

ТІЛ ЖӘНЕ ӘДЕБИЕТТІ ОҚЫТУ ӘДІСТЕМЕСІ
METHODOLOGY OF TEACHING LANGUAGE AND LITERATURE

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**THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR TEACHING ZAR
ZAMAN POETRY IN SCHOOL LITERARY EDUCATION**

Abstract. The use of zar zaman poetry in the school literary education system lays certain foundations for its teaching. Therefore, the aim of this study was to identify and scientifically substantiate methodological approaches to studying works of that time by Dulat Babataiuly, Shortanbai Kanaiuly, and Murat Monkeuly. The methodology employed systemic, historical-literary, axiological, competency-based, and hermeneutic approaches. The study utilized an analysis of scientific literature, an analysis of the contents of school textbooks (grades 5, 7, and 8), as well as comparison and interpretation. The object of the study was zar zaman poetry in the content of school literary education within the subject «Kazakh Literature», and the subject of the study was its theoretical and methodological foundations of teaching.

The study revealed the educational potential of zar zaman poetry and the values it embodies, as well as a dynamic increase in the complexity of its study across grades and methodological continuity from the reproductive to the analytical and interpretive-research levels. It was established that the axiological concepts of adamdyq, zaman, and zher/el form the basis of students' historical consciousness and national worldview. Their scientific significance substantiates the theoretical and provides methodological foundations of teaching zar zaman poetry. Their practical significance suggests the use of the results in improving Kazakh literature teaching methods.

Keywords: Zar Zaman poetry, literary education, historical consciousness, national worldview, Kazakh literature.

Introduction

Literary education plays a special role in shaping consciousness. This process begins in school. It is here that historical awareness, values, and an understanding of one's identity are formed. Understanding the historical path of the country in which one was born and grew up is essential for developing patriotic feelings and personal development. Zar zaman poetry is considered one of the most important periods in Kazakh literature [1, 2]. This is a special period in the XIX century, marked by a spiritual crisis and the emergence of a national identity. Therefore, it is reflected in the school curriculum through the study of works from that period. These works reflect the people's pain that was relevant in that century [3]. Introducing history through poems is not simply knowledge, but a means of developing values in students [4].

Contemporary research in Kazakhstan on the zar zaman period speaks to the Kazakh worldview. This includes both the indigenous philosophical subtext and the development of thought in national development [5]. Some studies also identify colonial dependence. The main feature of zar zaman is its influence on subsequent generations the generation that fought for the freedom of the Kazakh people and intellectual distinctiveness [6]. Among the school curriculum and publications on zar zaman, the works of Dulat Babataiuly [7, 8], Shortanbai Kanaiuly, and Murat Monkeuly stand out. Their content influenced Kazakh identity [9] and found its place in the school curriculum.

While zar zaman has found its place in Kazakh literature, the question of how to effectively teach zar zaman poetry in basic schools (grades 5-8) remains open. An interesting question is the theoretical and methodological approach to studying this philosophy, moving from grade to grade

and studying the same subject. As students age, they engage with the curriculum more responsibly. Consciousness and thinking patterns change over the years.

Thus, a research gap arises between the importance of studying zar zaman poetry for developing cognitive interest and the lack of scientific and methodological foundations for this.

The scientific novelty of this study reveals the axiological and methodological complexity of studying zar zaman poetry. This complexity increases with the levels of literary education in schools. Understanding the underlying idea of a work as the basis for mastering a literary text is also important.

The purpose of this study is to scientifically substantiate the theoretical and methodological foundations of teaching zar zaman poetry in literary education for grades 5-8.

To this end, the following research questions were developed:

1. What is the educational and ideological potential of zar zaman poetry in the school literary education system?

2. Which theoretical and methodological approaches are most productive for studying zar zaman poetry in grades 5, 7, and 8 of basic school?

3. How does studying zar zaman poetry contribute to the development of historical consciousness, value orientations, and national worldview in students?

4. What teaching methods and techniques characterize the methodological continuity and complexity of studying zar zaman poetry, taking into account the age characteristics of students?

A scientific contribution can be considered the clarification of the theoretical and methodological foundations for teaching zar zaman poetry in basic school. Also, the substantiation of its educational potential for developing historical awareness and a national worldview was explored.

From a practical perspective, the results can be used to improve methods for teaching Kazakh literature in secondary schools; to develop teaching materials, methodological recommendations, and assignments for studying the poetry of zar zaman; and to develop elective courses, and programs focused on developing historical awareness in schoolchildren.

