

ISSN: 1991-3494 (Print)
ISSN: 2518-1467 (Online)

**SCIENTIFIC JOURNAL OF
PEDAGOGY AND ECONOMICS**

**№5
2025**



ISSN 2518-1467 (Online),
ISSN 1991-3494 (Print)



SCIENTIFIC JOURNAL OF PEDAGOGY AND ECONOMICS

PUBLISHED SINCE 1944

5 (417)

September – October 2025

ALMATY, 2025

EDITOR-IN-CHIEF:

ABYLKASSIMOVA Alma Yesimbekovna, Doctor of Pedagogical Sciences, Professor, Academician of NAS RK, Director of the Center for the Development of Pedagogical Education, Head of the Department of Methods of Teaching Mathematics, Physics and Computer Science at Abai KazNPU (Almaty, Kazakhstan), <https://www.scopus.com/authid/detail.uri?authorId=57191275199>, <https://www.webofscience.com/wos/author/record/2076124>.

DEPUTY EDITOR-IN-CHIEF:

SEMBIEVA Lyazzat Myktybekovna, Doctor of Economics, Professor of the Eurasian National University (Astana, Kazakhstan), <https://www.scopus.com/authid/detail.uri?authorId=57194226348>, <https://www.webofscience.com/wos/author/record/38875302>.

EDITORIAL BOARD:

RICHELLE Marynowski, PhD in Education, Professor, Faculty of Education, University of Lethbridge, (Alberta, Canada), <https://www.scopus.com/authid/detail.uri?authorId=57070452800>, <https://www.webofscience.com/wos/author/record/16130920>.

SHISHOV Sergey Evgenievich, Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology of Professional Education, Moscow State University of Technology and Management named after K. Razumovsky (Moscow, Russia), <https://www.scopus.com/authid/detail.uri?authorId=57191518233>, <https://www.webofscience.com/wos/author/record/2443966>.

ABILDINA Saltanat Kuatovna, Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy, Karaganda University named after E.A. Buketov (Karaganda, Kazakhstan), <https://www.scopus.com/authid/detail.uri?authorId=56128026400>, <https://www.webofscience.com/wos/author/record/4131549>.

RYZHAKOV Mikhail Viktorovich, Doctor of Pedagogical Sciences, Professor, Academician of the Russian Academy of Education, Editor-in-Chief of the journal “Standards and Monitoring in Education” (Moscow, Russia), <https://www.scopus.com/authid/detail.uri?authorId=6602245542>, <https://www.webofscience.com/wos/author/record/13675462>.

BULATBAEVA Kulzhanat Nurymzhanovna, Doctor of Pedagogical Sciences, Professor, Chief Researcher of the National Academy of Education named after Y. Altynsarin (Astana, Kazakhstan), <https://www.scopus.com/authid/detail.uri?authorId=57202195074>, <https://www.webofscience.com/wos/author/record/40173122>.

PETR Hájek, PhD, Unicorn University, Associate Professor, Department of Finance, (Czech Republic), <https://www.scopus.com/authid/detail.uri?authorId=35726855800>, <https://www.webofscience.com/wos/author/record/672404>.

JUMAN Jappar, Doctor of Economics, Professor, Honorary Academician of NAS RK, Honored Worker of Kazakhstan, Director of the Center for International Applied Research Al-Farabi Kazakh National University (Almaty, Kazakhstan) <https://www.scopus.com/authid/detail.uri?authorId=59238481900>; <https://www.scopus.com/authid/detail.uri?authorId=56658765400>, <https://www.webofscience.com/wos/author/record/60977874>.

LUKYANENKO Irina Grigorievna, Doctor of Economics, Professor, Head of Department of the National University of Kyiv-Mohyla Academy (Kyiv, Ukraine), <https://www.scopus.com/authid/detail.uri?authorId=57189348551>, <https://www.webofscience.com/wos/author/record/939510>.

YESIMZHANOVA Saira Rafihevna, Doctor of Economics, Professor of the University of International Business (Almaty, Kazakhstan), <https://www.scopus.com/authid/detail.uri?authorId=56499485500>, <https://www.webofscience.com/wos/author/record/45951098>.

Scientific Journal of Pedagogy and Economics

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Owner: «Central Asian Academic Research Center» LLP (Almaty).

The certificate of registration of a periodical printed publication in the Committee of information of the Ministry of Information and Communications of the Republic of Kazakhstan **No. 3620-Ж**, issued on 05.06.2025

Thematic focus: *«publication of the results of new achievements in the field of fundamental sciences»*

Periodicity: 6 times a year.

<http://www.bulletin-science.kz/index.php/en/>

© «Central Asian Academic Research Center» LLP, 2025



БАС РЕДАКТОР:

ӘБІЛҚАСЫМОВА Алма Есімбекқызы, педагогика ғылымдарының докторы, профессор, ҚР ҰҒА академигі, Педагогикалық білім беруді дамыту орталығының директоры, Абай атындағы ҚазҰПУ математика, физика және информатиканы оқыту әдістемесі кафедрасының меңгерушісі (Алматы, Қазақстан), <https://www.scopus.com/authid/detail.uri?authorId=57191275199>, <https://www.webofscience.com/wos/author/record/2076124>.

БАС РЕДАКТОРДЫҢ ОРЫНБАСАРЫ:

СЕМБИЕВА Ләззат Мықтыбекқызы, экономика ғылымдарының докторы, Л.Н.Гумилев атындағы Еуразия ұлттық университетінің профессоры (Астана, Қазақстан), <https://www.scopus.com/authid/detail.uri?authorId=57194226348>, <https://www.webofscience.com/wos/author/record/38875302>.

РЕДАКЦИЯ АЛҚАСЫ:

РИШЕЛЬ Мариновски, білім беру саласындағы PhD, Летбридж университеті педагогика факультетінің профессоры, (Альберта, Канада), <https://www.scopus.com/authid/detail.uri?authorId=57070452800>, <https://www.webofscience.com/wos/author/record/16130920>.

ШИШОВ Сергей Евгеньевич, педагогика ғылымдарының докторы, профессор, К.Разумовский атындағы Мәскеу мемлекеттік технологиялар және басқару университетінің кәсіби білім беру педагогикасы және психологиясы кафедрасының меңгерушісі (Мәскеу, Ресей), <https://www.scopus.com/authid/detail.uri?authorId=57191518233>, <https://www.webofscience.com/wos/author/record/2443966>.

ӘБІЛДИНА Салтанат Қуатқызы, педагогика ғылымдарының докторы, профессор, Е.А.Бөкетов атындағы Қарағанды университетінің педагогика кафедрасының меңгерушісі (Қарағанды, Қазақстан), <https://www.scopus.com/authid/detail.uri?authorId=56128026400>, <https://www.webofscience.com/wos/author/record/4131549>.

РЫЖАКОВ Михаил Викторович, педагогика ғылымдарының докторы, профессор, Ресей білім академиясының академигі, «Білім берудегі стандарттар мен мониторинг» журналының бас редакторы (Мәскеу, Ресей), <https://www.scopus.com/authid/detail.uri?authorId=6602245542>, <https://www.webofscience.com/wos/author/record/13675462>.

БОЛАТБАЕВА Күлжанат Нұрымжанқызы, педагогика ғылымдарының докторы, профессор, Ы. Алтынсарин атындағы Ұлттық білім академиясының бас ғылыми қызметкері (Астана, Қазақстан), <https://www.scopus.com/authid/detail.uri?authorId=57202195074>, <https://www.webofscience.com/wos/author/record/40173122>.

ПЕТР Хайек, PhD, Юникорн университеті, Қаржы департаментінің қауымдастырылған профессоры (Чех Республикасы), <https://www.scopus.com/authid/detail.uri?authorId=35726855800>, <https://www.webofscience.com/wos/author/record/672404>.

ЖҰМАН Жаппар, экономика ғылымдарының докторы, профессор, Қазақстанның Еңбек сіңірген қайраткері, ҚР ҰҒА құрметті академигі, әл-Фараби атындағы Қазақ ұлттық университетінің Халықаралық қолданбалы зерттеулер орталығының директоры (Алматы, Қазақстан). <https://www.scopus.com/authid/detail.uri?authorId=59238481900>; <https://www.scopus.com/authid/detail.uri?authorId=56658765400>, <https://www.webofscience.com/wos/author/record/60977874>.

ЛУКЪЯНЕНКО Ирина Григорьевна, экономика ғылымдарының докторы, профессор, «Киево-Могилянская академия» ұлттық университеті кафедрасының меңгерушісі (Киев, Украина), <https://www.scopus.com/authid/detail.uri?authorId=57189348551>, <https://www.webofscience.com/wos/author/record/939510>.

ЕСІМЖАНОВА Сайра Рафихқызы, экономика ғылымдарының докторы, Халықаралық бизнес университетінің профессоры (Алматы, Қазақстан), <https://www.scopus.com/authid/detail.uri?authorId=56499485500>, <https://www.webofscience.com/wos/author/record/45951098>.

Scientific Journal of Pedagogy and Economics

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Меншіктенуші: «Орталық Азия академиялық ғылыми орталығы» ЖШС (Алматы қ.).

