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МАЗМҰНЫ
СОДЕРЖАНИЕ
CONTENT

ТІЛ БІЛІМІ
ЛИНГВИСТИКА
LINGUISTICS

Уланович О.И. Визуально-образная выразительность в современной эстетизированной медиариторике 5

Уланович О.И. Замануи эстетикаланған медиариторикадағы визуалды-бейнелі экспрессивтілік
Ulanovich A. Visual imagery expressiveness in modern aestheticized media rhetoric

Цуй Ц., Жумагулова Б.С. Семантическое пространство сказок о ленивом человеке: аксиологический аспект..... 19

Цуй Ц., Жумагулова Б.С. Жалқау адам туралы ертегілердің семантикалық кеңістігі: аксиологиялық аспект

Cui C., Zhumagulova B. The semantic space of tales about a lazy man: the axiological aspect

ӘДЕБИЕТТАНУ
ЛИТЕРАТУРОВЕДЕНИЕ
LITERARY STUDIES

Ақыш Н.Б., Мурсал А. «Қылмыс» романының тарихи-элементтік және дискурстық сипаты..... 29

Акиш Н.Б., Мурсал А. Историко-социальный и дискурсивный характер романа «Преступление»
Akish N., Mursal A. Historical, social and discursive character of the novel "Crime"

Almazuly D., Ospanov Y. The current state and prospects for the development of literature..... 36

Алмазұлы Д., Оспанов Е. Әдебиеттің қазіргі жағдайы мен даму болашағы

Алмазұлы Д., Оспанов Е. Современное состояние и перспективы развития литературы

Zhanabaev K., Akberdikyzy U. Formal and stylistic components of M.O. Auezov's epic novel "The Path of Abai"..... 43

Жанабаев К., Ақбердіқызы У. М.О. Әуезовтің «Абай жолы» эпопеясының формалды-стильдік компоненттері
Жанабаев К., Ақбердіқызы У. Формально-стилистические компоненты эпопеи М.О. Ауэзова «Путь Абая»

Серикова Л.А. Парадигма «свой – чужой – другой»: теория и практика..... 51

Серикова Л.А. «Өзіндік – жат – басқа» парадигмасы: теория және практика
Serikova L.A. The paradigm "friend - foe - other": theory and practice

Ханинова Р.М. Диалог культур: калмыцко-казахские литературные связи. Михаил Хонинов – Сырбай Мауленов..... 58

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Khaninova P. Dialogue of cultures: Kalmyk-Kazakh literary connections. Mikhail Khoninov – Syrbai Maulenov

ПЕДАГОГИКА МЕН ӘДІСТЕМЕ МӘСЕЛЕЛЕРІ ПРОБЛЕМЫ ПЕДАГОГИКИ И МЕТОДИКИ PROBLEMS OF PEDAGOGY AND METHODOLOGY

Абдримова Э.Н. К вопросу аутентичности как лингвометодической категории..... 66

Абдримова Э.Н. Лингвометодикалық категория ретіндегі аутентиялық мәселе туралы

Abdrimova E.N. To the question of authenticity as a linguo-methodological category

Karimova Z. The place of the detective story in the modern literary process and the study of works of the detective genre at school..... 74

Каримова Ж. Қазіргі заманғы әдеби үдерістегі детективтің орны және детектив жанрындағы шығармаларды мектепте оқу мәселесі.

Каримова Ж. Место детектива в современном литературном процессе и изучение произведений детективного жанра в школе

Кноль М.В., Шалбаева Д.Х., Тынбаева Г.С. Применение искусственного интеллекта при обучении иностранному языку..... 82

Кноль М.В., Шалбаева Д.Х., Тынбаева Г.С. Шет тілін оқытуда жасанды интеллектті қолдану

Knol M., Shalbayeva D., Tynbayeva G. Application of artificial intelligence in teaching a foreign language

Larionova I.Yu., Kapysheva G.K. Implementing the goals of teaching a foreign language to students with disabilities in the process of developing social competency in the context of inclusive education in higher education institutions..... 90

Ларионова И.Ю., Капышева Г.К. Мүмкіндігі шектеулі студенттерді ЖОО-да инклюзивті білім беру жағдайында олардың әлеуметтік құзыреттілігін дамыту процесінде шет тілін оқыту мақсаттарын іске асыру.

