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## **INNOVATIVE AND TECHNOLOGICAL PECULIARITIES OF TEACHING OF CHILDREN'S POETRY OF THE TURKIC NATIONS AT THE BEGINNING OF THE TWENTIETH CENTURY**

**Abstract.** This article considers the innovative and technological features of teaching humanity disciplines, including Kazakh literature, with the orientation of the teaching process in the higher education system to national values at the present time.

The innovative and technological features of innovative teaching of children's poetry of the Turkic nations at the beginning of the twentieth century are studied. It is determined that the core of the children's poetry of the Turkic peoples awakens in modern youth the desire to know the deep history of our roots. In teaching of literature in higher educational institutions, the emphasis on the educational power of artistic works is placed on modern approaches to understanding the meaning of the art of words, fiction in the upbringing of personality in some cases, when in the era of modern globalization the human being is changing, moving away from spirituality.

The article deals with the possibility of dividing classes into several groups, depending on the traditional and non-traditional nature in the modern education system. In the training of philologists, specialists in language and literature in higher vocational education, the following several general didactic principles of teaching literature (consistency and accessibility, activity of teaching literature, etc.) and heuristic methods of teaching, cognitive teaching methods are analyzed.

This article considers the classification of scientists-methodologists' principles in teaching disciplines in the process of education system: 1) methodological principles; 2) scientific principles; 3) psychological principles; 4) individual didactic principles.

Methods of solving creative problems are divided in two groups (logical and heuristic). Features of the classification of heuristic methods of teaching are considered. Classification of cognitive methods of teaching into scientific methods, disciplines, metasubject methods and creative methods of teaching are pointed out.

**Keywords:** Turkic peoples, children's poetry, innovative technologies, didactics, heuristic methods of teaching, cognitive teaching methods.

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## **XX ғасыр басындағы түркі халықтарының балалар поэзиясын оқытудың инновациялық-технологиялық ерекшеліктері**

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**Аңдатпа.** Бұл мақалада қазіргі уақытта жоғары білім беру жүйесінде оқыту үдерісін ұлттық құндылықтарға бағыттау мәселесін, гуманитарлық пәндерді, соның ішінде қазақ әдебиетін оқытудың инновациялық-технологиялық ерекшеліктерін қарастыру көзделген. XX ғасыр басындағы түркі халықтарының балалар поэзиясын инновациялық оқытудың инновациялық-технологиялық ерекшеліктері зерттелген. Түркі халықтарының балалар поэзиясының өзек болуы қазіргі жастардың бойына түп тамырымыздың терең тарихын білуге деген ынталылықты оятатындығы айқындалған. Жоғары оқу орындарында әдебиетті оқытуда көркем шығармалардың тәрбиелік қуатына назар аудару қазіргі жаһандану дәуірінде адам болмысының өзгеріп, руханилықтан алшақтап бара жатқан кейбір жағдайларда сөз өнерінің, көркем әдебиеттің тұлға тәрбиесіндегі мәнін түсінуіне де ықпал ететіндігімен ерекшелентіндігі заманауи тәсілдермен делелденген. Қазіргі оқыту жүйесінде сабақ дәстүрлі және дәстүрлі емес сипатына қарай бірнеше топқа бөліну ерекшеліктері сөз болған. Жоғары кәсіби білім беруде филолог, тіл мен әдебиет мамандарын даярлауда әдебиетті оқытудың мынадай жалпыдидактикалық бірнеше ұстанымдары (жүйелілік және қол жетімділік, әдебиетті оқытудың белсенділігі, т.б.) және эвристикалық оқыту әдістері, когнитивтік оқыту әдістері талданған. Сонымен қатар, әдіскер-ғалымдардың білім беру жүйесіндегі пәндерді оқытудағы ұстанымдары топтастырылған: 1) әдіснамалық ұстанымдар; 2) ғылыми ұстанымдар; 3) психологиялық ұстанымдар; 4) жеке дидактикалық ұстанымдар.

Шығармашылық міндеттерді шешу әдістері екі топқа бөлініп (логикалық және эвристикалық) зерделенген. Оқытудың эвристикалық әдістерінің жіктелуі ерекшеліктері қарастырылған. Оқытудың когнитивтік (танымдық) әдістерінің ғылыми әдістерге, оқу пәндері және метапәндік әдістерге жіктелуі, оқытудың креативтік әдістері сөз етілген.

**Кілт сөздер:** түркі халықтары, балалар поэзиясы, инновациялық-технологиялар, дидактика, эвристикалық оқыту әдістері, когнитивтік оқыту әдістері.

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### **Инновационно-технологические особенности обучения детской поэзии тюркских народов в начале XX века**

**Аннотация.** В данной статье предусмотрено рассмотрение инновационно-технологических особенностей преподавания гуманитарных дисциплин, в том числе казахской литературы, с ориентацией процесса обучения в системе высшего образования на национальные ценности в настоящее время. Исследованы инновационно-технологические особенности инновационного обучения детской поэзии тюркских народов в начале XX века. Определено, что стержень детской поэзии тюркских народов пробуждает у современной молодежи стремление к познанию глубинной истории наших корней. В преподавании литературы в высших учебных заведениях акцент на воспитательную силу художественных произведений сделан на современных подходах к пониманию смысла искусства слова, художественной литературы в воспитании личности в некоторых случаях, когда в эпоху современной глобализации меняется человеческая сущность, отдаляясь от духовности.

