

TEACHING M. AUEZOV'S EPIC NOVEL "THE WAY OF ABAI" AT SCHOOL

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Abstract: *The article will focus on the spiritual heritage of Mukhtar Auezov, whose name is widely known and has become the pride of world literature and culture. It is considered that the historical and cultural heritage of the writer who presented the great Abai to the world is an inexhaustible treasure. New ways of studying the epic novel "The Way of Abai" by the great writer, master artist M. Auezov, who raised the historical and cultural values of the Kazakh nation into the space of universal values and culture, are considered. The level of teaching of Mukhtar Auezov's epic novel "The way of Abai" in its degree will be discussed. For this purpose, the school studies the research works of domestic and foreign scientists on the problem of teaching the works of M. Auezov. The research works and technology of the domestic methodologist-scientist, academician K. Bitibaeva are considered in the complete teaching of the novel-epic "The way of Abai". The outstanding works of methodologist-teacher K. Bitibayeva in Abay studies and auezov studies will be shown. Presents K. Bitibaeva's advanced methodology of teaching the epic novel "The way of Abai" through problem analysis and image analysis. The author defines the significance of the technology of the domestic methodologist K. Bitibaeva and suggests applying it in practice at school. Emphasizes the outstanding scientific works of K. Bitibaeva, comprehensively studies her search. It is concluded that teacher technology is used by the community of domestic teachers, as well as its innovativeness prevails.*

Keywords: *Spiritual Heritage; Epic Novel; Problem-Based Learning; Image; Cultural Heritage; National Value.*

Introduction

The name of Mukhtar Auezov is widely known in the context of the spiritual culture of the Kazakh people and the peoples of the world. Mukhtar Auezov, who has become the pride of world literature, is a classic of Kazakh literature, a scientist, and a public figure. The literary and scientific legacy of the writer who introduced Dana Abai to the world is an inexhaustible precious treasure. M. Auezov is a learned scientist who laid the foundations of the literary studies of the Kazakh nation in the 20th century, a great writer, a master artist who raised the historical and cultural values of the Kazakh nation to the universal values and culture space.

Considering the way to enrich the cultural and historical heritage of the Kazakh nation, Mukhtar Auezov combined Kazakh literature with the channel of World Culture and literature with his best works. The writer's epic novel "The way of Abai" and other short stories have been translated into many foreign languages, won great respect from the people of the world for his valuable historical, cultural and literary works and reached the highest level of the creative ladder.

The work of M. Auezov, which became the best work of the XX century, is the epic novel "The way of Abai", translated into 116 languages of the world, is a valuable heritage included in the world Library of 200 volumes of world literature.

M. Auezov, who became one of the giants of world literature, through his works presented the history, culture, national identity of the Kazakh people to the world community. Teaching the writer's works, rich in spiritual knowledge that absorbs the soul of the reader, is an urgent problem in the field of school education of the younger generation. That is why the legacy of M. Auezov is very important in the content of education for the future of the nation.

Have we fully recognized the wise Abai, M. Auezov, who have become well-known figures of world culture and civilization?

Mukhtar Auezov's most famous work, which spread his name all over the world and left his artistic signature in world literature, is the novel-epic "The way of Abai". This is a great work that represented the Kazakh nation in the world civilization. The epoch-making work of the great writer, who portrays the poetic, humanistic, democratic and artistic personality of the thinker and classic poet of our nation Abay Kunanbayuly, describes the half-century historical and cultural life and traditions of the Kazakh nation with a wide ear. "The way of Abai" is a novel-epic that is relevant in all eras, and it will remain a treasure that will be loved and spiritually nourished by mankind for many centuries.

Mukhtar Auezov created an artistic encyclopedia of the Kazakh country through the epic "Abai Zholy", says Academician K. Satbaev (Bitibaeva, 1994: p. 39). That is, the epoch-making work is highly valued as the encyclopedia of the Kazakh people of the 19th century. And the French scientist L. Aragon says: "The epic novel "Abay" is one of the most significant novels of the 20th century" (Bitibaeva, 1994: p. 4). There are many high evaluations given to the work that amazed the world public.