Methods and Materials

The study methodology was built on the following approaches: examining the phenomenon of zar zaman as a whole, a historical-literary approach, an approach based on human values and the development of competencies, and an interpretation of the meaning of the text.

Having assessed zar zaman as a structure, we examined the continuity and complexity of themes across grades. Using a historical-literary analysis of works, we determined the content of the era and the context of the text. The axiological approach demonstrates what and how texts educate and what food for thought they provide. Most importantly, when studying literary texts, students analyze and synthesize them at their own level of comprehension [10]. The following methods were used in the study:

Of the theoretical methods, we used a content analysis of Kazakh literature textbooks for grades 5, 7, and 8 as the main research corpus. We also conducted a historical and literary analysis of the works Dulat Babataiuly, Shortanbai Kanaiuly, and Murat Monkeuly presented in the «Atamura» textbook for the subject «Kazakh Literature» based on the standard curriculum.

The structure was analyzed by presentation of zhyrau poetry in textbooks (biographical material, theoretical concepts, and assignment system); compared the methodological approach from perception to text analysis.

The above approaches and methods revealed the status of zar zaman poetry in school textbooks and helped substantiate the theoretical and methodological foundations for its teaching in the literary education system of basic schools.

Table 1 shows the educational material selected for the study. These are works by authors of that time, classified by grade, thematic section, genre, and theory. The resulting table serves as the basis for further analysis of the methodology for studying zhyrau poetry in the Kazakh literature curriculum.

Table 1 – Zar zaman poetry in school textbooks

Grade	Section	Author	Work	Genre	Theory
Grade 5	The Source of Upbringing	Dulat Babatayuly	“O, Aktan Zhas, Aktan Zhas...”	<i>Tolgau</i>	<i>Tolgau</i> , Rhetorical Questions
Grade 6	Not Represented	—	—	—	—
Grade 7	The Orator with Ninety Red Tongues (<i>Tolgaуy Toqsan Qyzyl Til</i>)	Shortanbai Kanaiuly	“Zar Zaman”	<i>Tolgaуy</i> (Poetic Reflection)	Anaphora, Epiphora
Grade 8	Fiction and Epic Motif	Murat Monkeuly	“Ush Qiyan”	Poem	Poem
			“Saryarka”	Poem	Poem

Source: compiled by the author based on Kazakh literature textbooks for grades 5-8 (Akpanova A.S. et al., 2017; Aktanova A.S. et al., 2018).

Result and Discussion

The results of the study indicate the potential of Zar Zaman poetry for study in secondary schools. This potential has a historical and national component, which develops the student's personality and helps them define themselves. Having analyzed scientific research, textbooks that offer material for study on this topic, and the works themselves, we determined that zar zaman has both an educational and historical-cognitive character.

The literary text we examined is not only an object of literary analysis but also a means of shaping worldviews.

In the 5th grade, the study of zhyrau poetry is structured in stages: (1) familiarization with biographical material about Dulat Babataiuly. Here, his way of life is emphasized to apply his ideas in a historical and literary context. (2) The work «Oh, Aktan zhas, Aktan zhas...» is presented. The student is introduced to the author's work and its meaning through his personality. The work is structured in the form of rhetorical questions in prose. The author encourages and educates simultaneously. Reflections are made on fate and growing up, responsibility, and life circumstances. These reflections are in the genre of philosophy and an educational context. In addition to the biography and the work, the student is introduced to the concept of «tolgau» (literally, «tolgau»). In the 5th grade, the foundations for perceiving zhyrau poetry in its unity with artistic form, morality, and the national worldview are already laid.

In the 7th grade, the study of zhyrau poetry is structured analytically. As in the 5th grade, the topic begins with biographical material about Shortanbai Kanaiuly.

Then the methodological model becomes more complex. A deeper literary analysis of the text begins. This occurs because the author employs artistic techniques. Lines in the work begin identically (anaphora), and there is repetition at the end of lines (epiphora). This helps students begin to perceive the text by analyzing the author's style. The work «Zar Zaman» speaks of the anxieties and crises of that time and provides an opportunity to immerse themselves in the genre. The process of reading and research begins.

The historical turning point presented in the work through artistic means better conveys the fears of that time and the loss of values. Poetics is combined with worldviews.