Речь идет о возможности разделения занятия на несколько групп в зависимости от традиционного и нетрадиционного характера в современной системе обучения. В подготовке филологов, специалистов по языку и литературе в высшем профессиональном образовании проанализированы следующие несколько общедидактических принципов преподавания литературы (системность и доступность, активность преподавания литературы и др.) и эвристические методы обучения, когнитивные методы обучения.

В данной статье принципы ученых-методистов при обучении дисциплин в системе образования сгруппированы: 1) методические принципы; 2) научные принципы; 3) психологические принципы; 4) индивидуальные дидактические принципы. Методы решения творческих задач делятся на две группы (логические и эвристические). Авторами также рассмотрены особенности классификации эвристических методов обучения.

Кроме того, в данной статье раскрывается классификация когнитивных (познавательных) методов обучения на такие научные методы как дисциплинарные, метапредметные методы и творческие методы обучения.

**Ключевые слова:** тюркские народы, детская поэзия, инновационные технологии, дидактика, эвристические методы обучения, когнитивные методы обучения.

### **Introduction**

Since the independence of the Republic of Kazakhstan, great attention has been paid to the revision of the history, religion, spiritual wealth of the Kazakh people, analysis on their personality from a new point of view. The program “cultural heritage” has been developed for a new analysis of spiritual values that have been passed down from generation to generation for centuries in accordance with today’s requirements. The main goal of this program was to glorify our national culture, systematize and entrust our national and spiritual values to the next generation.

In his article “Independence is more expensive”, the president of the Republic of Kazakhstan – Kassym-Jomart Tokayev stated that “we should be inspired by a sincere sense of patriotism and work together to further strengthen our sacred independence”, and concluded that “not to be separated from our national identity, our native culture and national and spiritual values - this is the only guarantee that all civilization will not be swallowed up in the turmoil” [1]. That is, today special attention is drawn to the need to be inseparable from national identity, to be able to preserve national values.

Currently, the orientation of the educational process in the higher education system to national values is the basis for determining the educational task of teaching humanitarian disciplines, including Kazakh literature. In his address to the people of Kazakhstan “Strategy “Kazakhstan-2050” new political course of the established state”, N.A. Nazarbaev stated, “It is necessary to strengthen the educational component of the educational process. They emphasize patriotism, the norms of morality and reason, interethnic harmony and tolerance, the development of both body and soul, adherence to the law” [2]. The literary literature of the Kazakh people, passing down from our generation to generation, was the basis of generational education for centuries and reflected the reality of each era and defined its own goals and objectives in human education of each era. The educational value of literature originates from the Kulgegin and Tonykök poems written on stone in the ancient Turkic written monuments of ancient times, and continues fulfilling the task of developing the personality of modern Kazakh literature. Taking the children's poetry of the Turkic peoples as the core of the present study instills a desire to know the deep history of our roots in modern youth. The attention to the educational power of works of art in the teaching of literature in higher educational institutions is distinguished by the fact that in some cases, when human nature is changing and moving away from spirituality in the modern era of globalization, it contributes to the understanding of the essence of speech and literature in the education of personality.

### **Research methods**

In the course of the study, we applied the following methods: methods for solving philosophical, psychological and pedagogical, creative tasks, studying and generalizing the results of students of heuristic, cognitive, pedagogical experience; observation, expert comparison, analysis of the results of students' activities, pedagogical experiment, data processing, innovative and technological, didactic, empirical and diagnostic methods.

## Results and discussion

In the modern education system, the content and teaching methods of education are updated, the educational paradigm is aimed at the development of the child's knowledge, skills and abilities in terms of competencies and the implementation of educational activities through cooperative humane education. The introduction of innovative learning technologies in the learning process aimed at the personal development of the child has been proven as the effectiveness of the technological approach to learning in studies conducted in the USA, Great Britain, Russia, etc. In our country, the teaching methodology has been updated and In our country, the teaching methodology has been updated and provides for a new way of working, creative search, activity and interest of students and teachers. This requirement is considered as one of the main positions of higher school pedagogy.

Teaching is the main category of pedagogy, which performs the methodological function of the academic disciplines in the educational system. This is an organized, purposeful and managerial process of interaction between teachers and students, aimed at instilling abilities and skills, forming students' worldview, improving their mental strength and abilities, establishing self-education skills in accordance with the goals set. The basis of teaching is knowledge, abilities and skills.

The theory and methodological principles of teaching in the pedagogical process are based on the didactics of pedagogical science. Didactics is a branch of pedagogical science that studies the theoretical and methodological foundations of education and training. The term “didactics” was first applied by the German scientist V. Reta in the sense of “the art of teaching”. Didactics as a science studies the laws of learning and teaching that operate within a particular discipline. Didactics also analyzes the course of the learning process and the dependencies that create conditions for its outcome. This branch of science determines the planned goal, methods that ensure the implementation of the tasks, forms and means of organizing training. Didactics as a science considers the following issues:

- Why do we teach? (purpose of teaching and education);
- Who do we teach? (subjects of education);
- What are the training requirements? (teaching positions);
- What do we teach? (learning content);
- How do we organize training? (training forms);
- What tools are needed for teaching? (textbooks, technical training tools, program complexes);
- What do we achieve as a result of training? (measures, indicators of educational achievements);
- How can learning outcomes be monitored and evaluated? (control of training results, evaluation methods, diagnostics, monitoring).

