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TEACHING THE FIRST STORIES OF MUKHTAR AUEZOV IN HIGH SCHOOL

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Abstract

The article deals with the study of the stories of the talented writer M. Auezov, known not only in our original literature but in all human literature and culture. Methods of teaching with students by analyzing the artistic-ideological feature of the writer's stories in the higher school are offered. Along with the literary side, M. Auezov speaks about the importance of fundamental research in the field of literary criticism, and pedagogical work in the field of teaching, psychological and philosophical ideas. The first stories of the writer are considered as a means of teaching art and worldview, raising questions, and skills of character development in the university. The author shows ways to engage students in cognitive work, research, conducting

thematic-compositional analysis of the conversation, a comprehensive analysis of the characters, mastering the text and literary analysis in the teaching of students in high school. The speech goes about the new research of the writer's work and the new perception of the writer's work. In conclusion, the author guides future specialists in Kazakh literature to assess the vitality and value of fiction, including the heritage of M. Auezov, which is our national value.

Keywords

Higher School, M. Auezov, Teaching, Education

1. Introduction

M. Auezov is a modern writer, a brilliant teacher, a scientist and a unique talent in Kazakh literature. The writer's works have been translated into several languages and have traveled all over the world. Professor Sh. Ibraev said about him: "The artistic heritage of the great writer, scientist and a public figure M. Auezov is an achievement not only of our original literature but also of the entire human culture. His creative career is extensive and rich. Novelist, playwright, scientist, screenwriter, and translator – this is an incomplete list of the talents of the great writer. His epic about Abai, his short stories, and short stories, written with great skill, have forever entered the fund of Kazakh literature of the twentieth century," he quotes highly (Ybyraev & Korabayev, 1997).

As time goes on, researchers of the writer's noble heritage find their search and teaching the heritage of the writer to the younger generation is a difficult task. That is the problem of creating a program for teaching M. Auezov's work as a whole and proposing an effective methodology for its implementation requires deep research from methodological scientists and teachers. In the field of education and upbringing, M. Auezov's writing talent, as well as his teaching work, and pedagogical ideas are of great importance. Therefore, in the field of modern education, the purpose of the study is to consider the teaching of the writer's heritage from a new angle and introduce new methods and techniques.

The issue of teaching Auezov in higher school is currently being considered in a new way. Over time, we began to study the history of the past and teach in new ways. Today, the younger generation enters the legacy of M. Auezov from the very beginning of his studies at school and then replenishes the spiritual food in higher educational institutions. In the field of higher education, Auezov's educational world is moving into a deeper and more scientific

direction. The lecture and practical classes have great importance for leading students to aesthetic pleasure, morality and spiritual purity. And most importantly, we strive to educate readers who glorify our spiritual values.

The teaching of the first stories of M. Auezov to students has its characteristics. The narration of the writer's stories tells not only about the content but most importantly about his main problems, the ideological and aesthetic ideal of the writer, and his success on this path. The plot, the integrity of the composition, the artistry of the language, and the ways of creating characters are analyzed.

2. Method

In the course of the research work, new methods of teaching the artistic originality of M. Auezov's stories (Fila table, "POPS" formula, "Four sentences" method, "Reader's voice") were considered, as well as during the discussion of the writer's stories, annotated analysis, plot-compositional analysis, comprehensive analysis of characters, mastering the text, types of literary analysis, image analysis, problem analysis, comprehensive analysis, etc. In addition, methods of processing, comparing, systematizing, and summarizing information have found widespread use.

