexity. The works of the poet are imbued with deep psychologism and dramatism. In his poems, he reflects on the history, culture and fate of the Kazakh people. Great attention in the work of A. Kunanbaev is given to the theme of knowledge, education of the younger generation.

The lyrics and prose of the classics of Kazakh literature are the subject of study in higher and secondary educational schools. The works of Abay Kunanbaev are considered within the framework of basic and special courses. As a result, there is a need to develop a specific methodology for comprehending the heritage of the poet and thinker in lectures and practical classes. At the same time, the achievements of modern pedagogical science should be taken into account.

The use of innovative teaching technologies will make it possible to better comprehend the works of A. Kunanbaev, to understand the features of his worldview, to reveal the originality of the style, language and genre composition of his lyrics and prose.

The priority tasks of modern education are the formation of a personality capable of thinking creatively, making decisions independently,

freely navigating in the world of rapidly changing information; education of moral, spiritual, professional qualities that will allow a person to live in the new conditions of an open society. Hence the interest of researchers and teachers in interactive methods, information and communication and gaming technologies. Their application allows to deepen students' understanding of the subject or phenomenon under consideration, to increase the efficiency of the learning process.

The actuality and scientific novelty of this research is due to the fact that the article not only summarizes the works, devoted to innovative teaching methods and technologies, but also reveals the features of the approach and principles of studying the work of Abai Kunanbayev in philological and socio-humanitarian specialties of higher educational institutions. In the article a specific methodology for comprehending the heritage of the classic of Kazakh literature is proposed. The emphasis is, on the one hand, on the disclosure of artistic mastery, the peculiarities of the worldview of A. Kunanbaev, the significance of his work in the modern historical and cultural process; on the other hand, on determining ways to attract students' attention to the study of his poetic works, the development of students' creative thinking.

The scientific novelty of the research lies in the fact that for the first time in literary studies, programmed learning, the case-study method, telecommunication projects are used and the practical significance of their application in the process of studying artistic work is substantiated.

The article analyzes and evaluates modern pedagogical and computer technologies. The author puts forward his own point of view on the principles of studying of artistic works in higher educational institutions. She consistently proves her concept by the example of Abai Kunanbayev's lyrics.

In the process of research, innovative pedagogical technologies are considered. The article provides concrete examples of their application in lectures and practical classes devoted to the study and analysis of the lyrics of the classic of Kazakh literature.

Material and Methods

The material of the research are the works of domestic and foreign scientists devoted to the problems of modern education, methods of teaching of philological disciplines. On the basis of their generalization, the main principles and methods of studying the poet's heritage were identified, and

the features of their application in the process of lecturing and conducting seminars are revealed.

In the process of the research, such innovative teaching methods and techniques as contextual learning, brainstorming, game technologies, technology for the development of critical thinking are considered. Their description and specific examples of their use in the study of the lyrics of Abai Kunanbaev are given. The choice of these methods is due to the fact that they allow us to consider his poetry from different points of view and create a holistic view of the features of his poems.

For the first time, to comprehend the artistic world of the classic of Kazakh literature, methods such as programmed learning, case-study, and a telecommunications project are used, which contribute to the discovery of new facets and aspects in the study and understanding of his poetry.

Literature Review

Improving the quality of the educational process is an urgent problem in modern society. There was a need to "search for new pedagogical technologies", the introduction of an innovative model of education (Bekturova, 2014: 167).

This problem is studied in the works of domestic and foreign scientists. In their works they reveal the essence and features of innovative methods and approaches used in the educational process. So, A.V. Verbitsky considers the purpose and objectives of contextual learning, explains the principles and technologies for implementing the competency-based approach (Verbitsky, 2016: 11).

G.K. Selevko systematizes educational technologies that have become widespread in the last decades in the professional activities of teachers. In his "Encyclopedia of Educational Technologies", using concrete examples, he reveals the scientific and conceptual basis, the features of the content of applied methods. G.K. Selevko points out, that in the process of teaching literature, the moral foundations of a person are laid, because "knowledge through communication and communication through knowledge is a dual process of a person's moral development (Selevko, 2005: 111).

V.V. Guzeev classifies teaching methods. He describes the forms and tools for organizing the educational process. The author rethinks the essence of pedagogical technologies, used in educational institutions. V.V. Guzeev reveals the essence of the problematic method and the forms of its use in teaching: "The meaning of the implementation of the problematic method that the teacher by skillfully

posing questions creates a contradictory situation, the solution of which the students forced to think" (Guzeev, 2009: 99).