If the object of didactics is teaching, then the subject of didactics is the relationship and interaction of teaching and learning. The main functions of didactics are considered to be the implementation of educational, developmental and educational goals in the learning process. The tasks of didactics are defined as the content and explanation of the implementation of the learning process, the development of the organization, improvement of training and the use of new teaching methods, technologies. Modern didactics involves the increase of the educational activity of students, provision of students with the basics of knowledge and the formation of personal competencies as academic achievements. Didactic conclusions and theories in teaching were studied and pedagogically substantiated by L. Zankov, G. Shchukina, L. Halperin, L. Lerner, V. Davydov, V. Onishchuk, M. Zorina. Didactics and methodology are closely related, but they are separate branches of science. Research objectives of methodology and didactics are closely related to each other, but they are not the same.

Didactics considers theoretical problems and rules, patterns in educational processes, while the methods considers specific approaches and techniques used for the direct implementation of these rules and patterns, its effective and qualitative ways. Methodology is a doctrine that considers the totality of these methods from a scientific point of view, that is, it proves the totality of special methods and techniques that it implements in practice through theoretical provisions and is the basis, the basis of the main positions related to these provisions.

Teaching principles are based on the laws in this area, the purpose and significance of teaching and the main direction. In teaching disciplines in the education system, methodologists divide the principles into four groups:

- methodological principles;
- scientific principles;
- psychological principles;
- personal didactic principles.

In the modern teaching system, classes are divided into several groups, depending on their traditional and non-traditional nature. However, the types of classes ordered by one system have not yet been clearly defined.

Teaching specialists are well aware of the fact that the teaching of any subject reaches its goal only if the lesson is properly organized. Therefore, each teacher chooses methods and techniques, teaching methodology that reflect the learning outcomes. Teaching methodology refers to a set of methods and teaching tools used by teachers in order to increase their knowledge in educating students and develop their personal abilities to learn to obtain knowledge. For example, I.F. Kharlamov defines the teaching methodology as “a system of methods of organizing the educational and cognitive activity of teacher and students in order to solve various didactic tasks aimed at mastering educational material” [3, p. 47]. According to Yu.K. Babansky, it is a disciplined interconnected activity of the teacher and students aimed at fulfilling educational tasks. Teaching methods change, improve and become more complete depending on the content of knowledge, the purpose of learning, and the level of students [4, p. 83].

Teaching, the most important element of the pedagogical process that gives higher professional education, is a set of interconnected elements with its own development logic, consistent actions of participants, structure, subordinate principles. It is a very complex multi-dimensional, multicomponent process. The main component of teaching includes teaching, reading, the content of the studied subject, the actions of teacher, the actions of student, the object to be mastered and a student.

Teaching literature in higher vocational education is considered, first of all, in connection with the literary process and the development process of literature by taking into account the novelties in the development of literature and the peculiarities of its general development direction, is grouped according to it and closely related to works of literature of high artistic value. Since literature is a process in continuous development, even the successes of literature in recent years make significant changes to the content of the literature course of the modern period, requiring constant updating and monitoring of curricula. The study of trends in the continuous development of literature in teaching literature courses for future specialists is carried out at lectures, practical, special courses and special seminars. These types of classes occupy an important place in the formation of theoretical knowledge, artistic and aesthetic taste in art and literature, methodological qualifications of future specialists. Therefore, in the teaching of novels in high school, attention is drawn to the subject didactics, one of the branches of the pedagogical scientist, which determines the content of teaching individual subjects, teaching methods and organization forms.

With a view to understanding the essence and nature of higher school education, it is necessary to know the units that make up the process. If the teaching process is a joint two-way action of the teacher and the learner, then this activity aims to master a certain subject, that is, to

obtain the knowledge content of this subject. These three units of the educational process determine its external aspect.

The main issue is its internal movement, that is, the disclosure of the inner essence of teaching. If the main goal of teaching is a comprehensive education of an individual in accordance to the needs and requirements of society, I.Ya. Lerner attributes the following elements to its content: knowledge; the method of the practiced action; creative experience; emotional-valuable relationship to the object to be mastered [5, p. 71]. Scientist T. Sabyrov describes the features of the educational process in modern higher education as following: “high level of theoretical level of scientific knowledge provided to students; expansion of profiles of training specialists; implementation of integration of educational activities; extensive use of teaching methods that are close to the methods of scientific research, which increase the independent creative activity of students” [6, p. 39]. The acquisition of knowledge and skills by student goes through at the representative and productive (creative) levels. At the reproductive level, student understands and accepts facts, tries to remember and develop it. At the productive level, he goes through the stages of orientation, performance and verification-systematization, that is, the acquisition of knowledge, its application in practice, the search are of a creative nature. In this regard, we can say that the educational process is a series of educational situations the cognitive core of which is an educational and cognitive goal. The content of teaching is a joint activity of a teacher and a student who resort to various methods of achieving the goal.

In higher vocational education, the training of philologists, language and literature specialists is guided by the following general-methodical principles of teaching literature: 1) scientific principles; 2) consistency and planning of teaching; 3) development of teaching activeness; 4) accessibility of teaching; 5) integration of interdisciplinary connection and content integration; 6) visibility principle of teaching; 7) educational principles of learning, etc.