3. Literature Review

M. Auezov is a talented writer who brought the prose genre to the world level, a talented writer who showed his writing skills with his first works written in his early twenties. In the first stories "Savage Grey", "An Orphan", "An Orphan's Lot", "Gunshot at the Pass", "Steppe pictures", "Steppe Stories", "Wedding", "The beautiful girl in the morning", he raised the problem inherent in humanity. Conflicts of spiritual dilemmas in a person, all modernism features are considered artistic features in Auezov's stories. For this reason, even at the origins of artistic prose, he truthfully described the fate of defenseless souls. It is known to the public today that at the time of writing the first stories and stories of M. Auezov, his artistic skills were appreciated as a writer at the European level. "With the first story "An Orphan's Lot" that was written in 1921, Mukhtar rose to the rank of European prose in its true meaning," the academician writer S. Mukanov rightly assessed (Mukanov, 1987). "The writer's story "An Orphan's Lot", published at the age of twenty-four, was a significant work that raised the

childish and stereotypical way of writing prose works on Kazakh soil to a new level and brought the honor of our native literature to the European level" (Sergaliev, 1997). It is the writer's skill that the problem in the environment of society grows into a problem common to all mankind. These works of the writer can be considered works that truly conveyed the fate of a person and influenced the feelings of his reader.

"It is necessary to consider from different angles the unique skill of the genius writer, his contribution to our artistic development. The creative experience of M. Auezov is an indelible example and an inexhaustible teaching for all our writers. It is especially emphasized that the writer's innovation in the transfer of human character, the picture of nature with a deep realism, his activity in the formation of our literary language," says R. Berdibay (Berdibay, 1997).

In his first stories, M. Auezov raised the problem of the defenseless "An Orphan's Lot", "An Orphan", "An educated man", etc. The first stories of the writer will be valuable for the fact that they are combined with high-profile works in world literature and raise a problem inherent not only in one nation but also in all mankind.

The first prose work of the writer, the story "An Orphan's Lot", tells about a terrible truth from the life of a Kazakh village, a terrible horror of the human soul. In this story, the writer depicts the bestiality of some, tyrants, to defenseless souls. All these events are skillfully conveyed by the writer to the reader with the gloomiest excitement. For example, "What kind of dishonesty, or mischief, would it be? – No answer to any" (Auezov, 1979).

This passage is taken from the time when Gaziza was subjected to evil. The writer describes Gaziza, who was in a state of sadness and anger, as follows: "Anger, honor, which did not go beyond in his life, danced and hummed all freely in one head" (Auezov, 1979).

It is known that the main objects of the writer's stories are the cognitions of honor and shame. In high school, when teaching M. Auezov's prose works, it is advisable to delve into the secrets of words and thoughts in a work of art, fully mastering the content of a work of art and identifying the character of a character in it. The main attention is paid to the reader's perception, intuition, feeling of a literary text, and reasoning. The problem of "interpretation" in the modern educational paradigm creates a great environment for the growth of students' subjective views, complex intellectual thoughts, and individual culture. To achieve the intended goal, analytical work is organized on the part of the teacher. Analysis is the core of each lesson. Methodologist-

scientist T. Akchulakov: "A student who has not heard the melody of a work of art written with the vibration of the writer's soul, his heart, his heart, cannot get nourishment from literature. Only a child who grieves and rejoices with the hero who reads a work of art will feel the pleasure of literature with all his soul" Aksholakov, 1975). That is why the teaching of Kazakh literature at the Higher School leads students to get an aesthetic impression of the work of art, to influence the feelings of morality, reason and spiritual purity, and to reveal their cognitive abilities. This is the main goal of the lesson. Therefore, the analysis of a work of art is a complex process based on the nature of reader perception. When analyzing the story "*An Orphan's Lot*" according to the methodology of the methodologist teacher K. Bitibaeva, we consider it advisable to be guided by the table below.

Table 1: *Analysis of the Story "An Orphan's Lot"*

The Construction of the Story, The Main Event	The Fate of the Characters	The Artistic Method and Manner of the Writer
1. Passengers. Storm.	Akan and Kaltai are looking for a place to land.	Narrative, illustration, portraiture.
2. Passengers in a nursing home.	13-year-old Gaziza, her blind mother, and her old grandmother. The only son is dead.	Portraiture, narrative.
3. The sadness of an old woman.	No begging from relatives. Daughter-in-law's water is dark, granddaughter is young. She is an orphan, a widow, she cries, talking about her defenseless state.	Narrative, lyrical digression.
4. Livestock (bestiality) in the hay barn.	The pitiful state of defenseless Gaziza.	Narrative, description.
5. Deliverance from suffering. The opening of the storm.	Death of Gaziza.	Description, narration.