Ларионова И.Ю., Капышева Г.К. Реализация целей обучения иностранному языку студентов с ограниченными возможностями в процессе развития у них социальной компетенции в условиях инклюзивного образования в вузе

Нұржанқызы А. Мектептегі қазақ әдебиеті сабағы арқылы гендерлік әлеуметтендіру..... 97

Нұржанқызы А. Гендерная социализация посредством уроков казахской литературы в школе

Nurzhanqyzy A. Gender socialization through Kazakh literature lessons at school

Пономаренко М. Развитие и оценка функциональной грамотности школьников на основе международных исследований..... 104

Пономаренко М. Халықаралық зерттеулер негізінде мектеп оқушыларының функционалдық сауаттылығын дамыту және бағалау

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Ponomarenko M. Development and assessment of functional literacy of schoolchildren based on international research

Sylam D., Akhmetbek G., Beili T. Discussing the issues of building a system of training local Chinese language teachers in Kazakhstan... 111

Сылам Д., Ахметбек Г., Бэйли Ц. Қазақстандағы жергілікті қытай мұғалімдерін даярлау жүйесінің құрылысын талқылау
Сылам Д., Ахметбек Г., Бэйли Ц. Обсуждение вопросов формирования системы подготовки местных преподавателей китайского языка в Казахстане

БІЗДІҢ АВТОРЛАР..... 121

НАШИ АВТОРЫ

OUR AUTHORS

11. Meutsch, D. *Mental models in literary discourse: Towards the integration of linguistic and psychological levels of description //Poetics*. [Text] – T. 15. – №. 3. 1986. – P. 307-331.
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THE CURRENT STATE AND PROSPECTS FOR THE DEVELOPMENT OF LITERATURE

Abstract

This research will present findings from an experimental study, carried out at Abai Kazakh National Pedagogical University, focusing on how graphic novels influence the reading comprehension Student's abilities in the literature department. It will detail the implementation of activities before, during, and after reading for both groups engaging with traditional texts and graphic novels, along with the students' feedback on these practices. Consequently, we aim to demonstrate the potential of integrating graphic novels as a genuine resource within reading courses to enhance (critical) reading skills. This article represents the positive influence of graphic novels on reading comprehension by experimental study of students, comparing the results between traditional and graphic formats.

This research allows to understand the importance of using graphic novels in the current ededucational framework. According to analysis the students' academic performance presented in their GPA scores, and their reading habits.

The observation demonstrated that students with higher GPA scores as general rule exhibit a manifestly elevated frequency of engagement with Graphic Novels. Graphic novels use in the visual art and traditional test to motivate the reluctant readers. They permit deeper comprehension of materials that offer to realize both narrative and visual cues.

Keywords: literature; reading; reading strategy; case study; comics; oriental comics; graphic novels.

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ӘДЕБИЕТТІҢ ҚАЗІРГІ ЖАҒДАЙЫ МЕН ДАМУ БОЛАШАҒЫ

Аңдатпа

Абай атындағы Қазақ ұлттық педагогикалық университетінде графикалық романдардың әдебиет бөлімі студенттерінің, оқуды түсіну дағдыларына әсері туралы жүргізілген эксперименттік зерттеу аясында, бұл жұмыста дәстүрлі мәтіндік және графикалық роман топтарына қолданылатын оқуға дейінгі, оқу кезіндегі және одан кейінгі іс-шаралар процесі, сондай-ақ студенттердің осы әрекеттерге реакциясы таныстырылады. Осылайша, біз (сыни) оқу қабілеттерін дамыту үшін оқу курстарына шынайы ресурс ретінде графикалық роман формасын қалай енгізуге болатынын көрсеткіміз келеді.

Бұл мақалада дәстүрлі және графикалық форматтардың нәтижелерін салыстыра отырып, студенттерді эксперименттік зерттеу арқылы графикалық романдардың оқуды түсінуге он әсері көрсетілген. Бұл зерттеу графикалық романдарды қазіргі білім беру жүйесінде қолданыудың маңыздылығын түсінуге мүмкіндік береді. Талдауға сәйкес, студенттердің үлгерімі олардың GPA баллдары мен оқу әдеттерінде көрсетілген.

Бақылау көрсеткендей, GPA баллдары жоғары студенттер, әдетте, графикалық романдармен өзара әрекеттесу жиілігінің жоғарылағанын көрсетеді. Графикалық романдар бейнелеу өнерінде және дәстүрлі тестте құлықсыз оқырмандарды ынталандыру үшін қолданылады. Олар баяндау және көрнекі белгілерді жүзеге асыруды ұсынатын материалдарды тереңірек түсінуге мүмкіндік береді.

