

Abstract
PhD dissertation
«6D011800 – Russian language and literature»

Ainabekova Gulzhan Babayevna

«Genre modernization of the Russian prose of Kazakhstan of the Independence period as a subject of innovative methodological development in high school»

General description of the dissertation work. Kazakhstan is the independent multinational country that follow the multi-faceted development. In order to develop the nation the state has launched the modernization of public consciousness program. Also, Kazakh literature is cultivating with nation and society. And Russian language prose is the new topic in Kazakhstan's literature. Despite it, Russian language prose is becoming as a part of Kazakh literature. The artistic principles, methods of reflecting, comprehending reality and the poetics of genres have been updated by this prose.

The modernization process of Russian language prose in Kazakhstan has not been studied as a part of literary and methodological science. Also, there is no innovative methodological development in the university. This gap has been filled by this dissertation. The dissertation scrutinizes all details of Kazakhstani Russian prose's genre modernization issues and the methods of its development at the university. Moreover, author has found out how to analysis the modernization of the novels, and their literary and methodological aspects.

The dissertation corresponds to the specialty "6D011800 - Russian Language and Literature". This dissertation has been written independently and has studied the field of literary studies (genre) and methods of teaching Russian literature (epic works, innovative teaching methods). The study is based on the achievements and provisions of literary criticism, pedagogy, didactics, methods of teaching literature, and sociology.

The processes of Russian language proses' genre modernization have not been studied during the Independence period. It is the **topic importance**. Moreover, Russian proses in Kazakhstan methodological study at the high education requires details and consistent development.

The object of study is the literary process, genre processes in Kazakhstani Russian prose, the analyzing methodology of literary works, analysis the genres at the university.

The subject of the research is the genre modernization of Kazakhstani Russian language literature, the psychological and pedagogical elements. Also, research work analyses genre of modern proses.

The research's target is to study the genre modernization of Russian language prose in Kazakhstan during the Independence period. Moreover, work's aim is to develop innovative methods, and techniques for students.

During the research, the following hypothesis has been put forward and analyzed deeply:

- If the genre modernization of modern Kazakhstani Russian literature are identified;
- If the innovative techniques are used during the studying Kazakhstani Russian prose at a university.

Studying of Russian literary in Kazakhstan genre modernization, and its methodological development at the university will be effective.

Work tasks:

- Describing all genre categories and the concept of genre modernization, identifying the main aspects of transforming the novel and the story for the study of genre processes in Kazakhstani Russian prose;
- Analyzing genre transformation of V. Mikhailov's documentary prose;
- Identifying forms of modernization of the novel and story genres (N. Vereochochkin, N. Chernova, L. Kalas);
- Developing psychological, pedagogical and methodological aspects and analyzing genre processes in modern Kazakhstani Russian prose;
- Identifying and developing innovative methods and techniques for the methodical development of genre processes (Prose works of V. Mikhailov, N. Vereochochkin, N. Chernova and L. Kalas);
- Using innovative methods and techniques during the methodological development experiments (V. Mikhailov, N. Vereochochkin, N. Chernova and L. Kalas).

The research objects: Prose of V. Mikhailov (the novel "Velikiy dzhut"), N. Vereochochkin (the novel "Zub mamonta"), N. Chernova (the novel "Stepnoi Vavilon") and L. Kalas (the novel "Naityi posledney nadezhdy", the novel "Cherny parusa", "Zokol'nyi etazh").

Kazakhstani Russian prose modernization should be analyzed with novel and story genres equally since they are the leader of the literature. Works of V. Mikhailov, N. Vereochochkin, N. Chernova and L. Kalas have not been studied in the aspect of the topic of this dissertation. Their works have deserved to study in the modernization aspects.

Works of V. Mikhailov, N. Vereochochkin, N. Chernova and L. Kalas have a storyline and written in the novel genre. They write their epic works in the modern form.

If we analyze their works in the modernization area, university students can learn Kazakhstani literature's genre processes deeply.

Nowadays Kazakhstani writers who write in Russian language participate to creating tolerant society in the country. As a result, studying works of V. Mikhailov, N. Vereochochkin, N. Chernova and L. Kalas give the advantages, since they with their knowledge reflected Kazakhstani reality, created the

atmosphere of international relations in our country. It is most important because students are able to learn how to respect nationalities that living in Kazakhstan. We can note that Education law of Kazakhstan offer to bring up society members to high moral qualities such as patriotism, citizenship, tolerance. Students are able to learn Kazakhstan's writers prose who has been admitted in the country as well as in the faraway places.