The scientific approach to education provides the opportunity to determine the general laws of the subject and arms students with scientific definitions, concepts, terms and data in accordance with the content of education and educational material specified in science taking into account the age characteristics of learners and the purpose of socialization. This principle of didactics focuses on finding a solution to the following problems: it can be the basis for proving the scientific content of the subject, makes it possible to stabilize the connection of research with scientific assumptions, to determine scientific features, level, amount, etc. and to give a methodological assessment of the content of the study subject. Therefore, the scientific level occupies an important place in higher education as a criterion for assessing the significance of scientific theory and facts. For example, at universities, along with education, students begin their first steps on the path of science, i.e. research, under the guidance of teachers. At the same time, independent work of students such as writing reports, making abstracts from educational and methodological, scientific, critical works, making reports at student scientific conferences, term and diploma works are of great importance. If teacher conducts these types of work responsibly and systematically, a positive result will be obtained. According to the principles of consistency and accessibility, when teaching literature courses to students, it is necessary to provide time for the presentation of the work, as well as to conduct a deep analysis and interpretation of its ideological content and the system of images, artistic and aesthetic value. In most cases, there are situations when students are limited to reading its content in textbooks, literary criticism and storytelling without reading the fiction work itself. Along with the literary knowledge of future specialists, these situations contribute to the superficial formation of their skills and ability to analyze artistic creativity and prevent the opportunity to penetrate to the depth of literary creativity. These laws are implemented under the guidance of strict requirements of teaching in a systematic and planned manner and accessibility of taught literary texts.

The activeness principle of teaching literature is the basis for the development of students' creative abilities and the expansion of cognitive processes. This principle increases the responsibility of teacher in the organization of the educational activity. The main objectives of working on literary work is to motivate student to read literary works with enthusiasm, to train him to give his own assessment to the characters depicted in them, to lead him to the sophistication to recognize, compare and choose the direction taken by the writer, the idea and the artistic level of the work.

On the basis of the educational principle of teaching in the higher school, attention is drawn to mastering the national spiritual and cultural heritage in mutual continuity with scientific achievements. The nature, behavior, knowledge, customs and attitudes of each nation are reflected in the literature of that country. Literature, which studies human life and society in an artistic way, is the highest of world sciences. Therefore, in order to become an individual and a specialist in accordance with a civilized society, it is necessary to have a special enthusiasm and interest in literature, which allows to delve into the multifaceted secrets of the art of speech.

In the teaching of literature, along with the above-mentioned general didactic principles, it is also important to be guided by the developing teaching principles associated with the paradigm of modern education. The principles of professional orientation in literary education, professional participation, anthropocentricity in literary education, conceptual, creativity, result-oriented learning, mastering and accounting for the achievements of pedagogy and scientific and technological progress have their own character in the training of specialists in higher vocational institutions. For instance, the formation and development of professional competencies of students on the principle of professional orientation is becoming a priority in the theory and practice of modern education and upbringing. In accordance with the requirements of the age of information technology in modern educational conditions, information-competences the formation of which is related to the professional qualifications and competences necessary for the effective performance of tasks that contribute to the improvement of the professional training process and the quality of education of students have been pointed out by academician A.K. Kusayinov:

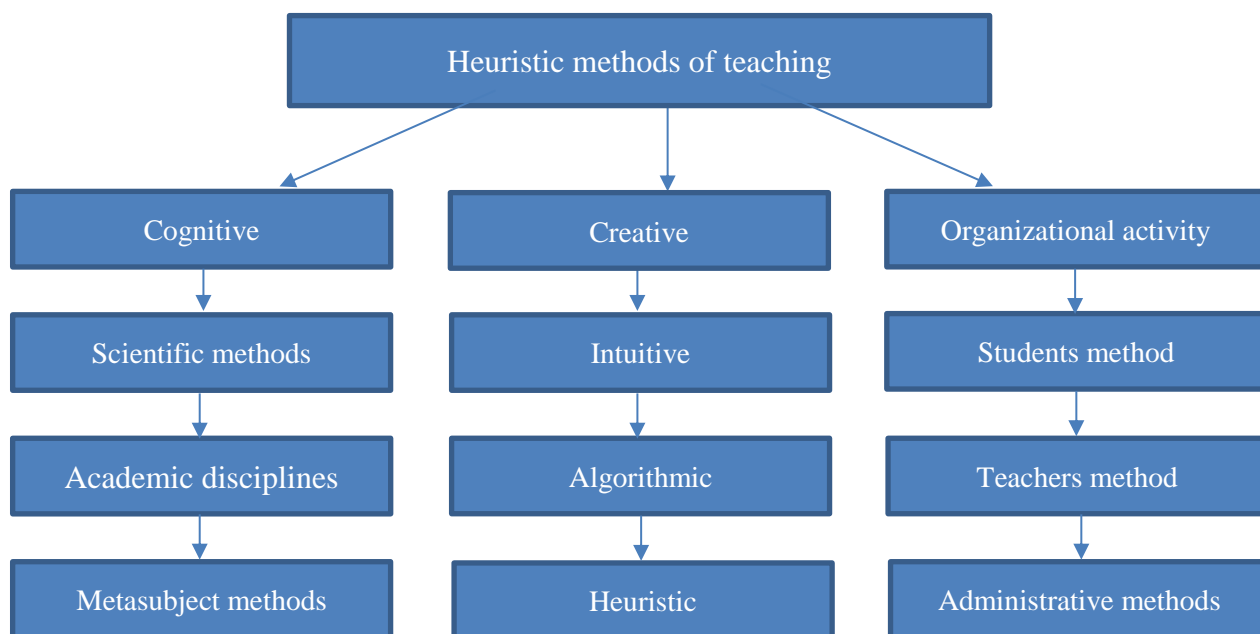
- Making cognitive decisions based on critically proposed information;
- Independent goal setting and its justification, planning and implementation of cognitive activities to achieve the goal;
- Setting a goal independently and justifying it, planning and implementing educational activities to achieve the goal;
- Independent discovery, analysis, selection, transformation, storage, transformation and transportation of information, including with the help of modern information and communication technologies;
- Application of logical operations (analysis, summation, generalization, structuring, direct and indirect proof, modeling, systematization of materials) sit and process information;
- the use of information to plan and implement one's educational activities [7, p. 126].

