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TECHNOLOGY OF STUDYING M. AUEZOV'S EPIC NOVEL «THE PATH OF ABAI» (Based on K. Bitibaeva's technology «Give food for thought, make yourself think, think hard»)

The issue of teaching world-wide recognized Mukhtar Aueзов's creative activity to school children is presented in this article.

Studying the legacy of Mukhtar Aueзов in a new way, instilling it into the minds of future generations is an important problem today. It tells about the teaching and reporting of the great work "The path of Abai". In this regard, the school demonstrates the research works of local and foreign scientists on teaching M. Aueзов's works.

It is noted that the methodologist and the teacher Bitibaeva Kanipa Omargaliyevna has an extensive experience in the field of research Abai and Aueзов's creativity. New approaches to the assimilation of the epic novel "The path of Abai" are comprehensively considered in the research works of Kanipa Bitibaeva at school. Scientists are studying the methodology of teaching K. Bitibaeva's epic novel "The path of Abai" as a whole at school. The teacher proves teaching using the technology of problem analysis of the epic novel "The path of Abai", that is, analysis of the image. The teacher presents simple questions in practice, comparing them with the task of problematic questions. By providing scientific works and additional materials, the author connects the acquired knowledge with life. The reasoned opinion shows that Kanipa Bitibaeva adheres to the position of a person to reveal his thoughts, his inner capabilities. The author analyzes the importance of technology of K. Bitibaeva, suggests applying it in to practice, emphasizes the scientific works and comprehensively studies of search. The teacher concludes that this innovative technology is used by teachers from different parts of the country.

The second part of the article reflects the results of experimental work, which was attended by 93 schoolchildren of grades 10-11 of the regional specialized boarding school-gymnasium named after Zhambyl in Ust-Kamenogorsk, East Kazakhstan region and secondary school No. 9 in Altai.

Key words: teaching an epic novel, problem-based learning, literary text, analysis, national value.

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М. Әуезовтің «Абай жолы» эпопеясын оқыту технологиясы (Қ. Бітібаеваның «Ой тастау, ойланту, ойлау» технологиясы негізінде)

Мақалада әлемге танылған Мұхтар Әуезов шығармашылығын мектепте оқыту мәселесі қарастырылады. Мұхтар Әуезовтің мұрасын оқыту, ұрпақ санасына сіңіру – бүгінгі күннің маңызды мәселесі екендігі зерделенеді. Ұлы туынды «Абай жолы» эпопеясын өз дәрежесінде оқытып, жеткізу деңгейі сөз етіледі, бір жағынан, мектеп оқушылары үшін түсінікті және қолжетімді деңгейде, екінші жағынан терең мағыналы деңгейде оқыту жайында сөз айтылады. Осы орайда, мектепте М.Әуезов туындыларын оқыту мәселесі бойынша отандық, шетелдік ғалымдардың зерттеу еңбектері көрсетіледі.

Әдіскер-ұстаз Бітібаева Қанипа Омарғалиқызының Абай және М.Әуезов шығармашылығын оқытуға арналған сүбелі еңбектері атап көрсетіледі. Қанипа Бітібаеваның әдебиетті оқыту әдістемесі еңбектеріндегі «Абай жолы» роман-эпопеясын меңгертудің тың жолдары жан-жақты қарастырылады. Қ.Бітібаеваның «Абай жолы» роман-эпопеясын мектепте тұтастай оқытудың әдістемесін ұсынғаны туралы ғалымдар тарапынан зерделенеді. Ұстаз технологиясы арқылы «Абай жолы» роман-эпопеясын проблемалық талдау, образды талдау арқылы оқытуын саралап көрсетеді. Ұстаз тәжірибесіндегі қарапайым сұрақтар мен проблемалық сұрақтардың берілуін салыстыра отырып дәлелдейді. Ғылыми еңбектер, қосымша материалдар ұсыну арқылы

тұлғаның алған білімін өмірмен байланыстырады. Қанипа Бітібаеваның жеке тұлғаның өз ойын, ішкі мүмкіндіктерін ашуды ұстаным ететіндігі дәлелді пікірлер арқылы көрсетіледі. Автор қазіргі таңда да Қ.Бітібаеваның технологиясының маңызын айқындайды, тәжірибеде қолдану керектігін ұсынады. Қ.Бітібаеваның ғылыми еңбектерін атап көрсетеді, ізденістерін жан-жақты талдайды. Ұстаз технологиясын еліміздің әр түкпіріндегі ұстаздар қауымы қолданатындығын, сондай-ақ жаңашылдығы басым деп қорытындылайды. Мақаланың екінші бөлімінде Шығыс Қазақстан облысы Өскемен қаласы Жамбыл атындағы облыстық мамандандырылған мектеп-гимназия-интернатының 10-11 сыныптарының 93 оқушысы мен Алтай қаласының № 9 жалпы білім беретін мектебінің қатысуымен эксперименттік жұмыстың нәтижелері көрсетілген.

