

**ПЕДАГОГИКА МЕН ӘДІСТЕМЕ МӘСЕЛЕЛЕРІ
ПРОБЛЕМЫ ПЕДАГОГИКИ И МЕТОДИКИ
PEDAGOGI AND METHODOLOGI PROBLEMS**

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**FEATURES OF THE USE OF METHODS AND TECHNOLOGIES IN TEACHING THE SUBJECT OF
LITERATURE**

Abstract

In this article, there is a need for a new study and teaching of modern Kazakh literature in the science of Kazakh literature. We know that the teaching of Kazakh literature is analyzed and studied in a new way, as the task is to examine it in detail. However, over time, each area of education has not yet been fully studied from the point of view of systematic scientific and methodological training. The relevance of the research lies in the artistic features of Kazakh literature, with a broad focus on current social problems and the topics covered in it, the selection of information, the formation of one's own scientific and methodological approach, effective methods of technology.

Systematization, comprehensive analysis of modern effective technologies and methods of teaching Kazakh literature. The goal is to determine the consistency of teaching technologies, the specifics of teaching, and methodological relevance.

Keywords: innovation, pedagogical technologies, traditional analysis, innovation process, creativity of S. Elubaya, world pedagogy, literary and artistic culture

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ӘДЕБИЕТ ПӘНІН ОҚЫТУДА ӘДІС-ТЕХНОЛОГИЯЛАРДЫ ПАЙДАЛАНУ ЕРЕКШЕЛІКТЕРІ

Аннотация

Бұл мақалада Қазақ әдебиеті ғылымында қазіргі қазақ әдебиеті пәнін жаңаша зерттеуге, оқытуға сұраныс байқалады. Қазақ әдебиетін оқыту барысы жан-жақты қарастырылу міндеті қойылғандықтан, әдістемеге, әдіске, технологияға барып, жаңаша талданып, зерттеліп жатқандығын білеміз. Әйтсе де уақыт ағымына қарай әр білім беру саласында жүйелі түрде ғылыми-әдістемелік оқыту жағынан әлі толықтай зерттеле қойған жоқ. Зерттеудің өзектілігі қазақ әдебиетінің көркемдік ерекшелігін, ондағы қозғалған өзекті қоғамдық проблемалар мен тақырыптарға кеңінен тоқталып, ақпараттарды сұрыптау, өзіндік ғылыми-әдіснамалық көзқарас, технологиялардың тиімді жолдарын қалыптастыру.

Қазақ әдебиетін оқытуда қазіргі тиімді технологиялар мен әдістерді жүйелеу, жан-жақты талдау. Оқыту технологияларының жүйелілігін, оқыту ерекшелігін, әдіснамалық өзектілігін айқындау мақсат етіледі.

Түйін сөздер: инновация, педагогикалық технология, дәстүрлі талдау, инновациялық үрдіс, С.Елубай шығармашылығы, әлемдік педагогика, әдеби-көркемдік мәдениет

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**ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ МЕТОДОВ И ТЕХНОЛОГИЙ
В ОБУЧЕНИИ ПРЕДМЕТУ ЛИТЕРАТУРЫ**

Аннотация

В данной статье возникает потребность в новом изучении и преподавании современной казахской литературы в науке о казахской литературе. Мы знаем, что преподавание казахской литературы анализируется и изучается по-новому, так как стоит задача рассмотреть его подробно. Однако с течением времени каждая сфера образования еще не была полностью изучена с точки зрения систематической научно-методической подготовки. Актуальность исследования заключается в художественных особенностях казахской литературы, с

широкой ориентацией на актуальные социальные проблемы и затронутые в ней темы, отбор информации, формирование собственного научно-методического подхода, эффективных способов технологии.

Систематизация, комплексный анализ современных эффективных технологий и методов обучения казахской литературе. Цель – определить согласованность технологий обучения, специфику обучения, методическую актуальность.