Ya. Komensky recommends that teachers take into account that “students should not only remember what others have observed and explained, but also study and learn the subject themselves” when teaching their students. Russian pedagogue K.D. Ushinsky and German pedagogue A. Distverger claim that they used elements of the Socratic method and the heuristic method in their didactic systems. The classic of domestic pedagogic science P.F. Kaptelev identified three forms of education for the future generation: dogmatic, analytical and genetic: the last form is divided into two: Socratic and heuristic. The heuristic method is often perceived as a method of oral education. In grouping teaching methods, I.Ya. Lerner and M.N. Skatkin are based on the increase of students' ability to work independently and propose the following types of teaching methods: explanatory-visual (or informational-receptive) reproductive, problem-based narrative, semi-exploratory (or heuristic), research. Scientists who have proposed this classification emphasize that the classification of methods as productive and reproductive is conditional, since

any creative activity is the product of reproductive work. The classification of teaching methods proposed by them has caused conflicting opinions of a number of scientists, who criticize this grouping, saying that it overestimates the research work of students and attaches excessive importance to it.

Yu.K. Babansky noted that in grouping teaching methods, it is necessary to determine the degree of visibility of students' inquisitive activity, and he classified all teaching methods into three: reproductive method, heuristic method, research method, while a group of scientists group teaching methods as creative, research, problematic, heuristic methods, etc. V.I. Andreev proposes a multidimensional model of education (teaching) and self-education (study) methods, where emphasis is placed on the heuristic method of educational-creative activity. “The heuristic method of educational and creative activity is a system of heuristic rules in the actions of teacher (teaching method) and the actions of the student (learning methods), which was developed taking into account the principles of teacher management and personality self-management in order to develop students' intuitive principles in solving creative tasks” [8].

Methods for solving creative tasks are divided into two groups: logical and heuristic. Heuristic rules for well-known learning methods have been developed and systematized: direct and mass brainstorming, the method of collective search for distinctive ideas, the method of heuristic questions, multidimensional matrix games. Educators highlight two main functional characteristics of the heuristic method: the service of “leading” to making the right decision and the service of “reducing” possible options for differentiating solutions. Heuristic methods of this kind are usually called heuristics, and they are effectively used to solve various methodological problems. According to S.I. Arkhangelsky, heuristic methods are included in a group of various operations: “Heuristic methods and approaches are characterized by developed forms of thinking, which include comparison, contrasting, analysis, synthesis, logical connection, assessment of the situation in a new quality and determination of ways to solve the tasks” [9, p. 78].



**Figure 1 – Heuristic methods of teaching**

Today scientists classify all heuristic methods of teaching as follows: organizational activity, cognitive and creative (Figure 1). The features of heuristic methods and approaches to teaching are “expansion of the scope of the unknown world”. The measures taken according to this approach are



explained as follows: “if one aims to solve problems that do not have a clear ready-made answer, several options for solving the problem appear, which for a conscious person expands the scope of “unknown” worlds, that is, things that he does not know, his desire to search creatively “awakens”.

**Table 1 – Cognitive learning method**

Cognitive methods	Empathy method (immersion in the situation),	Theory building method	Cognitive methods	Hypothesis Method
	Method of mental vision, intuition	Error method		Rule creation method
	Method of figurative imagination	Forecasting method		Method of structuring, compiling concepts
	Symbolic thinking method,			
	Method of heuristic questions			
	Comparison method			
	Heuristic control method	Fact collection method		Research method

Cognitive teaching methods are classified into scientific methods, academic disciplines and metasubject methods (Table 1).

Organizational activity, methods of students, methods of academic disciplines, algorithmic method, methods of the teacher, synthesis and grouping, etc.

