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Teaching methods of M.Auezov's stories based on modern education technology

Traditional methods of teaching technologies widely used in the educational process of modern higher education institutions are new comprehensively analyzed and reviewed. Careful conclusions were made about the history of the methodology of modern pedagogical science, as well as an analysis of the methodological legacies of the Alash figures in accordance with the modern technological requirements. In addition the significance and importance of studying in higher educational institutions of the great writer M. Auezov's artistic stories are systematically analyzed on the scientific basis of the works of scientists who have contributed to the formation and development of the teaching methods of Kazakh literature. For this purpose the new views are comprehended by the object of study — the traditional methods of analyzing prose works that have been formed up to today in the history of literature. There are given original opinions about the censorship technique used by M.Auezov in creating artistic stories, each story is analyzed in the plot form. The article also provided statements and conclusions about the features and significance of artistic stories in the study of the works of the great writer in higher education institutions using new technologies. As a result, methods are offered for analyzing and studying M.Auezov's stories in higher education institutions which are interpreted in accordance with the dictates of time.

Keywords: technology, training, methodology, short stories, analysis, auto censorship.

Introduction

Nowadays it is impossible to teach by the same technology constantly and give good knowledge in higher educational institutions of our country while preparing the modern specialists. Because today the education sphere of the country has undergone a number of changes in order to enter the global educational space due to the social needs of the society. New theoretical and practical foundations of the content and structure of educational services have been created in a new way and the content of education has been completely renewed. In the educational process of higher education institutions, a great deal of new technologies is being introduced, and a great attention is paid to qualitative teaching of younger generation. Pedagogical collectives in higher educational institutions of the Republic of Kazakhstan have the opportunity to work out the curriculum according to their discretion and serve on any model. In this direction, the content, the structure of the education in different variants, the new ideas based on science and practice, and the wide use of new technologies that are full of different learning methods are created.

In this regard nowadays critical thinking, modular learning, developmental education, information technology, interactive learning, humanization education, collective learning, individual learning, group training, collaborative learning, projecting training, problem education, complex analysis and other teaching technologies are widely used. Each technology has its own effectiveness. The main purpose of these training technologies is to implement and evaluate the methodology and didactic requirements of different methods and approaches in the learning process on the basis of the study of educational process, the use of a systematic approach to programming. In short, ensuring the effectiveness of training and education of the harmonious combination of many creative thinking in the educational process. Based on these educational goals, the most fundamental and essential factor of the success of the 21st century is the «knowledge». Therefore, today the methodology of pedagogical science demonstrates dynamics of dynamic development and increases its significance in the education and upbringing of the younger generation.

However, a number of qualitative changes in the field of public life and education, innovations, and innovations in the field of science push teachers to criticize their own affairs. That is why some educators and scientists have a critical attitude to the fact that the teaching technologies that are a combination of teaching technologies and their comprehensive application in the field of modern social and natural sciences are a form of self-study and a specific science branch with specific goals. In most cases supporters of this opinion are mainly non-practicing theoretical scientists and teachers. Unfortunately, every scientist, every teacher

does not take into consideration their methodologist-theorist and methodist-practitioner. Because any educator-scientist uses a variety of methods to educate and educate the student. Although they are not specifically mentioned in their names, the content of any teacher's educational approach is in line with the technological and methodological elements. Basically, in the world educational space, various reforms in the field of education change their own innovations in terms of teaching methods and technologies. In our country too.

Once the methods and techniques that are the most effective examples have been gradually transformed, the society gradually decreases its significance as a scholastic system in the depths of history. And new technologies and techniques that have come to their place through various reformations are supplemented by modern requirements. For example, the modern technologies and methods that were recognized as advanced in the post-Soviet period are now regarded as methods of scholastic education. In modern universities, the system has been replaced by a credit education system. Both of these systems have the same benefits and achievements as they are at the junction of the centuries and aim to meet the specific needs of each one of their time. That is why it is not the most scientific point of view to critically analyze the educational systems that meet the needs of public demand and to put forward their own priorities and to put forward one another the most important one.

Tasks:

- To determine the effectiveness of teaching technologies in high education institutions, to analyze scientifically.
- To find out premises of formation and developing of «methodic» sphere in history of pedagogic science
- To analyze the differences and priorities of reading M.Auezov's works of art at high education institutions on the bases of new teaching technologies;
- To analyze traditional methods of prose works forming in teaching method of Kazakh Literature from the new point of view.