The book "Innovative Education Technologies for 21st Century Teaching and Learning" examines digital technologies of student's learning. The features of teaching in the modern epoch are revealed. Great attention is paid to the problem of student motivation (Asad, 2021).

The problems of integration of innovative technologies in the system of higher education are discussed in the handbook compiled by American scientists Fredrick Muyia Nafukho and Beverly J. Irby. Researchers reveal the role of e-learning, the importance of mass online courses. Fredrick Muyia Nafukho and Beverly J. Irby describe the features of the virtual environment, the use of social networks in the educational process (Nafukho, 2015).

The principles of multimedia learning are discussed in the book "Multimedia learning" of Richard E. Mayer. The author characterizes the modern epoch, the changes, taking place in the educational process. He points out that, along with traditional teaching methods, innovative technologies have been widely used in recent years, which can significantly increase students' interest in the disciplines they study and the quality of the knowledge they receive. Richard E. Mayer captures the potential of multimedia learning as a means to promote human understanding (Mayer, 2009).

The ways and means of using computer technologies in the educational process are the object of study in the work of R.M. Epper. The author emphasizes the effectiveness of their use and the role in strengthening the motivation and activization of students, improving the quality of teaching disciplines (Epper, 1997).

The principles of reading fiction are discussed in the work of J.A. Mortimer "How to Read a Book". American philosopher, editor and teacher reveals the peculiarities of perception and understanding of literary work (Mortimer, 2011).

Innovative learning technologies are the object of consideration in the works of domestic scientists – Nurzhanova Zh.N., Mynbayeva A.K., Sadvakasova Z.M., Sametova Zh.Sh. and others. In their works substantiate the importance and necessity of using such approaches, methods and techniques in the educational process as a problem-oriented approach, the project method, gaming and computer technologies.

The use of innovative technologies in the study of the heritage of the classics of Kazakh literature is one of the actual directions of modern philological science. Domestic scientists are conducting research on the problems of teaching lecture courses and practical classes devoted to the work of individual writers. However, there are still not enough works in which, using specific examples, the issues of applying modern pelagic technologies in the process of studying the artistic works of Kazakh literature's classics are considered.

Results and Discussion

The case-study method is widely used to develop the analytical abilities and practical skills of students. It involves the consideration and solution of a problem that does not fall within the framework of traditional logic and requires a non-standard approach. Hence the possibility of discussion, the need for competent opposition, possession of persuasion skills, knowledge and understanding of the essence of the issue under discussion (Temirbolat, 2019: 317).

The case-study method contributes to:

1) acquisition of new knowledge and the development of general ideas about the subject of discussion;

2) development of students' analytical, creative thinking, the ability to clearly formulate statements, to argue their own point of view;

3) acquiring the skills to develop a behavior strategy, action plan and their implementation to solve the problem;

4) formation and development of the ability to analyze complex and unstructured problems;

5) finding the most rational solution to the problem under study;

6) development of the ability to work in a team.

Its distinguishing feature is the creation of a problem situation based on facts from reality (Miles, 2015: 311). The case is a single information complex that allows you to understand the essence of the promblem.

When studying the lyrics of Abay Kunanbaev, the following case can be applied:

A task. The actuality of Abai Kunanbaev's poetry for the modern reader.

The *purporse* is to develop students' creative thinking; using the knowledge and skills they have acquired to consider and evaluate various options for decisions; organizing a logical approach to discussing problems, training intuition and the ability to discuss.

Problem:

The poetry of Abai Kunanbaev reflects the tendencies of the historical epoch in which he lived

and worked. His poems touch upon universal and eternal problems. The poet's work is characterized by a variety of genres, richness of language.

It is necessary to substantiate, how interesting the poetry of A. Kunanbaev is to modern readers.

Tasks:

1) describe the modern epoch; indicate its distinguishing features; compare the modern epoch with the epoch in which Abai Kunanbaev lived and worked;

2) indicate which books are preferred by modern readers; what problems concern modern society;

3) determine the problems raised by A. Kunanbaev in his poetic creations; evaluate how relevant and interesting they are to the modern reader;

4) identify the factors that determine the actuality and popularity of A. Kunanbaev's poetry in the modern world;

5) give a justification for your own point of view and indicate ways to increase the attention of readers to the poetic heritage of Kazakh literature's classic, to expand the readership of A. Kunanbaev.

Variants of solutions of the problem:

Question 1. Distinctive features of the modern epoch.

1) description of tendencies and patterns of development of modern society;

2) characteristics of the historical-cultural process of the earlyof XXI century;

3) influence of scientific-technological progress and globalization on the development of the historical-cultural process, the worldview and consciousness of society and the person.

Question 2. Books and problems interested for modern readers.