If we turn to the opinion of Sh. Aitmatov, the world-famous writer of the Kyrgyz nation, student of M. Auezov: "I consider this a direct contribution of the Kazakh people to the pearl of human artistic thought. "Abai" epic is our artistic and social encyclopedia, it is our common mandate..." (Bitibaeva, 1994: p. 34). Through this great work, M. Auezov's writing personality shines in the sphere of the spiritual culture of the Kazakh people and the peoples of the whole world.

The epic "The way of Abai", which spread the name of the artist to the world, has many lessons to offer us. Such works have a special quality that will not die forever. No matter when and in what era you read them, they will sound new. Adds thoughts to your thoughts, enriches your feelings and understanding. His characters feel like your contemporaries. He will say what you think, he will press exactly what is in your mind. These are the signs that prove that Abay's works will not die forever," says the domestic scientist, academician S. Kyrabayev (Bitibaeva, 1997: p. 261).

Domestic writer-scientist T. Zhurtbay, who studies the heritage of M. Auezov, says: "The life and creative path of Auezov is a phenomenon in the spiritual history of Kazakh culture. It requires multi-disciplinary and cumulative research", he highly appreciates its

significance in the history of the nation (Bitibaeva, 2000: p. 18). That is, the cultural and spiritual heritage created by M. Auezov's pen is a treasure that will not lose its importance for all mankind.

Materials and Methods

In this research work, the problem of teaching M. Auezov's creativity at school is identified. Teaching the works of M. Auezov using the methodology of the domestic methodologist-scientist Kanipa Bitibaeva is considered as a whole. Bitibaeva Kanipa Omargalievna wrote some fundamental works on the technology of teaching literature at school, two books on teaching Abai, and three books on teaching Auezov. On the basis of these works, a problem analysis is carried out and tasks are proposed.

Learning the legacy of M. Auezov and directing the young generation to grow up knowing his works is directly related to the school and teachers. The work of Kanipa Bitibaeva, an outstanding person of Kazakh pedagogy, the author of "Methodology of teaching Kazakh literature", the author of "Methodology of teaching Kazakh literature", who instilled the legacy of the greats of our people Abay and M. Auezov into the minds of her students, dedicated her conscious life to teaching her native language and literature, brought the teaching profession to the peak of honor. The fundamental researches of the teacher-teacher on teaching the works of M. Auezov as a whole in school are of great value for the community of teachers.

Teaching M. Auezov's novel-epic "The way of Abai" using K. Bitibaeva's "To give a thought, thinking, to think" technology, considering the methodology and innovative technology of its mastering is considered the relevance of the research.

Results and Discussion

In order to teach M. Auezov's work, which is recognized by the world community, deep research and skill are needed. About him, the domestic methodologist-teacher Kanipa Bitibaeva says: "bringing the world-famous Auezov voice, Auezov's skill with all its natural posture, all its peacefulness to the heart and mind of the student requires deep thoughtful search, skill" (Bitibaeva et al., 2002: p. 3).

Bitibaeva Kanipa Omargalyovna is a teacher who created a broad and different system of teaching literature in national schools of the Kazakh people. Methodist studied the problem of in-depth teaching of literature and created its effective methodology and advanced technology. Combining experience and methodology, the methodologist-teacher proposed the methodology of teaching literature and created innovative technology. He created the foundation and program for teaching Kazakh literature as a part of world literature and culture. With the ideal of instilling in the minds of students the eternal and precious heritage of literary giants Abay and M. Auezov, they formed the methods of in-depth teaching of the works of the sages in school.

Deeply touching the world, which is very necessary for school teachers and students, he developed and demonstrated the methodology of teaching the works of famous representatives of modern Kazakh literature from the 1960s to the 2000s of our national literature.