(Source: Bitibayeva, 1997)

You can assign individual tasks:

1. *Write portraits, landscapes, and descriptions on handouts based on the story "An Orphan's Lot".*
2. *Landscape, portraiture, and writing down proverbs and sayings in the story "An educated man" on handouts.*
3. *Collection of data on the history of writing the stories "An Orphan's Lot" and "Savage Grey" according to the book "Bala Mukhtar" by M. Auezov (Bitibayeva, 1997).*

Taking into account the fact that in high school students are familiar with the stories of the writer from the very beginning of school, it is necessary to mobilize students for cognitive work, research work, conducting a plot-compositional analysis of the story, a comprehensive analysis of its characters, mastering the text, literary analysis. Tasks in the direction of scientific research are given to students in advance, it is effective to organize research work for in-depth study of the topic or for finding, comparing consonance in the literature of other nationalities.

4. Results and Discussion

One of the first works of M. Auezov is the story "An educated man". In this story, the life of the inhabitants of the city is realistically described. The heavy sides of the Kazakh life and ugly scenes are depicted. The main character of the work, Teacher Maksut, is unable to achieve his dream and falls ill. Here, too, there is the image of a defenseless old woman. The story says: "A weak, sad mother who has no desire, except for her only child – Maksut, her chest is filled with grief, her eyes are filled with poisonous tears, and she looks at Meirkhan, as if asking for energy-help." (Berdibayev, 1973).

The writer gives the name of the story in quotation marks as "An educated man". "In this story, the writer talks about what the Kazakh literate youth, who turned out to be materialists and lawyers. Zhumagul, who was being married to the wife of his deceased comrade, finds the "law" and forcibly receives property in the hands of his comrade's old mother, shows that the knowledge he received was spent on the path of impurity, piety," says scientist R. Berdibay (Berdibayev, 1973).

The analysis of the story shows its artistic and ideological originality in teaching, to show the writer's skill in conveying the theme and content, composition, and psychological state of the characters, and stimulates the cognitive, and creative abilities of students. The ability of the writer to show the artistic originality of the story is to embody the image of the hero, it is appropriate to open the way to an exploration of the actions and inner feelings of each hero. Pedagogical scientist B. Smanov: "On the surface, it is clear that any analysis preserves integrity and presents problematic issues. The same happens when considering the image of the character and the formation of his character. It is impossible to analyze the image without problems. That's why the ways of analyzing a work of art are conventionally called as a whole, problematic, image analysis, but regardless of the aspect of the problem, studying the image of the character should be the main goal," he emphasizes (Smanov, 1990).

In high school, in the process of artistic and ideological analysis of a literary work, in the analysis of the character of a literary character, it is better to pay special attention to the compositional plot analysis of the work, artistic originality, and personality of the hero. Questions that lead students to cognitive thinking:

- 1. Prove the importance of portraits in revealing the souls of characters in M. Auezov's stories.*
- 2. What is your attitude to the writer's decision to decide the fate of the characters?*
- 3. Who are the defenseless in the early stories of M. Auezov and do you agree with the writer's decision to decide their fate?*

The questions of the cognitive task lead students to express their conclusions and decisions as if they were thinking. The most important thing is that in the presentation of concrete evidence, the text is monitored. By addressing the text, we can develop the student's scientific competence. Addressing the text requires vigilance. Addressing the text requires thoroughness. This is the importance of this method.

Currently, the popularization of the writer's legacy continues in higher Schools, general education schools, and other areas of knowledge, taking a place in programs and textbooks, becoming one of the tools of teaching in the education of the generation. Most importantly, the writer's legacy is a means of educating humanity and virtue, morality, honesty, fighting, and spiritual purity. Man is made up of soul and body. The power of the soul is the spirit, and the flesh is lust. Sometimes the goals of the soul and body are not united but can be

accompanied by mutual confrontation. M. Auezov's stories revolved around such dilemmas through the modern style. The methodologist S. Tleshova said: "M. Auezov's stories are works of great cognitive value that instill in students observation, intelligence, vigilance and teach a deeper knowledge of the relationship between man and nature, its laws, educate humanity and sensitivity" (Tleshova, 1987).