Ключевые слова: инновация, педагогические технологии, традиционный анализ, инновационный процесс, творчество С.Елубая, мировая педагогика, литературная и художественная культура

Introduction. The education is the most important issue in the development of modern society. The goal in it is to form an individual with a comprehensive education, life-oriented, moral, competent, capable. The President of the Republic of Kazakhstan said: "We carry a great burden of responsibility to the next generation." Based on this principle, it is obvious that the development of the state, the competitiveness of each of its members depends on education. Nowadays, every teacher improves their knowledge, pays great attention to the Quality and content of lessons in accordance with modern requirements, the use transformation and effectiveness of new technologies. No matter how new and valuable the subject is, no matter how good the teacher is, if the teacher is not able to motivate the student, the knowledge will not give the expected results. The formation of the student is carried out through activity. One of the main goals of the new technology is to teach the child to develop his freedom, activity, independent decision-making. If we say that pedagogical technology is an innovative, assessment-based activity, its task is to achieve the goal in a stable relationship with the student. Now is the time to work on innovations and new technologies. When we talk about the concept of "innovation", it means "new", "novelty", "renewal". Innovation creates conditions for increasing the level of education. The organization of the educational process at the level of state educational standards obliges to introduce new pedagogical technologies. Every teacher develops and forms himself in the development of new innovative technologies. The main feature is the formation of an individual with his own thoughts and opinions. Another feature is that new materials are learned by the student independently during the lesson. New learning technologies form a system of thinking, teach you to evaluate your actions to express your own views and opinions.

Materials and Methods. It is very effective to use the technology of "critical thinking through writing and drawing" in general literature lessons. In addition to this technology, the technology of K.O. Bitibaeva "let think, reflect, think" is very effective. Literature lesson - a lesson of thought, a lesson of thinking, a lesson of reflection. The teacher's technology of the let think, reflect, think is based on the ability of students to work independently, as well as productive methods such as literary debates, argumentation, solving actual problems and searching. The main principle of the teacher is to think, it is the action of the student. And thinking is an action of a teacher. The teacher achieves the goal by thinking about a new topic, a preliminary task, and thinking throughout the lesson. Let think is done by the teacher, reflect is done by the student, think is done by the teacher, and making a decision is done by the student. Bitibaeva K. O. said, that "the subject of literature is the subject of real communication with the child, the subject of real friendship and cooperation with the child" [1]. Critical thinking is hardened thinking, not testing. The program consists of three levels of teaching and learning methods: 1. Arousal of interest; 2. Recognition of meaning; 3. Consists of stages of reflection. This technology, which is implemented through activities such as thinking, reading, writing, speaking and listening, also has its own requirements and efficiency:

1. Be clear-minded.
2. The student is able to listen to himself and others, focusing on reading.
3. Comes to a common decision through active action, sharing with the group, individual thinking.
4. Students' personal responsibility increases.

Each of its strategies is effective for students and gives them the strength to work actively, further increasing their interest in this lesson. In the lecture on "Stories of A. Kekilbayev" it was noted that the effectiveness of the strategy of "Grouping" is to clarify their knowledge and learn to formulate the theme and image. Open the lesson with the strategy of "brainstorming" and create a portrait of the character. Through the strategy of "Cubism" it will have a full opportunity to explore this topic in detail. Using the Bloom system, the student searches, exchanges opinions, achieves the final result. Features and effectiveness of technologies: 1. Active work 2. Interest 3. Listening 4. Solution 5. Assessment 6. High skills are formed. For the results of technology to be effective and correct, the educator must take into account: the ability to set the purpose of the lesson, the correct organization of the lesson on the basis of technology, attention to the age, psychological characteristics of students, levels of knowledge, research to increase students' interest in the subject giving recipients the freedom to respond. Such technologies are aimed at the development of students' personalities in educational work. Through the proper use of technology, students are able to find the most talented and capable, look at each of them as an individual and increase their self-confidence.

