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### **SCIENTIFIC AND METHODOLOGICAL ASPECTS OF TEACHING EMIGRANT MEMORIES**

**Abstract.** The article discusses the scientific and methodological aspects of teaching the genre of memories. Kazakh literature abroad is a large component of Kazakh literature in general. In particular, the literary works of the Kazakhs of China and Mongolia tell about our nation's history. Diaspora literature representatives have managed to preserve the continuity of the creative traditions of the long-established domestic literature, which is rich and complex in terms of genre. The article contains examples and provide a detailed analysis of this complex area - diaspora literature, the basic principles and base of teaching the emigrants' memory.

In teaching Kazakh emigre literature, in addition to general didactic ones related to the paradigm of education, several positions guided by literary criticism are taken as a basis. Analyzing the research of educators and methodologists, we can conclude about the diversity of opinions. Nevertheless, the basic principles of the learning process remain such principles as scientific nature, consistency, sequence, consciousness, activity, visibility, strength, comprehensibility, motivation, humanization, unity of theory and practice, effective use of group and individual forms of education.

**Key words:** education, pedagogy, methodology, emigrant, diaspora.

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### **ЭМИГРАНТ ЕСТЕЛІКТЕРІН ОҚЫТУДЫҢ ҒЫЛЫМИ-ӘДІСТЕМЕЛІК АСПЕКТІЛЕРІ**

**Аннотация.** Мақалада естелік жанрын оқытудың ғылыми-әдістемелік аспектілері сөз болады. Шет елдердегі қазақ әдебиеті жалпы қазақ әдебиетінің үлкен құрамдас бөлігі. Әсіресе, Қытай мен Моңғолия қазақтарының әдеби туындылары ұлтымыздың жүріп өткен жолынан сыр шертеді. Диаспоралық әдебиет өкілдері бұрыннан қалыптасып дамыған отандық әдебиеттің шығармашылық дәстүр сабақтастығын жақсы сақтай білген, жанрлық жағынан да бай, күрделі. Мақалада осы күрделі сала – диаспоралық әдебиет, эмигрант естеліктерін оқытуда ұстанатын негізгі ұстанымдар мен тұғырлар жайлы кеңінен талданып, мысалдар негізінде келтірілген.

Қазақ эмигранттық әдебиетін оқытуда жалпы дидактикалық, білім берудің парадигмасымен байланысты ұстанымдардан бөлек әдебиеттану ғылымын басшылыққа алатын бірнеше ұстанымдар негізге алынады. Ағартушы-ғалымдар мен әдіскер-мамандардың зерттеулерін саралайтын болсақ пікір саналуандығын аңғаруымызға болады. Дегенмен, ғасырлар бойы педагогтар қауымы мойындаған дидактикалық принциптердің жүйесі ғылымилық, жүйелілік, бірізділік, саналылық, белсенділік, көрнекілік, беріктік, түсініктілік, ынталандыру, ізгілендіру, теория мен тәжірибе бірлігі, оқытудың топтық және жеке түрлерін тиімді пайдалану сияқты принциптер оқыту үдерісінің басты қағидалары болып қала бермек.

**Түйін сөздер:** оқыту, педагогика, әдістеме, эмигрант, диаспора.

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### **НАУЧНО-МЕТОДИЧЕСКИЕ АСПЕКТЫ ОБУЧЕНИЯ ЭМИГРАНТСКИХ ВОСПОМИНАНИЙ**

**Аннотация.** В статье рассматриваются научные основы обучения мемуаров. Казахская литература за рубежом является неотъемлемой частью казахской

литературы. В частности, литературные произведения казахов Китая и Монголии рассказывают о пройденном пути нашей нации. Представители диаспорской литературы хорошо сохранили преемственность уже сложившихся творческих традиций отечественной литературы, богаты и жанрово сложны. В статье подробно проанализированы и приведены примеры этой сложной области – диаспорской литературы, основных позиций и пьедесталов в преподавании эмигрантских мемуаров.

