opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía, Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Innovative-technological features of teaching children's poetry of the Turkic peoples

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Abstract

The article discusses the orientation of the learning process to national values since they are the basis for determining the educational task of innovative learning of Kazakh literature, including the literature of Turkic peoples via comparative qualitative research methods. As a result, the use of new teaching technologies aimed at personal development has a positive effect on teaching high school literature. In conclusion, innovative educational technologies aimed at the personal development of the child are concerned with the development of creativity and activity of the children.

Keywords: Children, Poetry, Turkic, Innovative, Learning.

Características tecnológicas innovadoras de la enseñanza de la poesía infantil de los pueblos turcos

Resumen

El artículo analiza la orientación del proceso de aprendizaje a los valores nacionales, ya que son la base para determinar la tarea educativa del aprendizaje innovador de la literatura kazaja, incluida la literatura de los pueblos turcos a través de métodos comparativos de investigación cualitativa. Como resultado, el uso de nuevas tecnologías de enseñanza dirigidas al desarrollo personal tiene un efecto positivo en la enseñanza de literatura de secundaria. En conclusión, las tecnologías educativas innovadoras dirigidas al desarrollo personal del niño están relacionadas con el desarrollo de la creatividad y la actividad de los niños.

Palabras clave: Niños, Poesía, Turco, Innovador, Aprendizaje.

1. INTRODUCTION

Currently, the direction of the educational process in the higher education system on national values is the basis for determining the educational task of teaching Humanities, especially Kazakh literature. In his Message to the people of Kazakhstan Strategy of Kazakhstan-2050: a new political course of the established government, Nazarbayev noted that it is necessary to strengthen the educational component of the learning process. Noted that the norms of patriotism, morality, and morals, interethnic harmony and tolerance, development of both physical and mental, law-abiding.

The fiction of the Kazakh people has been passed down from generation to generation for many years and has been the basis of the upbringing of the offspring, illustrating the reality of each age and defined the ideals of each generation in the human upbringing of all times. The educational significance of literature is described on the stone of the ancient Turkic written monuments that take the beginning from Kultegin, Tonykokpoems and continues the task of personality development in modern Kazakh literature. In addition, the relevance of the Turkic children's poetry to our research awakens the desire of today's young people to discover the deep history of our roots. Focusing on the educational potential of literary works in teaching literature at universities is also characterized by the fact that in the current globalization world, in some cases, when human beings changing and alienating from spirituality, in some cases, it also contributes to an understanding of the meaning of word art and literature in personality.

In the modern education system, the content of education and teaching methods are updated, the educational paradigm is aimed at developing the child's knowledge, skills and abilities from the point of view of the competence approach, and implementing educational activities through humanistic education aimed at cooperation. The introduction of innovative learning technologies into the child's personal learning process in the educational process has been proven to be effective in research conducted in the US, UK, Russia and other countries.

In our country, teaching methods have been updated and are aimed at a new way of working for the pupil and teacher, increasing their creative search, activity, and interest. The age of the student (speaker), differences in gender, social distance and social status are factors of high importance in learning (uttering) speech acts in the Kazakh speech community (MEIIRBEKOV, ELIKBAYEV, MEIRBEKOV, TEMIRBAEV & SHAIKHYSTAMOVA, 2015). This requirement is also considered as one of the main principles of high school pedagogy.

2. METHODOLOGY

To understand the essence and nature of training in the higher education system, it is necessary to know the units that make up the process. If the learning process is a joint bilateral action of the teacher and the student, this attempt aims at mastering a certain discipline, that is, it is assumed to master the content of the education of this discipline. These three units of the educational process identify its external side. In addition, the main problem is its internal movement, that is, the disclosure of the internal meaning of learning. If the main purpose of teaching is the comprehensive upbringing of a person according to the needs and requirements of society, I.Y. Lerner includes its content the following elements: knowledge; methods of practical activity; creative experience; emotionally-valuable relation to the object being studied. Scientist Sabirov describes features of the teaching process in modern higher education:

High level of theoretical scientific education that given to students; the expansion of profiles of training of specialists; implementation of integration of educational activities; widespread use of teaching methods that are close to the methods of scientific research that increase the independent creative activity of students in teaching (SABIROV, 1999: 10).

