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**ACTIVE-PRODUCTIVE READING IN GRADE 7:  
EPIC PROSE OF I. A. ODEGOV AND G. K. BELGER****Bildebayeva Didar** — doctoral student of educational program “Russian Language and Literature”,  
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**Abstract.** This article examines the didactic potential of contemporary Kazakhstani Russophone prose in Grade 7 Russian literature classes through the framework of active-productive reading. The study addresses a significant methodological contradiction between adolescents' lived cultural experience and the predominantly canonical structure of the school curriculum. While modern transcultural literary texts reflecting the social, historical, and cultural realities of Kazakhstan are increasingly relevant for students, they remain insufficiently represented in classroom practice. At the same time, work with epic prose is often limited to retelling and reproductive comprehension, which restricts the development of interpretive and reflective reading skills. The research aims to develop a reproducible instructional model that facilitates the transition from receptive reading to evidence-based literary interpretation. Methodologically, the study integrates comparative literary analysis, archetypal-symbolic interpretation, and didactic modelling. The research procedure includes close reading of selected texts, thematic categorisation of motifs, symbols, and chronotopes, comparative synthesis of authorial narrative strategies, and the design of lesson tasks supported by explicit assessment criteria. The corpus comprises micro-narratives by I. A. Odegov (The Trap, City, Old Fazyly's Advice, Purusha) and macro-narratives by G. K. Belger (Earthly Elect (Goethe. Abai), The

Wanderer's House, Rain with Snow), as well as the novel Tuyuk Su. The findings reveal a complementary pedagogical effect when the two authors are studied within a single instructional unit. Odegov's texts, characterised by condensed symbolism (trap, road, threshold, silence), promote inferential reading, annotation, and motif-based interpretation grounded in textual evidence. Belger's historically structured narratives, organised around the concept of Heimat/home, enhance contextual comprehension, cultural-historical reflection, and empathic engagement through themes of memory, diaspora, and belonging. The article proposes a reproducible 45-50-minute lesson route including pre-reading activation, guided annotated reading, pause-and-predict strategies, comparative discussion, and reflective synthesis. Student products-symbol maps, comparison matrices, and thesis-evidence response paragraphs-render interpretation observable, assessable, and aligned with competence-oriented literature education in Grade 7.

**Keywords:** active-productive reading, transcultural prose, I.A. Odegov, G. K. Belger, archetypes, epic narrative, literature teaching

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## **7-СЫНЫПТАҒЫ БЕЛСЕНДІ-ӨНІМДІ ОҚУ: И.А. ОДЕГОВ ПЕН Г.К. БЕЛЬГЕРДІҢ ЭПИКАЛЫҚ ПРОЗАСЫ**

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**Аннотация.** Мақалада қазіргі қазақстандық орыс тілді прозаның 7-сыныптағы орыс әдебиеті сабақтарында белсенді-өнімді оқу технологиялары аясында қолданылу мүмкіндіктері ғылыми тұрғыда талданады. Зерттеу жасөспірімдердің қазіргі мәдени тәжірибесі мен мектеп бағдарламасының негізінен канондық мәтіндерге бағдарлануы арасындағы әдістемелік қайшылықты анықтауға бағытталған. Қазақстанның тарихи, әлеуметтік және мәдени шындығын бейнелейтін мәдениетаралық көркем мәтіндер өзектілігіне қарамастан, мектеп тәжірибесінде жеткілікті деңгейде қолданылмайды. Сонымен қатар эпикалық прозаны оқыту көбіне мазмұндау мен репродуктивті