Түйін сөздер: роман-эпопеяны оқыту, проблемалық оқыту, көркем мәтін, талдау, ұлттық құндылық.

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Технология обучения эпопеи М. Ауэзова «Путь Абая» (На основе технологии К. Битибаевой «Ой тастау, ойланту, ойлау»)

В статье рассматриваются вопросы преподавания в школе творчества Мухтара Ауэзова. Изучение наследия Мухтара Ауэзова, привитие в сознание поколений – важная задача сегодняшнего дня. Речь пойдет о преподавании великого труда «Путь Абая», с одной стороны, на понятном и доступном для школьников уровне, с другой стороны, на глубоком содержательном уровне. В связи с этим в статье представлены исследовательские работы отечественных и зарубежных ученых по вопросам преподавания произведений М. Ауэзова.

Отмечаются выдающиеся труды учителя-методиста Битибаевой К. О. в изучении творчества Абая и М. Ауэзова. Ученые изучают методику преподавания романа-эпопеи К. Битибаевой «Путь Абая» в школе, связанную с новыми подходами. Педагог дифференцирует обучение романа-эпопеи «Путь Абая» с помощью технологии проблемного анализа и анализа образа. Учитель доказывает на практике подачу простых и проблемных вопросов, сравнивая их. Путем предоставления научных трудов и дополнительных материалов человек связывает полученные знания с жизнью. Аргументированными суждениями показан принцип Канипы Битибаевой по раскрытию собственных мыслей и внутренних возможностей. Автор и в данное время определяет значение технологии К. Битибаевой, предлагая применять ее на практике. Особое внимание уделяет научным работам К. Битибаевой, досконально анализирует ее исследования.

Во второй части статьи отражены результаты экспериментальной работы, в которой приняли участие 93 школьника 10-11 классов областной специализированной школы-интерната-гимназии имени Жамбыла г. Усть-Каменогорска Восточно-Казахстанской области и общеобразовательной школы № 9 г. Алтая.

Ключевые слова: обучение по роману-эпопее, проблемное обучение, художественный текст, анализ, национальная ценность.

Introduction

Studying the heritage of the world-known writer Mukhtar Auezov is the largest phenomenon in the history of Kazakh literature and national culture and inculcating it in the minds of the generation is an important task nowadays.

M. Auezov is the scientist who laid the foundation of the national literary science of the twentieth century, a talented writer who raised our national values into the world of universal literature and culture.

Could we recognize Abai and M. Auezov, the great sons of the great steppe sufficiently? What is the level of transmission of “The path of Abai” to the following generations by our older generation?

It is not easy to understand and accept the tonality of each word of M. Auezov's epic “The path of Abai”, it requires a lot of effort. Therefore, the legacy of M. Auezov is of a great importance in the content of education transmitted for the future of our country. Teaching M. Auezov's epic novel “The path of Abai” with an immersion in the consciousness of the younger generation and providing spiritual food for life is our main task.

“The path of Abai” is a great work that introduced the Kazakh nation to the world. Not only the personality of the wise person, as well as the humanist, democrat, the brilliant son of our nation, the classic poet Abai Kunanbayuly is described in this epochal work, but also the half-century history, way of life, customs of the Kazakh nation are pre-

sented in a great way. The main book of Mukhtar Auezov, who glorified the world with his name, left his artistic signature in the world literature. The epic novel is relevant at all times when the eternal theme was touched upon, for many centuries it remains a treasure trove of love and spiritual nourishment of a person.