Bitibaeva Kanipa Omargalievna is a teacher who has developed a wide and diverse system of teaching literature in national schools of the Kazakh people. The methodologist studied the problem of in-depth study of literature, developed its effective methodology, advanced technology. Combining experience and methodology, the methodologist-teacher proposed a methodology for teaching literature and developed an innovative technology. He laid the foundation and developed a program for teaching Kazakh literature as a part of world literature and culture. He developed methods of in-depth study of the works of sages at school, aiming to instill in the minds of students the eternal noble heritage of the literary giants Abai and M. Auezov to the human race. He developed a methodology for teaching the creativity of prominent representatives of modern Kazakh literature from the 1960s to the 2000s of our national literature.

The author has developed a program for teaching the epic “the way of Abai” from the lower grades and offers students new ways and methods of learning through collective learning. The main innovation of the in - depth program and Manual of K. Bitibaeva is the presentation of a new technology for mastering the epic, showing the ways of introducing and teaching the novel “The way of Abai” from the lower class.

In an in-depth program, the methodologist-scientist offers effective ways and methods of teaching the epic of M. Auezov - the peak of his work – “Abai Zholy” as a whole. About this, the domestic methodologist-scientist F. Orazbaeva said: “Making a program for teaching the works of Ustaz Auezov as a whole from the 5th to the 11th grade, the problem of systematically teaching the stories, dramas, and epics written by the great writer will be clarified... This book about teaching M. Auezov - scientific-pedagogical work that has a good influence on the in-depth knowledge of literature, knowing and studying the great writer”, he defines the effectiveness of the program (Bitibaeva, 2009: p. 10). Based on this conclusion, it is emphasized the mastery of the methodologist-teacher in creating a program of teaching M. Auezov's work as a whole from the 5th to the 11th grade, as well as the fact that it is a scientific-pedagogical work that contributes to the students' mastery of the writer's work.

We emphasize the viability of the in-depth program and technology of K. Bitibaeva in teaching M. Auezov's work as a whole at the school.

“At all times, no matter what reform, the main figure of the school is the teacher. The state educational policy will also be implemented through this teacher. And today the most sacred task of the school and teacher is to form a spiritually rich, comprehensively developed personality”, Kanipa Bitibaeva writes (Bitibaeva, 2012), the work of teachers in providing quality education and conscious education to future generations is immeasurable.

“Schools of the 21st century should help develop their own independence and identity by preparing students to live in solidarity with others in life, work and civic position, recognizing the authenticity of national and global diversity of opinions” (Instructions for the teacher, 2016). “What are the most effective teaching methods?” the teaching staff is looking for new teaching technologies, new pedagogical approaches and improving their professional skills. In this regard, the use of advanced domestic and World technologies in practice requires the skills of a teacher.

K. Bitibaeva's “To give a thought, thinking, to think” technology is an innovative technology that can meet the requirements of modern education in globalization. About this technology, K. Bitibaeva said: “Our “Thinking, thinking” technology: treat the student as a subject; creative tasks based on competence formation; development of students' critical thinking skills; raising knowledge from student level to productive, creative level; opening the sources of talent; based on the problems of introduction to scientific and research work” (Kirabaev, 1992). The technology of a methodical-scientist teacher, the methodology of teaching literature is like a traffic light for teachers in every region of our country.

In K. Bitibaeva's technology, “student-student” and “student-teacher” actions prevail over “teacher-student” actions. The technology of the teacher leads the student to search on his own, to improve his desire to learn and his entrepreneurial spirit, his motivation for learning and creativity, and to recognize his inner potential. That is, it organizes the joint work between the teacher and the student in the formation of the skills to open up their own opportunities, develop personality traits, awakening the internal motivation of the student, through effective methods of group, pair work, and dialogic teaching. In the course of the lesson, “student is an opinionated, critical thinker, self-confident, seeker, researcher...”, “Teacher is a student's supporter, motivator, guide...”.