В преподавании казахской эмигрантской литературы наряду с принципами парадигмы дидактического образования за основу берутся несколько позиций, руководствующихся литературоведением. Анализируя исследования ученых-просветителей и специалистов-методистов, можно сделать вывод о многообразии мнений. Тем не менее, основными принципами процесса обучения остаются такие принципы, как научность, системность, последовательность, сознательность, активность, наглядность, прочность, понятность, мотивация, гуманизация, единство теории и практики, эффективное использование групповых и индивидуальных форм обучения.

**Ключевые слова:** обучение, педагогика, методика, эмигрант, диаспора.

**Introduction.** Emigrant memories are works born on the outskirts and included in the literary process. Its main feature is that the author's love and attention to his Motherland, native land, dignity and respect become the main motives. In terms of writing, the narrative style predominates; with less artistry, these works will not leave indifferent any reader. When teaching memories, learners should pay particular attention to such details.

The “personal” students’ development is considered as the main requirement of modern education and the “personal” students’ development through “personalization” imposes a great responsibility on the literature disciplines.

Memoirs occupy a special place among the literary and journalistic works that created the image of historical figures. After all, memoirs is a genre written by the author in a journalistic style, built on a source about a period of time, an era, society and historical figures of that period. In most cases, based on the author's personal memory and personal impressions of the events he witnessed and observed, the characteristic feature of the memoir is truth.

Maximum attention to the connection between society and the individual is one of the achievements of modern humanities. After all, the person is the creator of society, its active member. Therefore, his memories, thoughts, opinions about the society in which he lived, about the historical figures of that period are always valuable. That is, the subject's relation to history, his knowledge is a necessary source for science, especially for the humanities. Memories of the time, the period in which he lived are of particular importance in understanding society, assessing historical events and historical personalities.

**Research Material and methods.** Memoirs is a genre of literature, one of the examples of memoir literature. Memoirs are known to be based on true reality. There

is no normal form of genre. The very repetition of possible forms can lead to error. Memoirs should be born from the true nature of the person who remembers, to remind only the true essence of the person who remembers. The outstanding memoirist K.Chukovsky called his memoirs “fictional stories” (Alimkulov T. 1993:368).

“Memoir (memory) is a special kind of written historical documentary that reflects the author’s historical consciousness and the truth of his past life” (Bludnova, 2007:3), - shows the place and importance of memory in the society’s history and identity. Analyzing the views of scientists, we can see the importance of memory in the study of literature and the importance of forming the students’ image of “personality” through the study of memory.

When studying émigré literature, including émigré memoirs, there are two things to keep in mind:

1) *Historical and cultural memories*. The event described here is regarded as the source of an entire era.

2) *Typological memories*. We consider such memories as a source associated with the author’s personal life.

For example, the memorable saga of Kh. Altai “My memoirs” covers the history of the Altai Territory Kazakhs of the 1930-1950s. The fate of the East Turkestan Kazakhs than data related to the personality of the author have been described in more detail in the memoirs. Thus, referring to this memoir as a “historical and cultural” memoir, we can consider it as an artistic chronicle of the history of the East Turkestan Kazakhs. And the memory of M.Shokai’s wife Maria Shokai can be classified as a “typological” memory. This is because Maria Shokai in her memoirs paid more attention to revealing Mustafa Shokai’s civic, activist and militant personality. The memoir is written in the form of an author’s report in a journalistic style.

In the work of the author, he recorded the events he saw and witnessed in the poetry language on the basis of his own memory over the years. The main feature of memory is human memory. In the foreword, the author says that he paid more attention to the factuality and authenticity of the work than to its literary side. Most importantly, the author called the work “My Memories”. Throughout the poem, the qualities of memory are fully preserved. Therefore, considering this work as “Memory-Epic”, we can say that it is the first memoir of Kazakh emigrants written in the poetry language.

Kazakh literature abroad is a large component of Kazakh literature in general. In particular, the literary works of the Kazakhs of China and Mongolia tell about the traversed path of our nation. Diaspora literature representatives have well preserved the continuity of the most complex creative traditions, rich in genre and domestic literature. “... We were silent about the history, literature of the Kazakhs, who became strangers in such changeable days full of vanity... We did not allow them to know their destiny, history and their spiritual world. Thus, the literature of the Kazakh diaspora abroad remained in the ranks of the blanks” (Seitzhanuly, 1999:185), - said professor Z. Seitzhanovich.