1) assessment of reader demand;

2) characteristics of book products, presented on the modern market;

3) description of the aesthetic and literary taste of modern readers, the features of their thinking, worldview and worldview;

4) characteristic of the attitude of modern man to eternal and universal problems, spiritual and moral values.

Question 3. Problems, raised in the poetic works of A. Kunanbaev; assessment of their actuality and significance for the modern reader.

1) analysis of the ideological-thematic content of Abai Kunanbaev's poems;

2) definition of the problems, raised by the poet on the pages of his works;

3) revealing the spiritual guidelines of modern society.

Question 4. Factors, determined the actuality and popularity of A. Kunanbaev's poetry in the modern world.

Possible factors:

1) A. Kunanbaev's appeal to eternal and universal problems;

2) romanticism and lyricism of the poetry of Kazakh literature's classic;

3) simplicity and clarity of the poet's language, his ability to penetrate the very essence of the problems he describes.

Question 5. Ways and means of strengthening the attention of readers to the poetry of A. Kunanbaev and expanding his readership. Substantiation of one's own point of view.

Possible ways to solve the problem:

1) organization of literary clubs, debates, round tables on the work of Abai Kunanbaev;

2) discussion of Abai Kunanbayev's work in the media;

3) holding competitions and quizzes among readers on the knowledge of the poetic heritage of Abai Kunanbaev;

4) preparation of short films, commercials and cartoons based on the lyrics of Kazakh literature's classic;

5) insertion of quotes from the poetry of A. Kunanbaev in documentaries and feature films, dedicated to the problems of modern society.

Justification of own point of view must be convincing. Students give arguments can prove the correctness of their judgments.

Contextual learning is characterized by high efficiency. It involves "transition, transformation of cognitive activity into professional activity with a corresponding change in needs and motives, purporses, actions, means, objects and results" and gives "systemic organization, personal meaning to acquired knowledge" (Dmitrieva, 2006).

As part of contextual learning, such types of lectures as a visualization lecture, a lecture for two, a lecture with pre-planned errors, a lecture-press conference, a lecture-discussion, a lecture with an analysis of specific situations are widely used. They allow you to consider studing themes from different points of view, to give a holistic view of considerating problem. For example:

Lecture-discussion

Theme of the lecture-discussion: Genre originality of A. Kunanbaev's poem "If you did not lose your honor from a young age".

The purporse is to activate the cognitive and mental activity of students, to deepen their understanding of the genre composition of Abai Kunanbaev's poetry.

This lecture-discussion involves a free exchange of views of the teacher and students, their ideas and views on the problem of the genre in modern literary study, the genre originality of the lyrics of the poet and thinker. It allows to identify students' ideas about the subject of discussion, make the necessary adjustments to the attitudes that have developed in their minds by building a clear system of evidence and theses.

Questions to activate students are formulated by the teacher himself. Their content, as well as the ttheme of discussion, is determined depending on the specific didactic tasks that he sets for himself for this audience (Safonova, 2011: 18).

The lecture-discussion has a clear structure. In the course of its conduct, the teacher "gives individual examples in the form of situations or briefly formulated problems and invites students to briefly discuss them". After listening to their opinions, he makes a brief analysis, conclusions and continues the lesson. The lecture-discussion allows the teacher to "manage the collective opinion of the group" (Safonova, 2011: 18).

On the theme "Genre originality of A. Kunanbaev's poem ""If you did not lose your honor from a young age"", the following questions can be asked:

1) Expand the content of the concept of "genre".

2) What genres are distinguished in the lyrics?

3) Describe the main lyrical genres that became widespread in Kazakh poetry at the end of the XIX century.

4) What genre does A. Kunanbaev's poem "If you did not lose your honor from a young age" belong to?

5) Can A. Kunanbaev's poem "If you did not lose your honor from a young age" be attributed to philosophical lyrics, to a poem-edification, a poem-reflection? Justify your point of view.

Brainstorming is an effective learning method. It allows you to stimulate the creative activity of students in the process of collective work on solving actual problems. The essence of brainstorming is to come up with ideas. Students offer various options for solving the questions posed, from which the most effective and practical are selected. Students' ideas can be recorded in the form of a table.

Theme of the seminar: Problems of the poem by Abai Kunanbaev "Be choosy in your path…".

The purpose of the lesson is to reveal the main problems raised by the poet in the poem "Be choosy in your path…" on the basis of collective mental activity.

Task: Answer the following questions and fill in the table, on the basis of which to analyze all the answers of the students and the teacher.

Table 1 – Questions for the analysis of the poem by A. Kunanbaev "Be choosy in your path…".

