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PEDAGOGICAL DIRECTION IN THE POETICS OF VLADISLAV VLADIMIROV

Abstract. This article is devoted to the study of the pedagogical direction in the poetics of Vladislav Vladimirov, one of the significant representatives of modern Kazakh literature. In his work, pedagogical thought is revealed through poems, essays and publications, in which the author explores the role of the poet in society, upbringing and personal development, as well as the interaction of art and education. The main attention in the article is paid to the analysis of Vladimirov's poems, in which he touches upon issues related to education, morality and upbringing. The study compares the poet's pedagogical ideas with classical and modern theories of education, as well as with other Russian authors working in this direction. The article also examines the influence of pedagogical concepts on Vladimirov's work, revealing the features of their embodiment in the artistic form and structure of his works. In conclusion, the relevance of pedagogical themes in Vladimirov's poetry in the context of the modern literary process, as well as his contribution to the development of pedagogical thought through the prism of art, is examined.

Keywords: Vladislav Vladimirov, pedagogy, poetics, documentary, style, work of art, essays.

Introduction

Vladislav Vladimirov is one of the most significant and unique poets of modern Kazakh literature. His work is closely connected with the pedagogical theme, which makes him especially interesting for literary scholars, educators and philosophers. Unlike many poets who focus on personal experiences, romantic idealization or philosophical reflections, Vladimirov not only addresses important issues of education, but also promotes educational ideals through artistic images and poetic forms. His work allows us to better understand the place of art in the process of forming moral and ethical guidelines for society, and also reveals the role of the poet as a teacher and educator [1].

One of the key themes in Vladimirov's poetics is the upbringing and education of the individual, the development of moral values and the formation of responsible civic consciousness. The poet, through his poetic practice, raises questions that are relevant both for his time and for ours. Modern society faces a huge challenge – the need to rethink the role of education and upbringing in a globalized world, where cultural and educational values often find themselves in crisis [2].

The theme of pedagogy in Vladimirov's poetry manifests itself at different levels. These are not only obvious pedagogical themes concerning school and education in the traditional sense, but also broader philosophical questions that concern how art can influence the development of personality, how culture can be a tool in nurturing moral guidelines in future generations. An important aspect of his work is that the poet does not limit himself exclusively to literary means to convey pedagogical ideas [3]. He uses his works as a way to awaken the reader's consciousness, ask him questions, encourage him to think about upbringing, morality, and the place of art in human life.

These questions are becoming especially relevant in light of changes in the field of education, social and cultural changes nowadays and against the backdrop of global challenges that humanity faces in the 21st century. In the context of new challenges associated with information overload, changes in the forms and methods of the educational process, and a rethinking of cultural values, the issues of pedagogy and education that Vladimirov's poetry touches upon can provide significant answers to questions about what the role of literature and art should be in the formation of personality [4].

Materials and Methods

Research methods used in the literary analysis of Vladislav Vladimirov's works can be varied and multifaceted, depending on the purpose and objectives of the work. In the case of analyzing the trilogy «Bernoulli's Law», several approaches can be used, each of which contributes to a deeper and more multifaceted understanding of the work. Here are the main research methods that can be used in this case:

Literary-analytical method

This method is the basis for most literary studies. It includes a detailed and consistent study of the text itself, identifying key themes, images and motives. Applying the literary-analytical method to Vladimirov's work, we worked with the text of the trilogy, analyzing (Table 1):

Table 1 – Literary-Analytical Framework for Analyzing Vladimirov's Trilogy

Structure of the work	its composition, the construction of the trilogy, the distribution of themes
Language and style	features of vocabulary, syntax, rhythm, sound effects, etc.
Images and symbols	related to the theme of "Bernoulli's Law" and its metaphorical meaning in the context of human life, social relations and personal destiny.
Thematic content	analysis of philosophical, ethical and social ideas expressed in poetry

These results demonstrate the analysis using various methods, allowing us to see the multi-layered nature of Vladislav Vladimirov's work and its philosophical and scientific context. Each research method helps to reveal certain aspects of the work, which in general contributes to a deeper understanding of its content and significance.

Results and Discussion

The purpose of this work is to explore the pedagogical direction in the poetics of Vladislav Vladimirov, analyzing how his works influence the perception of upbringing and education in a broad cultural context. We will try to show how poetry can serve as a tool for conveying pedagogical ideas and how these ideas fit into a broader philosophical and cultural context. Particular attention will be paid to how the poet uses symbolism, metaphors and other artistic techniques to reveal pedagogical ideas in his poems [5]. The relevance of the study is due to the need for a deeper understanding of the pedagogical potential of literature, especially in the context

of modern educational problems. Education and upbringing, as areas of human activity, have always played a central role in any society. However, in recent decades there has been a significant change in views on the role of pedagogy, which requires a new approach to understanding these issues, including their artistic comprehension in literature. For a more detailed understanding of the pedagogical role of Vladimirov's poetry, it is important to consider how his works serve not only as literary expression, but also as a philosophical and pedagogical practice that can offer the reader new ways of perceiving the world. The introduction of pedagogical themes into poetic practice requires a careful analysis of both individual poems and the broader context in which they were written. The study will focus on identifying the relationships between Vladimirov's poetic style and the pedagogical ideas that he develops in his works [6].