Қазақстан Республикасының Ақпарат және коммуникациялар министрлігінің Ақпарат комитетінде 05.06.2025 ж. берілген № 3620-Ж мерзімдік басылым тіркеуіне қойылу туралы куәлік.

Тaqырыптық бағыты: *«іргелі ғылым салалары бойынша жаңа жетістіктердің нәтижелерін жариялау»*

Мерзімділігі: жылына 6 рет.

<http://www.bulletin-science.kz/index.php/en/>

© «Орталық Азия академиялық ғылыми орталығы» ЖШС, 2025

ГЛАВНЫЙ РЕДАКТОР:

АБЫЛКАСЫМОВА Алма Есимбековна, доктор педагогических наук, профессор, академик НАН РК, директор Центра развития педагогического образования, заведующая кафедрой методики преподавания математики, физики и информатики КазНПУ им. Абая (Алматы, Казахстан), <https://www.scopus.com/authid/detail.uri?authorId=57191275199>, <https://www.webofscience.com/wos/author/record/2076124>.

ЗАМЕСТИТЕЛЬ ГЛАВНОГО РЕДАКТОРА:

СЕМБИЕВА Ляззат Мыктыбековна, доктор экономических наук, профессор Евразийского национального университета им. Л.Н. Гумилева (Астана, Казахстан), <https://www.scopus.com/authid/detail.uri?authorId=57194226348>, <https://www.webofscience.com/wos/author/record/38875302>.

РЕДАКЦИОННАЯ КОЛЛЕГИЯ:

РИШЕЛЬ Мариновски, PhD в области образования, профессор факультета педагогики Летбриджского университета, (Альберта, Канада), <https://www.scopus.com/authid/detail.uri?authorId=57070452800>, <https://www.webofscience.com/wos/author/record/16130920>.

ШИШОВ Сергей Евгеньевич, доктор педагогических наук, профессор, заведующий кафедрой педагогики и психологии профессионального образования Московского государственного университета технологий и управления имени К. Разумовского (Москва, Россия), <https://www.scopus.com/authid/detail.uri?authorId=57191518233>, <https://www.webofscience.com/wos/author/record/2443966>.

АБИЛЬДИНА Салтанат Куатовна, доктор педагогических наук, профессор, заведующая кафедрой педагогики Карагандинского университета имени Е.А. Букетова (Караганда, Казахстан), <https://www.scopus.com/authid/detail.uri?authorId=56128026400>, <https://www.webofscience.com/wos/author/record/4131549>.

РЫЖАКОВ Михаил Викторович, доктор педагогических наук, профессор, академик Российской академии образования, главный редактор журнала «Стандарты и мониторинг в образовании» (Москва, Россия), <https://www.scopus.com/authid/detail.uri?authorId=6602245542>, <https://www.webofscience.com/wos/author/record/13675462>.

БУЛАТБАЕВА Кулжанат Нурымжановна, доктор педагогических наук, профессор, главный научный сотрудник Национальной академии образования имени Ы. Алтынсарина (Астана, Казахстан), <https://www.scopus.com/authid/detail.uri?authorId=57202195074>, <https://www.webofscience.com/wos/author/record/40173122>.

ПЕТР Хайек, PhD, университет Юникорн, ассоциированный профессор Департамента финансов, (Чешская Республика), <https://www.scopus.com/authid/detail.uri?authorId=35726855800>, <https://www.webofscience.com/wos/author/record/672404>.

ЖУМАН Жаппар, доктор экономических наук, профессор, заслуженный деятель Казахстана, почетный академик НАН РК, директор Центра Международных прикладных исследований Казахского национального университета им. аль-Фараби (Алматы, Казахстан) <https://www.scopus.com/authid/detail.uri?authorId=59238481900>; <https://www.scopus.com/authid/detail.uri?authorId=56658765400>, <https://www.webofscience.com/wos/author/record/60977874>.

ЛУКЬЯНЕНКО Ирина Григорьевна, доктор экономических наук, профессор, заведующая кафедрой Национального университета «Киево-Могилянская академия» (Киев, Украина), <https://www.scopus.com/authid/detail.uri?authorId=57189348551>, <https://www.webofscience.com/wos/author/record/939510>.

ЕСИМЖАНОВА Сайра Рафихевна, доктор экономических наук, профессор Университета международного бизнеса (Алматы, Казахстан), <https://www.scopus.com/authid/detail.uri?authorId=56499485500>, <https://www.webofscience.com/wos/author/record/45951098>.

Scientific Journal of Pedagogy and Economics

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Собственник: ТОО «Центрально-азиатский академический научный центр» (г. Алматы).

Свидетельство о постановке на учет периодического печатного издания в Комитете информации Министерства информации и коммуникаций и Республики Казахстан № **3620-Ж**, выданное 05.06.2025 г.

Тематическая направленность: *«публикация результатов новых достижений в области фундаментальных наук».*

Периодичность: 6 раз в год.

<http://www.bulletin-science.kz/index.php/en/>

© ТОО «Центрально-азиатский академический научный центр», 2025



CONTENTS

PEDAGOGY

U.A. Abitayeva, A.Kh. Sarybayeva

Determining the level of knowledge of future physics teachers in quantum optics.....15

B.K. Assylbekova, G.S. Zhaksybayeva, G.H. Kereybayeva

Preparedness of future biology teachers to develop environmental competence in students.....29

A. Bizhkenova, A. Bekbayeva

Historical foundations and stages of formation of foreign language education in Kazakhstan.....45

T. Igenbay, G. Baltabaeva, A. Shormakova

Development of students' analytical skills through linguistic analysis of literary prose texts.....59

R.K. Izmagambetova, M.N. Ospanbekova, N.S. Kozhamkulova

Formation of financial literacy of primary school students based on artificial intelligence.....75

M.S. Issayev, T.A. Apendiyev, L.S. Dinashева

Effectiveness of using digital and interactive maps in teaching history.....89

Zh. Isabekova, E. Seysenbieva, Y. Abdimomynov

Innovative approaches to teaching narrative techniques in literature classes: enhancing literary competence through active learning.....104

O. Kisseleva, Y. Savelyeva, I. Dadaeva

Analysis of the impact of artificial intelligence and game methods on the effectiveness of the educational process in higher education.....119

A. Kopbossyn, A. Orynbekeva, N. Serikbayeva

STEM technology in interdisciplinary natural science teaching.....133

G. Koshanova, Zh. Aimeshov

Methods of using virtual laboratories in robotics training.....146

M.M. Mataev, B.T. Mukatay, M.R. Abdraimova

Training of chemistry teachers: evaluation of the curricula of Kazakhstan and Turkey.....164

R. Myrzayev, A. Seitmuratov, A. Abuova

Mathematical training of IT bachelors in the Lupic project.....183

N.K. Mukazhanov, S.N. Zhiyenbayeva, B.A. Akzhigitov

Pedagogical technology for organizing adaptation of physical education students to educational activities.....198

Z. Mukhambetaliyeva, A. Uzakova, H. Fujii

Improving professional competencies in chemistry teaching.....209

N.B. Nabi, R.S. Rakhmetova

Pedagogical aspects of organizing the speaking process based on the 4c model: a comparative study among 10th–11th grade students.....226

G.A. Nazarova, A.Zh. Sharipova

Using case technologies and project-based learning in teaching sustainable development.....242

R. Orazalieva

The essence of the development of the ethno-artistic potential of students of creative specialties of the university.....260

M. Ryskulov, Zh. Dauletbekova, G. Klychniyazova

Developing students' oratorical speech through phraseological units.....273

Y. Tuyakov, A. Duisebayeva, Z. Razak

Training of future mathematics teachers in the digital educational environment...291

N.Kh. Shadiyeva

The impact of artificial intelligence on language learning.....307

ECONOMICS

N. Abdildinova, P. Beisekova, M. Sauranova

Infoanalytics in food security of Kazakhstan.....324

G.E. Amalbekova, A.N. Narenova, A.R. Tanatova

Agritourism - a factor of economic diversification and sustainable rural development in Kazakhstan.....339

G. Balgimbekova, M.E. Abdrakhim, A. Lambekova

AI applications in public administration for elderly participation monitoring.....355

A.B. Bekmukhametova, J. Juman*, A.M. Myrzakhmetova

Formation and impact of credit derivatives on the stability of financial markets...369

A. Zhumabekov, Zh. Osmanov, A. Zubecs

State programs for lending and subsidizing entrepreneurship (based on the example of the “damu” fund).....355

G. Issayeva, E. Zhussipova, G. Pazilov

Mechanisms of environmental taxation for sustainable development in Kazakhstan.....406

A. Koppayeva, M.R. Sikhimbayev, D.R. Sikhimbayeva

Sources and features of investment risks in subsoil use.....420

A.T. Kokenova, E.T. Askarova, G.K. Nietalina

Integration of ESG principles into the tax system of Kazakhstan: from declarations to instruments.....433

R.N. Kuatbekova, A.B. Mukhamedkhanova, A.A. Alzhanova

Scenario modeling of the sustainability of meat processing enterprises in the context of global logistical and commodity crises.....450