The aim -tasks

To form the new point of view considering the methods of teaching M.Auezov's stories on the base of new teaching technologies at high educational institutions.

Research history of the theme.

The history of teaching methods has been used from the appearance of the phenomena «knowledge», «study», «teaching». For example, the second teacher of human Abu Nassir al-Pharabi offered the pedagogical integration method first and proved its effectiveness, the using methods and divided the educators into two groups to take the qualitative knowledge in his works shown the opportunities of improving the of knowledge. The first group is striving people acquiring knowledge freely. He showed specially that it is easy to teach them and they put confidence in themselves. The second group is the group studying unwillingly. He offered to control strictly such kinds of pupils, and proved that the quality of knowledge depends on teacher's teaching methods. It is safe to say that effectiveness and importance of teaching methods has been started from Al-Pharabi's works. This ancient methodical custom of education is the base of teachers' labor. Our nation's scientist- teachers and figures at the end of XIX and at the beginning of XX centuries I.Altinsaryn, A.Baitursinuli, Zh. Aimaityov, M. Auezov, M. Zhumabaiyev, B.Mailin, G. Mussirepov, G. Karash, K. Zhubanov and etc. formed scientific opinions related to the methodic field, and published the methodical instructions shown the ways of mastering them on theoretical and practical point of view.

For example, I.Altynsarin 'Kazakh Chrestomathy', A.Baitursinuli «Bayanshi», «Nuskaushi», «AlippeAstary», «Which method is the best», Zh. Aimaityov «Pedagogics», «How to teach Native Language», M. Auezov «Which do we use?», «New Village» 2 — a book for reading in Russian language for Kazakh children, school for the first degree», «A programme and letters for Kazakh peasant youth school», «A book of reading Kazakh literature in the beginning of XIX — XX centuries», M.Zhumabayev «Pedagogics», K.Zhubanov «The Native Language in Primary School», B.Mailin «The rading Book for half- educated pupils», «Power» a textbook for half- educated pupils, « Read and write contemporary», G. Mussirepov «Alphabet for illiterate pupils», G.Karash «Pedagogics», in K. Zhubanov's works «Kazakh Language Grammar», «New Grammar» the importance of methodics in scientific formation is written.

It's important to know such kinds of figures' methodical heritages written the pedagogical works on the base of idea «To reform the people we should start with the reforming of child teaching work» The well-known Methodist — scientists Ph.Sh. Orazbayeva and R.S. Rakhmetova has proved scientifically analyzing the well-known figures' heritages offered to name as the A.Baitursinuly's methodical heritages «Cognitive-

educated technology», K.Zhumabaiev's methodical heritage «The formation technology of individual», Zh.Aimaitov's heritages «Stimulative teaching technology through intersubjective relations, K.Zhubanov's works «Developing teaching technology». By these great scientists' opinion scientists of those times didn't name them as «technology». But they paraphrased the main idea analyzing the main significations, inner contents and requirements of today's technology [1; 6]. That's why analyzing Alash figures' methodical opinions cognitively wholly we can name it as «technology». Then the pedagogical technologies that we call new is verified by above-mentioned facts. By analyzing them we notice that in every period of time there were teaching technologies offered the effective ways in teaching and upbringing the generation. From this point of view in future methodical technologies will have its own scientific side and must become as a stable axiom. It is appropriated to appraise as different point of view taken from scientific point the critics saying differently around this field. We should predominate over the great teacher A.Baitursinuly's opinion «The key of the qualified studying is to seek, to find effective methods and to apply them» [1; 6].

The pedagogical science doesn't exist without applying the modern technologies. Within teaching technologies innovative teaching paradigms are introduced to the modern teaching process. It is important to teach interpretatively the classic of Kazakh literature great writer M.Auezov's through up-to-date point. To study our great person's works using today's education technologies corresponding to modern paradigmatic priorities is suitable for today's generation. As M.Auezov was a comprehensive intellectual writer we should use different teaching paradigms as antropobasic, humanistic, cognitive, cultural knowledge, competence mastering as the key of educated intellect development in reading his works. These are key tasks requiring individual analyzes, explanation. As we consider the great writer's literary works on the base of teaching technologies opportunities we didn't regard widely to this problem.