Questions	The variants of student's answers	The variants of group's answers	The variants of lecture's answers
Why is the poem called "Be choosy in your path…"?			
Whom is the poet addressing in the poem?			
What problems does A. Kunanbaev raise in the poem?			
What way does the author speak about – the way of life, the way to knowledge, the way of cognition of being, etc.?			
What genre does this poem belong to?			
What enemies is the author talking about?			
Why does the poet call human shortcomings enemies?			
What is the meaning, according to the author, of the word "enemy"?			
Who or what is, according to the author, a person's friends?			
What role does, the according to the author, words play?			
What is the main idea of the poem?			

Game technologies contribute to the intensification of the educational process. They allow students to increase their independence. Game technologies provide a creative approach to learning. Thanks to them, the thinking of students is activated.

When studying the lyrics of Abai Kunanbaev, can use games aimed at developing the imagination of students, a creative approach to comprehending of artistic works, practical skills for systematizing, generalizing and analyzing theoretical material.

For example:

Game "Find an Idea".

The purporse is "application of the method of word associations to find ideas" about the poetry of Kazakh literature's classic.

The following tasks can be offered as tasks:

1. Mental spaces in the lyrics of A. Kunanbaev.

2. Metaphors in the poetry of A. Kunanbaev.

3. The symbolic of color in the poetry of A. Kunanbaev.

4. The image of the steppe in the poems of A. Kunanbaev.

Based on the analysis of the works of Kazakh literature's classic, students need to put forward ideas. For example:

1. Mental spaces in the lyrics of A. Kunanbaev.

Offer new ideas by building associations caused by descriptions of mental images created in the works and the words "mentality", "space", the phrase "mental space".

2. Metaphors in the poetry of A. Kunanbaev.

Identify and write out the metaphors, used in the poems of Kazakh literature's classic.

Offer new ideas by building associations caused by metaphorical expressions.

3. The symbolic of color in the poetry of A. Kunanbaev.

Define and describe the color scheme of the poems of Kazakh literature's classic.

Indicate, what associations each color evokes.

Put forward ideas about the symbolic meaning of colors characteristic of A. Kunanbaev's poems.

4. The image of the steppe in the poems of A. Kunanbaev.

Offer new ideas by building associations caused by the word "steppe".

Write out epithets, metaphors, verbs used in characterizing the image of the steppe and indicate what associations they evoke.

The game "Poetry of Abai Kunanbaev through the eyes of modern readers".

The purporse is to show, how the poems of A. Kunanbaev are perceived by modern readers – representatives of different strata of society.

Moreover, this game, being a role-playing game, allows students to be placed in conditions as close as possible to real ones, and thereby contributes to the disclosure of the spiritual potential of the individual, testing their own attitudes, principles, ideas.

Preparatory work:

1. Assign roles to students by asking them to imagine themselves as a physicist, lawyer, housewife, cook, journalist, high school student, etc.

2. Select specific works by A. Kunanbaev for analysis and discussion.

3. Determine the distinctive features of the modern epoch, modern society, compare the historical epoch in which Abai Kunanbayev lived and worked with the modern epoch.

Game's progress:

The format of the event is a round table.

1. Speech by students reincarnated as representatives of modern society.

2. Discussion and summing up how the poetry of A. Kunanbaev is perceived by readers, what role his work plays in modern society.

At lectures and practical classes devoted to the heritage of Kazakh literature's classic, role-playing games can be held in which a certain situation is set. For example, students are offered to play the role of a teacher, philologist, psychologist, writer, publisher and explain how to study the poetry of Abai Kunanbaev at school, at the university. Put forward and argue your point of view about at what age and what works of his should be introduced into the educational process. The task of the students is to justify the need to study the work of A. Kunanbaev in higher and secondary educational schools; determine the criteria for selecting his works for different age groups and the most effective methods and techniques for studying his work.

In the classes on the work of Abai Kunanbaev, programmed learning can be used. It implies the student's work on a certain program, in the course of which, he acquires the necessary knowledge. It provides an opportunity to build the learning process taking into account the individual characteristics of the audience.

The role of the teacher in this case is to monitor the psychological state of the student and the effectiveness of the gradual development of educational material, if necessary, the regulation of program actions.

The main characteristics of programmed learning are:

– individual pace of learning;

- complete assimilation of educational material;

– step-by-step control;

- a high level of independence.

The training program consists of a sequence of steps, each of which is a micro-stage (step) of the student mastering certain knowledge or actions. Each program step usually consists of 3 blocks:

1) informational, within the framework of which the necessary information is given about the subject under study, the phenomenon;

2) control, carried out in the form of a task for independent implementation;

3) the manager, which assumes that the student checks the solution of the task assigned to him and, on the basis of the results of the check, receives instructions on the transition to the next step.