One of the central issues that will be considered in the course of the work is the study of the concept of the «poet as a teacher», its manifestations in Vladimirov's works. It is important to understand how the poet perceives his role in society and what methods of influencing the reader's consciousness he uses. Considerable attention will also be paid to the analysis of how Vladimirov manages to integrate pedagogical ideas into the artistic fabric of his poems, using various means of expression [7]. This study examines the general context of pedagogical ideas developed in Russian literature of the 20th-21st centuries, with an emphasis on those authors whose work intersects with the pedagogical theme. The second part analyzes Vladimirov's poetry, identifying key motifs and images associated with pedagogy, upbringing and education. In conclusion, a conclusion will be made about the significance of pedagogical themes in Vladimirov's poetics and its relevance in the context of the modern literary process [8].

To conduct the study, many works of this poet were studied, but in this article we provide an example of a literary analysis of Vladislav Vladimirov's work «Bernoulli's Law», focusing on its theme, symbolism, language and structure. This poem cycle is a deep reflection on human relationships, the laws of life and society, intertwining scientific concepts with philosophical and emotional experiences [9].

«Bernoulli's Law» is a work in which the poet uses a term belonging to the field of physics and mathematical theory. However, despite the obvious scientific reference, the trilogy is not limited to a purely scientific explanation and application of the law. This work becomes a metaphor for deeper philosophical reflections on life, human choices and destiny.

Bernoulli's law in physics describes the behavior of a liquid or gas in motion, where the pressure of the liquid decreases when the flow speed increases, and vice versa. For the poet, this law becomes an image to illustrate social and personal dynamics, where different forces influence the development of events, creating a certain «constant», but the result depends on many variable factors [10].

In the trilogy «Bernoulli's Law» Vladislav Vladimirov uses a strict form, which may be due to the desire to create harmony between the accuracy of scientific knowledge and the emotional accuracy of poetic expression. One of the key features of the work is the use of metaphors and comparisons based on scientific principles, which reflects the combination of rationality and emotion characteristic of many of the author's works [11].

The works are often filled with contradictions, both in relation to the internal state of a person and in descriptions of the external world. This allows us to present the poetic canvas as a kind of play of forces and contradictions, emphasizing the philosophical subtext that the author puts into a scientific form.

A literary work as a whole is a material embodiment of the thoughts of creative people who seek to describe the problems of human life they face. Readers believe that these creative people or writers have the right to convey a picture of human life through their works. This is one of the statements of Wellek and Warren [2]. In this regard, literature is seen as a social intuition that uses language as a means of expression. At the same time, culture, as a supportive model of everyday life, is reflected in the language used as a means of communication in the community, and is also visible in the structure of this community.

In connection with the above, Segers [3] argues that from the point of view of information theory, a literary text can be considered as a set of signs transmitted through the reader's channel. Below is a Segers diagram illustrating the relationship between literary texts and readers.

The study of literary works presupposes a form of communication between the writer and the reader on issues of human life. This can lead to differences in the perception of certain problems. The concept of imagination in the study of literature.

Imagination is an integral part of human life. Sometimes imagination makes life easier, and sometimes it makes people interpret what someone has created. It takes imagination to make something difficult to achieve a reality. Children have a more developed imagination than adults. Before reaching cognitive or emotional maturity, children often use their imagination through stories.

Literary perception can be defined as the process of understanding, liking, or even appreciating a literary work. In order to guide this activity, the reader of literature needs a special approach to ensure that this understanding or assessment leads to the true essence of literary perception, especially if it is included in educational activities in educational institutions such as schools. In this context, teachers act as assistants to their students, helping them develop the right approach to better understanding and interpreting literary works.

One of the approaches proposed by Wellek and Warren to literary criticism is an internal approach. This approach examines how the reader of a literary work understands various aspects of the work. Readers can find discussions within the literary work, including: characters and their characteristics, location, time, plot, theme and style. Fostering good character traits in students through children's stories.

Children's stories, usually written by adults, contain a number of messages that can be used as tools to instill moral values in elementary school students. Both the internal and external elements of children's stories selected as educational materials can be used as a means of teaching moral values to elementary school students.