It is effective to teach analyzing his literary works according to modern education system technologies to explain writer's literary world thoroughly. Because rising to novel-epic degree of great writer, the first steps of the best proses entered the great writer's gold stock of the human culture and writing skill is shown in literary novels. Reading the stories of the writer to students of higher educational institutions, should be set out not only their content, but also, most importantly, its main problems, ideological and aesthetic ideal of the writer, success along the way. Subject and compositional integrity, language expressiveness, ways of character creation. The main problems in the work around the plot and compositional integrity, artistic speech, ways to create characters. Deepening of literary and theoretical concepts, stories, prototype, psychological state of characters, plot, composition, description, portraiture, reportings are one of the main aims of the lesson [2; 103]. We can reach the aim through carrying out the literary analysis.

Currently, the use of modern teaching technologies in the literature lessons at the Universities in the new education one of the urgent problems of science methods of teaching literature is the analysis of the work of art. Therefore, the method of analysis of the artistic level of the work is of particular importance in the study of subjects on the basis of modern paradigms of education. After all the essence of a work of art, artistic, aesthetic, spiritual and ethical force is revealed as a result of analysis, and only then the objectives of the lesson will be fully fulfilled.

Since 1930, Kazakh literature is studied as an independent subject since the beginning of work on the publication of curricula, textbooks, teaching AIDS are told as an actual problem.

In the works (textbooks, teaching AIDS, teaching materials, monographs) of scientists-Methodists A. Baitursinuly, M.Zholdibaiuli, Zh. Aimaituli, M.Auezov, A.Ussenov, M.Karayayev, Sh. Karibayev, A. Koshimbaiyev, A. Koniratsbaiyev, T. Aksholakov, K. Tasbolatov, A. Dayirova, S. Tileshova, S. Kaliyev, T. Zumazhanov, B. Arinova, G. Kurmanbaiyeva, B. Smanov were commented about analyzing the works [3; 57].

In this regard in the universities in studying of M.Auezov's artistic stories it is appropriately to use more widely the method of literary analysis, based on the basic principles of analysis of prose works formed in literary science. Because literary analysis is an important method of scientific study of the work. And this is one of the widening works on the scientific study of the work. When analyzing a work of art in the process of performing this action, first of all, one should pay attention to the specific historical context of the period in which the work is written. It is necessary to distinguish the concept of historical and historical-literary situation. To historical and literary conditions are belonged:

- Literary trends of that era;
- The place of this work among the works written by other authors in this period;
- History of writing the work;
- Reviews of the work in a literary publication;

- Volatility of this work by the artist's contemporaries;
- Perception and evaluation of the work of the modern reader.

After that, it is necessary to consider the issues of ideological and artistic integrity of the work, its content and form (the degree that the author would like to tell and convey it) [4; 97].

In analyzing M. Auezov's first prose works one should pay attention primarily on the analysis of historical contexts. Today the writer's stories from the point of view of scientific and theoretical knowledge in the 1920-ies stories about the life of the village and the life of people and as you know, the stories illustrating the new society of 1930, the team, ultimately divided into two large groups, and ultimately lie in the context of historical and literary panorama of the time.

At the same time as a result of achievement of the new European level of national literature in the Kazakh literature there were new literary directions. Nowadays we are teaching the main directions in the General literature broken down into 9 groups.

M. Auezov's artistic stories are mainly written in three directions among these nine directions i.e. socialist realism, modernism, and critical realism.

The first novels as «Korgansizdingkuni», «Kinamshilboizhetken», «Educated citizen», «Black beautiful» is written in the direction of describing the change of spiritual values in society in that modern period, the stories written in the latest 1930 «Arms to arms», «Kasen's phenomena», «Three days», «Changeable» and etc. are fiction stories written in the direction of socialist realism and critical realism. In the thorough analysis of the stories from the writer's pen in the scientific view, it is clear that the main issues that have been raised in them are, in essence, a distinct and clear picture of the society at that time. This is a sign of the tragedy of all Alash intelligents fought for national interests at that time. Nowadays, we see that those artifacts are sometimes one of the most pressing issues of literary criticism in the period of globalization, to discover the peculiarities of this artistic process, which has been transformed into a new, open-minded, or varied way. Therefore, when we study historical and literary analysis of M. Auezov's stories written in the beginning of the twentieth century, we examine the social changes and historical events of that time. In the brief history of the social phenomena in this period we are convinced that in the history of the Kazakh people, the first quarter of the twentieth century is a milestone in the changing political, economic, cultural, literary and social life. The years of the epicenter of the three-centennial colony colonialism, the task of which were to liberate the cobweb, and the so-called «Our Tree, Our Slogan — Alash». In the age when the country's consciousness was a time of awakening, a great spiritual breakthrough in the life of our people, all the Kazakh intellectuals fought for a state of national interest [5;10] This struggle, which originated from the internal struggle for the sake of the bright future of our nation, was borne out by the colonial conquerors, and continued for several years. In many cases, the spirituality of the country was strongly influenced by the appearance of the second type, the appearance of the underpass has had a profound effect. It is appropriate to regard it as the only expression of its character as a repatriation of our nation by intelligentsia to the brutal policy pursued by the empire, which seeks to colonize our country through missionary politics.