**Table 2 – Creative teaching method**

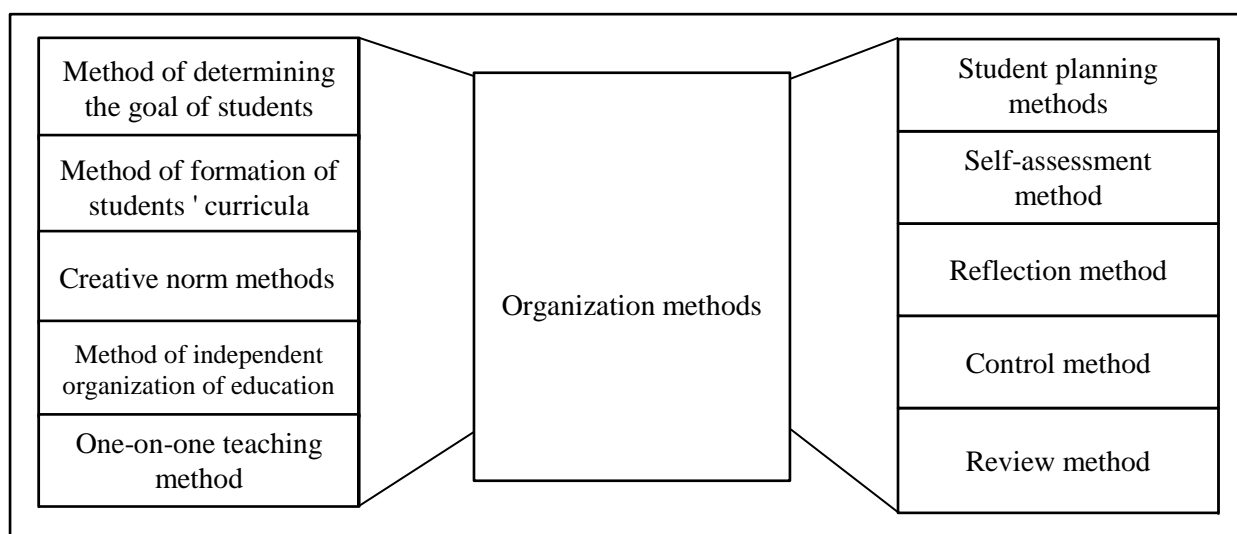
Method of invention and discovery	Creative methods	«If ...» method
Figurative drawing method		Inversion method
Hyperbolization method		Morphological box
Agglutination method		Synecotics method
		«Brainstorming» method

On the one hand, the methodology of academic disciplines is based on science, on the other hand, it is aimed at mastering specific educational programs. These are methods of studying fundamental forms of education, a method of comparing the products of the knowledge gained by students with historical and cultural analogues, traditional methods of studying the main questions and educational topics.

A special type of cognitive learning method is the meta-subject method, which consists of meta approaches that correspond to the meta content of education. For example, the method of being able to find the essence of an object is meta approach. Creative learning methods allow students to create their own educational products.

Educational methods of the intuitive type usually refer to creative methods: “brainstorming», the method of empathy, pedagogical methods of a student playing the role of a teacher, etc. (Table 2).

Such methods are based not on logical, but on intuitive actions of students. The next type of creative learning method is based on the implementation of algorithmic prerequisites and instructions: the Synectics method, the morphological box method. Their goal is to create a logical framework for the formation of students' knowledge products.



**Figure 2 – Organizational activity method**

The creative learning method is the method of “guidance” to guide students to solve the tasks set and reduce, shorten the types of such solutions. The organization activity methods of teaching are divided into the main subjects of education, i.e. the methods of students, teachers and managers of education (Figure 2). Student methods consists in predicting the goal of learning, determining the plan, control, reflection, etc. This group of methods is not traditional for universities, as a rule, students do not participate in the structuring of their knowledge. Allowing students to participate in organizing and tractoring the knowledge they receive is just as important as the scientific methods they must master. Methods of educational management are methods of managing the organization of the educational process at the pedagogical and appropriate level. They are similar to the methods of organizing students' activities, because the methods used in teaching individual students are used in relation to the teacher, individual universities and the entire educational system. Such a group of methods is used in the creation and development of individual training courses, course groups or educational processes in the entire higher education institution.

Thus, a group of heuristic methods is one of the main in modern educational activities, the use of which in the learning process allows students to achieve high success in education. The teaching method is a rather complex and multidimensional concept. Didactic-scientists dealing with this problem still comprehend the meaning of this category in different ways and give different interpretations.

The concept of “method” originates from the Greek word “methodos”, its Kazakh meaning is “zertteu zholy (research path)” theory. According to the general definition in the encyclopedic dictionary, “a method is a way to achieve some goal or perform a specific task” [10, p. 112]. Having studied the number of different definitions given to the teaching method, we propose the following definitions: “Teaching methods are joint activities aimed at fulfilling the tasks of teaching.” We believe that the “teaching method» is a method of organizing educational and cognitive activities of students, whose tasks, levels of cognitive activity, educational activities and expected results are predetermined to achieve didactic goals. “Currently, the achievement of professional success through knowledge, skills, ability, goals setting, perseverance and creativity requires the development of student’s intellectual and creative abilities. Thoughts on the creative development of personality were considered in the works of ancient Greek philosophers, Renaissance scientists such as Aristotle, G. Hegel, R. Descartes, I. Kant, philosophers of the near and far abroad and our country N.A. Berdyaev, D. Kishibekov, T. Abizhanov, A. Nysanbaev and others. In the

psychological literature and in the works of , L.S. Rubenstein, A.N. Leontiev, A.V. Zaporozhets, M. Mukanov, T. Tazhibaev, A. Temirbekov, S. Balabayev, K.B. Zharykbayev, A. Aldamuratov, H.T. Sheryazdanova, Zh.Y. Namazbaeva, M.N. Skatkin, creative abilities and its psychological aspects were formulated. Currently, one of the main requirements of education is the continuous improvement of knowledge and intensification of the learning process. The result of these works is inextricably linked with the education of citizens who have gained deep knowledge and high culture, new achievements of science and technology. Thus, if the basis of the innovation process is the holistic activity of the formation, application, implementation of innovations, then innovation can be called “novelty”, “new method”, “change”, “methodology”, while the innovation process can be called “a new methodology tool”. The processes of humanization and modernization of modern education contribute to a change in the attitude towards students and taking into consideration their individual-typological characteristics, personality traits, etc. is an important component of the future teacher as a specialist.