Through the epic “The path of Abai” Mukhtar Auezov created an art encyclopedia of Kazakh people. The academician K. Satbayev called the epochal work as the encyclopedia of Kazakh people of the XIX century... (Nurgaliyev, 1987: 39) [1] French scientist L. Aragon wrote that “the epic novel “The path of Abai” is one of the most significant novels of the XX century,” (Nurgaliyev, 1987:4) [1]. The world-famous Kyrgyz writer and M. Auezov’s follower, Sh. Aitmatov highly appreciated this work: “I take it as an invaluable contribution of Kazakh people to the treasure trove of world fiction. The epic novel “The path of Abai” is our fiction and social encyclopedia, it is our words of edification...”, (Nurgaliyev, 1987: 34)[1]

“The epic novel “The path of Abai”, which introduces the name of this outstanding writer to the world, teaches us a lot of things. Such works have their own qualities that are immortal forever. Whenever you read them, they sound in a new way. It adds thoughts to your mind, enriches your feelings, your understanding. His characters seem to be your contemporaries. It reflects what you think, exactly expresses what you care about. These signs also indicate that Abai’s works are immortal forever,” says academician S. Kirabayev (Kirabayev, 1992: 261) [2].

One of the researchers of M. Auezov’s works, the writer and the scientist as well, T. Zhurtbay said: “The very life and creative way of Auezov is a real phenomenon in the spiritual development of Kazakh culture. It requires many-sided and comprehensive research” (Zhurtbay, 2003: 18) [3].

Research materials and methods

The research work examines Kanipa Bitibaeva’s methodology of teaching the works of M. Auezov at school, as well as the methods of teaching the epic novel “The path of Abai”. In teaching the epic novel “The path of Abai” by M. Auezov, the technology of Kanipa Bitibaeva “Give food for thought, make yourself think, think hard” is used. The innovative technology of teaching Auezov’s works by K. O. Bitibaeva is comprehensively analyzed, the methods of teaching the epic novel “The path of Abai” to school children are given.

In the process of studying the technology of teaching M. Auezov’s epic “The path of Abai”, the principles of compilation, description, personalization, comparison, and analysis methods were used.

The questions “How to teach the creativity of M. Auezov? How to convey his thoughts to young people?” bother every literary teacher.

The works of M. Auezov were included into the school curriculum in the early 1940s. The problem of teaching methods of the writer’s works began to be studied since the 1950s.

The scientist K. Tasbulatov, who first studied the teaching of M. Auezov’s works at school, defended his PhD thesis in 1970. In the work of the scientist “Ways to increase the cognitive activity of students in literature lessons” (Almaty, 1974), the issues of teaching M. Auezov’s epic novel “The path of Abai” are considered.

While introducing M. Auezov’s legacy to the younger generation in the field of education, we emphasize the viability of K. Bitibaeva’s in-depth program and technology today. Therefore, teaching a voluminous epic novel “The path of Abai” by the great writer M. Auezov requires sophistication, innovation and research at every stage.

K. Bitibaeva’s technology is an innovative technology that can withstand the requirements of modern education in the conditions of globalization. The new technology of the teacher, the methodology of teaching literature is a guide for teachers in every region of our state. The new technology of K. Bitibaeva allows the student to bring the acquired knowledge to a creative level, to show a critical attitude to the intended topic, to develop research competencies and to teach “themselves” and “each other”.

The conceptual basis of K. Bitibaeva’s technology is the philosophy of “Give food for thought, make yourself think, think hard”. K. Bitibaeva: “Our technology of “Give food for thought, make yourself think, think hard” is based on the problems of attitude to the student as a subject; creative tasks based on the formation of competencies; development of students’ critical thinking abilities; raising knowledge from the student level to the productive, creative level; disclosure of sources of talent; involvement in the research work”, -proves the value of the teacher’s approach to the conceptual basis of technology (Bitibaeva, 2009: 2) [4].

The pedagogical concept and principle of the technology of “Give food for thought, make yourself think, think hard” reflects the principle of Socrates “Exploring”. Another value lies in the fact that

the philosophy of technology is based on teaching “yourself”, “each other”, freedom, humanism of the great Abai “Love Allah, love Man, love the Truth”. We can see the proof of this in the Figure below.

Another value of the technology “Give food for thought, make yourself think, think hard” is the purposeful orientation of knowledge to the individual, the presentation of the concept of “self –

realization”. There are no any methods of traditional teaching in this technology. Education is carried out by the oppressive search of the individual “student-subject”, through the training of “self”, “each other”. The methodologist – teacher opens the way for the individuals to express their freedom of thought, knowledge through “reading for reading” in his search.