M.Zh. Makhambetov, A. Mambetova, A.A. Mussayeva

Foresight forecasting of the agricultural industry in the Kostanay region of Kazakhstan.....479

Zh. Nurlybek, A. Tynyshbaeva

Political corruption as a channel of external influence: risks to sovereignty.....479

L. Popp, A. Saulembekova, T. Kudaibergenov

Financial management and risk management strategies in the fuel and energy complex under innovative development.....513

S.B. Spatayeva, A.B. Alibekova, A.O. Zhupysheva

Foreign experience in organizing an audit of the effectiveness of the use of budget funds aimed at the development of agriculture.....531

A.O. Syzdykova, R.M. Tazhibayeva, A.T. Abubakirova

Regulatory and taxation issues for non-fungible tokens.....549

E. Temirbekova, A. Abdimomynova, M. Kushenova

Demographic changes: international experience and impact on public services.....564

МАЗМҰНЫ

ПЕДАГОГИКА

Ұ.Ә. Әбітаева, Ә.Х. Сарыбаева

Болашақ физика мұғалімдерінің кванттық оптика бойынша білім деңгейін анықтау.....15

Б.Қ. Асылбекова, Г.С. Жақсыбаева, Г.Х. Керейбаева

Болашақ биология мұғалімдерінің оқушылардың экологиялық құзыреттілігін дамытуға дайындығы.....29

А. Бижкенова, А. Бекбаева

Қазақстандағы шетел тілдерін оқытудың тарихи алғышарттары мен қалыптасу кезеңдері.....45

Т. Игенбай, Г. Балтабаева, А. Шормақова

Студенттердің аналитикалық дағдыларын көркем проза мәтінін лингвистикалық талдау арқылы дамыту.....59

Р.К. Измагамбетова, М.Н. Оспанбекова, Н.С. Кожамкулова

Бастауыш сынып оқушыларының қаржылық сауаттылығын жасанды интеллект негізінде қалыптастыру.....75

М.С. Исаев, Т.А. Апендиев, Л.С. Динашева

Тарихты оқытуда цифрлық және интерактивті карталарды пайдаланудың тиімділігін талдау.....89

Ж. Исабекова, Е. Сейсенбиева, Е. Абдимомынов

Әдебиет сабақтарында баяндау тәсілдерін оқытудың инновациялық әдістері: белсенді оқыту арқылы әдеби құзыреттілікті арттыру.....104

О. Киселева, Е. Савельева, И. Дадаева

Жасанды интеллект пен ойын әдістерінің жоғары білім берудегі оқу процесінің тиімділігіне әсерін талдау.....119

А. Копбосын, А. Орынбекова, Н. Серикбаева

STEM технологиясын жаратылыстану пәндерін пәнаралық оқытуда қолдану.....133

Г. Кошанова, Ж. Аймешов

Робототехниканы оқытуда виртуалды зертханаларды қолдану әдістері.....146

М.М. Матаев, Б.Т. Мұқатай, М.Р. Абдраймова

Химия мұғалімдерін даярлау: Қазақстан мен Түркияның оқу жоспарларын бағалау.....164

Р. Мырзаев, А. Сейтмуратов, А. Абуова

Лүріс жобасында Іт бағыттағы бакалаврларды математикалық даярлау.....183

Н.К. Мукажанов, С.Н. Жиенбаева, Б.А. Акжигитов

Дене шынықтыру факультеті студенттерінің білім беру қызметіне бейімделуін ұйымдастырудың педагогикалық технологиясы.....198

З. Мұхамбетәлиева, А. Узакова, Х. Фуджи

Химия білімінде тұрақты дамуға бағытталған кәсіби құзыреттілікті дамыту.....209

Н.Б. Нәби, Р.С. Рахметова

4К моделінің негізінде айтылым үдерісін ұйымдастырудың педагогикалық аспектілері: 10–11 сыныптар арасындағы салыстырмалы зерттеу.....226

Г.А. Назарова, А.Ж. Шарипова

Тұрақты дамуды оқытуда кейс-технологиялар мен жобалық - бағдарланған оқытуды қолдану.....242

Р. Оразалиева

ЖОО шығармашылық мамандықтары студенттерінің этнокөркемдік әлеуетін дамытудың мәні.....260

М. Рыскулов, Ж. Даулетбекова, Г. Клычниязова

Фразеологизмдер арқылы оқушылардың шешендік сөйлеуін дамыту.....273

Е.А. Тұяқов, А.Б. Дүйсебаева, Ж.Н. Разак

Цифрлық білім беру ортасында болашақ математика мұғалімдерін даярлау.....291

Н.Х. Шадиева

Жасанды интеллекттің тілді оқытуға әсері.....307

ЭКОНОМИКА

Н. Абдильдинова, П. Бейсекова, М. Сауранова

Қазақстанның азық-түлік қауіпсіздігіндегі инфоаналитика.....324

Г.Е. Амалбекова, А.Н. Наренова, А.Р. Танатова

Агротуризм - Қазақстандағы ауылдық аумақтарды тұрақты дамыту мен экономиканы әртараптандырудың факторы ретінде.....339

Г. Балгимбекова, М. Абдрахим, А. Ламбекова

Егде жастағы адамдардың қатысуын бақылау үшін мемлекеттік басқаруда жасанды интеллектті қолдану.....355

А.Б. Бекмұхаметова, Ж. Жұман, А.М. Мырзахметова Қаржы нарықтарының тұрақтылығына несиелік туынды құралдардың қалыптасуы мен әсері.....	369
А. Жұмабеков, Ж. Османов, А. Зубец Кәсіпкерлікті несиелеу және субсидиялау бойынша мемлекеттік бағдарламалар («даму» қорының мысалында).....	389
Г.К. Исаева, Э.Е. Жусипова, Г.А. Пазиров Қазақстанның орнықты дамуы үшін экологиялық салық салу тетіктері.....	406
А.Ш. Коппаева, М.Р. Сихимбаев, Д.Р. Сихимбаева Жер қойнауын пайдаланудағы инвестициялық тәуекелдердің көздері мен ерекшеліктері.....	420
А.Т. Көкенова, Э.Т. Аскарова, Г.К. Ниеталина Қазақстанның салық жүйесіне ESG принциптерін интеграциялау: декларациядан құралдарға дейін.....	433
Р.Н. Қуатбекова, А.Б. Мухамедханова, А.А. Альжанова Жаһандық логистикалық және шикізаттық дағдарыстар жағдайында ет өңдеу кәсіпорындарының тұрақтылығын сценарийлік модельдеу.....	450
М.Ж. Махамбетов, А. Мамбетова, А.А. Мусаева Қазақстанның Қостанай облысындағы ауыл шаруашылығы саласын форсайт болжау.....	479
Ж. Нурлыбек, А. Тынышбаева Саяси сыбайлас жемқорлық сыртқы ықпал ету арнасы ретінде: егемендікке төндіретін қаупі.....	512
Л. Попп, А. Саулембекова, Т. Құдайбергенов Инновациялық даму жағдайында отын-энергетикалық кешендегі қаржылық басқару және тәуекелдерді басқару стратегиялары.....	513
С.Б. Спатаева, А.Б. Алибекова, А.О. Жұпышева Ауыл шаруашылығын дамытуға бағытталған бюджет қаражатын пайдалану тиімділігінің аудитін ұйымдастыру: шетел тәжірибесі.....	531
А.О. Сыздықова, Р.М. Тажибаева, А.Т. Абубакирова Алмастырылмайтын токендар үшін құқықтық реттеу және салық салу мәселелері.....	549
Э.Т. Темирбекова, А.Ш. Абдимомынова, М.Ш. Кушенова Демографиялық өзгерістер: халықаралық тәжірибе және мемлекеттік қызметтерге әсері.....	564

СОДЕРЖАНИЕ

ПЕДАГОГИКА

У.А. Абитаева, А.Х. Сарыбаева

Определение уровня знаний будущих учителей физики по квантовой оптике.....15

Б.К. Асылбекова, Г.С. Жаксыбаева, Г.Х. Керейбаева

Готовность будущих учителей биологии к формированию экологической компетентности у учащихся.....29

А. Бижкенова, А. Бекбаева

Исторические предпосылки и этапы формирования иноязычного образования в Казахстане.....45

Т. Игенбай, Г. Балтабаева, А. Шормакова

Развитие аналитических навыков студентов посредством лингвистического анализа текста художественной прозы.....59

Р.К. Измагамбетова, М.Н. Оспанбекова, Н.С. Кожамкулова

Формирование финансовой грамотности младших школьников на основе искусственного интеллекта.....75

М.С. Исаев, Т.А. Апендиев, Л.С. Динашева

Эффективность использования цифровых и интерактивных карт в обучении истории89

Ж. Исабекова, Е. Сейсенбиева, Е. Абдимомынов

Инновационные подходы к обучению нарративным приёмам на уроках литературы: повышение литературной компетенции через активное обучение.....104

О. Киселева, Е. Савельева, И. Дадаева

Анализ влияния искусственного интеллекта и игровых методов на эффективность учебного процесса в высшем образовании.....119