Students acquire knowledge and skills at the reproductive and productive (creative) level. At the reproductive level, the student understands the fact, accepts, think carefully, tries to remember, recreate. Productive level: passes the oriented, performing and verification-systematic stages, that is, getting an education, its practical application, search, and creative character. In this regard, if the learning process is a chain of learning situations, cognitive core - educational and cognitive purpose and the content consists of the joint activity of the teacher and the student, who turned to different ways of achieving the goal. In preparation of philologists, language and literature specialists in higher education the following general didactic principles of literature teaching are followed:

1) The scientific position;

2) Regularity and planning of teaching;

3) The development of teaching activities;

4) The principle of accessibility of teaching;

5) Interdisciplinary communication and content integration;

6) The principle of transparency of teaching;

7) Educational principles of teaching and etc.

3. RESULTS

In addition, the principles of teaching are based on the laws in this area, the goals and meaning of teaching, its main directions. Methodologists divide the principles into four groups when studying the disciplines of the education system:

1) Methodological principles;

2) Scientific principles;

3) Psychological principles;

4) Individual didactic principles.

In the modern educational system, the lessons are divided into several groups, depending on their traditional and non-traditional nature. However, types of lessons arranged by a single system are not yet clearly defined. Specialists engaged in teaching are well aware that teaching any subject will only succeed if it is properly organized. Therefore, each teacher chooses methods and techniques, teaching methods that reflect the results of the lesson. The teaching method is a

set of methods and teaching tools used by teachers to improve students' cognition during the teaching, develop personal abilities, and instill skills for learning the perception of knowledge. For example, Kharlamov defines the teaching methodology as the system works of the teacher and ways of organizing educational and cognitive activities of students in order to solve various didactic tasks aimed at mastering the educational material» (KUSAIYNOV, 2003).

Komensky suggests the teacher take into account during the teaching their students should not only remember what they noticed and explained but also need to research and learn the subject themselves (VOLLMER, 2011). The Russian pedagogue Ushinsky and the German teacher Disterverg state the use of elements of the Socratic Method and the Heuristic method in the didactic systems. The native classic of pedagogical science PEREZHOVSKAYA (2015) identified three forms of education for future generations: dogmatic, analytical, and genetic: The last form is subdivided into two groups: Socratic and Heuristic. The heuristic method is often perceived as a method of oral education. Lerner and Skatkin in the classification of teaching methods based on improving the ability of students to work independently and offers the following types of teaching methods: explanatory-visual reproductive, problem report, partially-search, and research. Scientists who propose this classification point out that the classification of methods as productive and reproductive is conditional because any creative activity is the result of reproductive work (BABANSKIJ, 1982).

Their proposed classification of teaching methods has caused conflicting opinions of a number of scientists. The classification of teaching methods offered by them has caused conflicting opinions among a number of scientists, they criticize this grouping and emphasize that students' search results were overestimated and overemphasized. Babansky points out that the determining the degree of manifestation of the students' search activity should be based on in the classification of teaching methods and all teaching methods are classified as a method of reproductive activity, a method of heuristic activity, and research methods and he classified all teaching methods as a method of reproductive activity, a method of heuristic activity, and research methods.

Another group of scientists classifies teaching methods as creative, research, problematic, heuristic, etc. ANDREEV (2006) offers a multidimensional model of methods of education and self-education, in which special attention is paid to the heuristic method of educational and creative activity. The heuristic method of teaching and creative activity is the system of heuristic rules in the actions of the teacher and in the student's actions, it was designed taking into account the principles of management and personal self-management of the teacher in order to develop intuitive procedures of students in solving creative tasks (ANDREEV, 2006).

Methods for solving creative problems are divided into two groups: logical and heuristic. Heuristic rules for specific learning methods were developed and systematized: direct and mass

brainstorming, collective search for specific ideas, heuristic survey methods, and multidimensional matrix games. Teachers note two main functional characteristics of the heuristic method: the inculcation function for correct decision-making and the reduction function for possible solutions. Such heuristic methods are usually called heuristics, and they are effectively used in solving various methodological problems.

According to Arhangel'skij, heuristic methods are included in a group of different operations: heuristic methods and techniques are typical forms of developing thinking, which include comparison, analysis, synthesis, logical connection, assessment of a new quality situation and determination of ways to solve the tasks (ARHANGEL'SKIJ, 1980).