түсінуге негізделіп, оқушылардың интерпретациялық және рефлексиялық оқу дағдыларын дамытуға толық мүмкіндік бермейді. Бұл жағдай әдеби білімнің құзыреттілікке бағытталған моделіне қайшы келеді. Зерттеудің мақсаты – оқушыларды мәтінді рецептивті қабылдаудан дәлелге сүйенген әдеби интерпретацияға жетелейтін, қайта қолдануға болатын әдістемелік модель әзірлеу. Әдіснамалық негіз ретінде салыстырмалы әдеби талдау, архетиптік-символдық интерпретация және дидактикалық модельдеу біріктірілді. Зерттеу барысында мәтінді жақыннан оқу, мотивтерді, символдар мен хронотоптарды тақырыптық жіктеу, авторлық стратегияларды салыстырмалы талдау, сондай-ақ бағалау критерийлері анықталған оқу тапсырмаларын жобалау жүзеге асырылды. Зерттеу материалы ретінде И.А. Одеговтың («Ловушка», «Город», «Слова старого Фазыля», «Пуруша») микро-нарративтері және Г.К. Бельгердің («Земные избранники (Гёте. Абай)», «Дом скитальца», «Дождь со снегом») шығармалары, сондай-ақ «Туюк Су» романы алынды. Нәтижелер екі авторды бір тақырыптық бірлікте оқытудың комплементарлық педагогикалық әсерін көрсетеді. Одеговтың шоғырланған символикасы (тұзақ, жол, табалдырық, үнсіздік) мағыналық қорытынды жасау, аннотациялау және мәтіндік дәлелге сүйеніп интерпретациялау дағдыларын дамытады. Бельгердің тарихи уақытқа негізделген шығармалары Heimat / «үй» концепті арқылы жад, диаспора және тиесілік мәселелерін ашып, контекстік түсінуді, мәдени-тарихи рефлексияны және эмпатиялық оқуды күшейтеді. Мақалада 45–50 минутқа арналған сабақ маршруты ұсынылады, ол белсендіру, бағытталған аннотациялы оқу, болжау, салыстырмалы талқылау және рефлексиялық синтез кезеңдерін қамтиды. Оқушының оқу өнімдері интерпретацияны өлшенетін әрі бағаланатын етеді және оқу нәтижелерін объективті бағалауға мүмкіндік береді.

**Түйін сөздер:** белсенді-өнімді оқу, транскультуралық проза, И.А. Одегов, Г.К. Бельгер, архетип, эпикалық нарратив, әдебиетті оқыту әдістемесі

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## **АКТИВНО-ПРОДУКТИВНОЕ ЧТЕНИЕ В 7 КЛАССЕ: ЭПИЧЕСКАЯ ПРОЗА И.А. ОДЕГОВА И Г.К. БЕЛЬГЕРА**

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**Аннотация.** В статье рассматривается дидактический потенциал современной казахстанской русскоязычной прозы в курсе русской литературы 7 класса в контексте технологий активно-продуктивного чтения. Исследование основано на выявлении устойчивого противоречия между культурным опытом современных подростков и преимущественно каноническим характером школьной программы. Несмотря на актуальность транскультурных художественных текстов, отражающих исторические, социальные и ценностные реалии Казахстана, их использование в школьной практике остаётся ограниченным. При этом работа с эпической прозой часто сводится к пересказу и репродуктивному пониманию, что препятствует формированию интерпретационных и рефлексивных читательских умений. Цель исследования - разработка воспроизводимой методической модели, обеспечивающей переход от рецептивного восприятия текста к доказательной литературной интерпретации. Методологическую основу составляют сравнительно-литературный анализ, архетипно-символическая интерпретация и дидактическое моделирование. В рамках исследования применяются процедуры близкого чтения, тематической классификации мотивов, символов и хронотопов, сопоставительного анализа авторских стратегий, а также проектирования системы учебных заданий с чётко заданными критериями оценивания. Материалом исследования послужили микро-нарративы И. А. Одегова («Ловушка», «Город», «Слова старого Фазыля», «Пуруша») и макро-нарративы Г. К. Бельгера («Земные избранники (Гёте. Абай)», «Дом скитальца», «Дождь со снегом»), а также роман «Туюк Су». Результаты анализа демонстрируют комплементарный педагогический эффект совместного изучения данных авторов. Тексты Одегова со сгущённой символикой (ловушка, дорога, порог, молчание) способствуют развитию навыков смыслового вывода, аннотирования и интерпретации мотива на основе текстовых доказательств. Произведения Бельгера, организованные историческим временем и концептом *Heimat* / «дом», усиливают контекстное понимание, культурно-историческую рефлексию и эмпатийное чтение. Предложен маршрут урока продолжительностью 45–50 минут, включающий предтекстовую актуализацию, направленное аннотированное чтение, приёмы прогнозирования, сопоставительную дискуссию и рефлексивный синтез. Учебные продукты делают процесс интерпретации наблюдаемым и оцениваемым в логике компетентностного обучения литературе.