As it is emphasized in Article 8 of the law of the Republic of Kazakhstan on education “The main task of the education system is the introduction of new teaching technologies, informatization of education, access to international communication networks, the creation of the necessary conditions for obtaining knowledge aimed at the formation, development and professional development of the individual on the basis of national and universal values, achievements of science and practice” [11], the main task facing the teacher is to constantly improve teaching methods and master new technologies. In this regard, it is relevant to consider the methodological and technological system of teaching children's poetry of the Turkic peoples at the beginning of the XX century, which will further allow to solve the problems of teaching children's poetry of the Turkic peoples at the beginning of the XX century. The following statement of N. Kelimbetov, a researcher on Turkic literature, “Nowadays, Turkic literary heritage, ancient written sources, are a valuable monument of world history and literature. Today's Turkic world is a huge space, which includes many sovereign states, but all of them are united by a common historical heritage, language, cultural traditions and significant contributions to the world cultural heritage. The system of images of ancient Turkic poetry is based on an aesthetic integrity arising from the indigenous customs of the Turks, their way of life, their worldview, etc.” [12, p. 20] proves the close connection of the technology of teaching children's poetry of the deep-rooted Turkic peoples with knowledge of the language, history, folklore, culture of the Turkic peoples.

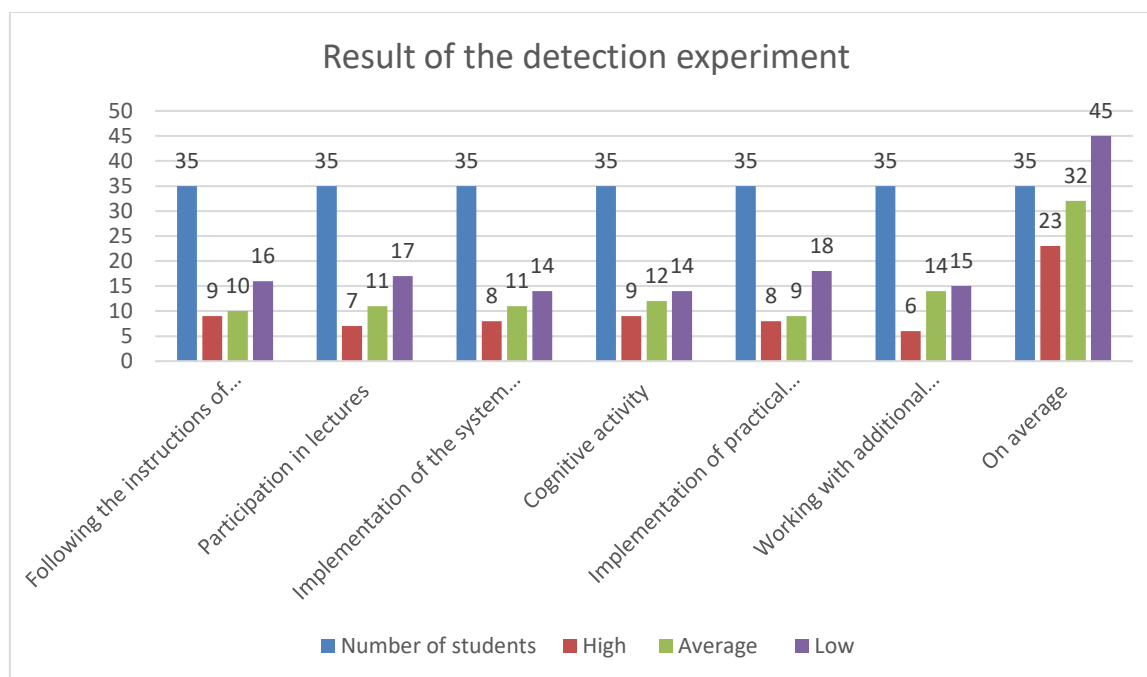
The most pressing problem of modern pedagogical practice is the awakening of a student's interest in the subject and the development of this interest in the course of teaching. The proposed method of teaching using elements of the new technology activates student's critical thinking and arouses creative interest. Student learns by working independently and gains self-confidence. Fundamental changes in society set the goals for the education system to form and develop a new person. This is the development of students' thinking, the expansion of independence and freedom of thought, the increase in their motivation for independent learning, the ability to apply it in their practice in connection with new conditions, that is, the formation and development of their qualifications. Along with the harmony of knowledge provided to the student, such measures that allow to increase the effectiveness of the pedagogical process are one of the progressive steps of training in the development of cognitive curiosity, orientation in accordance with knowledge, taking into account the characteristics of each individual, while maintaining the unity of education and upbringing.