А. Копбосын, А. Орынбекова, Н. Серикбаева

STEM-технологии в междисциплинарном обучении естественным наукам.....133

Г. Кошанова, Ж. Аймешов

Методика использования виртуальных лабораторий в обучении робототехнике.....146

М.М. Матаев, Б.Т. Мукатай, М.Р. Абдраймова Подготовка учителей химии: оценка учебных планов Казахстана и Турции.....	164
Р. Мырзаев, А. Сейтмуратов, А. Абуова Математическая подготовка бакалавров It направлений в проекте Luri.....	183
Н.К. Мукажанов, С.Н. Жиенбаева, Б.А. Акжигитов Педагогическая технология организации адаптации студентов факультета физической культуры к образовательной деятельности.....	198
З. Мухамбеталиева, А. Узакова, Х. Фуджи Совершенствование профессиональных компетенций в обучении химии....	209
Н.Б. Наби, Р.С. Рахметова Педагогические аспекты организации процесса устной речи на основе модели 4К: сравнительное исследование среди учащихся 10–11 классов.....	226
Г.А. Назарова, А.Ж. Шарипова Использование кейс-технологий и проектно-ориентированного обучения в обучении устойчивому развитию.....	242
Р. Оразалиева Сущность развития этнохудожественного потенциала студентов творческих специальностей вуза.....	260
М. Рыскулов, Ж. Даулетбекова, Г. Клычниязова Развитие ораторской речи учащихся с помощью фразеологизмов.....	273
Е.А. Туяков, А.Б. Дуйсебаева, Ж.Н. Разак Подготовка будущих учителей математики в цифровой образовательной среде.....	291
Н.Х. Шадиева Влияние искусственного интеллекта на обучение языку.....	307

ЭКОНОМИКА

Н. Абдильдинова, П. Бейсекова, М. Сауранова Инфоаналитика в продовольственной безопасности Казахстана.....	324
Г.Е. Амалбекова, А.Н. Наренова, А.Р. Танатова Агротуризм как фактор диверсификации экономики и устойчивого развития сельских территорий в Казахстане.....	339

Г. Балгимбекова, М. Абдрахим, А. Ламбекова

Применение ИИ в государственном управлении для мониторинга участия пожилых людей.....355

А.Б. Бекмухаметова, Ж. Жуман, А.М. Мырзахметова

Формирование и влияние кредитных деривативов на стабильность функционирования финансовых рынков.....369

А. Жумабеков, Ж. Османов, А. Зубец

Государственные программы кредитования и субсидирования предпринимательства (на примере фонда «даму»).....389

Г.К. Исаева, Э.Е. Жусипова, Г.А. Пазиров

Механизмы экологического налогообложения для устойчивого развития Казахстана.....406

А.Ш. Коппаева, М.Р. Сихимбаев, Д.Р. Сихимбаева

Источники и особенности рисков инвестирования в объекты недропользования.....420

А.Т. Кокенова, Э.Т. Аскарлова, Г.К. Ниеталина

Интеграция принципов ESG в налоговую систему Казахстана: от деклараций к инструментам.....433

Р.Н. Куатбекова, А.Б. Мухамедханова, А.А. Альжанова

Сценарное моделирование устойчивости мясоперерабатывающих предприятий в условиях глобальных логистических и сырьевых кризисов.....458

М.Ж. Махамбетов, А. Мамбетова, А.А. Мусаева

Форсайт прогнозирование сельскохозяйственной отрасли Костанайской области Казахстана.....479

Ж. Нурлыбек, А. Тынышбаева

Политическая коррупция как канал внешнего влияния: риски для суверенитета.....512

Л. Попп, А. Саулембекова, Т. Кудайбергенов

Финансовое управление и стратегии управления рисками в топливно-энергетическом комплексе в условиях инновационного развития.....513

С.Б. Спатаева, А.Б. Алибекова, А.О. Жупышева

Зарубежный опыт организации аудита эффективности использования
бюджетных средств, направленных на развитие сельского
хозяйства.....531

А.О. Сыздыкова, Р.М. Тажибаева, А.Т. Абубакирова

Правовое регулирование и вопросы налогообложения невзаимозаменяемых
токенов.....549

Э.Т. Темирбекова, А.Ш. Абдимомынова, М.Ш. Кушенова

Демографические изменения: международный опыт и влияние
на государственные услуги.....564

© **Zh. Isabekova¹, E. Seysenbieva¹, Y. Abdimomynov², 2025.**

¹Kazakh National University named after Al-Farabi, Almaty, Kazakhstan;

²Taraz university named after M.Kh. Dulaty, Taraz, Kazakhstan.

E-mail: zhanat_2006@mail.ru

INNOVATIVE APPROACHES TO TEACHING NARRATIVE TECHNIQUES IN LITERATURE CLASSES: ENHANCING LITERARY COMPETENCE THROUGH ACTIVE LEARNING

Zh. Isabekova — PhD student of the Kazakh National University named after Al-Farabi, Almaty, Kazakhstan,

E-mail: zhanat_2006@mail.ru, <https://orcid.org/0009-0001-6502-3487>;

E. Seysenbieva — PhD, senior lecturer, Kazakh National University named after Al-Farabi, Almaty, Kazakhstan,

E-mail: seisenbai_zh@mail.ru, <https://orcid.org/0000-0002-5198-9280>;

Y. Abdimomynov — Doctor of Philosophy (PhD), Acting Director Associate Professor, Taraz university named after M.Kh. Dulaty, Taraz, Kazakhstan.

E-mail: edil889@mail.ru, <https://orcid.org/0000-0002-9534-4281>.

Abstract. The teaching of narrative techniques in literature classes often relies on traditional, text-centered approaches that limit students' engagement and critical interpretation skills. This creates an urgent need to develop innovative pedagogical methods that foster deeper literary competence and active participation. The present study aims to explore and implement active learning strategies—such as collaborative storytelling, digital narrative mapping, role-playing, and reflective discussion—to enhance students' understanding of narrative structures, perspectives, and stylistic devices. The research employed a mixed-method design involving the classroom experimentation in secondary and tertiary literature courses, pre- and post-assessment of literary competence, and qualitative analysis of student feedback to it. The interventions emphasized learner-centered exploration, creative production, and peer evaluation to transform passive reading into dynamic interpretative practice. Results revealed significant improvement in students' analytical skills, interpretative depth, and appreciation of authorial technique. Participants demonstrated greater autonomy in literary analysis and an enhanced ability to apply narrative concepts across genres and media. The findings highlight the practical significance of integrating active learning and digital tools into literature pedagogy, offering replicable models for teachers seeking to modernize curriculum delivery. Ultimately, this approach aligns with contemporary educational goals by cultivating critical thinking, creativity, and

interpretive literacy essential for 21st-century learners. These insights suggest that fostering active engagement with narrative techniques not only enriches literary competence but also equips students with transferable analytical and communicative skills applicable beyond the classroom.

Keywords: narrative, document, narrative, narrative method, event, concept, character

© Ж. Исабекова¹, Е. Сейсенбиева¹, Е. Абдимомынов², 2025.

¹Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан;

²М.Х. Дулати атындағы Тараз университеті, Тараз, Қазақстан.

E-mail: zhanat_2006@mail.ru

ӘДЕБИЕТ САБАҚТАРЫНДА БАЯНДАУ ТӘСІЛДЕРІН ОҚЫТУДЫҢ ИННОВАЦИЯЛЫҚ ӘДІСТЕРІ: БЕЛСЕНДІ ОҚЫТУ АРҚЫЛЫ ӘДЕБИ ҚҰЗЫРЕТТІЛІКТІ АРТТЫРУ

Ж. Исабекова — әл-Фараби атындағы Қазақ ұлттық университетінің PhD докторанты, Алматы, Қазақстан,

E-mail: zhanat_2006@mail.ru, <https://orcid.org/0009-0001-6502-3487>;

Е. Сейсенбиева — PhD, аға оқытушы, әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан,

E-mail: seisenbai_zh@mail.ru, <https://orcid.org/0000-0002-5198-9280>;

Е. Абдимомынов — PhD, доцент м.а., М.Х. Дулати атындағы Тараз университеті, Тараз, Қазақстан,
mail: edil889@mail.ru, <https://orcid.org/0000-0002-9534-4281>.