Depending on the nature of the steps, there are three learning algorithms:

• linear,
• branched,
• mixed, etc.

These algorithms can be implemented by using computers, programmed textbooks, teaching materials, etc.

In linear learning, students go through all the steps of the training program sequentially. Tasks in this case usually boil down to filling in a gap in the informational text with one or more words. After that, the student checks his decision with the correct one, which had previously been closed. If his answer is correct, he moves on to the next step. If his answer does not match the correct one, then he repeats the task.

A branched learning program involves the use of such control tasks, in which the steps consist of a task or question and a set of several answers, among which usually one is correct and the rest are erroneous. The student chooses the option that they think is correct. If he has chosen the correct answer, he receives confirmation and an indication of the transition to the next step of the program. If the student has chosen an erroneous option, he is explained the essence of the mistake made, and he is instructed to return to any of the previous steps of the program or go to some subroutine.

A blended learning program is built on the basis of a synthesis of linear and branched programs.

Programmed learning in modern science is referred to as a didactic system, and not just methods or forms of classes. For its basis is the development of a program – a certain sequence of educational actions and operations of the student and teacher.

The essential features of programmed learning are:

1) feedback that provides systematic information about the progress of the student (student) in the assimilation of the program material and allows you to manage the course of the educational process;

2) cyclicity, implying the repetition of successive educational operations in the study of different parts (steps, fragments) of educational material.

Programmed learning includes several operations, the implementation of which is aimed at mastering a certain amount of knowledge, completing a specific stage of learning. For example, it can be used in practical classes on the work of A. Kunanbaev. The theme of the practical lesson is "Analysis of the poem by Abay Kunanbaev "Be choosy in your path…"".

Step 1

Operation 1. Obtaining and mastering new information by students: read Abai Kunanbaev's poem "Be choosy in your path...".

Operation 2. Perception and comprehension by students of the proposed information: understand the content of the work.

Operation 3. Checking the acquired knowledge with the help of control questions: reveal the main idea of Abai Kunanbaev's poem "Be choosy in your path...", characterize the issues raised by the poet; describe the features of the structure and language of the work; determine the recipient of the poem.

Operation 4. Checking the acquired knowledge with the help of tests:

In what form is Abai Kunanbaev's poem "Be choosy in your path..." written?

a) edification;
b) elegies;
c) a laudatory ode.

What is the key phrase in the poem?

a) "Do not dream of surpassing others";
b) "There is no kindness and truth";
c) "Be choosy in your path".

What, according to the poet, is the light of the soul?

a) mind
b) kindness;
c) justice.

Whose speeches, according to the poet, "will sprout in the earth"?

a) "the speeches of those who teach children";
b) "the speeches of those who dream of surpassing others";
c) "the speeches of those who believe in fate".

Operation 5. Evaluation of the answer, which is immediately announced to the student: correct / incorrect; accurate / inaccurate; full / incomplete, etc.

Operation 6. Alternative indication of further actions:

a) if the answer is correct, accurate, complete, then an instruction is given to proceed to the study of the new information contained in Step 2.

Go to step 2. Start a new cycle:

For example:

Operation 1. Obtaining and mastering new information by students: read the works of literary critics and scientists, who studied the poetry of Abai Kunanbaev.

Operation 2. Perception and comprehension by students of the proposed information: remember the features of the language and style of the work), etc.;

b) if the answer is incorrect, inaccurate, incomplete, then an instruction is given to read Abai Kunanbaev's poem "Be choosy in your path..." again, understand its content, get advice from a teacher, etc. After that, *additional control questions and tasks* are given, after completing which the student proceeds to the development of step 2.

In last years computer technologies have been widely introduced into the educational process. Their use pushes the boundaries of learning and allows you to explore more deeply the problems put forward in the classroom, develop students' skills to think creatively, systematize and analyze information and work in a team. An example of this is a telecommunications project. It is understood as "a joint educational, cognitive, research, creative or gaming activity of partner students, organized on the basis of computer telecommunications, having a common problem, purpose, agreed methods, methods of activity and aimed at achieving a joint result of activity" (Pegov, 2010: 44).

Telecommunication projects, depending on the coverage of the audience, are divided into international, republican, inter-university, inter-faculty, etc. They involve a deep integration of knowledge, a plurality of points of view, an understanding of the national specificity of the culture of the project participants and are aimed at solving a specific problem.