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                    ┌─────────────────────────────┐
                    │ Heuristic methods of learning│
                    └─────────────────────────────┘
         ┌────────────────┬────────────────┬────────────────┐
   ┌───────────┐    ┌───────────┐    ┌───────────┐
   │ Cognitive │    │  Creative │    │Organization│
   └───────────┘    └───────────┘    └───────────┘
   ┌───────────┐    ┌───────────┐    ┌───────────┐
   │ Scientific│    │ Intuitive │    │  Student  │
   └───────────┘    └───────────┘    └───────────┘
   ┌───────────┐    ┌───────────┐    ┌───────────┐
   │Educational│    │ Algorithms│    │ Teacher's │
   └───────────┘    └───────────┘    └───────────┘
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   │    Meta   │    │ Heuristic │    │Administrati│
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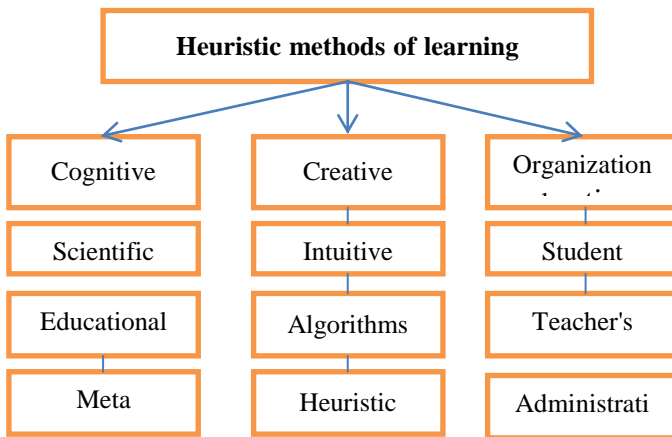
Figure 1: Heuristic teaching methods

Nowadays, scientists classify all heuristic learning methods as follows: organizational activity, cognitive, and creative (figure 1). Features of heuristic methods and training techniques expanding the horizons of unknown things. The measures taken on this approach are explained as follows: if the goal is to solve problems that do not have a more unknown, concrete ready-made answer, there are several options for solving the problem, which for a conscious person wakes up the desire to creatively search for unknown things, that is, things that do not know.

Figure 2: The method of cognitive learning

Cognitive methods	Method of empathy (situational approach)	Theory-building method	Cognitive methods	Hypotheticalmethod
	The method of comprehension, understanding			
	The method of visual representation	Mistake making method		
	Method of symbolic thinking			Method for creating rules
	Heuristic Question Method			
		Prediction method		Method of construction, construction of concepts
	Comparison method			
	Heuristic observation method	Method of collecting facts		Research methods

Cognitive (informative) teaching methods or methods of cognitive learning are classified into scientific methods, academic disciplines, and metaphysical methods (Fig.2). Organizational activities, methods of students, methods of academic disciplines, algorithmic method, methods of the teacher, synthesis, and classification, etc.

Figure 3: Creative teaching method

Inventive method		If so ... method
Imaging method		The inversion method
Hyperbolization method	Creative methods	Morphological box
		The method of synectics
The method of agglutination		The method of «brainstorming»

The methodology of academic disciplines, on the one hand, is focused on science, on the other - on the study of specific educational areas and disciplines. These are methods of research of fundamental objects of education, methods of comparing the products of knowledge received by students with historical and cultural analogues, traditional methods of research of basic questions and educational topics. A distinctive form of cognitive teaching is the meta-discipline method, which consists of meta-methods that correspond to the metadata of education. For example, the method of finding the value of an object is a metadata method.

Creative teaching methods allow students to create their own educational products. Methods of education of the intuitive type, as a rule, belong to creative methods: brainstorming, the method of empathy, pedagogical methods of the student playing the role of the teacher, etc. (figure 4). Such methods are based on the intuitive actions of students rather than logical actions.

The next type of creative learning method is based on the implementation of algorithmic prerequisites and instructions: the method of Synectics, the method of the morphological box. Their goal is to create logical support for the formation of students' educational products.