National Leader A. Baitursynov, who has been working with representatives of the Russian people who have been holding the Soviet government's hand in such a struggle for the sake of national interests, has been acquainted with the history of their principal positions. «The nationalism and colonialism, the long-suffering of Russian culture and Kazakh culture, a long-lasting illness. «Alash people were persecuted for their idea of the cult conflicts among peoples, they were viewed as enemies of the Kazakh nation and their works were forbidden. All the works written in the national consciousness were subjected to severe censorship and the authors were exposed to intentional repression. As a result, for almost 70 years before the collapse of the Soviet Union and the collapse of the Communist Party, literature and art, and humanitarian scientists, all looked at Marxism-Leninism.

However, during this difficult time the Kazakh writers found a wide variety of methods of escaping from politics and speaking the truth to avoid totalitarianism. To do this, he left today's themes and learned how to deal with the essence of the story, his ideas, his thoughts, and the nature of the word art. The best compositions of the world of magic, figuratively describing the secrets of the mystery, became the spiritual benefits of the nation, acquainted with the life, traditions and behavior of the country. Famous scientist R. Nurgali describes the mysterious nature of the epoch: «The Kazakh literature of the twentieth century is a golden age of national art, and it will be long» [6; 6]. The well-known literary scientist O. Abdibonovich noted that «the beginning of the twentieth century — a period in which the whole Russian public was able to thrive in the history of the Kazakh people, and the time when the royal sovereignty of the Russians was intentionally awakening» [7; 12] specifically mentioned.

Research methods

The research materials and research findings of today's Auezov study as a basis for the achievement of the goals set for the selected materials and approaches were paid attention in the article.

Analyzing, comparing, objectively analyzing, sorting, summarizing, interpretation, etc. The scientific method was implemented in the network of approaches. The research methodology was based on the principles of objective, historical, systematic, comparative, formulated, thematic scientific knowledge, and in accordance with the requirements of writing scientific articles.

Researches results

Summarizing the opinions of the above-mentioned researchers, we can say that at the initial stage of the twentieth century, it was written in a car censorship manner, using the methods of anti-imperial policy, with the aim of awakening the national consciousness of national intelligentsia and writers. M. Auezov as a unique writer change this direction to the autocensor method recording his works.

A literary approach, often called autocentrism or self-censorship is often used to describe the true reality of the period he describes and to explicitly state the political-social requirement of a certain period. Today's literary science is considered as a legitimate phenomenon in the literary criticism that the author's own narrow pathway, some of which have been recognized in the life of a slippery period, by describing the layers of some realities in their own way, and sometimes occasionally expressing themselves in the conciliatory line or in the censorship approach. And, in general, the car censorship approach is not used by any writer. For example, the famous German poet Johannes R. Becher has published his manuscript called «Opheti», which has accumulated his aesthetic ideas and, when the grantee comes, he has drawn some of his criticisms about the worship of the individual who was born of the 20th Congress of the CPSU and made self-censorship. Johannes R. Becher's autocensor was published in the journal «Zyuga und form» in the GDR after his death.