The textbooks offer assignments after the work. Having understood the text's historical context, students begin to analyze the artistic devices, genre, and ideas, and are also asked to write an essay. Compared to the 5th grade, which focuses on the tolēau genre and its educational understanding, 7th grade begins with the analytical reading, interpretation, and understanding of zhyrau poetry.

In 8th grade, the study of zhyrau poetry reaches a higher level. As in previous grades, the topic begins with biographical material about Murat Monkeuly. Then, two works are assigned: «Ush Qiyan» and «Saryarqa». While previously students learned to analyze educational material

based on style and genre, now they accurately trace the history associated with the fate of the people and the land. The author's views expand and are aligned with history as folk memory.

Analysis of the works shows that their value potential is revealed through the categories of zher, el, kyony, tarikhi zhad, and otanshyldyk. These predominate in terms of theme. In the *tolgau* «Ush Qiyau», the idea of the loss of land and the destruction of the traditional way of life takes on a philosophical resonance. In «Saryarqa», the motif of native land and a sense of community are reinforced. The content of the works is not about historical events, but about the formation of a value-based perception of the national world. This is why it is so important to study them in the school curriculum.

The textbook includes more analytical tasks: text interpretation and comparative analysis with Kaztugan, Asanqayqy, and Aktamberdi. There are tasks related to geographical and historical features, essay elements, comparative tables, and tasks to identify artistic devices.

As a result, analytical reading transitions to students' research and interpretation.

The gradual transition to a more complex understanding of the material is conceptual in nature. This concept encompasses the understanding of national views, historical memory, and the preservation and development of zar zaman poetry.

For a clearer understanding of the comparison of the curriculum by grade, the data is presented in Table 2.

Table 2 – Dynamics of increasing complexity of studying zhyrau poetry by grade

Grade	Stage of study	Nature of analysis	Theoretical component	Type of learning task	Methodological level
Grade 5	Biography → initial text perception	Ideological and educational analysis	<i>Tolgau</i> , Rhetorical Questions	Answering Questions, Text Comprehension	Reproductive
Grade 7	Biography → genre-poetic analysis	Historical-social and axiological analysis	Anaphora, Epiphora	Analysis, Interpretation, Essay Writing	Analytical
Grade 8	Biography → historical-philosophical interpretation	Conceptual and comparative analysis	<i>Epikalyq saryn</i> (Epic Motif), Intertextual Connections	Research and Comparative Tasks	Interpretive-Research

The school course in Kazakh literature reveals the system of enduring and persistent values of the Kazakh people.

Table 3 shows that in the works of Dulat Babataiuly, Shortanbai Qanayuly, and Murat Monkeuly, value meanings are conveyed through key concepts. These concepts form the layers of ideological content.

In Dulat Babataiuly, these are the ideas of adamdyq, erlik, and the moral development of the individual. Meanings are revealed through rhetorical questions and education. In the poetry of Shortanbai Qanayuly, the concept of zar zaman, as a historical crisis and as a crisis of societal values, becomes dominant. Anaphora, epiphora, and semantic oppositions enhance the content of the work.

In Murat Monkeuly, the concepts of zher, el, kyony, and tarikhi zhad form an artistic model of the national worldview. Toponymic images and recurring constructions in this case serve as means of historical memory and national self-identification.

Based on all of the above, three interconnected levels of the axiological development of zar zaman poetry are identified: personal development, understanding the crisis of values, and the formation of historical-national consciousness.

Table 3 – Axiological dominants and poetic devices in zar zaman works

Author	Work	Key concepts	Poetic devices	Axiological dominant
Dulat Babatayuly	«Oh, Aktan zhas, Aktan zhas...»	Humanity (adamdyk), Heroism (erlik), Orphanhood (zhetimdik), Fate (tagyr)	rhetorical questions, parallelism, repetition	personality education
Shortanbay Kanayuly	“Zar zaman”	Time (zaman), Sorrow (qaigy), Nation (el), Crisis (dagdarys)	anaphora, epiphora, opposition, repetition	crisis of values
Murat Monkeuly	«Ush Qiyan», «Saryarqa»	Land (zher), Nation (el), Homeland (qonys), Historical memory (tarihi zhad)	toponymy, symbolism, repetition	historical memory and national worldview

Having studied the material on this topic, we have put forward a conceptual model for teaching zar zaman poetry in school literary education (Figure 1). It reflects the interconnectedness of the continuity of the content of works, the methods of their study, and the development of students' historical consciousness.