Results and Discussion. In general, the works of S. Elubay can be taught in various methods in higher educational institutions. One of them is project-based learning technology. For this reason, the purpose of the lessons is to find ways to effectively use innovative technologies in the classroom. Design activity is increasingly entering educational systems in different worlds. It not only provides the student with an individual set of knowledge, but also allows them to independently learn, apply the acquired knowledge to solving cognitive problems. Design is the basis for the organization of independent learning activities of students. Training in Project protection is the only effective way to direct the student to independent work. The topics proposed for the defense of the project should be of a nature that

includes types of subject-based analysis that can be used for research and development. The main requirements for the use of design activities: 1. Consideration of problems of research, creative significance; 2. Practical, theoretical, cognitive significance of the expected results; 3. Independent activity of students; 4. Development of the content of the project; 5. Application of research methods. The topic of the project should be based on questions that are relevant to life and include the knowledge of the student in different areas and research skills of creative thinking. The results of the completed project (materials) must be documented at the appropriate level. Types of projects: Research methodical project: The structure of such projects is well thought out, the purpose is clear, the relevance is the same for all participants, it has social significance. Creative project: In this type of project, the construction is not specified, but develops according to the genre of the planned and expected result. It is required to be able to determine the goals and objectives of the project topic on the basis of the theme, to make predictions. It is very important for the student to find and work independently during the development of the project. This increases the ability of students to be scientifically inquisitive and creative. And the defense of the project increases the responsibility of the student to analyze his own work and the work of others. Experts analyze the project in the following ways: the ability to reveal the topic in accordance with the purpose and relevance, the ability to make predictions, scientific research, novelty, creativity. The importance of the developed project, the strengths of the project, the questions asked during the defense of the project, as well as the guiding questions asked by the teacher are very important. The type of joint project of the educator and the student is planned and implemented on a daily basis according to the results. Today's need is to organize research and focus on project work in a targeted and systematic way. Therefore, the efficiency of design technology is growing day by day. This technology is not new in the world pedagogy. Translated from English, "cooperative learning" means learning together. The glossary defines it as follows: Design technology is the knowledge that students acquire through planning and performing complex tasks. Design technology appeared in the second half of the 19th century in agricultural schools in the United States. It was founded by a psychologist, educator and philosopher named John Dewey. According to William Heard Kilpatrick, a follower of Dewey's teaching at Columbia University's College of Teachers, preparing students for a great life by motivating them to see the fruits of their labor is the foundation of technology. In order to analyze the stories of A. Kekilbayev by types of technology, the student must know the traditional model of analysis.

Smagul Elubaev is one of the greatest figures of the Kazakh spiritual world. A writer who has risen to the heights of individuality through a deep study of the sources of folk literature and a thorough study of the world's intellectual aspirations is a unique phenomenon in our national culture. Smagul Elubaev's work is full of optimism and vitality. Conditions tend to focus more on life itself than on mortality, rather than on "what exists or does not exist," rather than on natural restraint and agility. Like an iceberg: what he means is a giant iceberg. Although the theme fluctuates freely in the wide range of mangling and generosity, the rich are clear: morality, honesty and justice, purity and nobility "[2.B.86].

When we say the image of the author in the work, we do not understand the personality of the writer. Of course, it is impossible to separate a work of art from its creator. After all, the features of the writer's personality: his life, his vision of the world, his creative participation in events, etc. leave their mark in his works. However, in a work of art, the personality of the writer is erased, and instead the "image of the author" in the work comes to the fore. Instead of a writer in life, the image of a storyteller is formed. However, in some parts of the work (for example, where it is told on a documentary basis, in lyrical or journalistic retreats), an individual author is involved. However, the image of the author in the work and the author in life are two separate worlds. The image of the author is not only the result of language experience, but also the product of literary and artistic culture.

The degree of visibility of the "image of the author" in the work varies. Sometimes it is most "clearly expressed" in the work, that is, it clearly reflects the author's attitude, attitude to events, phenomena that occur in the work. And now he will somehow "hide" and "remain in the hide" of the image of the hero. But any of them describes the "image of the author". It is known that the narrative system of the whole work of art finds a clear stylistic expression through the words of the author, the thoughts of the writer. Visual components: portrait, landscape, although more independent, are still based on the author's language, which includes the objective, subjective mood associations of the writer. Although the dialogue and the inner monologue are based on the words of a pure character, they cannot hide the image of a writer who tries to show these word structures at a height equal to the reality of life.

In some works, the author is on a par with other characters in the work, participates in events and phenomena as an ordinary character. In this case, its essence, role and function are different. Here it is considered as one of the many components of the work.

S. Elubaev's Problems of society, state, morality, philosophy, ethics, morality. They need a lot of knowledge, enough experience, constant search. No one will step on you without rich material. Add to it the responsibility of a perfect artist to be faithful to the truth, to be thoughtful, patient, reasonable, to have a sensitive soul, to write novels, to put his soul into his article and to nourish his mind "[3.P. 55].