M. Auezov also has superficial stories, which simply mean that the thoughts of their thoughts are most relevant, and that the reader is «not aware of the unknown». Anyone who can not go without it prepares them if the researchers do not open the case with a thorough analysis of the problem while studying the writer's works in a textual sense and forming canonical text. From the point of today's view M. Auezov's stories of artistic expression of various situations in the society by car censorship are described as «The Day of Defenselessness», «Oblivion Girl», «Learned Citizen», «Dzhetyym», «Kasen's phenomena» can be attributed. For example, in the story «The Day of Defenselessness» Gaziza describes the tragic fate of a girl by describing her characters in the Kazakh society at that time by describing the images of heroes, such as Akan, Bolt, and his accomplice, Kalta. The author says: «Serious illusions, painful emotions emotions have not given a great effect to Akan. Because he has seen so many evil things in his day, and he is in the midst of all these words, all that hears is not familiar and surprising. It was like a learned lesson» [8; 21] — shows that there are alien habits of our nation, such as the degradation of people, the degradation of humanity, by contrasting the heroes' opinions and actions. The idea of the great philosopher Abai's philosophical spectrum, «One of you is a friend of the Kazakhs, not a single one, is empty» has come to an end. In a society where the writer's idea is the main idea of the story, in a society that is in dire straits because of politics, if people find it difficult to cope with each other with kindness and mutual help, Gaziza warns that it is quite possible to overpower the girl.

The main theme raised in the story «dearned citizen» is that if the national ideology is corrupted by the impact of changes on the life of the country, the main idea differs with that people who are adapted to the new society need to adapt to the national identity. It illustrates the true picture by describing Meyrkhan's image. In this regard the whole content of the work is devoted to revealing the theme and the main idea.

In the story «Innocent Girl» written in the modernistic literature the author describes the difficulties of tragic person as Gaisha and describes it as an image of the victim of that society period. The main idea of this work is the destruction of the spiritual values of our people. In the story is told that a young girl came up young men one after another thinking a momentary pleasure reflecting our national tradition. The writer said: «Two or three years later..... There were two other numbers besides Gaziz... These were Kazakh guys. One of them was lucky, he was a disciple and he was a dancer. But he was jealous even of the sun Gaysha. Even though he was a bit sharp his love and passion were too abundant and he was bored as a long-lived fairy tale....

The other was the guy, older, grunted, dressed well, cunning, with sense of humor. His fraud and deceit increased... Therefore, Gaisha was stick of him else. The first of these two guys was hurt by Gaisha. She didn't suffer from the latest one. That is just what happened to the younger girl less than the former», — is narrated [8; 139]. It was a contradiction to our national values never been in the Kazakh society and there wasn't in the upbringing of traditions and generations. This was a manifestation of the damage to the spiritual values within the country where the writer pointed.

In story witful of ha psychological situations called «Kassen's phenomenon» the author described the psychological transformation of the society at that time by describing the images of Kassen, a clerk of the local government and his wife Jamilia. Both of these characters in the conversation grew up in the middle of the boiling Kazakh, and later lived in the city. Since then, various psychological phenomena have occurred in them, and the Kazakhs have started to commit mischief. He is depicted by a young brother, Salim, who lives in the Kssen's city and is studying at a university. The lines: «But this last month, especially the elderly man, and fifteen days since brother and sister-in-law has come Salim began to know well Kasen and Jamila» [9; 119] shows the psychological changes in Kasen and Jamila.

That is to say the unclear behavior of Kazakhs, the Kazakh brotherhood, which is the hospitable brother and the elder, has been shocked by the slightest and forced to leave their homes at the bottom. The story tells about the Kazakh people who remained in the back; ground through Salim's image to awaken them, to adapt quickly. At the same time M. Dulatov:

«Open your eyes, wake up, lift up Kazakhs,

Not spending time in the dark.

The land is gone, the religion becomes worse,

It isn't suitable to sleep now» [10; 96]. Called the famous scientist, national teacher A. Baitursynov told:

«My Kazakh people,

Your back is

Being broken.

The stock is in arrest,

Trouble in your soul,

Wake up, open your eyes.

It was the time when the Kazakh society was trying to wake up from a great sleep. M.Auezov, who has been alongside alash peoples in the struggle for national struggle and national ideals, presented the idea of struggle for independence, which Alaskan raised in his works. The only dream of the Kazakh people was to change the past and reflect on the desire and desire to survive the negative effects of the new society and to pursue other civilizations like culture and civilization. That is why Salim's words «You are still at the end. It's all gone from there...» [9; 129] — striving to reach a new society and to try to open the eyes of the Kazakh people. The main hero of the story Kassen although was urban-like and has various psychological transformations and has made strange things to the outlook he rarely look at Great Almaty top, analyzing his minds and sometimes he regrets his actions and acts in compassion.