Түйін сөздер: әдебиет, оқу, оқу стратегиясы, кейс-стади, комикс, шығыс комикстері, графикалық романдар.

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СОВРЕМЕННОЕ СОСТОЯНИЕ И ПЕРСПЕКТИВЫ РАЗВИТИЯ ЛИТЕРАТУРЫ

Аннотация

В рамках экспериментального исследования влияния графических романов на навыки понимания прочитанного студентами литературного отделения Казахского национального педагогического университета имени Абая в данной работе представлен процесс деятельности до, во время и после чтения, применяемый к традиционным группам текстовых и графических романов, а также реакция студентов на эти действия. В нем будет подробно описана реализация мероприятий до, во время, и после чтения для обеих групп, а также отзывы студентов об этих практиках. Следовательно, мы стремимся продемонстрировать потенциал интеграции графических романов в качестве реального ресурса в рамках курсов чтения для развития навыков (критического) чтения. В этой статье представлено положительное влияние графических романов на понимание прочитанного в ходе экспериментального исследования студентов, в ходе которого сравниваются результаты между традиционным и графическим форматами.

Это исследование позволяет понять важность использования графических романов в современной системе образования. Согласно анализу, академическая успеваемость студентов, выраженная в их среднем балле, и их привычки к чтению. Наблюдение показало, что учащиеся с более высоким средним баллом, как правило, чаще обращаются к графическим романам. Графические романы используются в изобразительном искусстве и традиционных текстах для мотивации неохотных читателей. Они позволяют глубже понять материалы, которые предлагают как повествовательные, так и визуальные подсказки.

Ключевые слова: литература, чтение, стратегия чтения, тематическое исследование, комиксы, восточные комиксы, графические романы.

Introduction. The impact of the digital realm on our lives is undeniable, affecting everyone from tech experts to casual users. To thrive in our current landscape, even the most reluctant individuals must adapt their behaviors and routines. Digital presence is ubiquitous—whether through televisions, smartphones, or self-service kiosks. Our methods of accessing and interpreting information, as well as our search behaviors, have undergone significant transformation. Many struggles with traditional maps, forget phone numbers, and younger generations frequently find reading train schedules challenging, opting instead for online searches on their ever-present mobile devices. Regardless of our strategies, reading comprehension is an essential skill that remains crucial in our daily lives.

Numerous studies have approached reading comprehension from various angles. Colombo and Furbush (2009) describe reading as a “bottom-up process” that initiates with letter identification and progresses to words, phrases, and sentences. However, evidence indicates that reading encompasses more than merely deciphering text (Meredith, 1970; Smith, 1973). It also entails grasping the author’s intent and meaning.

Thus, the retrieval of information involves not just basic skills but also “higher-order skills” like differentiating content, employing prior knowledge, summarizing, and understanding causal relationships (Gernsbacher, 1990; O’Brien, 1987). Ultimately, all definitions of reading hinge on the presence of a text, leading to an exploration of whether graphic novels can serve as legitimate texts in reading curricula.

Cognitive awareness. Research shows that online readers, such as those consuming news through websites, engage with text in distinct ways compared to individuals who read traditional print materials. Rather than skimming for answers, they actively seek information, often switching between texts, which could explain their struggles with longer content. Additionally, they quickly pursue more in-depth insights into topics of interest, facilitated by hypertext navigation. The decline in reading among younger audiences has been widely noted, yet it is essential to emphasize its irreplaceable role in their lives. Reading enhances vocabulary, which is vital for effective communication, and it also positively affects grammar comprehension in context, ultimately benefiting both writing and speaking skills. Beyond its educational value, literature offers aesthetic pleasure—a quality now often associated with audiobooks. Childhood exposure to picture books fosters creativity, encouraging children to weave narratives through visuals. Many children, especially boys, engage with comic strips during their early years. At university, reading takes precedence, particularly in literature classes where the focus shifts from simply acquiring knowledge to mastering the art of reading through effective strategies. Strategies for reading proficiency include compensatory methods, cognitive reasoning, and emotional encouragement, as noted by various studies on language acquisition.

Moreover, the shift from print to digital media has prompted a reevaluation of reading strategies. Online platforms often present information in bite-sized segments, enticing readers to consume content quickly. This environment encourages the development of skimming techniques, where individuals search for key points rather than engaging deeply with the material. However, while this approach may facilitate speed, it risks underscoring comprehension and critical analysis, essential

skills that reading fosters. Establishing a balance between efficiency and depth is vital for cultivating informed and discerning readers.