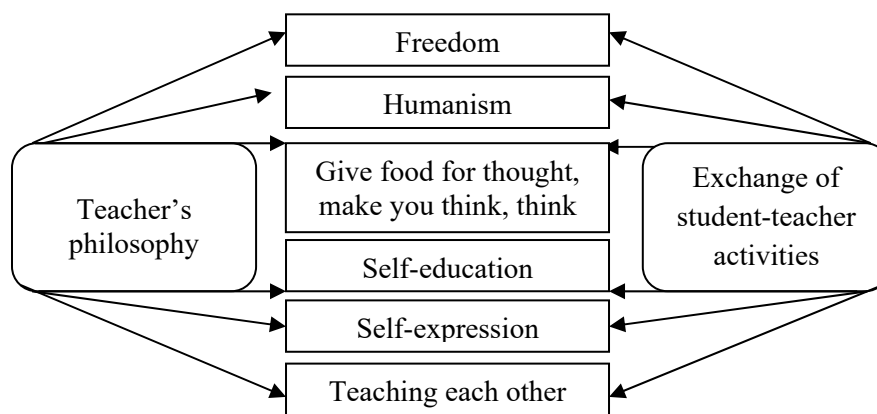


Figure 1 – Teacher's philosophy

“To reflect on the student in the lesson, to reflect on after the lesson, to reflect on the next lesson ...” the organization of such actions is the principle of the teacher's technology. “Give food for thought, make yourself think, think hard” is what all disciplines need. It is impossible to live without thoughts. But there is something special about it – one's own thinking, one's own opinion...” (Bitibaeva, 2009: 116) [4]. The humanism of the teacher lies here, evidence of the manifestation of freedom of thought in the classroom. “Every child is different. This is a person who is not similar to others, whether it is psychological, ideological and educational fact. The analysis should be carried out, first of all based on the personal opinion of this “individual” ...”, says the teacher. Students come to the lessons with a creative, research search to express their point of view, prove their point of view, find a solution by brainstorming questions that motivate them or set a problem with the help of pre-set tasks. The effectiveness of problem analysis organized in the lesson plays an important role in increasing the cognitive ability of students, improve their mental activity, opens wide opportunities for independent searches and is useful as the main way of developing self-education. Problem analysis requires an accurate search for the

problem underlying this work and the development of specific problematic issues. (Bitibaeva, 1997: 68) [5].

The level of research

The first research articles devoted to the teaching of Mukhtar Auezov's works at school were published in 1987 in the collection “M. Auezov's pedagogical, psychological vision and methods of teaching his work in a secondary school”. The collection contains articles by A. Taizhanov, S. Kaliev, K. Zharykbaev, M. Myrzakhmetovich, B. Smanov, K. Tasbulatov, A. Dayyrov, T. Zhumazhanov, K. Ibraev, L. Aueshev, S. Tileshov, R. Kutkozhin, B. Alkhunov, etc. In this article, new questions taken to the object of research on the problem of Auezov studies are considered (Pedagogical, psychological attitude of M. Auezov, 1987: 6) [6].

The collection presents teaching methods, ways of mastering M. Auezov studies at school. Scientists tried to find an answer to the question “How to teach Auezov's creativity to the younger generation?” Looking at this, it can be seen that the problem of teaching M. Auezov's creativity excite methodologists and teachers of this time. It can also

be noted that it's the first auxiliary tool turned out to be very effective for school teachers.

Among the works based on the best practices of teaching M. Auezov's legacy at school, scientist G. Kurmanbayeva in her article "Presentation of the great heritage to students" emphasizes the importance of auxiliary tools written by K. Tasbulatov and K. Bitibaeva for teachers. For example: "... these two works reflect the level of teaching the life and creative activity of M. Auezov in the schools of our republic since the 60s and are considered to be invaluable methodological guide.

The difference between them lies in the way of learning: K. Tasbulatov analyzes the novel from this point of view: "the development of cognitive creative play, increasing the activity of students", which developed in the school practice of the 60s and 70s. The work of K. Bitibaeva, guided by the ideas of "efficiency", is recognized as the most advanced way of teaching in the 70-90s, developed a system of M. Auezov's manifestation to students" (Kurmanbayeva, 1997: 96) [7].