In teaching Kazakh emigre literature, in addition to general didactic ones



related to the paradigm of education, several positions guided by literary criticism are taken as a basis. Analyzing the research of educators and methodologists, we can conclude about the diversity of opinions. Nevertheless, the basic principles of the learning process remain such principles as scientific nature, consistency, sequence, consciousness, activity, visibility, strength, comprehensibility, motivation, humanization, unity of theory and practice, effective use of group and individual forms of education.

The universities of our country will fully accept the requirements of the Bologna Process, switch to European education standards, and make fundamental changes in the education system. In accordance with this, the organization of the educational process in accordance with modern requirements, the formation of the student's competencies is the task of each university, each teacher and each subject.

Let us dwell on the methodological foundations that are widely guided in modern pedagogical science in teaching the literary heritage of foreign Kazakhs at the university.

Table 1

Name of the pedestal and prominent representatives	Content and activities in the field of training specialists in the Higher School
Personally oriented (V.V. Serikov, V.A. Slastenin, I.S. Yakimanskaya, etc.)	Viewing the person as a subject. Orientation to the discovery and development of his potential, his own qualities, focusing on the individual.
Functional (N.V. Kuzmina, T.G. Brazhe, L.S. Rubinstein, L.F. Spirin, etc.)	Individual's ability to set goals, plan, perform, achieve results.
Competence (N.V. Kuzmina, A.K. Markova, J. Raven, etc.)	Allows the formation of personality traits, the ability of a person to perform effective, productive actions in specific actions and processes
Cultural studies (E.V. Bondarevskaya, I.F. Isaev, B.S. Gershunsky, M.H. Baltabaev, etc.)	The active activity of the individual, aimed at understanding the world, the totality of her values, contributing to her spiritual development.

The main purpose and function of guiding the personality-oriented platform is the development of personal abilities and qualities of the student. Well-known scientist IS Yakimanskaya, a prominent representative of this position, believes that the individual approach to individual-oriented learning is the main principle of the whole educational process, the purpose of which is to recognize and develop the potential of each child (Yakimanskaya, 200:256). From this point of view, we understand that in the case of an individual approach, the presence of individual characteristics of children is a necessary condition for achieving the goal - that is, to ensure the development of each student as a unique individual. E.V. Bondarevskaya emphasized that the content of student-centered learning must include the following 4 components necessary for the development and formation of personality (Bondarevskaya, 1999:560). These are: axiological, cognitive, creative-activity, personal. We believe that all four components of the content of this personality-

oriented learning, mainly through communication, creative activity, allow creating conditions for the individual development of each child, independently making decisions and fully showing a creative approach, choosing the methods and content of teaching.

The essence of the concept of personality-oriented education, proposed by V.V. Serikov, is as follows: personality is a pedagogical category representing the sphere of obtaining and developing special knowledge; a person must master the experience of “being a person”, that is, be able to perform the person’s functions. Education is recognized as a way of existence of education subjects, being a joint activity of a teacher and a student (Serikov, 2007:12). The conceptual idea given by the author is the main principle of organizing joint educational activities at the present time. We believe that only if such regularities are observed, both the personality and other subjects will receive the opportunity of joint development.

The next concept of an activity pedestal, inherent in the teaching of literature, began to be applied to psychological science in the 1920s and 1930s. About the concept S.D. Smirnov formulates: “the activity approach is the disclosure of the unity of the object and its mechanisms, which, according to philosophical, sociological theories, provide for the cognition and transformation of the environment by a person through action, the structure of his activity” (Smirnov, 2005:400).

**Result and discussion.** The activity pedestal allows the pedagogical phenomenon from the standpoint of the integrity of all action’s components, i.e., the goal, motive, action, operation, ways of ordering, repair, control and analysis of the achieved result. The basis, means and the main condition for the formation and development of personality are developing activity positions, which make it possible to determine the optimal conditions for the development of a personality in the process of N.V. Kuzmin’s activity (Kuzmina N.V.), with Rubinstein (Rubinstein S.L.) and others.