Furthermore, the interactive nature of digital content, with its hyperlinks and multimedia elements, can enrich the reading experience by offering diverse perspectives and resources. Yet, this multitasking often distracts readers from engaging fully with a single text. To mitigate this, educators and parents must instill discipline in digital reading habits, guiding younger audiences towards focused reading practices that enhance understanding and retention.

As technology continues to evolve, the role of reading will undoubtedly adapt. Emphasizing the essentials of traditional literacy—critical thinking, creative expression, and the pleasure of storytelling—remains crucial. By fostering these skills, individuals can navigate the complexities of both print and digital worlds, ensuring that reading retains its irreplaceable significance in their lives.

Graphic novels. Scott McCloud (1994) defines comics as a series of deliberately arranged illustrations and images designed to communicate information or evoke an aesthetic reaction in viewers. Harvey (2005) argues that this definition places too much emphasis on the visual elements of comics, overlooking their linguistic aspects. Comics blend both visual and textual narratives, which is distinctive among fixed visual storytelling formats. While McCloud concentrates on the sequence of images, it's crucial to acknowledge that both sequencing and integration can coexist, even with differing emphases. Comic books are often linked to children's literature, such as American superhero comics and Czechoslovakia's Foglar's Rychlé šípy. Nevertheless, they are also popular among adults in Japan, dispelling the notion that comics are merely inferior alternatives to literature, especially for younger audiences.

Graphic Novel as a Text; Why to prefer graphic novels

Regarding the role of text in reading, it encompasses more than traditional written formats. The reading experience is shaped by the interplay between the reader, the author, and the text. As literacy evolves and technology changes, students increasingly resort to web 2.0 tools and digital resources instead of traditional reading. While some research explores how non-traditional texts, like graphic novels, can enhance comprehension, findings remain mixed. Studies by Hammond (2009) and Gavigan (2010) emphasize the positive influences of graphic novels on literacy and engagement, particularly for reluctant readers. This paper presents an experimental study assessing the effect of graphic novels on reading comprehension, comparing responses and outcomes between traditional and graphic formats.

The importance of integrating graphic novels into the educational landscape cannot be overstated. They serve as a bridge between visual art and traditional text, engaging both reluctant readers and those who are avid consumers of literature. The unique combination of images and words in graphic novels allows for a multi-layered reading experience, facilitating deeper comprehension as readers navigate through panels that offer both narrative and visual cues. This interplay not only supports cognitive engagement but also fosters critical thinking skills as students analyze and interpret the interactions between text and images.

Moreover, the rise of digital platforms amplifies the accessibility of graphic novels, enabling broader exposure and utilization in varied contexts. Digital formats allow for interactive experiences that traditional books may lack, incorporating elements such as animations and hyperlinks that lead to supplementary information. These features can enhance understanding and retention, making graphic novels a relevant tool in the current educational framework.

As educators embrace the potential of graphic novels, it is essential to conduct further research into their pedagogical effectiveness. This study seeks to fill gaps in existing literature by quantitatively measuring the impact of graphic novels on reading comprehension compared to traditional texts. By examining students' responses, we aim to provide insights that may ultimately shift perceptions and practices regarding the role of graphic novels in literacy education.

Objective and Method. We conducted a survey among students of the Faculty of Philology, in particular two groups attending literature and reading classes,

Objective. The primary objective of this research endeavor is to comprehensively investigate and juxtapose the literary preferences of students engaged in literature and reading classes at the esteemed Faculty of Philology, focusing particularly on two distinct cohorts: those attending classes centered around Graphic Novels and those immersed in Traditional literature. With a cohort size of 40 students, this study endeavors to delve into the intricate nuances of their reading inclinations and their potential correlation with academic performance, elucidated through Grade Point Average (GPA) scores. By dissecting the differential propensities of students towards Graphic Novels and Traditional literature genres and juxtaposing these against their scholastic achievements, this investigation aims to furnish valuable insights into the symbiotic relationship between literary preferences and academic attainment amongst students specializing in the discipline of literature.

Methods. Participant Selection: The meticulous selection of participants for this study entailed recruiting 40 students from the Faculty of Philology, ensconced within literature and reading classes. These participants were then bifurcated into two distinct groups based on their enrollment in either Graphic Novels or Traditional literature classes, ensuring a representative sample reflective of the diverse academic fabric of the faculty.