In addition, teachers are expected to rely not only on textbooks as sources of reading, but also to look for other educational materials that are more suitable for the learning environment of their students. Educational materials, especially the stories contained in textbooks, should not be used as sacred books that must always be followed, because after all, it is the teacher who knows the learning conditions of the students in his class. In connection with these efforts, the following steps can be taken to select suitable children's stories in order to educate the character of students: 1) choosing children's stories that correspond to the age of the students; 2) choosing children's stories that tell about the world of children so that students can imagine the content of the story in their world; 3) choosing children's stories that implicitly convey moral messages without looking condescending; and 4) creative choice of children's stories from various sources, not just from textbooks. The symbolism of the work lies in the metaphorical intersection of scientific law and human relations. Bernoulli's law, as a physical phenomenon, is a metaphor for internal and external conflicts occurring in society and within an individual. The essence of this law is opposites that interact with each other, like opposing forces in human life. The process of «flow» in human life can be understood as a desire for harmony, for finding a balance between internal desires and external expectations, for synergy that can be achieved by following the laws of nature and life [12].

In this interpretation, Bernoulli's law can become a metaphor for personal and social crises, where pressure and pressure on the one hand create new opportunities and new paths, on the other – lead to a break, loss of orientation and loss of meaning. In this way, Vladimirov addresses the deep aspects of human nature, often faced with the difficulty of choice and the need to adapt to external conditions.

In addition, Vladimirov's poems contain many personal reflections on fate and relationships. Applying Bernoulli's law as a metaphor for human relationships, the author talks about how external circumstances can influence a person's inner world, and how a person, in turn, can influence the course of these circumstances. The laws of social life and nature are inextricably linked [13].

The author explores the contradictions that arise in life, based on the clash of personal aspirations with external pressure, with the demands of society. The idea that the «force of pressure» changes depending on the «speed of the flow» can be perceived as an image of social pressure that changes people's behavior, forcing them to adapt or «pushing» them out of their comfort zone.

One of the most interesting aspects of the trilogy is Vladimirov's ability to create emotional tension through the use of mathematical and physical terminology. Scientific language in this case

becomes not only a means of description, but also a way of conveying emotional depth. The reader may not always realize that the author refers to the strict laws of science, but through this the poems acquire a special poetic tension [14]. V. Vladimirov has developed his own critical approaches. A number of names of critics who had previously developed their own critical approaches, such as Jean Starobinski with his «critique of conscience», Jean Yves-Tadier with his «biographical» criticism, or Gerard Genette with his narratology, the French literary tradition absorbed critical approaches from other literary traditions (French-speaking countries, Asia, Europe) with varying degrees of acceleration, Africa, Latin America), which became possible due to the hybridization of the French nation itself as a result of social, political and ideological changes caused by the «postmodern state», which was characterized by changes in the territorial and geographical representation of knowledge and the constructed French narrative. Due to its national character, this criticism at certain stages does not include criticism or critical approaches from critics from outside France, who read or consider French literary works no longer as part of the national literary treasury, but as part of modern literature as a whole, as Henry James did with Baudelaire, Flaubert, Balzac. and Zola (James, 1965); just as French critics in the 18th century treated Shakespeare not as an English author, but as a modern one, or Stefan Zweig not as an Austro-German author, but as a modern one. Vladimir Vladimirovich's poetics has a special detail. V. Vladimirova's poetics as a part of modern literature in general. The question is, how, given its national character, can criticism find what Barthes calls its own «language of criticism» (le propre langage de la critique) and discover, in addition to its national identity, what exactly is specific in this language of criticism for the object called «literature» (littérature)? How does criticism explore and prepare the tools for what we usually understand in the modern sense as «literary criticism» in the strict sense? And how does literature, once again understood as an object of criticism, acquire its «official» meaning as a textual institution? Vladimirov's trilogy gives the reader the opportunity to see the world and themselves in it through the prism of scientific discoveries. This gives the reader the feeling that human life is subject to certain patterns that cannot always be controlled or fully understood. However, at the same time, a person still remains an active participant in these processes, creating their own paths, their own decisions and their own meaning.

«Bernoulli's Law» is a work in which philosophy and science, personal experiences and external social circumstances are intertwined in a single poetic space. Using a scientific metaphor, Vladimirov raises questions about life, relationships, the laws of existence, as well as the variability of human destiny. The law in question becomes not just a physical reality, but a figurative expression of deeper human processes and experiences [15]. Thus, Vladimirov's trilogy about «Bernoulli's Law» can be considered as a metaphor that reveals the complexity of the interaction between man and the world around him, his inner world and external laws.