"In order to convey to the heart, consciousness of the student Auezov's internationally recognizable tone, Auezov's mastery with its natural tonality, the existing truce, requires a deep thoughtful search, mastery," notes methodologist teacher K. Bitibaeva, emphasizing that teaching M. Auezov's legacy requires professional skill, new searches (Bitibaeva, 1994: 3) [8].

Bitibaeva Kanipa Omargalievna has written many works on the methodology and technology of teaching literature at school. She wrote two books about teaching Abai's works and three books about teaching Auezov's creativity. These works are the first fundamental studies of the creative activity of great people in our country.

Kanipa Omargalievna is a teacher who has formed a broad, different system of teaching literature in Kazakh schools. She paid special attention to the problem of in-depth study of literature and looked for its effective ways. The methodologist and teacher proposed a methodology for teaching literature and developed an innovative technology, combining experience and methodology. She developed and laid the foundations of a training program for Kazakh literature as a part of the world literature and culture. This literary outstanding personality has created methods and techniques for in-depth study of the works of the sages at school, contributing to the assimilation in the minds of students of the eternal noble heritage of Abai and M. Auezov left for the mankind. A group of

representatives of the literature of the modern period wrote a textbook in 3 volumes "teaching literature of the modern period". Previously it was not included in the school curriculum. A method of teaching the creativity of outstanding representatives of modern Kazakh literature from the 1960s to the 2000s was developed for teachers and students of the secondary school.

Having studied the works of M. Auezov, having seen the difficulties of studying it by her students from her own experience the teacher K. Bitibaeva develops an in-depth training program.

She started to implement this program in classes that opened in 1991 and were taught according to her author's program.

Therefore, in 1994 she wrote a textbook "Teaching the works of M. Auezov" and in 2002 another textbook "Teaching the works of M. Auezov at school".

The author developed a training program for the epic novel "The path of Abai, starting from the junior classes, and offered students new ways and methods of improving knowledge through collective learning. The most important innovation of the program and the textbook is to present a new technology for assimilation of the epic novel, indicating the ways of introducing and teaching the novel "The path of Abai" to junior classes.

K. Bitibaeva offers effective ways and methods of studying the epic "The path of Abai", a complex work of the writer in her in-depth program. This is what the scientist F. Orazbayeva says:

"having created a program of comprehensive teaching Auezov's works to the pupils of 5-11 grades, the teacher clarified the problem of teaching stories, dramas and epics written by the great writer in a systematic way".

This book about teaching M. Auezov's creativity at school is a scientific and pedagogical work that promotes deep knowledge of literature, knowledge and study of the great writer, "determines the effectiveness of the program (Orazbayeva, 2005: 10) [9]. The scientist emphasizes the skill of a methodologist teacher in developing a holistic program of teaching M. Auezov's creativity from 5th to 11th grade. His analyzing the writer's creativity is a scientific and pedagogical work that contributes to the improving of students' knowledge.

During the lesson it is a tradition to use the opportunity of each student and get used to research work with the principle "I am a researcher", leading students to cognitive and creative work.

The updated program consistently maintains the spiral principle of designing the content of the discipline. This issue was deeply studied and recognized for its novelty in the scientific research of Kanipa Omargalievna Bitibaeva.

New research, innovative methods and techniques in the technology of K. Bitibaeva create a system of tasks aimed at developing a competent person. Well-designed tasks in the teacher's technology are valued for their novelty. The tasks are valuable because they open the way for the students to maintain new discoveries outside the text book.

Nowadays the set of tasks created and proposed by the teacher corresponds to the purpose of the tasks of the International Program for the Assessment of Student Competences (PISA).

This program offers a sample set of tasks that open the way for an individual to discover personal traits, to learn through own research, to be able to combine the acquired knowledge with life and to show creative abilities. As we have already seen in the above-mentioned works of the teacher, no matter what the task is given, the very occurrence of a problem situation involves revealing the skills of a person to use his life experience in everyday lessons. The results of the tasks proposed by the teacher are not only sought and solved in the textbook, but also stimulate the student's functional literacy in his thoughts, critical views, decisions, and connection with life. The system of tasks that lead the student to research work and search is of a great importance today, not only within one subject.