Figure 4: Organizational – activity method

Students' method of determining the purpose			Students' method of planning
Students' method of formation of educational programs			
			The method of self-evaluation
	Methods of organization		
Methods of creative norms			The method of reflection
Methods of independent organization of education			
			The control method
Methods of teaching each other's			
			Review method

The next creative teaching method is a guided approach to solving students' problems and reducing or narrowing down on them. Methods of organization of teaching are divided into the methods of students, teachers, and administrators of education - the main subjects of education. Students' methods include predicting learning goals, defining a plan, controlling, reflecting, and etc. This group of methods is not traditional for universities, usually, students are not involved in structuring their education. Involving students in participating in the design, processing, and use of the knowledge they receive is as important as the scientific methods they should master.

Methods of education management are the methods of managing the organization of the educational process at the proper level. They are similar to the methods of organizational activity of students, as, in relation to the teacher, the individual university and the entire education system, the methods used for teaching individual students are used. This group of methods is used in the creation and development of individual training courses, groups of courses, or educational processes in all universities. Thus, the group of heuristic methods is one of the main methods of modern educational activity, the use of which in the learning process allows students to achieve high results in education. The training method is a rather complex and multifocal concept. Didactic scientists who deal with this issue still interpret the meaning of this category in different ways and give different explanations.

The term «method» comes from the Greek word «methodos», its meaning in the Kazakh language means «way of research, theory». The general definition in the encyclopedia is: «A method is a way to achieve a goal or to perform a specific task. After studying the various definitions of teaching methods, we offer the following definitions: «Teaching methods are joint activities aimed at fulfilling the tasks of teaching. We consider that teaching is a method of organizing students' learning activities by defining their goals, levels of cognitive activity, learning activities and expected outcomes in order to achieve didactic goals».

The use of new teaching technologies aimed at personal development has a positive effect on teaching high school literature. Pedagogical technologies are a set of subjects and methods integrated with the goals of education: positive conditions for the development of the student, related to the general concepts of the organization of the educational process. The use of new technologies in lectures, seminars, contributes to the development of creative and intellectual abilities of students as well as to the formation of skills for using their knowledge in life. The methodological and technological system of teaching children's poetry of the Turkic peoples of the early twentieth century, in accordance with this requirement, is primarily implemented through the use of new technology and their stages:

Stage I: Learning;

Stage II: Assimilation;

Stage III: Implementation in life;

Stage IV: Development.

For the correct design of pedagogical technologies, the following 5 elements must be preserved in the lessons of Kazakh literature in higher education institutions:

4. CONCLUSION

Currently, one of the main requirements of education is the continuous improvement of education and the intensification of educational processes. The result is closely related to the upbringing of highly intellectual and cultural people who have assimilated the latest achievements of science and technology.

Thus, the basis of the innovation process is an establishment of novelties and usage is the implementation of innovations, innovation can be called «innovator», «new method», «change», «method», «novelty», and the innovation process −«new method».

The process of humanization and modernization of modern education contributes to changing attitudes towards students, and taking into account their personal typological characteristics, personal characteristics, etc. is an important component of the future teacher as a professional specialist.

As noted in Article 8 of the Education Law of the Republic of Kazakhstan states: the main task of the education system is the introduction of new technologies of education, informatization of education, access to international communication networks, national and universal values, creating the necessary conditions for education aimed at the formation, development and professional development of the individual based on the achievements of science and practice, the main task facing the teacher is the continuous improvement of teaching methods and development of new technologies.

In this regard, it is relevant to consider the methodological and technological system of teaching children's poetry of the Turkic peoples of the early twentieth century, which will allow further solving the issues of teaching children's poetry of the Turkic peoples of the early twentieth century. Researcher of Turkic literature Kelimbetov's statement: «Ancient written sources of the Turkic literary heritage are today the most valuable monument of world history and literature. Today, the Turkic world is a huge space that includes many sovereign states, they all share a common historical heritage, language, cultural traditions and significant contributions to the world's cultural heritage. The system of images of ancient Turkic poetry is based on the aesthetic unity of the Turkic people, arising from the ancient traditions of the Turkic people; their worldview confirms the close relationship of the knowledge of the language, history, folklore, culture of the Turkic people and the technology of teaching children's poetry of the Turkic people.

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