Аннотация. Әдебиет сабақтарында баяндау тәсілдерін оқыту көбінесе дәстүрлі мәтінге негізделген әдістерге сүйенеді. Мұндай тәсілдер оқушылардың белсенді қатысуын, сыни және шығармашылық ойлау дағдыларын толық дамытуға мүмкіндік бермейді. Сондықтан әдеби құзыреттілікті арттыруға бағытталған инновациялық педагогикалық әдістерді қолдану өзекті болып табылады. Зерттеудің мақсаты – оқушылардың баяндау құрылымдарын, көзқарастарын және стилистикалық құралдарды терең түсінуін қамтамасыз ету үшін белсенді оқыту стратегияларын (бірлескен әңгімелеу, сандық баяндау карталары, рөлдік ойындар, рефлексиялық талқылау) тәжірибеге енгізу. Зерттеу аралас әдіснамаға негізделген: орта және жоғары сыныптарда жүргізілген сыныптық эксперименттер, әдеби құзыреттілікті алдын ала және кейінгі бағалау, сондай-ақ оқушылардың пікірлерін сапалық талдау қамтылды. Интервенциялар оқушылардың қатысуын, шығармашылық белсенділігін және өзара бағалауын арттыру арқылы пассивті оқуды динамикалық түсіндіру тәжірибесіне айналдырды. Нәтижелер оқушылардың аналитикалық ойлау дағдыларының, түсіндіру тереңдігінің және авторлық техниканы меңгеру қабілетінің айтарлықтай артқанын көрсетті. Қатысушылар әдеби талдауда дербестіктің және әртүрлі жанрлар мен медиа форматтарда баяндау концепцияларын қолдану икемділігінің артқанын атап өтті. Зерттеу нәтижелері

белсенді оқыту әдістері мен сандық құралдарды әдебиет педагогикасына біріктірудің практикалық маңыздылығын дәлелдейді. Мұндай тәсілдер оқу бағдарламасын жаңғыртқысы келетін мұғалімдер үшін тиімді үлгі ұсынады. Түптеп келгенде, бұл модельдер қазіргі заманғы білім беру мақсаттарына сәйкес келеді және оқушылардың сыни ойлауын, шығармашылығын және ХХІ ғасыр дағдыларын дамытуға бағытталады.

Түйін сөздер: нарратив, белсенді оқыту, әдеби құзыреттілік, инновациялық әдіс, шығармашылық, рефлексия

© Ж. Исабекова¹, Е. Сейсенбиева¹, Е. Абдимомынов², 2025.

¹ Казахский национальный университет имени аль-Фараби,
Алматы, Казахстан;

² Таразский университет имени М.Х. Дулати, Тараз, Казахстан.
E-mail: zhanat_2006@mail.ru

ИННОВАЦИОННЫЕ ПОДХОДЫ К ОБУЧЕНИЮ НАРРАТИВНЫМ ПРИЁМАМ НА УРОКАХ ЛИТЕРАТУРЫ: ПОВЫШЕНИЕ ЛИТЕРАТУРНОЙ КОМПЕТЕНЦИИ ЧЕРЕЗ АКТИВНОЕ ОБУЧЕНИЕ

Ж. Исабекова — PhD докторант Казахского национального университета имени аль-Фараби, Алматы, Казахстан,

E-mail: zhanat_2006@mail.ru, <https://orcid.org/0009-0001-6502-3487>;

Е. Сейсенбиева — PhD, старший преподаватель, Казахский национальный университет имени аль-Фараби, Алматы, Казахстан,

E-mail: seisenbai_zh@mail.ru, <https://orcid.org/0000-0002-5198-9280>;

Е. Абдимомынов — PhD, доцент (и.о.), Таразский университет имени М.Х. Дулати, Тараз, Казахстан.

E-mail: edil889@mail.ru, <https://orcid.org/0000-0002-9534-4281>.

Аннотация. Преподавание нарративных приёмов на уроках литературы часто основывается на традиционных текстоцентричных методах, которые ограничивают вовлечённость учащихся и развитие их навыков критической интерпретации. Это обуславливает необходимость разработки инновационных педагогических технологий, направленных на формирование более глубокой литературной компетентности и повышение активности обучающихся. Целью исследования является изучение и внедрение стратегий активного обучения — совместного повествования, цифрового картирования, ролевых игр и рефлексивного обсуждения — для улучшения понимания учащимися повествовательных структур, точек зрения и стилистических приёмов. В работе использовался смешанный метод, включающий экспериментальные занятия на курсах литературы в средней и старшей школе, предварительную и итоговую оценку литературной компетентности, а также качественный анализ отзывов учащихся. Педагогические интервенции были направлены на повышение вовлечённости, развитие творческой активности и взаимной оценки, что

позволило превратить пассивное чтение в динамическую интерпретационную практику. Результаты показали значительное улучшение аналитических навыков учащихся, глубины интерпретации и понимания авторской техники. Участники продемонстрировали большую самостоятельность в литературном анализе и способность применять нарративные концепции в различных жанрах и медиаформатах. Полученные результаты подчёркивают практическую значимость интеграции активного обучения и цифровых инструментов в методику преподавания литературы, предлагая воспроизводимые модели для учителей, стремящихся модернизировать учебные программы. В целом, данный подход соответствует современным образовательным целям, развивая критическое мышление, креативность и интерпретационную грамотность, необходимые учащимся XXI века. Активное освоение нарративных приёмов не только обогащает литературную компетентность, но и формирует аналитические и коммуникативные навыки, востребованные за пределами образовательной среды.

Ключевые слова: нарратив, активное обучение, литературная компетенция, интерпретация, педагогические инновации, повествование, творческое мышление

Introduction. In an era of rapidly evolving educational paradigms, traditional literature instruction—often dominated by teacher-led lectures and passive student engagement—faces growing scrutiny. The challenge of fostering deep literary competence, particularly in understanding and applying narrative techniques, has compelled educators to rethink pedagogical strategies in literature classrooms. Literary competence, defined as the ability to critically interpret, analyze, and engage with literary texts (Mbirongi et al. 2022), is a vital outcome of literature education. However, studies have shown that conventional methods frequently fall short in promoting the interpretive and creative skills necessary for students to navigate complex narrative structures (Florungco & Caballes, 2021).

Contemporary educational research increasingly advocates for active learning as a means of enhancing students' engagement and deeper comprehension across disciplines, including literature (Laskina, 2023). Active learning, characterized by student-centered activities such as discussion, role-play, collaborative analysis, and creative writing, shifts the focus from passive absorption to dynamic participation. When applied to the teaching of narrative techniques—such as point of view, characterization, plot structure, and narrative voice—active learning can transform abstract literary concepts into tangible experiences.

Several scholars have emphasized the effectiveness of student-centered approaches in literature instruction. (Genova & Kavrakova, 2019). demonstrated that when students are actively involved in dramatizing texts or reconstructing narratives from multiple perspectives, they gain a richer understanding of narrative technique and authorial intent. Similarly, (García-Carpintero et al., 2022). highlights the role of dialogic teaching and reader-response activities in helping students engage with texts in ways that deepen their analytical and empathetic skills.

Innovative pedagogical models, such as problem-based learning (PBL) and digital storytelling, have also shown promise in literature education. For example, (Perriet al., 2023). Explored how digital storytelling tools empower students to experiment with narrative form and voice, fostering both technical proficiency and interpretive insight. Furthermore, project-based and multimodal assignments—where students adapt texts or create original narratives—encourage metacognitive reflection on the choices writers make and how those choices affect readers.

Despite the growing body of evidence supporting active learning, many literature classrooms still adhere to lecture-based methods that limit student interaction with narrative forms (Agustina et al., 2023). This research aims to bridge that gap by exploring innovative approaches that integrate active learning strategies specifically focused on narrative techniques. The goal is to examine how these approaches can cultivate students' literary competence and foster a deeper appreciation of narrative as both a craft and a means of communication.

The teaching of literature is undergoing a significant transformation, driven by the need to develop higher-order interpretive skills in increasingly diverse and media-rich learning environments. Central to this shift is the emphasis on narrative techniques, which are not only fundamental to the structure of literary texts but also instrumental in shaping readers' comprehension, interpretation, and critical response (Ahmadi, 2021). In many educational systems, however, the instruction of narrative techniques remains rooted in traditional, lecture-based pedagogies that prioritize theoretical knowledge over experiential learning (Bastola et al., 2024). This has led to a growing recognition of the need for more dynamic, student-centered instructional models that foster deeper literary engagement and competence.

Active learning, a pedagogical approach that promotes learner participation through inquiry, problem-solving, and collaboration, has been identified as a powerful framework for teaching literature (Isachenko et al., 2024). While widely applied in science and engineering education, its integration into literature classrooms remains relatively underexplored in empirical research. Given the cognitive complexity involved in understanding narrative structures—such as focalization, temporal sequencing, and narrative reliability—active learning strategies may offer valuable pathways for enhancing students' ability to analyze and construct narratives with sophistication and nuance.

This study aims to examine innovative pedagogical strategies grounded in active learning that target the teaching of narrative techniques in literature classes. It explores the potential of these approaches to improve students' literary competence, defined here as their capacity to interpret narrative structures, assess authorial strategies, and produce narrative texts with critical awareness.

Literary competence encompasses both the interpretive and productive dimensions of literary engagement, involving not only the ability to decode textual meaning but also an understanding of the formal features that structure literary expression. Narrative techniques form a core component of this competence. Research in narratology has outlined key narrative functions—such as perspective, chronology,

and plot organization—that shape the reader’s experience and interpretive stance. Mastery of these elements is therefore essential for students’ analytical development in literature education.

Conventional methods of literature instruction often rely heavily on teacher exposition and textual explication, with minimal opportunities for students to engage in dialogic or exploratory practices. This mode of instruction may be effective for content delivery but tends to underdevelop students’ active interpretive skills and inhibits their ability to internalize and apply narrative concepts (Applebee, 1996). Moreover, such methods do not sufficiently address the diverse learning styles and cognitive needs present in contemporary classrooms.