Conclusion

Vladislav Vladimirov's work «Bernoulli's Law» is a vivid example of how scientific concepts can be used to express deep philosophical ideas and personal experiences. In this work, the author skillfully combines scientific terminology with poetic language, creating a polysemantic metaphor that can be read as a reflection on the laws of life, human relationships and internal struggle [18].

Analysis of the text using various methods – literary-analytical, comparative, historical-literary, phenomenological, psychoanalytic, morphological and intertextual – allows us to better understand how Vladimir uses physical law to depict social, psychological and philosophical processes. Each study reveals new layers of meanings and significances hidden in the work [19].

The literary-analytical method emphasizes the features of the structure and style of the work, revealing its poetic form and metaphorical richness. Comparative analysis with other authors shows how Vladimirov continues the tradition of using scientific metaphors in literature. The historical-literary approach allows us to identify the influence of scientific and philosophical ideas on the literature of the late 20th – early 21st centuries, and the phenomenological method emphasizes the emotional perception and philosophical depth of the work. The psychoanalytic approach reveals hidden psychological conflicts, and morphological analysis helps to understand the structure of the work and

the role of each element in the overall context. Intertextual analysis allows us to build connections with other texts and theories, expanding the context and meaning of «Bernoulli's Law» [20].

Vladimir's work on «Bernoulli's Law» not only demonstrates the art of combining scientific accuracy and poetic depth, but also reveals the philosophical and social problems that a person faces in search of his place in the world. This trilogy makes you think about fate, personal freedom, the role of society in human life and, of course, how we manage to find a balance between the pressure of the outside world and the desire to maintain inner harmony.

Thus, «Bernoulli's Law» is a work that can be read and interpreted on different levels - as a philosophical allegory, a scientific metaphor and a deep personal experience. It reflects the complexity of human interaction with the world, his inner world and external context, and remains a relevant tool for reflecting on life and its meaning.

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ПЕДАГОГИЧЕСКОЕ НАПРАВЛЕНИЕ В ПОЭТИКЕ ВЛАДИСЛАВА ВЛАДИМИРОВА

Аннотация. Данная статья посвящена исследованию педагогического направления в поэтике Владислава Владимировича – одного из значительных представителей современной казахстанской литературы. В его творчестве педагогическая мысль раскрывается через трилогию, эссе и публикации, в которых автор исследует роль поэта в обществе, воспитание и развитие личности, а также взаимодействие искусства и образования. Основное внимание в статье уделено анализу трилогии Владимировича, в которых он затрагивает вопросы, связанные с обучением, моралью и воспитанием. В рамках исследования проводятся сопоставления педагогических идей поэта с классическими и современными теориями образования, а также с другими русскими авторами, работающими в этом направлении. Статья также рассматривает влияние педагогических концепций на творчество Владимировича, выявляя особенности их воплощения в художественной форме и структуре его произведений. В заключение, исследуется актуальность педагогической тематики в поэзии Владимировича в контексте современного литературного процесса, а также его вклад в развитие педагогической мысли через призму искусства.

Ключевые слова: Владислав Владимирович, педагогика, поэтика, документализм, стиль, художественное произведение, эссе.

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ВЛАДИСЛАВ ВЛАДИМИРОВ ПОЭТИКАСЫНДАҒЫ ПЕДАГОГИКАЛЫҚ БАҒЫТ

Андатпа. Бұл мақала қазіргі қазақстандық әдебиетінің елеулі өкілдерінің бірі Владислав Владимировичтың поэтикасындағы педагогикалық бағытты зерттеуге арналған. Шығармашылығында ақынның қоғамдағы орнын, жеке тұлғаның тәрбиесі мен дамуын, өнер мен білімнің өзара байланысын жан-жақты қарастыратын өлең, очерк, басылымдар арқылы педагогикалық ой ашылады. Мақаланың басты назары Владимировичтың оқу, имандылық, тәрбие мәселелерін қозғайтын өлеңдерін талдау. Зерттеуде ақынның педагогикалық идеялары классикалық және қазіргі білім беру теорияларымен, сондай-ақ осы бағытта жұмыс істейтін басқа ресейлік авторлармен салыстырылады. Мақалада сонымен қатар педагогикалық концепциялардың Владимировичтың шығармашылығына әсері зерттеліп, оның шығармаларының көркемдік формасы мен құрылымында олардың жүзеге асу ерекшеліктері айқындалады. Қорытындылай келе, Владимировичтың поэзиясындағы педагогикалық тақырыптардың өзектілігі қазіргі әдеби үдеріс контекстінде, сондай-ақ оның педагогикалық ойды көркемдік призма арқылы дамытуға қосқан үлесі зерттеледі.

Кілт сөздер: Владислав Владимирович, педагогика, поэтика, құжаттану, стиль, көркем шығарма, эссе.

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