The development of student's thinking abilities through the use of game elements in the course of teaching the lesson of Kazakh literature leads to speed and thoughtfulness. The purpose of the game is to explain, revise, consolidate and test knowledge skills.

The results of the research of experimental work on the methodology of teaching children's poetry of the Turkic peoples at the beginning of the XX century in higher educational institutions are provided in Table 3 and Figure 3.

**Table 3 – The result of the detection experiment**

No.	Indicators of educational and cognitive activity in the course of independent work	Experimental group				Control group			
		Number of students	High	Average	Low	Number of students	High	Average	Low
1	Following the instructions of the teacher	35	9	10	16	20	2	9	9
		%	26	28	46	%	10	45	45
2	Participation in lectures	35	7	11	17	20	4	6	10
		%	20	32	48	%	20	30	50
3	Implementation of the system of independent tasks	35	8	11	14	20	5	5	10
		%	23	32	40	%	25	25	50
4	Cognitive activity	35	9	12	14	20	3	8	9
		%	26	34	40	%	15	40	45
5	Implementation of practical tasks	35	8	9	18	20	3	7	10
		%	23	26	51	%	15	35	50
6	Working with additional literature	35	6	14	15	20	2	7	13
		%	17	14	15	%	10	25	65
	On average	35	23	32	45	20	16	33	51



**Figure 3 – Result of the detection experiment**

The level of higher education in assessing the indicators of educational and cognitive activity of students in the implementation of theoretical questions by the detection experiment was 23% of the students of the experimental group, and 16% of the students of the control group. For the average level, this figure gave 32% and 33%, and for the lower level – 45% and 51%, respectively. It follows from this that there are no significant differences in the indicators of educational and cognitive activity shown in the experimental and control groups.

After that, the main directions and objectives of research work were identified.

At the stage of the control experiment, ways to implement the tasks and goals of the study were sought, approaches to their practical application were improved, and attention was paid to solving the following tasks:

- development of a didactic system and the content of independent work of students, level tasks, methods of using new innovative technologies and the formulation of professional training of students in pedagogical universities of the elective course “children's poetry of the Turkic peoples of the beginning of the XX century”;

- development of an effective methodology for the development of independent work of students;

- creation of a system of problematic tasks that contribute to the effectiveness of the selected methodology for students of pedagogical universities;

- familiarization of subject teachers with the compiled system of tasks, presentation of methods for their rational application, preparation of special methodological instructions.

Analyzing the scientific and theoretical literature, we identified the possibilities of problems used in practice.

Therefore, the possibilities of solving the problem below are

- An artistic and creative phenomenon of the Turkic peoples at the beginning of the twentieth century, prone to such diverse changes as transformation, revival, renewal of children's poetry. Since it is appropriate to consider the ways of emergence and formation of today's artistic features in its internal content and external harmony in unity with historical and creative causes and final results, as a result of the processes of genre and content revival, renewal of Turkic children's poetry and creative interaction with other cultures, exchange of patterns, the formation of skills of analysis of today's existence, the ability to find contextual information and pass it through himself;

- Formation of knowledge over the years, the ability to use their knowledge in unfamiliar situations;

- Development of personal qualities of students;

(independent and critical thinking)

*Finding their originality by asking problematic questions:*

Problem tasks are mainly aimed at the use of external resources by students in their studies.

The task contains problematic situations that require a solution, such as searching for missing information

*Didactic possibilities of problem tasks*

- creates conditions for the formation of independent cognitive activity practices in students;

- forms the skills to purposefully search for new knowledge;

- provides the development of personal qualities (self-criticism and critical thinking)

Each expert evaluates all the students of the group, independently of the other. Then the work of each student is evaluated by several examiners.

## **Conclusion**

The use of new teaching technologies aimed at personality development in the teaching of literature in higher schools gives positive results. Pedagogical technologies are a set of favorable conditions for the development of the student connected with the mutual conclusions of the organization of the educational process: subjects and methods combined with the goals of education. The use of new technologies in lectures and seminars contributes to the development of student's creativity and intellectual ability and the formation of the ability to use his knowledge in life.

The methodological and technological system of teaching children's poetry of the Turkic peoples at the beginning of the twentieth century meets this requirement, first through the use of new technologies and its stages: Stage I: Learning; Stage II: Acquisition; Stage III: Introduction into life; Stage IV: Development.

For the correct design of pedagogical technology in the lessons of Kazakh literature in higher vocational institutions, the following 5 elements should be observed: 1. Goal setting. 2. Prediction. Prediction of students' work means an independent work aimed at level education. 3. Self research. Student's individual work, student's individual work under teacher's guidance. 4. Logical structure. The content and quantity of a small goal determine students' development area and the duration of each area in time. 5. Correction. Possible difficulties in the problem under consideration: mistakes made by students, a system of measures characteristic of pedagogy to raise to the standard level of training. Since teacher is the main person in the literature class, he should carry out the educational process with creativity and activity, changing the methods of teaching. A high-quality and effective lesson is a two-way phenomenon, so the teacher-student relationship plays an important role here. Teacher is always the speaker, the presenter, the explainer, and students are not only viewers, listeners, and performers. Properly organizing and managing students in the audience, guiding them, ensuring that they actively participate in the lesson and interact with each other require a lot of work and great skill from the teacher.

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