The scientific latest. This dissertation analyzes the genre modernization of Russian language prose in Kazakhstan during the Independence period. Research based on the works of V. Mikhailov, N. Vereochochkin, N. Chernova and L. Kalas. These authors' works have been carried out in literary criticism for the first time.

Moreover, the methodology of teaching Russian literature, innovative methods, forms and techniques for studying the prose works of these writers at the university have been developed very first time.

The scientific novelty of the dissertation can be seen that research, analysis and methodological development of modernization of modern Russian literature in Kazakhstan are based on the achievements and humanity provisions such as literary criticism, pedagogy, didactics, methods of teaching literature, sociology.

This approach is consistent with the current trend of using interdisciplinary methods during the study of social and other mainstreams. State education program and model curricula plan of philological specialties give teachers opportunity to practice an interdisciplinary methods to the teach disciplines. This is necessary for the formation of interdisciplinary skills among students, providing a qualitative scientific analysis, and using wide range of facts and trends.

Also, the official document "On the peculiarities of the educational process in secondary schools in the Republic of Kazakhstan in the academic year 2018 - 2019" (217 article) has an offer to teachers to use the method of interdisciplinary methods during the teaching Russian language and literature.

Students, future Russian language and literature teachers, should be prepared at the university for use in teaching interdisciplinary skills in school, in order to form synthesized cognition techniques in the pupils' mindset.

The level of problem research. Modern Kazakhstan's literary needs more monographic studies devoted to study the genre modernization of Russian language prose in Kazakhstan. Also, there is no works that are able to teach the methodology and methodological development of Russian language literature in Kazakhstan.

Key points that have been defended

- Nowadays the literary genre has a mobility and variability connection with other scientific methods. So, it is necessary to take into account various aspects of genre studying (transformation, evolution, etc.) that reflect the processes of genre development. It opens the way to the modernization of poetry of fiction. Moreover, modern prose status can be drawn up by analyzing the modernization of most

important genres (novel and story), since these genres have met significant transformations.

– The genre transformation of the documentary novel by V. Mikhailov “Velikiy dzhut” written with hybridization style. He use new styles and expand the original boundaries of the genre. His work was reflected in the synthesis of documentary and artistic, expressive and functional context, author’s text, statistics and author’s commentary etc.

- N. Verevochkin’s novel “Tooth of a mammoth”, finds hybridization expression in the synthesis of various scenario elements and types; in N. Chernova’s novel “Stepnoi Vavilon” various genre elements were synthesized with the scenario and storyline, poetic plan, background and present, lyrical and humorous, folklore lines and modernity, narrative and metaphorical lines etc. L. Kalas’s prose is best example of hybridization. Synthesis of documentary and artistic, absurd and rational, dramatic and comic, analytical and sentimental lines, narration and dialogue can be found in L. Kalas’s story “Cherniy parusa”. The story “Zokol’nyi etazh” based on realism and mysticism. Novel “Naityi posledney nadezhdy” compounds with personal diary, fiction, authenticity, space.

- New methods and techniques of innovative learning such as presentation, educational dialogue, project, Socrates’ method, innovative game, case technology, meta subject, brainstorming, creating scenario, sevenfold search strategy, randomness method or “try and mistake”, conceptual and conceptual analysis of a literary text can be used during the teaching literature.

- The system of innovative methodological development of genre processes in prose should be based on the advanced achievements of psychology, pedagogy, didactics and teaching methods of literature. It has to be help to develop students' critical thinking;

- Russian language prose in Kazakhstan uses various elements of educational technologies such as personality-oriented methods, formation of critical thinking, value-based, problem-based learning methods, didactic improvement and reconstruction of educational material, integration, cultural teaching systems, as well as innovation creative methods, conceptual analysis, task-presentations and dialogues to teach literature.

The dissertation’s methodological base is the work of literary critics (B.V. Tomashevsky, M.M. Bakhtin, Yu.N. Tynianov, S.S. Averintsev G.N. Pospelov, V.V. Kozhinov, N.L. Leiderman, R. S. Spivak, T.N. Markova, M.Yu. Zvyagina, etc.), that formed the base for the development of the literary genre’s theory.