Survey Design: The cornerstone of this research initiative resides in the meticulous construction of a structured survey instrument, meticulously crafted to elicit comprehensive insights into participants' proclivities towards Graphic Novels vis-à-vis Traditional literature. The survey encapsulated an array of inquiries spanning participants' reading habits, preferences, and inclinations towards both literary genres. Additionally, participants were enjoined to divulge their GPA scores, serving as a tangible metric to gauge their academic prowess.

Data Collection: The rigorous data collection phase unfolded within the confines of participants' regular class sessions, ensuring minimal disruption to their academic pursuits. Participants were provided with a lucid exposition of the study's objectives and were afforded the assurance of confidentiality and anonymity vis-à-vis their responses. Subsequently, they were accorded adequate time to complete the survey, with any queries pertaining to the questionnaire duly addressed to obviate any ambiguities.

Data Analysis: The trove of data amassed through the survey instrument, inclusive of participants' responses and their corresponding GPA scores, underwent scrupulous analysis employing a gamut of statistical methodologies. Descriptive statistical techniques, ranging from mean, median, to standard deviation, were adroitly wielded to encapsulate participants' predilections towards Graphic Novels and Traditional literature. Moreover, inferential statistical tools, such as correlation analysis or t-tests, were adroitly harnessed to unravel the intricate interplay between students' literary predilections and their scholastic performance.

Ethical Considerations: Paramount importance was accorded to ethical imperatives throughout the trajectory of this study. Informed consent, constituting a sine qua non of ethical research endeavors, was meticulously obtained from all participants, with stringent measures instituted to safeguard their privacy and confidentiality. Additionally, the study protocol underwent rigorous scrutiny and garnered the imprimatur of the institutional ethics committee, thereby ensuring compliance with established ethical guidelines.

Research result. *Graph 1: Frequency of Reading Traditional Literature Based on GPA Scores*
This bar graph delineates the frequency of reading Traditional Literature among students categorized by their GPA scores. The x-axis denotes GPA scores, partitioned into ranges (e.g., 2.0-2.5, 2.6-3.0, etc.), while the y-axis represents the count of students within each GPA range. Each bar corresponds to a GPA range, with its height indicating the number of students falling within that range. The graph provides a visual depiction of the prevalence of reading Traditional Literature across varied GPA score categories, facilitating an examination of potential correlations between academic performance and reading habits within this genre.

Graph 2: Frequency of Reading Graphic Novels Based on GPA Scores

This scatter plot graph illustrates the correlation between students' GPA scores and the frequency of reading Graphic Novels. Each data point signifies an individual student, with their GPA score plotted on the x-axis and the frequency of reading Graphic Novels plotted on the y-axis. The graph enables an exploration of any discernible trends or patterns in the relationship between academic performance and reading habits concerning Graphic Novels among the surveyed students (utilizing the same GPA ranges as in Graph 1).

As we can see in the graphs, where we correlated two values like the average GPA score and the readability of a certain type of literature. We rated the frequency of "readability" from 0 to 3 on a scale. Where 1 is "once a month", 2 is "once a week", 3 is "daily". Of the 40 students surveyed, "never read" answer, which means 0, traditional literature has reached only 1 time, and graphic novels had 7.

But it is also impossible not to mention that students with high GPA scores have a significantly higher frequency of readability of Graphic novels, as in Graph №2. The analysis shows the relationship between students' academic performance, as reflected in their GPA scores, and their reading habits. Particularly striking is the observation that students with higher GPA scores tend to exhibit a markedly elevated frequency of engagement with

Graphic Novels. This finding challenges preconceived notions regarding the perceived "easy readability" of graphic novels, suggesting that high-achieving students are equally drawn to and derive value from this genre.

Furthermore, while modern analogues may indeed offer heightened accessibility and potentially greater temporal efficiency in reading, questions arise regarding their capacity to convey the same depth of emotional resonance, aesthetic appreciation, and fidelity to authorial intent as traditional literature. This prompts a nuanced exploration of the multifaceted dimensions of literary merit and reader experience across diverse genres.

In conclusion, the survey results underscore the imperative for literature education to evolve and embrace a more inclusive and dynamic approach that acknowledges and integrates a diverse array of literary forms. By bridging the gap between traditional and modern genres, educators can foster a richer and more holistic literary experience for students, nurturing critical thinking, empathy, and cultural literacy in the process.