Telecommunication projects are used "to expand the scope of project methods, to organize cooperation between students" of different faculties, universities of "one or more regions and even countries" (Pegov, 2010: 44). They include comparative study, in-depth analysis and systematization, generalization of data.

In the process of teaching the work of Abai Kunanbaev, students can be offered telecommunication projects on the following themes:

1. Reception of A. Kunanbaev's poetry by a modern reader;

2. Reception of A. Kunanbaev's poetry in domestic and foreign literary study.

These projects will allow to evaluate and to analyze how the works of Kazakh literature's classic are perceived in society. Students from different faculties of the same university can be involved as participants on the topic "Reception of A. Kunanbaev's poetry by a modern reader"; on the theme "Reception of A. Kunanbaev's poetry in domestic and foreign literary study" – students of philological specialties of several domestic and foreign universities.

Within the framework of telecommunication projects, the participants may be asked the following questions:

1. On the theme "Reception of A. Kunanbaev's poetry by a modern reader":

1) How relevant are the themes and problems raised by the poet for modern society?

2) What poems and why do you read?

3) What themes, in your opinion, are the leading ones in the poetry of Abai Kunanbaev?

4) What is your favorite poem? Why?

5) What do you feel when you read the works of A. Kunanbaev?

6) What associations do the poet's poems evoke?

7) How would you characterize the lyrics of A. Kunanbaev?

8) Describe the images of spring, the steppe in the poetry of Kazakh literature's classic?

9) What is the national identity of the poet's lyrics?

10) How is the theme of love described in the poetry of A. Kunanbaev?

11) What, according to the poet, is the basis and meaning of human existence?

12) How are female images described in the poetry of A. Kunanbaev?

2. On the theme "Reception of the poetry of A. Kunanbaev in domestic and foreign literary study":

1) Who and when studied the work of Kazakh literature's classic?

2) What aspects of A. Kunanbaev's poetry were considered in domestic literary study?

3) Which of the foreign scientists studied the heritage of Abai Kunanbaev?

4) What, according to domestic and foreign literary critics, is the talent, the phenomenon of A. Kunanbaev?

5) With what foreign poets' work can be compare the works of Kazakh literature's classic?

6) What themes of Abai Kunanbaev's poetry will be, in your opinion, of interest to a foreign reader? Why?

7) In what form is the national thinking of the poet manifested?

8) On what facets and aspects of A. Kunanbaev's work is attention focused in domestic and foreign literary study?

9) How adequately do the translations reflect the content of the poet's poems (in your opinion)?

10) What images-symbols are found in the poetry of A. Kunanbaev? Explain their meaning and role in the work.

These questions will allow directing the mental activity of students, systematizing their search for information in a certain way. Such an approach will contribute to a versatile assessment of Abai Kunanbaev's work, the birth of new ideas and concepts. In addition, the telecommunications project, due to the coverage of a wide audience and a large amount of information, will significantly expand the horizons of the study of the heritage of Kazakh literature's classic.

In last decades, person-centered learning has become widespread in the educational process. One of the ways to organize is the technology of development of critical thinking. It assumes equal partner relations between the teacher and the student and is addressed primarily to the student, to his individuality. Critical thinking, as D. Halpern points out, is "directional thinking, it is distinguished by balance, logic and purposefulness, it is distinguished by the use of such cognitive skills and strategies that increase the likelihood of obtaining the desired result" (Halpern, 2013: 9).

This technology includes three stages:

1) challenge (evocation), which involves "actualization of existing knowledge, awakening of interest in obtaining new information", the formulation by the student of his own learning aims;

2) understanding the content (realization of meaning), which is aimed at obtaining new information, adjusting previously set learning aims;

3) reflection (reflection), which involves reflection, as a result of which new knowledge is born and new learning goals are put forward (Zair-Bek, 2002: 11).

Critical thinking allows you to comprehend the literary text, reveal the deep meanings inherent in it, understand its ideological-thematic content and plot.

This technology can be applied in the analysis of the poetic works of Abai Kunanbaev. Its use, on the one hand, will develop the analytical thinking of students, on the other hand, will deepen their understanding of the work of Kazakh literature's classic of. As an example, we can analyze the poem "The language of love lives without a word".

The technology for the development of critical thinking at the challenge stage involves an appeal

to the personal experience of students, which will prepare them for the perception of this work. Students may be asked the following questions:

1) How do you understand the meaning of the word "love"?

2) What is the meaning of love in your life?

3) Do you use any special language to express your feelings and, in particular, love?

4) What forms or varieties of love are there in a person's life?

At the stage of comprehension, the analysis of the poem begins. It includes questions such as:

1) What is this poem about?

2) Why does the poem begin with the phrase: "The language of love lives without a word"?