In addition, works of Kazakh scientists V.V. Badikova, S.V. Ananyeva, B.U. Dzholdasbekova, A.Zh. Zhaksylykova, V.V. Savelyeva, N.K. Sarsekeeva, L.V. Safronova and other literary scientists have been taken as a reliable guide during the process of studying the genre modernization of Russian language proses in Kazakhstan. Also, works of Kazakh scientists S.D. Abisheva, Sh.R. Eleukenova, K.S. Buzaubarova, U.K. Kalizhanova, A.B. Temirbolat and others were taken for the understanding and studying the genre development in modern Russian literature.

Works of V.A. Domansky, T.S. Zepalova, S.A. Zinina, E.N. Kolokoltseva, S.A. Leonov have been taken account during the development of the system for the genre modernization of contemporary Russian language prose in Kazakhstan, since they made a significant contribution to the methodology of teaching literature.

Works of N.A. Alekseeva, E.V. Bondarevskaya, E.N. Kabanova-Meller, A.A. Pligina, E.S. Polat, G.K.Selevko, V.V. Serikova, A.V. Khutorsky, I.S. Yakimanskaya were the main object of dissertation to develop the psychological and pedagogical base of a methodological system and mastering the processes of genre modernization,

Also, works of Kazakhstan's scientists G.K. Akhmetova, B.A. Zhetpisbaeva, G.Zh. Menlibekova T.K. Zhumazhanova, S.O. Muminova, A.K. Mynbaeva, Sh.T. Taubaeva, N.N. Khan have been included to research since these works devoted to pedagogy, didactics and teaching methods of literature.

The following **methods** have been used in the dissertation:

- Theoretical (study literary scientists' works, philosophers, psychologists, senior teachers, methodologists of literature);
- Historical and literary;
- System-typological approach;
- Sociological and pedagogical (analyzing curricula, the current situation of teaching Russian language literature at the university, creating the methodological systems for analyzing genre processes in prose);
- Experimental (conducting the ascertaining section, training methods and the final section of the experimental work).

The theoretical value of the study contains that obtained scientific results can be used to develop new approaches to the study of the fiction genre processes and their methodological development at school and university.

Offered by dissertation the prose genre modernization analyzing technology can be used as a guideline for further novels and stories development research.

The methodological system written in the dissertation on the development of the phenomenon of genre modernization of modern Russian language prose in Kazakhstan will be helpful for finding new effective methods for teaching literature.

The practical value of the study contains the techniques of literary that analyze the genre features of prose works. Also, it can be useful when teaching elective disciplines devoted to the study of new trends in the modern literature.

The dissertation will be useful in the development of technologies and methods for teaching literature at the school and university as well as for the course "Methods of teaching Russian literature."

The current research included three main phases.

Preliminary phase (September 2016 – May 2017): the choice of the main subject, definition of its methods and methodology, psychological, scientific, pedagogical, didactical aspects, studying of the methods for the analysis of prose in Kazakhstan during the years of its independence.

Main phase (September 2017 – May 2018): indicative sampling and formative experiment. Field experimentation was carried out through the research of the following subjects: «Introduction to Comparative Literature» (1st year), an elective course «Genre Modernization of the Russian-language Prose in the Independent Kazakhstan » (3rd year), methods for teaching literature studies and during teaching internships (4th year).

The research of the «Introduction to Comparative Literature» included the integration of theory and the literary works of V. Mikhailov, N. Verevochkin, N. Chernovaya, L. Kalas; applied methods: work with glossaries (in the form of a workshop on terminology), heuristic conversation, role-playing exercises, polylogue, learning dialogue, work in groups, in pairs, the use of Internet sources; the use of creative learning elements: reporting and presentation, discussions, reporting on an event highlighting the works of one of the authors mentioned above, digital presentation.

The main phase of the formative learning included research of the literature pieces in Russian as part of the elective discipline «Genre Modernization of the Russian-language Prose in the Independent Kazakhstan». Project method was applied for the analysis of the novel “Velikiy dzhut” by V. Mikhailov, namely, research of the poetic aspects (research projects), reporting with digital presentation (information projects), essays (creative projects), innovation game that took the form of a roundtable with literary scholars (role-playing projects).

Integration method (story-based), cataloging method (glossary of terms compilation), programmed learning method (literary thesis compilation), modular training were also used. The study material was divided into the following blocks: theoretical, practical, contextual. Students were tasked with compiling the summary of the main points of the novel by Mikhailov.

Cataloging of the theoretical material was applied for training in analysis of the novel by N. Verevochkin “Zub mamonta”. Students developed a brief glossary of terms including the definition of the main levels of this novel. In order to prepare students for learning, in the process of analysis, we used a project method (development of plans, programs, tasks, notes, educational activities).