In demonstrating the artistic originality of M. Auezov's story "Savage Grey", students conducted new teaching methods and techniques:

1. *FILA table.*

Purpose: to lead to the ability to solve problems.

Proof	Forecast	Goal	Plan

2. *Formula" POPS".*

The first sentence: "I think...»

Second sentence: "I can prove it with these facts and examples"

Last sentence: "In this regard, I have come to the following final decision"

3. *Method "Four sentences"*

1. Opinion

2. Proof

3. For example

4. Conclusion

4. *In the "Reader's voice" method*, students, comparing their search, received the basis for demonstrating their communicative competence.

Table 2: Comparing with world works

M. Auezov	Harmony with World Literature	My impression		
		Kazakh	English	Russian
"An Orphan" "Savage Grey" "An Orphan's Lot"	Honore de Balzac. Father Gorio. Guy de Maupasson "Pyshka" etc.	Жазушының әңгімелері жүрегімді тербеп, сезім қылдарына әсер етті. Адам тағдыры туралы ой мені баурап алды...	The writer's stories touched my heart. The thought of human destiny fascinated me ...	Рассказы писателя тронули мое сердце. Мысль очеловеческой судьбе завораживала меня...

(Source: Author's own Illustration)

In this task, students are allowed to write their opinions, thoughts, feelings, and what language they want to write. In this method, feedback is provided to students and there is an opportunity to create a reflex. Writing skills are used to convey what thoughts and impressions the work gave them, and search work is carried out in the process of comparison with world literature.

Purpose: to find and compare the harmony of the work he studied with world works. It is with the help of this method that we can recognize the field of the student's cognitive abilities. This method is especially widely used in teaching foreign literature. Given that M. Auezov himself occupies a place in the plurality of world classic writers, comparative analysis helps to understand the ideas of the writer, to reveal the connections between artists with completely different views. Individual ideological folds in the stories of M. Auezov are angry and burning music, like a flute of the era. Now we find stories in which the oddities and joys of life are intertwined, in sync with world literature.

"It can be said that the development of students' reading ability in teaching the works of art is one of the most important tasks of literary education. Teaching the works of art in Kazakh literature classes allows students to acquire knowledge, skills, abilities, as well as the ability to analyze and understand the text, to educate their artistic taste and develop their reading

ability," says the scientist K.S. Kurmambaeva, that is, it is to awaken the interest of educators in artistic work. (Kurmambaeva, 2022)

5. Conclusion

In conclusion, M. Auezov is the pride of the nation, his name will forever remain in the history of national literature and culture. His prose works, written in the 20s and 30s, became a harbinger of innovation in our national literature. He revived and cultivated our diverse national spiritual goods and brought them to us in a new form. The life of the characters played in the writer's works, their portraits and characters, internal psychology, and the ability to describe natural phenomena with human attention demonstrate the writer's great talent.

Now in the system of higher education, it is important to focus the learning process on national values, on the basis of which it is a means of Education. The study involved a few limitations: "It is necessary to strengthen the educational component of the educational process. They are the norms of patriotism, morality, and common sense, interethnic harmony and tolerance, the development of both body and soul, adherence to the law," he said, noting that it is important to promote and modernize our national values, based on which for the upbringing of generations, and use them as a means of Education. The new generation, the arrival of new generations is the rule, and the legacy of M. Auezov will be valuable in the upbringing of generations, no matter how many centuries have passed. As the spiritual requirements of each period change, it is natural that the forms of immersion in the creative workshop of the writer also change.

This study provided opportunities for future research, therefore the main problem in the modern educational paradigm of the "methodology of teaching literature" is the analysis of creativity of people, the understanding of its artistic specifics. The measure of artistry of any work of art should be measured by its vitality, content of the work, the originality that it gives to the reader, and universal values. So, the manifestation of the writer's high taste, culture and skillful artistry will remain a matter of time. Therefore, we are sure that the legacy of M. Auezov will still have a lot to give, and as time goes by, it will find its seekers.

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