It is true that in M. Auezov's stories written in the above-mentioned autocensor method the thoughts that describe public fates for the fate of the nation and its spirituality are the actions that are taking place in the real history of the past, which arose from the colonial policy of the Russian Empire. The prominent scientist M. Myrzahmetuly said, «When searching for the political and social roots of the autocensor phenomenon used by Mukhtar Auezov, the writer has a broad idea but then there is a lot of sincere and deep-rooted secrets in the bleeding of his thoughts, incomplete. In the writer's autocensor, underneath the thesis, underneath the abstract, we can not see it as an underwater stream, but if we continue along, we feel the power all the time» [11; 86]. Although it is compelled to resort to autocensor approach on the basis of political pressure, it is difficult to formulate more precisely because of the skillfulness of the writer's skill. Therefore, in the process of prose analysis of the writer's artistic stories, it is important first of all to study the historical-literary panorama of that period in the context of the scientific context. These are the works to be done at the first stage of literary works of prose works.

After that M.Auezov's stories should be determined on the basis of literary trends of the era and among the other stories written by other authors during that period. At the same time it is better to analyze the writer's stories in comparison with the stories of M.Zhumabayev, B. Maylin, G.Musrepov. In the same period, these writers also wrote that «Sholpan's Sin», «Kulpash», «Tuyebai», «Azamat Azamatovich», «Edige», «Blue House Neighbors», «Life Tale», «First Steps», «Shugyla», «girl» and so on. it is known that he wrote several stories and added to the golden fund of the Kazakh literature. After analyzing the writer's stories by

comparative analysis, it is appropriate to examine the history of each conversation and the literary critique of that period. For this purpose it is necessary to familiarize with works of R. Abdigulov, who made a detailed analysis of M. Auezov's stories and made a textual analysis of the writer T. Dzhurtbay's writings. And it is appropriate to analyze the literary criticism by analyzing S. Mukanov's works (the Kazakh literature of the twentieth century), in parallel with the writer of that period, who lived in one society, who made the first criticism of his stories. At the next stage of literary analysis of the great writer's artistic tales, it is necessary to study the acceptance and appreciation of the modern reader's works. At the same time A. Nurkatov, M. Adibayev, K. Syzdykov, T. Akshulakov and others. It is important to get acquainted with the works of prominent scientist and scientist G. Prali who works successfully in modern Mukhtar study. The deeper cognitive analysis and acquaintance in these areas of literary analysis are the factors that make a special contribution to the analysis and interpretation of M. Auezov's contemporary stories in modern Kazakh literary criticism.

Conclusion

Based on the basic principles of the above-mentioned prose literature analysis, the following work on studying the art story should be a good idea. The complexity of the problem comes from learning this content. Although modern teaching methods have been divided into four different sections such as «learning», «mastering», «introduction», «development» and up to now the teaching methodology has been based on five different methods. The latter was a content issue, that is, the content of knowledge acquisition is a traditional principle that sets the basic concepts of the law and still does this function. Therefore, updating the content of education widely used in our country is one of the most important issues in education. This content problem has so far been studied by researchers in the field of literature study and has fixed the main definitions. The concept of content on this topic is both sides of the concept. In one it is the essence of the artwork (the subject matter). In the second case, the artistic idea of the work. One of these is reading, one of which is the analysis. In the majority of cases, this literature analysis works with methodical defects from the literature teachers and students who manage it. For example, in today's literature lessons students have been taught to comprehend the content of the art story as a whole. It is told without any planning. Most of the teachers tell students that they have read and to retell the text. In this case the student retold only about one-third of the conversation. Such paraphrase is useless.

There are essentially special types of content. The word «say» is not based on those forms. If first our students retell the story and then retell by plan the meaning of both of them is even different. When it comes to short content the meaning of the plan is different. And as the author says the need to say what comes from the plan. Therefore, when teaching the art story it is necessary to base on the basic laws of the literary analysis, to analyze, interpret and clarify the specific narrative. It should be borne in mind that the knowledge provided by a well-defined plan is reasonable for the child, based on the plan's conclusions. According to the plan, the main purpose of the literary content should be defined as follows: 1) Understanding the subject; 2) Logical expression of the story (plan); 3) speaking the language in the text; 4) artistic expression; 5) characters like understanding the nature of the main character. And the full content of the narrative, the short description, the artistic expression, the content of the talk, the content of the conversation, etc. The existence of the species is a traditional principle in the literary analysis. Clearly, the main features and types of this statement are focused on class scheduling, and in the correct teaching of the main content of the conversation, consciousness and logical uncertainty occur. An outstanding scientist A. Konyratbayev said: «The plan is necessary to understand the structure, content and theme of the work on the one hand and, on the other hand, to express our thoughts in logical order. It is very important in describing the content, composition or composition of the work» [12; 202] — emphasized the essence and significance of the plan in the analysis of artistic compositions. It is appropriate to consider these principles in the analysis of M. Auezov's stories.