Before the analysis of the novel, students need to build their reading schedule, create a pool of heuristic questions, write reader’s diaries, compile a list of online sources for philologists.

The division of the training materials related to the works of N. Verevochkin into modules will allow building among students a clear understanding of the poetic aspects of the novel. The first module – a brief introduction into postmodernism, the second module is on the poetics, decentralization, intertextuality, main subjects, composition, methods of character portrayal in postmodernism. The third module includes information about the main figures in postmodernism. Students research relevant materials independently. Their task also

includes the translation of these materials into thesis, notes, algorithms, tables, and schemas. This exercise will help students prepare for the analysis of the novel “Zub mamonta”.

The analysis of the novel “Stepnoi Vavilon” by N. Chernovaya is based on cataloging of theoretical material (glossary of terms, blocks of theoretical definitions). The analysis is preceded by students’ reports on writer’s biography prepared in advance. In this case, a project method was used. The analysis of the novel can be effectively carried out through interactive methods. Task presentation method is used to strengthen the achieved results. Presentations take different forms: verbal, written, verbal summaries accompanied by schemas, tables and digital presentations.

During the formation experiment used for the analysis of works by L. Kalas we applied the following types of projects: research (small-scale scientific research), creative (essays), information (reporting, the use of online resources for home work and etc.), practical (glossaries, recommendations, reference materials and etc.). In addition, we applied the interactive case method. For the analysis of Kalas’s novel “Zokol’nyi etazh”, we used the case technology method.

For the analysis of the novel “Naityi posledney nadezhdy” we used the problem situation method. Students were tasked with defining the genre of the novel. During the formation experiment, role-playing as elements of innovative learning allowed to achieve good results. Business game – a roundtable discussion among literary experts – supported the resolution of the situation.

For the subject “Methods for teaching literature studies” we accompanied the theory by examples based on the works by V. Mikhailov, N. Verevchkin, L. Kalas, and N. Chernovaya. We used interactive methods, development resources for resolving problem situation, heuristic conversations, polylogues, group work, work in pairs, case technologies (seeking solutions to a problem at hand), training in terminology, professional games as well as various methods of practice-oriented design: a Russian language class teaching constructor, glossary of terms compilation, school glossary of literary terms based on the works by V. Mikhailov, N. Verevchkin, L. Kalas, and N. Chernovaya.

Students used various online resources: philological and methodological web portals and websites, electronic libraries. During seminars, we carefully studied the following subjects: methods and tools for the analysis of a literary genre and subjects of a novel in a school setting, genre modernization of fiction. Students accompanied theory with the examples from novels by V. Mikhailov, N. Verevchkin, L. Kalas and N. Chernovaya. Hence, the integration of the course “Methods for teaching literature studies” with the chosen content enabled the 4th-year students in the experiment group to analyze in a school setting the modernization of Russian-language literature in Kazakhstan.

The achieved results demonstrate the effectiveness of the designed system of methods for studying the genre modernization of the modern Russian-language literature in Kazakhstan and proved the hypothesis.

The final phase (September 2018 – May 2019) – the results of the carried out experimental and practical work as well as the main conclusions were summarised

and further refined. Scientific and methodology recommendations for the implementation of the designed innovative practices for the genre analysis in literature were compiled.

Relevance to the department' scientific research plan. This thesis was carried out as part of the following projects by the Ministry of Education of the Republic of Kazakhstan: “The Paradigm of the Individual Intellectual and Innovative Potential in Literature in Kazakhstan Since Its Independence” (2013 – 2015) и «The Role of the Humanitarian Discourse of the Leader of the Nation in the Development of a National Idea in Independent Kazakhstan» (2015 – 2017).

Testing of the achieved results. Key points and conclusions have been tested as part of the author's published works. Moreover, the testing of the developed learning methods has been successful during experimental training and lectures on the elective discipline “Genre Modernization of the Russian-language Prose in the Independent Kazakhstan”. The reference materials published on our website have been tested during the formation experiment and incorporated into the university learning processes.

Publications. The content of this thesis has been covered in 10 publications, out of them 6 are recommended by the Committee for the Control in Education and Science of the Kazakh Ministry of Education; as well as 1 publication in a source indexed by the SCOPUS database, 1 publication in a sourcebook for an international scientific conference abroad, 2 in the sourcebooks for international conferences.

The mentioned above objectives of this thesis defined the structure which consists of three chapters and appendixes. The thesis contains 159 pages, the list of resources contains 156 items.