In this regard, according to A.V. Khutorskoy: "the organization of simultaneous education of students according to their requirements and according to different trajectories, planning is the activity of a teacher at a creative level, the teacher that knows the principles of randomness of the educational environment" (Khutorskoy, 2002: 7) [10]. If we turn to the scientist's reasoning in this opinion, it becomes clear that the creative search itself is caused by the work of the teacher, and during the course of the lesson, the teacher needs skills in organizing and guiding. Kanipa Omargalievna Bitibaeva is a methodologist who is well aware of these requirements. The teacher created an in-depth program with the aim of teaching literature as a mirror of the world culture and civilization with the aim of providing comprehensive knowledge of foreign literature. Scientific research is like a mirror of a highly-educated and creative teacher who knows well his subject and has got deep knowledge,

The methodologist considers that in order to read and analyze a literary text, it is important at first to arouse the interest of students to the subject. It's very efficient to organize students' work with the text by exploring the character and actions of the hero. In the in-depth program of Kanipa Bitibaeva, the teaching of M. Auezov's epic novel "The path of Abai" as a whole subject, stimulating the student's worldview and mindset, feelings and thinking abilities require the good skills of a teacher. It is clear that the sad fate of the characters in each chapter of the epic affects the student's emotions and feelings. Kanipa Bitibaeva conducts research on the problem of teaching the epic novel "The path of Abai" in the experimental program and provides effective ways of teaching it to the students. For example, the requirements of the knowledge and entrepreneurial spirit of students associated with the in-depth training of M. Auezov under the program. There are several examples of creative work:

1. Be able to select actions that reveal the character of a hero from a literary text.
2. A selection of examples from monologues and dialogues that reveal the character of the hero (Bitibaeva, 2019: 176) [11].

The author, most importantly, guides the development of personal competences of students, guided by the psychological and social side of teaching the epic.

In this regard, the opinion of the scientist B. Smanov can be taken into account: "...it is better to avoid general narration in the footsteps of the textbook, to make it a habit of the teacher to rely on the text itself, to substantiate and clarify the dynamics of the growth of the character of the hero in detail" (Smanov, 2010: 67-68) [12]. The scientist draws attention to the fact that the teacher's skills are important in instilling a sense of the art of speech, fiction in young people's minds, in expanding the literary worldview, in instilling reading skills and creative abilities.

As one proverb says: "Raising a child is an art, an art that is hard, an art that wishes to have a separate science" (Zhumabayev, 1989: 15) [13]. According to M. Zhumabayev, in order to become the owner of "an art that wishes to be the owner of a separate science", a teacher needs to have good skills, improve them.

It is recommended to stimulate the tender and deep emotional twists hidden in the story of the epic novel "The path of Abai" by thinking and pondering questions as follows: "What is the ideological and aesthetic success of M. Auezov?" How did the

fate of “boys” affect you? “Rotten egg trickster, hypocrite Shubar.” By posing a problem, the teacher makes the reader aware of the historical and social situation of the society, of the thoughts and ideas of the writer in the work. The task gives an opportunity to observe other qualities of the students’ souls, such as the ability to accept the fiction work, to share in the fate and inner emotions of the characters in it.

“Freedom” in the technology of K. Bitibaeva is a freedom of thought; freedom of the individual. This is the most important of the principles. It is important to develop a conscious and healthy personality that has his own thoughts, opinions, and is fully developed. Providing the student with appropriate freedom, organizing group work, providing the educational material with important information has a beneficial effect on the internal motivation of the student to learn (Teacher’s Guide, 2016: 5) [14]. In the teacher’s technology such actions as a free expression of students’ thoughts, critical thinking, discussion of ideas, argumentative speech, listening to “each other”, expressing opinions, and forming critical views are carried out. This is the basis for students to engage in free dialogue, that’s a real freedom of thought.

Sh.K. Kurmanbaeva: “the philosophy of teaching literature by a teacher consists of problems of giving food for thought, making someone to think, think hard. The student’s thinking and contemplation are the result of the teacher’s methodology in each lesson. The teacher considers literature as a subject of Science, Art” (Kurmanbaeva, 2014: 6) [15]. Turning to the scientist’s opinion, we can say that K. Bitibaeva’s technology was recognized for its innovation even in its time and did not lose its value in today’s teaching system. We believe that it is the only advanced technology that can meet the requirements of modern teaching technology.

Each lesson of K. Bitibaeva is a productive lesson based on technology, a creative lesson that led to the freedom of thought of the student, a research platform that causes an independent search.

Research results and discussion

The results of the experimental work during the study were determined. In our work, the methodology of teaching M. Auezov’s epic novel “The path of Abai” in a comprehensive school using the technology of K. Bitibaeva’s “Give food for thought, make you think, think” was experimentally proved and the results of the experiment were determined.