Competence pedestal - demonstrates the ability through knowledge, skills and abilities to independently solve a problem, use self-fulfilling personal qualities, the ability to effective, productive activity in specific actions and processes, the ability to form personal qualities. Among the scientists who contributed to the development of this area of methodology are A.K. Markova (Markova A.K.), M.A. Choshanov (Choshanov M.A.) and others.

The culturological approach is of particular importance in the educational process. This pedestal makes it possible to develop the intellect of students in the general value and value priorities of the modern world, state, society, to solve the problem of involving a person in the diverse plasticity of culture (Ozhegov S.I.). In S.I Ozhegov’s dictionary, culture is interpreted as a set of industrial, social and spiritual achievements of people.

In teaching diaspora-emigrant literature, which is considered one of the links of national literature, several principles were also guided.

The first Slavic teacher Jan Amos Komensky, who proposed a system of teaching principles, the work “Great Didactics” (Komensky, 2009:128) is a scientific work that theoretically substantiated pedagogical science. Komensky deeply immersed

himself in the nature of the learning process, turned counting with the child's psyche, the desire to understand the laws of human development in the learning process into the most urgent problem. At the same time, the school was assessed as a "workshop of good", "a workshop of light". The pedagogical heritage of Y. Komensky was promoted by the classic of Russian pedagogy K.D Ushinsky (Ushinsky, 1982:200), the Kazakh educator and teacher I. Altynsarin (Altynsarin, 2003:112).

Albert Einstein's opinion that "I never teach my students, I just try to create effective conditions for their learning" is still relevant today. The outstanding Kazakh educator and educator Ibrai Altynsarin, putting humanism and morality in the foreground, introduced the principles of a humanistic approach, a benevolent attitude to the child, and mutual understanding between a teacher and a student into the education system.

A.P. Pinkevich proposes the connection of education with life and social work; adherence to the principle of age characteristics; correspondence of teaching to the students' level of development at a certain age stage (focus of students' efforts on development, systematic work, creativity is the main basis of interest); principles for determining the features of the subject content and methods (Pinkevich, 1992:10-15), M.N. Skatkin (Raysky, et all, 1983:81-118), T. Sabirov (Sabirov, 1996:278) and others.

Considering that the principles of teaching are mainly aimed at personal development, we see that all of the above conclusions are based on the effective conduct of the educational process and optimization of contacts between the teacher and the student. At the same time, the currently used methods of motivation, problem learning, the unity of developmental education and upbringing, humanization, taking into account age and individual characteristics are also of great importance in the educational process.

Scientist Z. Beisenbaeva: "some scholars say that the Higher School should have its own didactic principles, some scholars propose to use the traditional educational actions formed by the didactics of the secondary school, in accordance with the conditions of the Higher School. Of course, we believe that the general didactic principles that formed, despite the differences in the content, goals, methods and methods of the educational process in higher education and secondary school, are the fundamental foundations of education" (Beisebayeva, 2005:323). From this point of view, teaching literature based on new technologies, guided by didactic principles in teaching at the Higher School.

The use of interactive methods in education in higher educational institutions contributes to the professional development of future specialists. Interactive learning/teaching is based on the effective interaction of the participants in the educational process at the first moment. As for interactive learning, the famous scientist-methodologist A. Alimov noted: "interactive learning/teaching as a special method of organizing cognitive activity is based on the participants' effective interaction in the educational process. The word "interaktive" from the English language also means this concept: "inter" means "Mutual" and "akt" means "to act" (Alimov,