Because development is a complex, dynamic process, the experience of generations is passed on through education. And effective upbringing develops a person. Education is a system that specifically organizes human development in society. Teaching is a "golden" process that educates generations through the relationship between teacher and student. If we look at the principles of teaching in the theoretical and practical direction, its implementation

is closely linked with the purpose, content, methods, organization of the lecture, the interaction. Therefore, it is necessary to create conditions that increase the student's ability to learn. For this it is important to reorganize the educational process, teaching using new technologies.

People who have studied literature say that it is a tool of "anthropology", and the subject of literature can be called a "tool of human education." Literature is the ancestor of all knowledge and art, all disciplines. Society cannot live without literature.

The main problem of the new technology is the ability of the teacher to choose the most effective ways to achieve the goal. Guided by the words of the famous literary theorist A. Baitursynov: "a teacher should try to learn a lot of methods, use them in the sense that they are based on themselves, they are useful," every teacher is obliged to use the methods of new technologies in their lessons. "Teaching is not just a skill, it is an art that finds new things," says Zh. Aimaurov. The root of the term "technology" means "techne" - art, skill, "logos" - science. As V.M. Shepel put it: "technology is an art, a skill, an agility, a business, a combination of methods, a change in the situation." That is, the design, organization, management of the educational process, the content technique of its implementation. At the same time, a set of actions that renews the professional activity of the teacher, allows to achieve results, activates the cognitive activity of the student and fully achieves the set goal. It is known that today more than 50 pedagogical technologies are used in the education system. In order to raise the level of education in higher education, it is necessary to widely introduce innovations in technology in the educational process, to form new ways and means to improve the quality of all organizational, educational, developmental. The basis of the innovation process is the integrity of the formation, application and implementation of innovations. Innovation contributes to raising the level of education. Innovation can be called "innovation", "new method", "change", "methodology", "innovation", and the innovation process can be called "new methodological tool". The use of innovation does not mean the use of innovation as a template, a copy, because each teacher has his own experience. However, the main goal of the educator is to enrich their experience, simplify their work and achieve certain results through the use of innovation. More precisely, innovation is the introduction of improvements and changes to something that already exists. Working in innovative technologies is a special kind of education. Innovative phenomena in the field of education began to spread in the eighties of the last century. Innovation appears at the intersection of several pressing issues and is firmly focused on solving a new goal, leading to the continuous modernization of the pedagogical phenomenon. Renewal is a new idea that is determined by the time it is first used from the time it is discovered, regardless of whether it is fairly new or old for a particular person. Nemerebay Nurakhmetov was the first scientist in Kazakhstan to define the concept of "innovation" in the Kazakh language. N. Nurakhmetov believes that "Innovation" is reflected in the content of education, methodology, technology, organization of educational work, management of the education system. In general, innovation is explained by dividing it into three types: modification, combinatorial, radical. Modification innovation is the development and transformation of what was previously available.

Combinatorial modification is a new assembly of previously used, known methodological elements. Radical innovation - the introduction of state standards in education. The state standard in education, in general, forms the size, parameters, indicators of level and quality of education.

Mastering the level of knowledge provided by the subject in accordance with modern requirements will always be the most important issue. The purpose of technology and methodology is the same - "how to consider learning". In order to become a teacher who is well versed in innovative technologies, the teacher must master innovative technologies at a high level, and then conduct research on which chapter and topic in the subject is more effective to use. Each learns innovative technologies, then uses the mastered technologies in a test lecture and chooses the most effective technology according to the topic. It is necessary to be able to effectively use the types of methods and technologies in order to reveal the capabilities of the student, using several types. Sh. Taubayeva, a researcher of the methodology, also said: "Innovative ability is necessary for a teacher to study and improve their pedagogical activity, and for the student to provide their own learning activities. The teacher must understand the need for innovative activities, be prepared for it, be obliged to apply their experience to innovative activities" [4. P.244].

In today's education system, any set of new methods can not get the status of innovative technology. They are determined by many factors.