Organization of critical activities such as “giving thought to the student in the lesson, thinking back from the lesson, coming to the next lesson thinking...” is the mastery of the teacher. “Thought, to think, thinking is necessary for all subjects. It is impossible to live without thoughts. But a special problem to be remembered here is that it lies in one's own thinking, one's own opinion...” (Kirabaev, 1992). This is the evidence of the teacher's humanism, the expression of freedom of thought in the classroom. “Each child is an individual. He is a unique individual, be it psychologically, worldly, or educationally. Analysis, first of all, should be based on the personal opinion of that “individual”...” says the teacher, students come to the class with a creative, researching search to express their thoughts, prove, and find a solution.

The principle of K. Bitibaeva's in-depth literature education program consists of the philosophy “To give a thought, thinking, to think”. One of the main goals of the program is the development of students' creative abilities, especially the teaching of artistic works. Author “What can be taught in depth?”, “What are the most important key issues?” looks deeper into the problem, that is, these are the problems arising from the main goal. The purpose of teaching the program is the expected result of the imparted knowledge, the student's acquisition of knowledge through his own research.

This can be seen in the table below (Table 1):

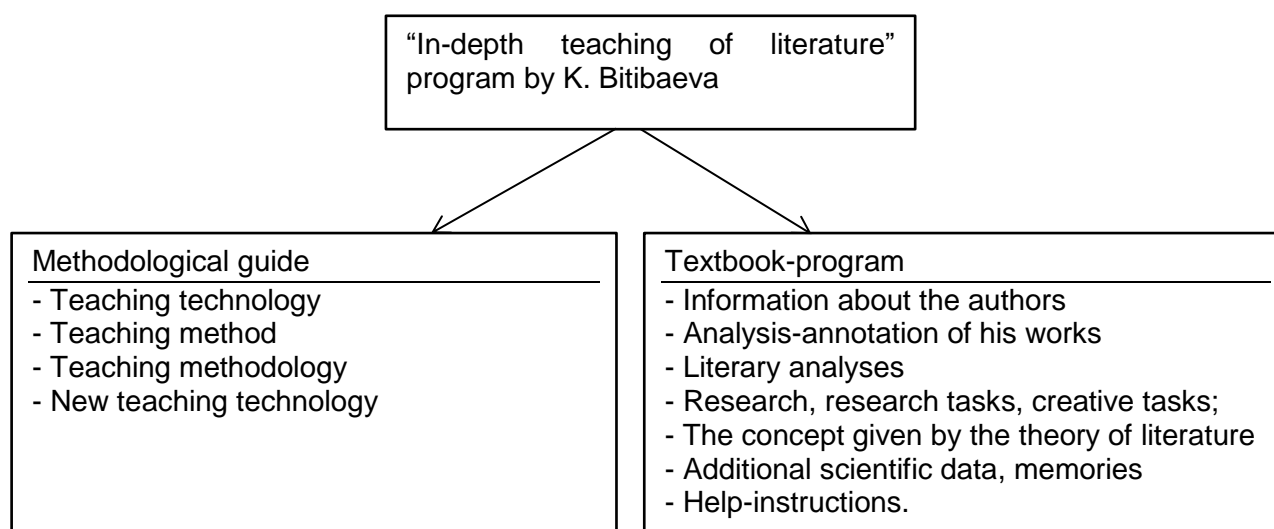


Table 1. K. Bitibaeva's "In-depth teaching of literature" program

In the program, teaching M. Auezov's large-scale novel-epic "The way of Abai" as a whole, stimulating the student's worldview and mindset, feelings, and thinking abilities requires the skill of the teacher. It is clear that the sad fate of the characters in each chapter of the epic affects the student's emotions and feelings. It is known that depending on the character's fate, they are both happy and sad. In this regard, taking into account the personality, psychological and social condition of each child, the comprehensive search of the teacher is clearly reflected in the mentioned program.

The methodologist-teacher systematically groups the main problems and conflicts at the basis of the epic, the gallery of characters. The most important thing is that a new way of analyzing the work of art based on the system of images is proposed together with Abai's image. The author, most importantly, guides the development of personal competences of students, guided by the psychological and social side of teaching the epic.