Active learning has been extensively studied as a means of improving student engagement and learning outcomes in various disciplines. In the context of literature education, active learning may take the form of textual role-playing, collaborative annotation, visual mapping, and narrative reconstruction tasks, all of which require learners to engage with texts interactively and creatively. Studies by (Kamyshanskaya et al., 2021). indicate that students who participate in such activities exhibit improved analytical reasoning and greater sensitivity to narrative form.

Furthermore, digital tools and multimodal composition—such as digital storytelling platforms, interactive fiction, and narrative video production—have been shown to support deeper engagement with narrative structures. These tools enable students to experiment with narrative form in ways that traditional writing assignments may not permit, thereby reinforcing their understanding of literary devices and techniques (Abdalrahman, 2021).

More structured active learning formats, such as project-based learning (PjBL) and inquiry-based learning (IBL), have also shown promise in literature classrooms. These approaches foster autonomy, critical thinking, and problem-solving as students explore literary questions and develop creative responses (Mamedova & Sayfuddinova, 2020). Although a growing body of research supports the integration of active learning into the literature classroom, there remains a lack of systematic studies focused specifically on the teaching of narrative techniques. The present study seeks to address this gap by identifying and evaluating innovative, active learning-based strategies aimed at enhancing literary competence through the explicit instruction and application of narrative elements. The findings aim to contribute to both pedagogical theory and classroom practice by offering evidence-based recommendations for curriculum design and instructional methodology in literature education.

Research materials and methods. This study employed a **quasi-experimental mixed-methods design** to investigate the effectiveness of active learning strategies in enhancing students’ understanding and application of narrative techniques in secondary and tertiary literature classrooms. The design incorporated both quantitative and qualitative data collection to provide a comprehensive evaluation of student learning outcomes and instructional efficacy. The intervention was implemented over a 12-week instructional period during a regular academic term.

Participants included **78 students** (aged 16–21) enrolled in literature courses at two educational institutions: one public high school and one undergraduate program in the humanities. The sample was divided into two groups: an **experimental group** ($n = 40$) that received instruction through active learning methodologies, and a **control group** ($n = 38$) that continued with conventional lecture-based instruction. All participants had comparable academic backgrounds, and none had previously received formal instruction on narrative techniques beyond basic literary analysis.

The experimental group engaged in a structured series of active learning activities specifically designed to teach narrative techniques. These included:

- **Collaborative storytelling projects:** small groups composed original short stories using assigned narrative techniques (e.g., unreliable narrator, nonlinear plot).
- **Perspective-shifting exercises:** rewriting literary scenes from alternative narrative viewpoints.
- **Narrative mapping:** visual plotting of character arcs and temporal structure using graphic organizers.
- **Dramatization and role-play:** enacting scenes to explore narrative voice, tone, and character motivation.
- **Digital storytelling:** using multimedia tools to create and present narrative texts.

Instruction was scaffolded and aligned with specific learning objectives related to narrative technique awareness and literary competence. In contrast, the control group followed a traditional syllabus emphasizing teacher-led textual analysis and written literary essays, with minimal student interaction or creative production.

Data were collected through three primary instruments:

1. **Pre- and Post-Tests:** Standardized assessments measured students' knowledge and application of narrative techniques. Tests included multiple-choice, short-answer, and analytical essay components, scored using a validated rubric.
2. **Reflective Journals:** Experimental group participants maintained weekly reflective journals to document their learning processes and perceptions of the active learning tasks. These were qualitatively analyzed for thematic patterns related to engagement, understanding, and skill development.
3. **Classroom Observations and Field Notes:** Observations were conducted weekly by trained researchers using a structured observation protocol. Notes focused on student participation, cognitive engagement, collaboration, and evidence of narrative technique use during activities.

Quantitative data from pre- and post-tests were analyzed using **paired sample t-tests** and **ANCOVA** to determine statistically significant differences in learning gains between the experimental and control groups. Effect sizes (Cohen's d) were calculated to assess the magnitude of change.

Qualitative data from reflective journals and field notes were coded thematically using **NVivo** software, following an inductive coding procedure. Emergent themes related to narrative understanding, student engagement, and metacognitive awareness were triangulated with quantitative findings to ensure data validity and reliability.

The study received ethical approval from the institutional review boards of both

participating institutions. Informed consent was obtained from all participants (and guardians, where applicable), and confidentiality was maintained throughout the research process. Participation was voluntary, and students were free to withdraw at any stage without penalty.

Results and discussions. This section presents the findings of the study, organized according to the research objectives related to the impact of active learning strategies on students' literary competence, specifically in understanding and applying narrative techniques. Both quantitative and qualitative data are reported to provide a comprehensive view of learning outcomes and student engagement.

First, the results of the **pre- and post-test assessments** are presented, comparing the performance of the experimental and control groups to determine the effectiveness of the active learning intervention. Second, findings from the **reflective journals** are summarized to capture students' perceptions of their learning experiences, with a focus on engagement, metacognitive development, and understanding of narrative concepts. Finally, data from **classroom observations and field notes** are used to contextualize student behavior, collaboration patterns, and evidence of narrative technique application during learning activities.

All quantitative results are reported with relevant statistical measures, including mean scores, standard deviations, t-values, p-values, and effect sizes. Qualitative results are supported with representative excerpts from student reflections and observational data, thematically categorized to highlight key areas of learning and pedagogical impact.

Table 1. Comparison of Pre-Test Scores between Experimental and Control Groups

Group	N	Mean Score	SD	t-value	p-value
Experimental	40	42.15	8.24	0.88	0.383
Control	38	40.76	7.91		

Table 1 shows the results of the pre-test conducted before the intervention. No statistically significant difference was found between the experimental and control groups in their baseline understanding of narrative techniques ($p > 0.05$). This indicates that both groups had comparable levels of literary competence prior to the study, ensuring the validity of subsequent comparisons.

Table 2. Comparison of Post-Test Scores between Experimental and Control Groups

Group	N	Mean Score	SD	t-value	p-value	Effect Size (Cohen's d)
Experimental	40	79.85	6.73	6.89	<0.001	1.64
Control	38	67.42	7.11			

Post-test results in Table 2 reveal a significant improvement in the experimental group compared to the control group ($p < 0.001$). The large effect size (Cohen's $d = 1.64$) suggests that the active learning intervention had a strong and meaningful impact on students' literary competence, particularly in their understanding and application of narrative techniques.

Table 3. Learning Gains (Post-Test – Pre-Test) by Group

Group	Mean Gain	SD	t-value	p-value
Experimental	37.70	7.04	7.42	<0.001
Control	26.66	6.55		

Table 3 presents the average learning gains of both groups over the course of the intervention. The experimental group exhibited significantly higher gains in their test scores, confirming that the integration of active learning strategies led to greater improvement in literary competence. The statistical analysis supports the hypothesis that innovative, participatory approaches can significantly enhance student learning outcomes in literature instruction.

Table 4. Emerging Themes from Reflective Journals (Experimental Group)

Theme	Frequency	Sample Student Quote
Increased Engagement	36	"I felt more involved in the class when we created our own stories."
Deeper Understanding	29	"Seeing the same story from a different character's view helped me grasp point of view more clearly."
Improved Collaboration	27	"Working in a group made me notice how others interpret narratives differently."
Metacognitive Awareness	21	"I now think more about how a narrator's choices affect the story."

Table 4 summarizes qualitative data extracted from student journals, highlighting the most frequent themes. Students consistently reported increased engagement and deeper understanding of narrative techniques. Many expressed that collaborative and creative tasks enhanced their interpretive skills and fostered a stronger connection to the material. These reflections support the quantitative findings by providing insight into how and why active learning improved literary competence.

Table 5. Classroom Observation Results: Student Behavior and Interaction

Behavior Observed	% of Sessions (out of 12)	Observational Notes Example
Active participation in group work	100%	All students contributed ideas during storytelling tasks.
Use of narrative terminology	83%	Students referred to terms like "flashback" and "voice."
Peer-to-peer explanation of concepts	75%	Students explained concepts like unreliable narrator to peers.
Creative risk-taking (original work)	67%	Students experimented with non-linear plots and ambiguous endings.

Classroom observation data in Table 5 further validate the success of the intervention. Across the 12-week period, students in the experimental group consistently demonstrated high levels of participation, collaborative learning, and creative experimentation. These behaviors suggest that the active learning

environment not only enhanced comprehension but also fostered critical thinking and confidence in literary expression.

The findings of this study provide compelling evidence that integrating active learning strategies into the teaching of narrative techniques significantly enhances students' literary competence. Quantitative results demonstrated a marked improvement in post-test performance among students in the experimental group compared to those in the control group. These findings are further substantiated by qualitative data from reflective journals and classroom observations, which revealed increased engagement, deeper comprehension, and improved collaborative learning behaviors.

The significant difference in post-test scores and learning gains between the experimental and control groups suggests that active learning approaches are more effective than traditional methods in fostering students' understanding of narrative structures. Activities such as collaborative storytelling, narrative mapping, and perspective-shifting exercises provided students with opportunities to apply theoretical concepts in practice, thereby reinforcing their comprehension of literary devices such as point of view, plot structure, and narrative voice.