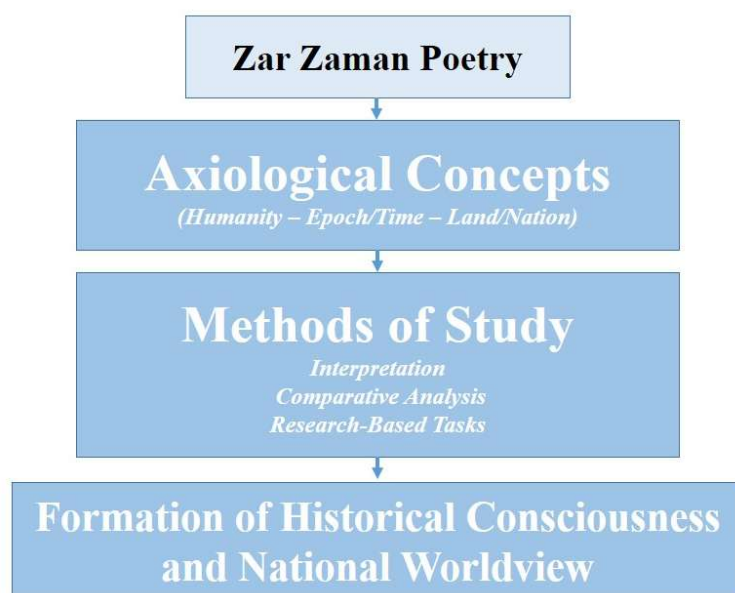


Figure 1 – Conceptual model for teaching zar zaman poetry in school literary education

The results demonstrate that the study of zar zaman poetry requires a combination of a historical-literary approach (understanding the works of the era), an axiological approach (defining the meaning of the text), a hermeneutic approach (interpreting the artistic context), and a competency-based approach (analysis with research assignments). Historical consciousness is truly formed through understanding the concepts of zher, el, konys, and tarikhi zhad in works.

Limitations of the Study

The analysis of school materials and the literary texts presented within them did not involve conducting an experiment. The approaches we identified should be interpreted with caution. It is proposed to conduct experimental testing of the proposed methodological approaches in teaching practice in future studies.

Conclusion

The study on zar zaman poetry in basic school revealed the potential for its application to achieve certain goals. These goals include introducing students to a difficult historical period for their people, developing a view of national identity, and revealing values. An analysis of the content of textbooks for grades 5, 7, and 8, including the works by Dulat Babataiuly, Shortanbai Kanaiuly, and Murat Monkeuly, revealed continuity in this theme. The study did not stop there. Substantive differences were identified, ranging from less to more comprehensive presentation of the topic. The methodological approach also emerged. By grade 8, assignments became more diverse and complex.

The dynamic is such that the study of zar zaman poetry represents a transition from the reproductive mastery of the genre (grade 5) to an analytical level (grade 7) and an interpretative-research level (grade 8). As the material becomes more complex, so does the quality and quantity of assignments for exploring the topic. The study results emphasized that the values espoused by zar zaman poetry are revealed through a system of keywords. These keywords are associated with education, crisis, historical memory, and worldview. Zar Zaman is not only an object of literary study but also a resource for shaping students' value consciousness. The scientific significance of the study substantiates the theoretical and methodological foundations for teaching Zar Zaman poetry in schools. Its practical significance demonstrates the potential for using the identified methodological approaches and principles of continuity in the teaching of Kazakh literature.

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МЕКТЕПТЕГІ ӘДЕБИ БІЛІМ БЕРУ ЖҮЙЕСІНДЕ ЗАР ЗАМАН ПОЭЗИЯСЫН ОҚЫТУДЫҢ ТЕОРИЯЛЫҚ-ӘДІСНАМАЛЫҚ НЕГІЗДЕРІ