This is reflected in the grouping of the author's ideas and decisions in creating Abai's personality in each book (Nurgaliyev, 1987: p. 172) (Table 2).

Book	
Book I "Ayoung sycamore on the top".	Abai's confrontation with feudal society.
Abai in book II "Power is poetic, hope is the people".	Abai in book III. "You are enough for a good pasture, so that you fly further than I fly."
Abai in book III. "You are enough for a good pasture, so that you fly further than I fly."	Abai's independent approach to the heritage of Russian, world literature, culture, and thinkers. The beginning of the formation of the humanistic, educational, Democratic views of Abai.
Abai in book IV. "Will my flowers, my seeds, my offspring?"	The image of Abai in the height of "the son of man, not the son of grandfather"

Table 2. M. Auezov novel-epic "The way of Abai".

The author's skill allows the student to recognize human values in each section of the epic, to independently analyze the worldview and philosophical foundations of the problem "Man-nature-society" by discarding the problem. Literary analysis in this direction leads to a deep search and disclosure of the problematic, ideological and aesthetic value of the epic. In the work, the threads of thoughts, feelings, sadness, anger, regret help the student to perceive and understand. In the process of analyzing any of the images of the characters in the epic, the teacher pays special attention to the student's emotional state and perception.

In the pedagogical practice of K. Bitibaeva, it is necessary to analyze the teaching of the epic as a whole, to find solutions to the problems that lie in its development, "How to analyze the epic? "I don't know," he said". The characters in the epic were grouped and summarized around their problems (Orazbayeva, 2005: p. 84). We see it in the table below (Table 3):

The order of classes	Theme	Types of classes
Lesson I	"The great Kazakh poet" (history of writing the epic)	Press lesson (press conference)
Lesson II	"Zhasshynar on the top" (the image of Abai, books I-II)	Practical lessons based on problem-based learning
Lesson III	"I am the son of man, not grandfather" (the image of Abai books III-IV)	Monologue, dialogue lessons in the direction of search and research. Literary discussion
Lesson IV	"The sons of man, not man" (Kunanbays world)	It can be held as an opinion defense class, abstract defense class
Lesson V	"Grandfather's insult added" (the image of Darkembai)	Literary composition lesson
Lesson VI	"I'm sorry," he said..." (The image of women)	Seminar class
Lesson VII	"...Will my flowers, my grains leave offspring-a race?" (Youth video)	The lesson of the grandstand.
Lesson VIII	"Who opened my eyes to life" (image of Abai's Russian friends)	Based on integrative learning.

Table 3. Image analysis of the novel-epic "The Way of Abai"

K. Bitibaeva demonstrates new ways of problem analysis in the course of teaching M. Auezov's "The way of Abai". Problem analysis is a productive type of analysis that is widely used in practice. In this type of analysis, which opens the way for the student to express his thinking and self-opinion, worldview, he finds the problem at the heart of the work of art and organizes discussions around problematic questions. In order to conduct an effective analysis, the author first provides a comprehensive way to create a problem situation, solve it, and make a forecast.

In teaching about the problem raised in the epic novel "The way of Abai", the idea and main conflicts in it, the gallery of images, its acquisition of the Golden trunk of the epic in association with ABAI, the teacher suggested the effectiveness of problem analysis, image analysis.

Teaching the image of Abai in the epic “The way of Abai” with a problem.

Problematic presentation of the topic according to the plan below:

1. Face-to-face meeting of Abai with feudal society. Understanding the realities of the times. Mukhtar's writing skills in showing it.
2. Father and child. Abai's departure from his father's path. Its main objective causes. The philosophical and ideological ideal of Mukhtar in this matter.
3. The problem of Abai and the poor. Abai is the patron saint of the people.
4. Abai and Russian friends. Head to knowledge. Abai's views before Mikhailov and his political views after Mikhailov. Compare, prove.
5. Abai and the fate of women. Abai is a humanist.
6. Abai is a critical, realist poet who began to sing as the people. Why do you think the books ended like this? What does the main goal of the writer hint at?
7. Section " At the height " and the height reached by Abai. What brought Abai to that height? How is he solved in the epic?