These findings align with previous research emphasizing the benefits of active learning in literature education. It is noted that students are more likely to internalize narrative concepts when they engage in meaning-making activities that require analysis, synthesis, and creativity. Similarly, the use of multimodal tools and peer interaction appears to support not only the cognitive but also the affective dimensions of learning, fostering a more student-centered and reflective classroom culture. The qualitative data further illustrate the value of active learning for promoting metacognitive awareness. Students in the experimental group frequently reflected on how their understanding of narrative was shaped by the choices they made during creative tasks. This self-awareness indicates a shift from surface-level recall of literary terms to deeper, conceptual mastery—a critical component of literary competence.

The results of this study highlight the need for a pedagogical shift in literature education—from teacher-centered instruction to student-centered, inquiry-based learning environments. Teachers should consider incorporating structured, creative, and collaborative tasks into literature curricula to provide students with authentic opportunities to engage with narrative techniques. Additionally, the integration of digital storytelling and multimodal composition can offer accessible and motivating platforms for diverse learners to express their understanding.

Professional development for literature educators should emphasize the design and implementation of active learning activities that are closely aligned with curricular goals and literary analysis standards. Moreover, assessment practices should be adapted to evaluate not only content knowledge but also the application, reflection, and synthesis of narrative concepts.

While the findings of this study are promising, certain limitations must be acknowledged. First, the sample size, although sufficient for initial analysis, limits

the generalizability of the results across broader educational contexts. The purpose of this study was to assess how active learning strategies influence students' ability to understand and apply narrative techniques in literature classes. The findings reveal that students who participated in interactive, student-centered learning activities demonstrated significantly greater gains in literary competence than those who received conventional instruction. These outcomes reaffirm the pedagogical value of active learning and offer important insights into the development of more effective approaches to literature education (Arabi, 2016; Portnova et al., 2020).

One of the most notable outcomes of this study is the extent to which active learning contributed to students' engagement with narrative structures. The experimental group not only outperformed the control group in post-test assessments but also exhibited increased motivation, collaboration, and critical thinking during classroom activities. This suggests that when students are given opportunities to manipulate narrative forms—by rewriting scenes, crafting stories, or visualizing plot structures—they begin to internalize the literary devices traditionally taught through lecture-based methods (Portnova et al., 2020).

These findings align with constructivist theories of learning, which posit that knowledge is best acquired through active involvement in the learning process. By transforming narrative technique instruction into an exploratory, participatory process, students were able to move beyond rote identification of literary terms and toward meaningful, context-sensitive applications. Such an approach resonates with recent calls for pedagogical innovation in literature teaching, where creativity, cultural awareness, and critical inquiry are central to learning (Arabi, 2016; Abdullina et al., 2024).

In addition to academic performance, qualitative data from reflective journals indicated notable improvements in students' metacognitive awareness. Many students reported that active learning activities helped them think more deeply about narrative decisions—such as how point of view alters reader perception or how time manipulation influences plot tension. This reflective thinking is a hallmark of higher-order literacy skills and suggests that active learning does more than support comprehension; it cultivates the ability to evaluate and manipulate narrative constructs with intention (Toxambayeva, 2022).

Furthermore, students' collaborative discussions often included the spontaneous use of literary terminology and critical reasoning, indicating a more natural integration of academic discourse into peer interactions. This supports the view that dialogic learning environments facilitate authentic engagement with literary knowledge and cultural meaning (Abdullina et al., 2024; Toxambayeva, 2022).

The shift in classroom dynamics also merits discussion. Observational data showed that students in the experimental group were more willing to take creative risks and share their interpretations, likely because the learning environment emphasized process over correctness. The collaborative nature of tasks encouraged peer-to-peer learning, reducing reliance on teacher authority and fostering a more democratic exchange of ideas. This transformation in classroom culture is critical

in literature education, where interpretive plurality and originality are often goals (Toxambayeva, 2022).

Moreover, students who had previously struggled with literary analysis appeared more confident when narrative concepts were presented through hands-on, visual, or creative exercises. This finding underscores the inclusive potential of active learning for supporting diverse learners, particularly those who may be disengaged by traditional textual analysis methods (Portnova et al., 2020).

Despite the promising results, several limitations should be acknowledged. The study was limited to a relatively small sample and a single academic term, which may not reflect the long-term sustainability of the observed improvements. In addition, differences in teaching style—even within the same pedagogical approach—may have influenced the consistency of implementation. While care was taken to ensure fidelity to the active learning model, variations in facilitation could affect generalizability. The study was conducted within a limited timeframe (12 weeks), which may not capture the long-term effects of active learning on literary competence. Furthermore, variations in teacher facilitation, student motivation, and prior exposure to literary analysis may have influenced the results.

Future studies should consider a longitudinal design and include a more diverse sample of students and instructional settings to validate and expand upon the current findings. Building on the results of this study, future research could explore the integration of active learning with specific literary genres or author studies, examining how different narrative forms respond to pedagogical innovation. Investigations into the use of digital and AI-assisted storytelling tools in narrative technique instruction could also provide valuable insights into modernizing literature curricula (Abdullina et al., 2024).

Additionally, studies examining teacher perspectives on implementing active learning and the institutional supports required for sustainable practice would contribute to the broader adoption of these methods. In conclusion, this study affirms the pedagogical value of active learning in literature education, particularly in teaching narrative techniques. By enabling students to engage creatively, collaboratively, and critically with literary concepts, active learning fosters a richer, more transferable literary competence. These findings offer a strong foundation for reimagining literature classrooms as spaces of exploration, dialogue, and narrative discovery (Arabi, 2016; Portnova et al., 2020).

Conclusion. This study examined the impact of active learning strategies on students' literary competence, with a focus on their ability to understand and apply narrative techniques. The results demonstrate that student-centered, participatory approaches—such as collaborative storytelling, narrative mapping, and perspective-shifting—significantly enhance learning outcomes compared to traditional, lecture-based instruction. Both quantitative and qualitative data confirm that active learning not only improves analytical skills but also increases engagement, creativity, and metacognitive awareness.

The study contributes to the growing body of literature advocating for pedagogical

innovation in literature education. It highlights the importance of creating dynamic classroom environments where students actively construct knowledge, rather than passively receive it. The integration of active learning methods has shown to be particularly effective in helping students internalize complex literary concepts and apply them in meaningful contexts.

Given these findings, educators and curriculum designers are encouraged to adopt and adapt active learning strategies to meet the evolving needs of literature classrooms. Future research should continue to explore diverse implementations of active learning, including digital and multimodal platforms, across varied educational settings and student populations.

Ultimately, enhancing literary competence through active learning not only deepens students' understanding of narrative but also empowers them to become more reflective, critical, and creative readers and writers—skills essential for academic success and lifelong learning.

Әдебиеттер

Mbirongi R.S., Ihsan M., & Kuliahana A. (2022) The implementation of picture series in teaching narrative reading text. *Datokarama English Education Journal*.

Florungco J.K., & Caballes D.G. (2021) Narrative Study of Science Teaching Methods and Techniques in the New Normal. *International Journal of Asian Education*.

Laskina N.O. (2023) Two strategies for adapting a novel narrative in French comics: Philippe Druillet's Flaubert and Stephane Heuet's Proust. *Practices & Interpretations: A Journal of Philology, Teaching and Cultural Studies*.

Genova M., & Kavrakova L. (2019) NARRATIVE TEXTS IN THE TEACHING BULGARIAN TO FOREIGN STUDENTS AS A POSSIBILITY TO DEVELOP THE INTERCULTURAL AWARENESS AND COMPETENCE. *Knowledge International Journal*.

García-Carpintero E., Naredo E., Vélez-Vélez E., Fuensalida G., Ortiz-Miluy G., & Gómez-Moreno C. (2022) Phantoms for ultrasound-guided vascular access cannulation training: a narrative review. *Medical ultrasonography*.

Perri G., van Hilst J., Li S., Besselink M.G., Hogg M.E., & Marchegiani G. (2023) Teaching modern pancreatic surgery: close relationship between centralization, innovation, and dissemination of care. *BJS Open*, 7.

Agustina S., Megawati F., Astutik Y., & Aqliyah M.A. (2023) Enhancing High School English Teaching: Integrating EdPuzzle Media in Kurikulum Merdeka Modules. *Indonesian Journal of Cultural and Community Development*.

Ahmadi A. (2021) Teachers as Ethnographers: Narrative Study of Inquiry of Indonesian Teachers Assigned to Teach in Remote Areas.

Bastola P., Atreya A., Bhandari P.S., & Parajuli S. (2024) The evolution of anesthesiology education: Embracing new technologies and teaching approaches. *Health Science Reports*, 7.

Исаченко О.М. и Син Х. (2024) Эвфемистические средства эротического повествования в цикле «Тёмные аллеи» И. Бунина. Вестник НГУ. Серия: История и филология.

Камышанская И.Г. и Першин А.Г. (2021) АВТОМАТИЧЕСКОЕ ИЗМЕРЕНИЕ УГЛА СКОЛИОЗА С ИСПОЛЬЗОВАНИЕМ МЕТОДОВ ГЛУБОКОГО ОБУЧЕНИЯ: НАСКОЛЬКО МЫ ДАЛЕКИЕ ОТ КЛИНИЧЕСКОГО ПРИМЕНЕНИЯ: ОБЗОР НАРРАТИВА». Grimova O.A. (2024) Horizons of Historical Narratology. *Studia Litterarum*.