During the studying of M. Auezov's artistic stories, it is necessary to identify and reveal the theme of the work, the idea, the system of images, the linguistic art, the plot, the composition and the poetics after the plan of work on its main content. The preservation of these structural components, which are traditionally carried out in the analysis of literary works, directly influences on the purpose of the literary work, the precise purpose of the literary work, the perception, the perception and perception of the main idea of the writer. Therefore, to read and recognize any great story of a great writer, we must pay attention to all these components. It is a traditional method of analysis and analysis in literature science. It is evident from the novelty of the modern educational technologies that we have mentioned above the views and analyzes made by

M. Auezov's artistic narratives, the findings and the findings are now clearly reflected in the new methodology of Mukhtarstudy in the field of methodology.

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Т.Р. Абдықадырова, Е.Б. Абдимомынов, Н.О. Мехмет

М.Әуезовтің әңгімелерін білім берудің жаңа технологиялары арқылы оқыту әдістемесі

Мақалада қазіргі жоғары оқу орындарында білім беру ісінде кеңінен қолданылып келе жатқан оқыту технологияларының дәстүрлі әдістемелері заманға сай жаңаша көзқараста жан-жақты талданып қарастырылған. Қазіргі педагогика ғылымының әдістеме саласының тарихы туралы тың тұжырымдар жасалынып, Алаш қайраткерлерінің әдістемелік мұралары сараланған. Сонымен қатар, ұлы жазушы М.Әуезовтің көркем әңгімелерін жоғары оқу орындарында оқытудың мәні мен маңыздылығы, қазақ әдебиетін оқыту әдістемесінің қалыптасуы мен дамуына үлес қосқан ғалымдардың еңбектерімен ғылыми негізде жүйеленіп талданған. Ол үшін әдебиет тарихында бүгінгі күнге дейін қалыптасқан прозалық шығармаларды талдаудың дәстүрлі әдістері зерттеу нысанына алынып жаңаша көзқарастар тұрғысынан зерделенді. М.Әуезовтің көркем әңгімелер жазуда қолданылған автоцензуралық тәсілі туралы да тың ойлар айтылып, әрбір әңгімесі фабулалық түрде талданды. Нәтижесінде жоғары оқу орындарында М.Әуезовтің әңгімелерін талдап-оқытудың әдістері ұсынылып, заманға сай интерпретацияланады. Ұлы жазушының шығармаларын жоғары оқу орындарында жаңа технологияларды қолдана отырып оқытуды оның көркем әңгімелерінен бастаудың ерекшелігі мен маңыздылығы туралы да тың тұжырымдар жасалынды.

Кілт сөздер: технология, оқыту, әдістеме, әңгіме, талдау, автоцензура.

Т.Р. Абдықадырова, Е.Б. Абдимомынов, Н.О. Мехмет

Новые технологии в методике изучения рассказов М. Ауэзова

В статье всесторонне рассмотрены традиционные методики обучающихся технологий, широко применяющихся в образовательном процессе современных высших учебных заведений. Сделаны детальные выводы об истории методики современной педагогической науки, представлен анализ методических наследий деятелей партии Алаш. Авторами проанализированы работы казахских ученых-методистов и литературоведов, внесших вклад в формирование и развитие методики обучения казахской литературы. Осмыслены традиционные и инновационные методы изучения и анализа прозаических произведений, сформировавшихся до сегодняшнего дня в методике преподавания литературы. Предложен к использованию метод автоцензурного приема, применявшегося М.Ауэзовым в создании художественных рассказов, проведен всесторонний анализ фабульной формы

рассказа. Кроме того, даны выводы относительно особенностей и значимости художественных рассказов в изучении литературного наследия великого писателя.

Ключевые слова: технология, обучение, методика, рассказ, анализ, автоцензура.

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