K. Bitibaeva shows an effective way to analyze the social problem in the novel through the fate of the characters. One of the topical disputes in the epic is the problem of father and son, which suggests the task below in finding a philosophical solution to this problem.

In order to prove our words, let us dwell on some examples of M. Auezov's epic “the way of Abai” in an in-depth study of the Kunanbai world:

1. First of all, what is the ideological problem of the author's presentation of the Kunanbai world? Search based on this.
 - a. Two forces in the Sahara are two strife. Progress born with the old times, the struggle of the new. Zaman-Kunanbai and Abai.
2. The World of Kunanbai – not to dwell on Kunanbai separately, but to sort, Group and summarize these types in the epic. Analysis by grouping and summarizing the analysis around the following problems:
 - The Kunanbai are strict guardians of the feudal society, its customs, and steppe law.
 - Kunanbai and tribal-patriarchal strife in the steppe.
 - Kunanbai and the people.
 - The struggle started by Kunanbai and Abai. The struggle between the old and the new.
 - Kunanbai and women's freedom, Love (Nurgaliyev, 1987: p. 265)

“The way of Abai”. World of Kunanbai

Tasks performed at their own discretion:

1. Summarize the portrait of Kunanbai given in books I-II and prove its place in revealing the character of the character.
2. Fill in these columns and make a comparison. Conduct an interview around the problem of father and son in the epic "The way of Abai" (Zhurtbay, 2003: p. 94) (Table 4).

Abay's opinion about Kunanbai	Kunanbai's opinion about Abay	Evidence
1. Section "Kaytkanda"	1. Section "Kiyada"	
2.	2.	
3.	3.	

Table 4. The problem of father and son in the epic "The way of Abai"

With the help of the teacher, a discussion is organized between the father and the son to reflect in the epic the struggle between the old and the new, the relationship between feudal society and the future new age. The teacher gives students problematic questions to solve the problem situation in front of them, presenting the topic on the basis of the plan.

3. Build a model of the Kunanbai language and demonstrate the skill of M. Auezov in creating characters (Zhurtbay, 2003: p. 94) (Table 5).

Language tool	Examples (chapter, page, examples)	Model
The proverb - Public speeches - Simple folk language - Words that he often uses		

Table 5. Kunanbai language model

4. Develop a project for Kunanbai's way, Abai's way

Through these tasks, the perception, cognition, creative thinking of the individual is reflected, leading the characters to combine their existence with life through their own assumptions, to manifest human value qualities. In the course of a comprehensive analysis of a work of art using models of tasks for the development of such cognitive needs, an atmosphere of "self-knowledge", "knowledge of each other" is created, the emotional state is monitored, and spiritual interest is created.

The teacher gives free rein to the individual's abilities and thoughts when teaching a work of art. The teacher demonstrates the effectiveness of creating a problem situation for organizing problem tasks in reasoning, reasoning. For example, during the reading of the epic "The way of Abai" M. Auezov presents the following works on the problem "Fathers and children", "Mothers and children" (Table 6):

Abai	Kunanbai
Stop it! I will not kill! God in your mouth, blood in your throat. More blood! These are also added by Sharia. "I don't know," he said...	Stop it! I will not kill! Take it in your mouth, blood in your nails. More blood! Sharia also includes these. At one time, he shed a lot of blood because of the way of Sharia...

Table 6. Epic - novel “The way of Abai” (the story of Amir-Umitei)

Lead questions:

- Pay attention to the Abai-Kunanbai dialogues in Column I. Do you think that the word Abai is angry with the father, the child takes away from the face?
- What about the word Kunanbai? “You're crazy, are you! “I'm sorry,” I said... pay attention to the value of the word”. Is this the word of a father born only out of anger at a child?