3) Why, according to the author, does the language of love contain a half gesture and a half look?

4) Why doesn't the author need the language of love?

5) What is the mystery of the language of love?

Reflection is aimed at comprehending the author's intention, his state of mind. At the level of the third phase, questions can be asked:

1) What, in your opinion, is the mood of the lyrical hero, the author of the poem?

2) What was the purpose of this poem? What did the author want to tell the reader?

3) What does the poet regret in the final part of the work?

4) What feelings does the poem "The language of love lives without a word" evoke in you?

5) Do you agree or disagree with the poet's opinion that there is a special language of love? Justify your point of view.

6) Until what age do you think people use the language of love?

Conclusion

Thus, the use of innovative technologies in the study of the poetic works of Abai Kunanbaev contributes to a deeper understanding and comprehension of his work. They activate the interest of students to the heritage of Kazakh literature's classic. Innovative technologies expand the boundaries of perception of A. Kunanbaev's poems.

The case-study method contributes to the development of creative thinking and a non-standard approach to the study of the work of Kazakh literature's classic. He pushes the boundaries of traditional ideas about the poetry of A. Kunanbaev. The case-study method allows you to better understand

the essence of his works. It is aimed at revealing the connection between artistic creativity and reality.

Contextual learning allows you to develop the skills necessary for the implementation of professional activities. This method demonstrates what prima and approaches can be used in the study of the lyrics of A. Kunanbaev.

Brainstorming contributes to the development of creative and analytical thinking of students. Its application makes it possible to reveal more deeply the ideological and thematic content of A. Kunanbaev's works, to understand the meaning of the images reflected in his lyrics.

Game technologies increase students' interest in the topic under study. They are aimed at developing a creative approach to the study of the lyrics of A. Kunanbaev, the ability to apply theoretical knowledge in the process of analyzing poems and implementing practical activities, to put forward and justify different points of view regarding the heritage of Kazakh literature classic.

Programmed learning is aimed at developing the logical thinking of students, building their own trajectory and strategy for studying the lyrics of Abai Kunanbaev. Thanks to this method, the knowledge

gained is systematized, creating the basis for a deep understanding of the poet's work.

The telecommunication project contributes to the integration of knowledge and ideas of students about the works of A. Kunanbaev. Unification of several, different groups of students into a single team helps to expand the horizons of studying and perceiving his lyrics. This method contributes to obtaining new ideas and knowledge about the heritage of Kazakh literature's classic.

The technology for the development of critical thinking allows one to better comprehend the ideological-thematic content of the works of Abai Kunanbaev. As a result of its application, students acquire new knowledge about the state of mind of the poet, about the meanings inherent in his poems.

Литература

Бектурова З.К., Вагапова Н.Н. Внедрение инновационных технологий обучения в учебный процесс в Республике Казахстан // Международный журнал экспериментального образования. – 2014. – № 3-2. – С. 167.

Вербицкий А.А. Теория контекстного образования как концептуальная основа реализации компетентностного подхода // Коллекция гуманитарных исследований. [Электронный ресурс]. – 2016. – № 2 (2). – С. 6-12. – Режим доступа: https://cyberleninka.ru/article/n/teoriya-kontekstnogo-obrazovaniya-kak-kontseptualnaya-osnova-realizatsii-kompetentnostnogo-podhoda

Селевко Г.К. Энциклопедия образовательных технологий. В 2-х т. Т. 1. – М.: Народное образование, 2005. – 555 с.

Гузеев В.В. Преподавание. От теории к мастерству. – М.: НИИ школьных технологий, 2009. – 288 с.

Innovative Education Technologies for 21st Century Teaching and Learning / Edited By M.M. Asad, F. Sherwani, R.B. Hassan, P. Churi. – Boca Raton; London, New York: CRC Press, 2021. – 236 p.

Nafukho F.M., Irby B.J. Handbook of Research on Innovative Technology Integration in Higher Education. – Texas: Texas University, 2015. – 478 p.

Mayer R.E. Multimedia learning. Second edition. – Cambridge; New York: Cambridge University Press, 2009. – 304 p.

Epper R.M. Coordination & competition in postsecondary distance education // Journal of Higher Education. Columbus. – 1997. – Vol. 68. – № 5. – P. 557-587.

Mortimer J.A., Charles V.D. How to Read a Book. – New York: Touchstone, 2011. – 426 p.

Temirbolat A.B. Application of innovative technologies in philology // Вестник КГУ имени Ш. Уалиханова. Серия Филологическая. – 2019. – № 1. – С. 313-322.

Miles R. Complexity, representation and practice: Case study as method and methology // Issues in Educational Research. – 2015. – № 25 (3). – P. 309-318.