2003:263). That is, “interactive” is communication with the student, interaction with him and building a dialogue. Interactive learning also plays a large role in enhancing the learner’s motivation. The main goal of interactive activities is communication, teamwork, communication between the teacher and the student, based on mutual understanding and cooperation. Today, without mastering new technologies in the field of education, it is impossible to become a competent, comprehensively developed, highly professional specialist. At the same time, A. Alimov noted: “in interactive teaching/learning, students achieve significant results through interaction and intercommunication, joint actions, so they are aware of their responsibility for the learning outcomes. Therefore, in such lessons, it is very important to place a positive psychological climate, an atmosphere of trust. In interactive teaching/teaching, the teacher, as before, does not put all his efforts into learning, but creates effective conditions for joint and students’ independent learning”(Alimov A.), - offers several interactive methods that he uses in the educational process. These are: problem lecture, discussion lecture, lecture-consultation, lecture-conference, lecture-press conference, lecture-question-answer-analysis, lecture- error correction, lecture of two teachers, etc. These interactive methods play a critical role in the learning process, creating a positive atmosphere and positive effect.

About the problem lecture scientists N.V. Bordovskaya, A.A. Rean: “in this lecture, new knowledge is introduced through problematic issues, tasks and situations. The process of students’ cognition and the teacher’s dialogical cooperation approach research activities. The content of the problem is revealed by organizing its solution or generalizing and analyzing traditional and newest approaches” (Bordovskaya, 2013:448). A. Alimov: “at problem lectures, opposing opinions and points of view are raised on the topic or theory under consideration, contradicting the established understanding. Of course, all of them should be scientific, practical and informative, covering the main issues. The remaining questions that arose during the study can be asked independently or considered at seminars in the formats of discussions and round tables” (Alimov, 2013:448). From this opinion of methodologists, it follows that a problem lecture is based on a specific problem, aims students at research activities and involves them in activities. Of course, the principle of teaching each teacher consists in didactic methods that provide for the development of the student, taking into account the requirements and patterns of the educational process.

Teaching literature at the university educates students morally, expands their spiritual outlook. The noble pearls of Kazakh literature contribute to the personal improvement of future specialists. Therefore, teaching literature at any stage of the educational process has not lost its relevance.

Academician S. Kirabayev: “Literature reveals both the reality and the picture of that period, describing a person in a certain era, in a historical environment. Through the person’s fate, showing the formation of historical thinking, he shows the reader life, educates her, educates morality, here is the aesthetic lesson of literature that we need “ (Kirabayev, 2007:464), - emphasizes the importance of literature in the formation of personality.

Methodologist K. Bitibaeva: “Unlike other subjects, feelings, emotions, impressions, inspiration, imagination, dreams, imitation, various psychological shades are manifested in this discipline. Literature is a sacred world in which the soul, twelve organs, sixty-two roots, and where the human mind can lead to its temptation through invisible feelings. Here, probably, lies both the interest and the complexity of his teaching (Bitibaeva, 2003:11), which suggests that literature is able to convey all the qualities that are inherent in the student.

In the course of the study, we considered the memoirs of an emigrant, divided into several groups based on genre characteristics. After discussing with the research scientists, we came to our own conclusions.

Table 2

Foreign scientists' conclusions in relation to the genre of memoirs	Native scientists' conclusions in relation to the genre of memoirs	Our conclusion in the course of the study
N.N. Koznova: memory refers to non-fiction (not fiction) literature. T.M. Kolyadich: "The elements of lyrical narration, biography, literary portrait in memoirs indicate that it is a genre complex in its structure"	K. Baitanasova: "The specificity of this genre, unlike literary works, does not create a typical image of people. It reflects an individual, unique personality. In accordance with this, this genre pays more attention not to the historically established time of a person, but to the state of his individual being"	Memoirs are records of historical figures and historical events that happened in life, people who have become witnesses and spectators. Despite the fact that one of the characteristic properties of memoirs is source study, in most cases it is recorded on the basis of preserved information that was remembered by the writer or narrator of the memoirs. Depending on the form of commemorative subscription, memoirs are subdivided into memoirs-essays, memoirs-essays, memoirs-interviews, memoirs-poems.

**Conclusion.** At the same time, the memoirs of Mustafa Shokai, Maria Shokai can be attributed to memoirs-sketches, the book of Khalif Altai “memoirs” to memoirs-verses, the memoirs of Hasan Uraltai to the genre of memoirs-essays.

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