The purpose of the experiment on the research problem:

Testing the methodology for determining the initial level of writing activity and raising it to a higher level is based on M. Auezov’s epic novel “The path of Abai”. Using the technology of K. Bitibaeva “Give food for thought, make you think, think hard” is very efficient.

The work of the practical expert was carried out in three stages, which consisted of *determining, forming and summing up the results* of control group and was carried out as follows:

- determination of the purpose and objectives of practical work;
- selection and implementation of diagnostic methods;
- testing the data of the formative experiment;
- processing, summarizing, describing the results of experimental work.

Pedagogical practical and experimental work was carried out with students of 10-11 grades of the regional specialized boarding school-gymnasium named after Zhambyl in Ust-Kamenogorsk, East Kazakhstan region and in secondary School No. 9 in Altai. The experiment was attended by an experimental group (EG – 47 students), a control group (CG-46 students), in total 93 students took part in this work. (Table 1).

The third experimental stage of the research work in the work on *summing up the results* of the control, an after-school survey was conducted to observe changes in the level of knowledge, skills, and abilities of students.

Table 1 – Results of observational practice (survey responses)

№	Question	Yes				no		Don’tknow	
		EG	%	CG	%	EG	CG	EG	CG
1	Did you like using new techniques in class?	45	96	31	67		5	2	10
2	Did you agree with students’ self-assessment ability?	42	89	27	58		8	5	11
3	Did you work effectively in the group?	43	91	33	70	-	3	4	10
4	Did you like asking questions, discussing, talking?	40	85	25	54	2	6	5	15
5	Do you want such lessons to be held in future?	46	97	34	70	-	1	1	11

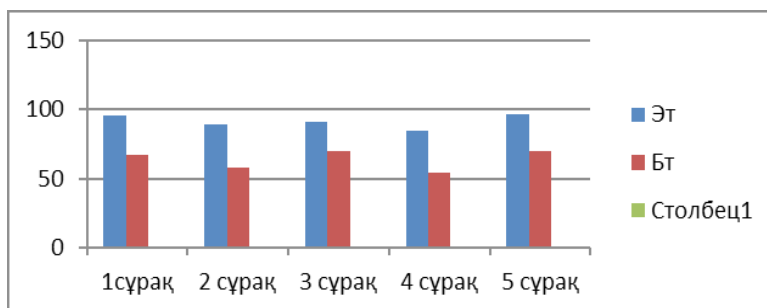


Figure 2 – conclusion of the experimental work

Following the results of the survey, we noticed that the use of K. Bitibaeva's technology "Give food for thought, make you think, think hard" had a positive effect on students. The types of written works in the creative direction aroused the interest of students. All the difficulties in conducting research conversations were identified in the students. Therefore, the level and transformation of creative works in the field of research was taken into account.

As a result of theoretical studies and experimental results, the following conclusions and recommendations can be made: K. Bitibaeva's technology "Give food for thought, make yourself think, think hard", teaching methodology, model of creative tasks and special course program conducted during the experiment contribute to the acquisition of knowledge by a person through his own search, bringing the acquired knowledge to a creative level, applying it in any environment.

Conclusion

The teacher's three works on teaching Auezov's creativity at school are the first works dedicated to teaching the great writer's work as a whole, because the authors in earlier times considered the writer's

legacy in the context of separate topics in teaching... if we look at the scientific works of Kanipa Omargalievna, in a matter of hours she conducted a new search on the problem of teaching the epic novel in such a way that it would bring results to the students.

K. Bitibaeva's book "How to analyze the epic novel as a whole, find solutions to the problems that lie along its path, and writing a book" "How to analyze the epic?" in a time when our national values are being glorified and promoted will become a very important educational tool for teaching students the art of speech, enriching the spiritual world and attracting readers. «...the best experience of K. Bitibaeva is important for teaching a conscious and healthy person who has his own thoughts, his own opinion, and is highly developed.

It's quite obvious that in any state, in any well-educated society attracting young people to the art of speech and reading is an urgent problem. The experience and pedagogical works of Kanipa Bitibaeva in solving this problem are an invaluable treasure for the teachers' community. It's our task to turn to the innovative technology of the teacher in educating the younger generation, not only in teaching and learning, but also in inserting values...

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