Дмитриева О.А. Формы и методы контекстного обучения на уроках литературы как средство развития творческих способностей учащихся. [Электронный ресурс]. – 2006. – Режим доступа: http://festival.1september.ru/articles/311213/

Рекомендации по использованию инновационных образовательных технологий в учебном процессе / Сост. Е.И. Сафонова. – М.: РГГУ, 2011. – 71 с.

Пегов А.А., Пьяных Е.Г. Использование современных информационных и коммуникационных технологий в учебном процессе (Краткий курс лекций). [Электронный ресурс]. – 2010. – Режим доступа: https://www.tspu.edu.ru/images/faculties/fmf/files/UMK/lek.pdf

Halpern D. Thought and Knowledge. An Introduction to Critical Thinking. – London: Psychology Press, 2013. – 656 p.

Заир-Бек С.И., Муштавинская И.В. Развитие критического мышления на уроке: Пособие для учителя. – М.: Просвещение, 2004. – 222 с.

References

Asad M.M., Sherwani F., Hassan R.B., Churi P. (2021) *Innovative Education Technologies for 21st Century Teaching and Learning*. Boca Raton; London, New York: CRC Press.

Bekturova Z.K., Vagapova N.N. (2014) Vnedrenie innovacionnyh technologii obucheniya v uchebnyi process v Respublike Kazakhstan [Implementation of innovative learning technologies in the educational process in the Republic of Kazakhstan]. *International Journal of experimental education*, no 3-2, p. 167. [in Russian].

Dmitrieva O.A. (2006) Formy I metody kontekstnogo obucheniya na urokah literatury kak sredstvo razvitiya tvorcheskih sposobnostei uchashihsya [Forms and methods of contextual learning in literature lessons as a means of developing students' creative abilities]. [Electronic resource]. http://festival.1september.ru/articles/311213/ [in Russian].

Epper R.M. (1997) Coordination & competition in postsecondary distance education. *Journal of Higher Education. Columbus,* vol. 68, no 5, pp. 557-587.

Guzeev V.V. (2009) Prepodavanie. Ot teorii k praktike [Teaching. From theory to practic]. Moscow: SRI shkolnyh tehnologii. [in Russian]

Halpern D. (2013) *Thought and Knowledge. An Introduction to Critical Thinking*. London: Psychology Press.

Mayer R.E. (2009) *Multimedia learning. Second edition*. Cambridge; New York: Cambridge University Press.

Miles R. (2015) Complexity, representation and practice: Case study as method and methology. *Issues in Educational Research*, no 25 (3), pp. 309-318.

Mortimer J.A., Charles V.D. (2011) *How to Read a Book*. New York: Touchstone.

Nafukho F.M., Irby B.J. (2015) *Handbook of Research on Innovative Technology Integration in Higher* Education. Texas:Texas University.

Pegov A.A., Piyanyh E.G. (2010) Ispolzovanie sovremennuh informacionnyh i kommunikacionnyh tehnologii v uchebnom processe [The use of modern information and communication technologies in the educational process]. [Electronic resource]. https://www.tspu.edu.ru/images/faculties/fmf/files/UMK/lek.pdf [in Russian].

Safonova E.I. (2011) Recomendacii po ispolzovaniyu innovacionnyh tehnologii v uchebnom processe [Recommendations for the use of innovative educational technologies in the educational process]. RSHU. [in Russian].

Selevko G.K. (2005) Enciklopediya obrazovatelnyh tehnologii. [Encyclopedia of Educational Technology]. Narodnoe obrazovanie. vol. 1. [in Russian].

Temirbolat A.B. (2019) Application of innovative technologies in philology. *Bulletin of Sh. Ualikhanov Kokshetau State University. Philology series*, no 1, pp. 313-322.

Verbickii A.A. (2016) Teoriya kontekstnogo obrazovaniya kak konceptualnaya osnova realizatsii kompetentnosnogo podhoda [Theory of contextual education as a conceptual basis for the implementation of the competence-based approach]. *Collection of humanitarian researches.* [Electronic resource], no 2 (2), pp. 6-12. https://cyberleninka.ru/article/n/teoriya-kontekstnogo-obrazovaniya-kak-kontseptualnaya-osnova-realizatsii-kompetentnostnogo-podhoda [in Russian].

Zair-Bek S.I., Mushtavinskaya I.V. (2004) Razvitie kriticheskogo myshleniya na uroke: Posobiye dlya uchitelya [Developing Critical Thinking in the Lesson: Manual for Teacher]. Moscow: Prosvechenie. [in Russian].