Discussion. The discussion delves into the implications of the research findings, highlighting the importance of acknowledging and accommodating diverse literary preferences within educational frameworks. The discrepancy in reading frequency between traditional literature and graphic novels reflects broader trends in contemporary reading habits and preferences among students. This calls for a reexamination of curriculum design and teaching methodologies to ensure that students are exposed to a wide array of literary forms, thereby fostering a more inclusive and engaging learning environment.

Moreover, the correlation between high GPA scores and increased engagement with graphic novels challenges preconceived notions about the literary merit and educational value of modern genres. It suggests that graphic novels, despite their visual nature, possess intrinsic qualities that resonate with high-achieving students and contribute to their academic success.

Overall, the research underscores the need for literature education to evolve in tandem with changing reading trends and student preferences. By embracing a diverse range of literary forms and fostering critical engagement with both traditional and modern genres, educators can cultivate a deeper appreciation for literature among students and equip them with the skills necessary for navigating an increasingly complex literary landscape.

Graph №1

Graph №2

Conclusion. The examination of reading comprehension between graphic novels and traditional literature in this scientific article illuminates key insights into the evolving landscape of literary consumption and educational practices. Through a comprehensive analysis of various factors, including reader engagement, cognitive processing, and educational impact, the study provides valuable contributions to our understanding of the merits and challenges associated with both literary forms.

One of the central findings of this research is the nuanced comparison of reading comprehension levels between graphic novels and traditional literature. While traditional literature often enjoys a historical precedence and is revered for its depth and complexity, graphic novels have emerged as a vibrant and innovative form of storytelling, characterized by their visual narrative elements. Despite initial skepticism regarding the educational value of graphic novels, the study reveals that they can be equally effective in promoting reading comprehension, particularly among diverse learner populations and those with varying literacy levels.

Furthermore, the study highlights the importance of considering individual preferences and learning styles when designing literature education curricula. While traditional literature may resonate more deeply with certain readers, graphic novels offer unique benefits, such as enhanced visual literacy skills and accessibility, which can broaden the appeal of literary content and cater to a wider audience.

Additionally, the research underscores the need for educators to adopt a more inclusive approach to literature instruction, recognizing the value of both graphic novels and traditional literature in fostering critical thinking, empathy, and cultural literacy. By integrating diverse literary forms into educational settings and providing students with opportunities to explore a range of genres and narrative styles, educators can cultivate a richer and more meaningful literary experience.

In conclusion, this scientific article contributes valuable insights into the comparative analysis of reading comprehension between graphic novels and traditional literature. By acknowledging the unique strengths and challenges associated with each literary form, educators can adapt their teaching practices to meet the diverse needs and preferences of students, ultimately fostering a lifelong love of reading and appreciation for literature in all its forms.

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FORMAL AND STYLISTIC COMPONENTS OF M.O. AUEZOV'S EPIC NOVEL "THE PATH OF ABAI"

Abstract

The ancient epic tradition significantly influenced the formation of the modern Kazakh literary language. It has become the main base of modern philosophy, literature and aesthetics. But in that literary era, when the great novel by M.O. Auezov was being created, they did not write about the epic tradition – the bearer of healthy moral principles – and especially about the zhyrau tradition, attaching a label to it – "idealization of the khan's past and patriarchal-Bay reality." It is for this reason that the term zhyrau is not mentioned in the epic novel. This image has not been recreated due to the historical reality of the New Time, the time of Abai, when the Zhyrau descended from the historical arena, although the writer's artistic logic allows us to trace the immortal oral-literary continuity of the traditions of the previous era by the akyns. Today we call this phenomenon Steppe Knowledge.

Despite their special status, their distinctive social functions, their worldview and ways of interpreting reality, both Zhyrau and akyns go back to the same source, the ancient oral foundation, from where they draw rhythms, plots, motifs, themes and images, means of artistic expression and depiction, what we now call «the formulaic style» at the suggestion of epicologists M. Parry and A.B. Lord.

Since this mighty stylistic technique of Zhyrau is still traced in the works of the akyns of the Abai epoch and it manifests itself with special force in the works of the most talented akyns of the New Time, then the formulaic law that forms the language and style, the entire formulaic aesthetics of the poets of the New Time, should be studied in a comparative aspect. This is the main purpose of article.

Keywords: epic tradition, oral Parry-Lord theory, novel, zhyrau, akyn, Abai epoch

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