The author shows a positive way of comparative analysis of conflicting issues in solving a problem situation. The proposed group work is very effective in developing students' ability to solve problems, prove their opinions, cognitive thinking, research.

K. Bitibaeva, first of all, pays special attention to the student's personal opinion, reader's abilities, personal knowledge, and, most importantly, scientific position in teaching works of art. The main thing is that the teacher, no matter what task he gives, remains in close contact with the student, creating an environment for joint work, creative search.

“A literary teacher, first of all, must know the laws that reveal the nature of the artistic word, as well as master the scientific methods of analyzing an artistic work”, K. Bitibaeva said, emphasizing the complexity of teaching without literary studies. K. Bitibaeva: “let the child, first of all, try to express his opinion and understanding. Let him supplement the textbook of this child's opinion, enrich scientific works, the understanding of the teacher, the work of scientists will give deep knowledge only when these four are covered” (Nurgaliyev, 1987: p. 268). That is, the fact that the student's search stands for the previous goal, it can be seen in the table below (Table 7).

Student's opinion	concept,	Teacher's opinion	comment,	Basics of education in the textbook	Additional materials, reviews of scientific works

Table 7. Model of acquiring new knowledge

As the author shows in this table, for the teacher, the student's activities are put in the foreground, showing that deep knowledge is present when these four areas are followed in parallel.

In the technology of K. Bitibaeva presents tasks to students in advance. The effectiveness of the preliminary task shows that it helps students remember the main events in each section of the 4-volume book, analyze the actions of the characters in it. Develops a system of tasks based on the fact that the student receives knowledge through

his own search, works with a literary text, provides evidence from the text, and analytical work. The organization of the main stages of reading a work of art outside the classroom leads students to work with books on their own, to make the most of their time.

Based on the long experience of a methodologist-teacher, we have noticed that studying literature not in a subject degree, but in the space of several disciplines gives a productive result. The teacher offers effective ways of in-depth study of knowledge from literature on the basis of integrated teaching of disciplines (history, music, fine arts, Russian literature, local history, etc.). It also considers methods and techniques for the comprehensive in-depth transfer of the content of knowledge to the student.

Conclusion

The heritage of M. Auezov is of great importance in the content of education for the future of our nation. The epic novel "The way of Abai", a centuries-old work that has become the value of not only one nation, but also the universal one, is becoming the main ironclad in modern education.

Teaching the epic – novel "The way of Abai" requires search and innovation at every stage. In this regard, teaching and instilling the creativity of M. Auezov in the minds of the younger generation is an issue that is on the agenda, without ever losing its importance in educational institutions and schools in the country.

It is important to note that the history of the Kazakh people in the history of the Kazakh people has been preserved for a long time. Today, the epic novel of the writer M. Auezov "The way of Abai", which showed our nation to the world and reflected the thoughts of our country for almost a century, is a great work in world literature.

Three works of K. Bitibayeva on the training of Auezov are the first works of the Republic devoted to the study of the work of the great writer as a whole. There are studies of domestic methodologists-scientists considered in the framework of certain topics in teaching the heritage of M. Auezov. And if we look at the scientific works of Kanipa Omargalievna, then in a matter of hours the methodologist conducted a fresh search on the problem of teaching the novel-epic as a whole, so that it would give the student results.

K. Bitibaeva's book "How to analyze the epic as a whole, find solutions to the problems that lie in its course", was published on the topic: "How to analyze the epic?" in a time when we are glorifying and promoting our national values, new searches will become a very important educational tool for teaching students the art of speech, enriching their spiritual souls, and attracting readers.

The best experience of K. Bitibaeva is important for training a conscious and healthy spiritual person with his own thoughts, his own opinions, and a well-developed personality.

In any state, in an informed society, it is no secret that young people are attracted to the art of speech and reading is an urgent problem. In solving this problem, teaching the heritage of M. Auezov is a precious treasure. So, let's continue to promote our noble

values in the education of the younger generation, spiritual values, tomorrow of the future of nation.

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