The following different oriented learning technologies are used in the modern education system. V.F. Shatalov's technology based on reference marks, P.M. Erdniyev's technology of consolidation of didactic units, V.V. Firsov's technology of differentiated teaching, Sh.A. Amonashvili's humane-personal technology, L.V. Zankov, D.B. Elkonin – V.V. Davydov's technology of developmental training, Y.K. Babansky's technology of optimization of educational process, M.Choshanov, P.I. Tretyakov, K.Ya.Vazina, V.M. Monakhov's modular learning technologies, G.K. Selevko self-developing learning technology, J. Dewey's design methodology, Ginny Steele, Charles Temple, Curtis Meredith's critical thinking technology, A. Lysenkova's pre-learning technology. Kobdikova Zh.U., Karaev Zh.A., differentiated learning technology, Zhanpeisova M.M., modular learning technology, T.Turgumbayev, Zh.A.Karayev developmental learning technology, T.T. Galiev's systematic learning technology, K.A. Abdigaliev, N.N. Nurakhmetov's technology of intensive training, A. Zhunusbek's technology of voice training, F.Sh. Orazbayeva's technology of communicative learning are widely known in the learning process [5].

The above technologies are mainly used in high school today and have positive results. There is no consistency in the use of innovative technologies in higher education. Although the use of innovative pedagogical technologies at the

required level and thus the formation of the level of knowledge and creativity of the individual in accordance with public demand has become a common practice in all educational institutions, some of our teachers are still limited to traditional teaching methods. There may be the following reasons and obstacles:

1. Lack or lack of potential teachers who can organize the use of innovative technologies;
2. Inability to choose the right system of methods and techniques, depending on the specifics of the content of education;
3. Lack of clear goals and objectives related to the content.

Understanding that in today's globalization process, the struggle to preserve national values and preserve their image and good traditions is a struggle to preserve national consciousness. National upbringing is the formation of an individual's national consciousness and behavior on the basis of mastering the native language, ancestral history, native culture and national traditions. In order to form a person with a high intellectual level, it is not enough to teach him along with national values. In order to see him as a person, it is necessary to create a creative form of learning that is suitable for all-round development, that is, to create a creative learning activity, combined with innovative technologies. At the same time, the systematic training, use, improvement, specialization of innovative technologies used by the school in the training of pedagogical specialists, the continuity of communication with the school, the exchange of experiences in unity are on the agenda. When using the method and technology, it is better to get the most effective ones for the university level. Accordingly, the use of the following technologies in the study of literature shows its viability. "Development of critical thinking" technology, "Design" technology, "Bloom" method, "Competence or competent method, learning-oriented learning", "Interactive learning", etc.

One of the most effective methods currently used in the study of Kazakh literature in higher education is the technology of "critical thinking". This technology has been introduced in 18 countries. The Reading and Writing Critical Thinking strategy is very effective in lesson planning. This technology combines old knowledge and new concepts. The main purpose of pedagogical activity is the rational use of new pedagogical technologies in the educational work with students. To do this, the development of new technologies and their creative development, education with innovative technologies. The structure of the lesson on the technology of critical thinking consists of stages of arousal of interest, differentiation of meaning, reflection, educational and learning goals at each stage using different strategies, goal setting, problem solving, search for answers, students' ability to express themselves.

Conclusion. The main difference between the technology of developing critical thinking and traditional teaching is that knowledge is not provided in a ready state. Critical thinking is one of the most important modern innovative technologies for the development of education in Kazakhstan. This technology involves the conscious and thoughtful perception of the development of critical thinking by both students and teachers. The Critical Thinking Program is a collaborative effort of educators from around the world. This method helps people to gather only the necessary information and distinguish new knowledge from the old, which is important and useful in many ways and solutions [6].

It is understandable to pay special attention to the literary text, as the recognition of literature in higher education is primarily as an art of speech. Functional, anthropological, hermeneutic analysis is forming its own system on the basis of cultural and psychological directions of research in terms of literary criticism [7]. Semiotic study of a literary work, metalinguistic study increases the didactic value of the text. At the same time, ethnological, cluster, generative, poetic, anthropological analysis is developing in the field of literary criticism. It is true that the analysis of a literary work gives the right results, combining these studies and analyzes with innovative methods and technologies.

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