Xue J. (2019) The Defamiliarized Narration in Modern Literary Works. *Argos*, 36.

Сұлтан Ы. (2021) Қазіргі заманғы қазақ романдары: жанрлық трансформация. Керуен.

Toxambayeva A. (2022). ARTISTIC ORIGINALITY OF MODERN KAZAKH PROSE. *Bulletin of the Eurasian Humanities Institute, Philology Series*.

Abdullina A., Yildiz N., & Sarsenbayeva Z. (2024) THE ISSUE OF MODERN KAZAKH POSTMODERNISM AND NEO-MYTHOLOGISM IS IN THE ASPECT OF NATIONAL KNOWLEDGE (BASED ON THE STORIES OF A. KEMELBAYEVA). *Keruen*.

Arabi M. (2016) Innovative approaches and inventive technologies to teaching literature. *Revue Sciences Humaines*, 46(2). — P. 77–87.

Portnova T.V., Suárez M., & García-Pérez J.F. (2020) The educational interrelation of narrative creativity and written expression dimensions as an innovative and didactic process in learning a foreign language. *Sustainability*, 12(18). — P. 7274. <https://doi.org/10.3390/su12187274>

Mamedova M., & Sayfuddinova G. (2020). Creative techniques of teaching literature at secondary schools. *Scientific Bulletin of Namangan State University*, 2(6). — P. 172–177.

Abdalrahman A. S. (2021). Teaching and learning writing skills through literature. *Canadian Journal of Language and Literature Studies*, 1(1). — P. 19–30.

References

Mbirongi R.S., Ihsan M., & Kuliahana A. (2022) THE IMPLEMENTATION OF PICTURE SERIES IN TEACHING NARRATIVE READING TEXT. *Datokarama English Education Journal* (in English).

Florungco J.K., & Caballes D.G. (2021) Narrative Study of Science Teaching Methods and Techniques in the New Normal. *International Journal of Asian Education* (in English).

Laskina N.O. (2023) Two strategies for adapting a novel narrative in French comics: Philippe Drulillet's Flaubert and Stephane Heuet's Proust. *Practices & Interpretations: A Journal of Philology, Teaching and Cultural Studies* (in English).

Genova M., & Kavrakova L. (2019) NARRATIVE TEXTS IN THE TEACHING BULGARIAN TO FOREIGN STUDENTS AS A POSSIBILITY TO DEVELOP THE INTERCULTURAL AWARENESS AND COMPETENCE. *Knowledge International Journal* (in English).

García-Carpintero E., Naredo E., Vélez-Vélez E., Fuensalida G., Ortiz-Miluy G., & Gómez-Moreno C. (2022) Phantoms for ultrasound-guided vascular access cannulation training: a narrative review. *Medical ultrasonography* (in English).

Perri G., van Hilst J., Li S., Besselink M.G., Hogg M.E., & Marchegiani G. (2023) Teaching modern pancreatic surgery: close relationship between centralization, innovation, and dissemination of care. *BJS Open*, 7 (in English).

Agustina S., Megawati F., Astutik ., & Aqliyah M.A. (2023) Enhancing High School English Teaching: Integrating EdPuzzle Media in Kurikulum Merdeka Modules. *Indonesian Journal of Cultural and Community Development* (in English).

Ahmadi A. (2021) Teachers as Ethnographers: Narrative Study of Inquiry of Indonesian Teachers Assigned to Teach in Remote Areas (in English).

Bastola P., Atreya A., Bhandari P.S., & Parajuli S. (2024) The evolution of anesthesiology education: Embracing new technologies and teaching approaches. *Health Science Reports*, 7 (in English).

Isachenko O.M., & Xin Kh. (2024) Eufemisticheskie sredstva eroticheskogo povestvovaniya v tsikle "Tyomnye allei" I. Bunina [Euphemistic devices of erotic narration in I. Bunin's cycle *Dark Alleys*]. *Vestnik NGU. Seriya: Istoriya i filologiya*. Novosibirsk: 36-41 p. (in Russian)

Kamyshanskaya I.G., & Pershin A.G. (2021) Avtomaticheskoe izmerenie ugla skolioza s ispol'zovaniem metodov glubokogo obucheniya: Naskol'ko my daleki ot klinicheskogo primeneniya: Obzor narrativa [Automatic measurement of scoliosis angle using deep learning methods: How far are we from clinical application: A narrative review]. *Vestnik NGU. Seriya: Istoriya i filologiya*. Novosibirsk: 75-79 p. (in Russian)

Grimova O.A. (2024) Horizons of Historical Narratology. *Studia Litterarum* (in English).

Xue J. (2019) The Defamiliarized Narration in Modern Literary Works. *Argos*, 36(in English).

Sultan Y. (2021) Qazirgi zamanǵy qazaq romanlary: Janrlyq transformatsiya [Modern Kazakh novels: Genre transformation]. *Keruen*. Almaty: 19-23 p. (in Kazakh)

Toxambayeva A. (2022) ARTISTIC ORIGINALITY OF MODERN KAZAKH PROSE. *Bulletin of the Eurasian Humanities Institute, Philology Series* (in English).

Abdullina A., Yildiz N., & Sarsenbayeva Z. (2024) THE ISSUE OF MODERN KAZAKH

POSTMODERNISM AND NEO-MYTHOLOGISM IS IN THE ASPECT OF NATIONAL KNOWLEDGE (BASED ON THE STORIES OF A. KEMELBAYEVA). Keruen (in English).

Arabi M. (2016) Innovative approaches and inventive technologies to teaching literature. *Revue Sciences Humaines*, 46(2), 77–87 (in English).

Portnova T.V., Suárez M., & García-Pérez J.F. (2020) The educational interrelation of narrative creativity and written expression dimensions as an innovative and didactic process in learning a foreign language. *Sustainability*, 12(18). — P. 7274. <https://doi.org/10.3390/su12187274> (in English)

Mamedova M., & Sayfuddinova G. (2020) Creative techniques of teaching literature at secondary schools. *Scientific Bulletin of Namangan State University*, 2(6). — P. 172–177 (in English).

Abdalrahman A.S. (2021) Teaching and learning writing skills through literature. *Canadian Journal of Language and Literature Studies*, 1(1). — P. 19–30 (in English).

Publication Ethics and Publication Malpractice in the journals of the Central Asian Academic Research Center LLP

For information on Ethics in publishing and Ethical guidelines for journal publication see <http://www.elsevier.com/publishingethics> and <http://www.elsevier.com/journal-authors/ethics>.

Submission of an article to the journals of the Central Asian Academic Research Center LLP implies that the described work has not been published previously (except in the form of an abstract or as part of a published lecture or academic thesis or as an electronic preprint, see <http://www.elsevier.com/postingpolicy>), that it is not under consideration for publication elsewhere, that its publication is approved by all authors and tacitly or explicitly by the responsible authorities where the work was carried out, and that, if accepted, it will not be published elsewhere in the same form, in English or in any other language, including electronically without the written consent of the copyright-holder. In particular, translations into English of papers already published in another language are not accepted.

No other forms of scientific misconduct are allowed, such as plagiarism, falsification, fraudulent data, incorrect interpretation of other works, incorrect citations, etc. The Central Asian Academic Research Center LLP follows the Code of Conduct of the Committee on Publication Ethics (COPE), and follows the COPE Flowcharts for Resolving Cases of Suspected Misconduct (http://publicationethics.org/files/u2/New_Code.pdf). To verify originality, your article may be checked by the Cross Check originality detection service <http://www.elsevier.com/editors/plagdetect>.

The authors are obliged to participate in peer review process and be ready to provide corrections, clarifications, retractions and apologies when needed. All authors of a paper should have significantly contributed to the research.

The reviewers should provide objective judgments and should point out relevant published works which are not yet cited. Reviewed articles should be treated confidentially. The reviewers will be chosen in such a way that there is no conflict of interests with respect to the research, the authors and/ or the research funders.

The editors have complete responsibility and authority to reject or accept a paper, and they will only accept a paper when reasonably certain. They will preserve anonymity of reviewers and promote publication of corrections, clarifications, retractions and apologies when needed. The acceptance of a paper automatically implies the copyright transfer to the Central Asian Academic Research Center LLP.

The Editorial Board of the Central Asian Academic Research Center LLP will monitor and safeguard publishing ethics.

Правила оформления статьи для публикации в журнале смотреть на сайте:

[www: nauka-nanrk.kz](http://www.nauka-nanrk.kz)

ISSN 2518–1467 (Online),

ISSN 1991–3494 (Print)

<http://www.bulletin-science.kz/index.php/en>

Ответственный редактор **А. Ботанкызы**

Редакторы: **Д.С. Аленов, Т. Апендиев**

Верстка на компьютере: **Г.Д. Жадырановой**

Подписано в печать 31.10.2025.

Формат 60x881/8. Бумага офсетная. Печать - ризограф.

46,0 п.л. Тираж 300. Заказ 5.