Андатпа. Мектептегі әдеби білім беру жүйесінде зар заман поэзиясын қолдану оны оқытудың белгілі бір негіздерін қалайды. Сондықтан, зерттеудің мақсаты Дулат Бабатайұлының, Шортанбай Қанайұлының және Мұрат Мөкеұлының сол кездегі шығармаларын зерттеудің әдіснамалық тәсілдерін анықтау және ғылыми тұрғыдан негіздеу болды. Әдістеде жүйелік, тарихи-әдеби, аксиологиялық, құзыреттілікке негізделген және герменевтикалық тәсілдер қолданылды. Зерттеуде ғылыми әдебиеттерді талдау, мектеп оқулықтарының мазмұнын талдау (5, 7 және 8 сыныптар), сондай-ақ салыстыру және түсіндіру қолданылды. Зерттеудің нысаны «Қазақ әдебиеті» пәні бойынша мектептегі әдеби білім беру мазмұнындағы зар заман поэзиясы және оны оқытудың теориялық және әдіснамалық негіздері болды. Зерттеу нәтижесінде зар заман поэзиясының білім беру әлеуетін және оның құндылықтары анықталды. Сыныптар бойынша зар заман тақырыбын оқытудың күрделену динамикасы және репродуктивті деңгейден аналитикалық, интерпретациялық-зерттеушілік деңгейге дейінгі әдістемелік сабақтастықтың бар екені айқындалды. «Адамдық», «заман», «жер/ел» сияқты аксиологиялық ұғымдары студенттердің тарихи санасы мен ұлттық дүниетанымының негізін құрайтындығы анықталды. Олардың ғылыми маңызы зар заман поэзиясын оқытудың теориялық және әдіснамалық негіздерін негіздейді. Олардың практикалық маңызы нәтижелерді қазақ әдебиетін оқыту әдістерін жетілдіруде пайдалануды көрсетеді.

Тірек сөздер: зар заман поэзиясы, әдеби білім беру, тарихи сана, ұлттық дүниетаным, қазақ әдебиеті.

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ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ПРЕПОДАВАНИЯ ПОЭЗИИ ЗАР ЗАМАН В СИСТЕМЕ ЛИТЕРАТУРНОГО ОБРАЗОВАНИЯ В ШКОЛЕ

Аннотация. Поэзия зар заман в системе школьного литературного образования закладывает определенные мотивы в ее преподавании. Следовательно целью данного исследования было определение и научное обоснование методических подходов к изучению произведений того времени у авторов Дулат Бабатайұлы, Шортанбай Қанайұлы и Мұрат Мөңкеұлы. По методологии был взят системный, историко-литературный, аксиологический, компетентностный и герменевтический подходы. В исследовании применялись анализ научной литературы, анализ содержания школьных учебников (5,7,8 класс), а также сравнение и интерпретация. Объектом исследования выступила поэзия зар заман в содержании школьного литературного образования по предмету «Казахская литература», предметом – теоретико-методологические основы ее преподавания. В результате исследования выявлены образовательный потенциал поэзии зар заман и ценности что она закладывает. Определено наличие динамики усложнения изучения зар заман по классам, и методическая преемственность от репродуктивного к аналитическому и интерпретационно-исследовательскому уровням. Установлено, что аксиологические концепты «адамдық», «заман», «жер/ел» формируют основу исторического сознания и национального мировоззрения обучающихся. Научная значимость обосновывает теоретико-методологические основы преподавания поэзии зар заман. Практическая значимость говорит об использовании результатов при совершенствовании методики преподавания казахской литературы.

Ключевые слова: поэзия зар заман, литературное образование, историческое сознание, национальное мировоззрение, казахская литература.

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DIGITAL TECHNOLOGIES AS A MEANS OF DEVELOPING CRITICAL THINKING AMONG SECONDARY SCHOOL STUDENTS IN ENGLISH AS A FOREIGN LANGUAGE EDUCATION: A THEORETICAL ANALYSIS

Abstract. This study is a theoretical exploration of the role of digital technologies in the development of critical thinking skills in the context of English as a foreign language education among secondary school students. Although there has been a growing interest in the topic of digital tools and their integration in EFL teaching, there is little research that targets learners at secondary school with a focus on the specific context of Kazakhstan. This study addresses the question: What role can digital technologies play in developing critical thinking in secondary EFL classrooms?

A literature review and thematic synthesis of 30 scientific sources, including in-depth analysis of 10 studies examining secondary education. The findings indicate that digital tools including AI-based learning platforms, digital annotation tools and collaborative applications can successfully support higher-order thinking skills when they are implemented with appropriate pedagogical strategies and teacher guidance. However, issues such as digital distraction, superficial engagement, concerns over authenticity and unequal access appear to remain serious challenges.

The study addresses this gap in research by providing a conceptual synthesis relating to secondary EFL education and practical implications for teachers and curriculum developers.

Keywords: digital technologies, critical thinking, higher-order thinking skills, English as a foreign language, foreign language education, secondary school students.

Introduction

Nowadays, critical thinking is one of the most important skills for success in education and life. Critical thinking and the ability to make reasoned judgments are particularly significant for the English as a foreign language context, where learners are not merely required to perform well on