**Ключевые слова:** активно-продуктивное чтение, транскультуральная проза, И.А. Одегов, Г.К. Бельгер, архетип, эпический нарратив, методика преподавания литературы

**Introduction.** The contemporary educational paradigm emphasises the development of critical thinking, interpretative competence, and intercultural literacy in school curricula. Literature teaching, traditionally focused on canonical texts of the 19th and early 20th centuries, faces the challenge of engaging modern learners in a world shaped by cultural hybridity, identity negotiation, and digital media. In this context, integrating modern Kazakhstani Russian-language prose into the curriculum is both a pedagogical necessity and an opportunity to bridge classical literary education with contemporary realities. Both historically and today, literature teaching operates at the intersection of academic imperatives and personal development goals, which can at times conflict. Academically, it functions to inculcate cultural and ethical norms; to prepare learners for tertiary study and the labor market; to foreground exemplary (canonical) texts; to teach decoding; to accrue metrics within Lexile-based schemes; and to secure performance on high-stakes exams. In parallel, personal aims include motivating students, cultivating a love of reading, sustaining lifelong learning, encouraging sensitivity to language and writing, and honing critical reading practices. From a social perspective, literature is also justified as an inclusive enterprise that builds cultural capital, affirms identities, humanizes relations, and promotes civic participation. (Mirra, 2023: 4).

#### *Research Problem and Significance*

Despite the growing scholarly interest in Kazakhstani Russophone literature, its pedagogical potential remains underexplored in secondary education. Existing curricula often marginalise contemporary texts, resulting in a gap between students' lived experiences and the literary canon they encounter. This study seeks to address this gap by demonstrating how the works of I. A. Odegov and G.K. Belger can enrich literature lessons in grade 7, helping students develop analytical skills, cultural awareness, and interpretative competence.

Moreover, the research highlights the didactic value of active - productive reading technologies as a means of engaging students with complex literary texts. Such technologies, grounded in cognitive and constructivist theories of reading, encourage learners to predict, question, annotate, and reinterpret textual meanings, thus deepening their comprehension and fostering higher - order thinking skills.

#### *Purpose and Objectives*

The primary aim of this study is to explore the methodological and pedagogical potential of integrating modern Kazakhstani prose into the grade 7 literature curriculum through active -productive reading approaches. *The objectives are:*

- to conduct a comparative literary analysis of the prose of I.A. Odegov and G.K. Belger, focusing on transculturality, archetypes, and symbolism.
- to develop a methodological framework for integrating their works into classroom practice.
- to demonstrate how active-productive reading technologies can be used to enhance students' interpretative and analytical skills.

**Literature review.** Broadly conceived, Critical and Reader Response approaches ask how cultural, social, and political contexts inform texts and the ways readers

make sense of them (Macaluso, 2015: 78). A critical stance in literature teaching requires students to engage as reflective consumers and producers of knowledge, and it calls on teachers to enact equitable, justice-oriented practices that center student perspectives. Critical literature education makes explicit the role of language and literacy in meaning-making and in reproducing or challenging power. It cultivates students' capacities to deconstruct canonical or dominant narratives and to craft counter-texts in pursuit of social justice, while leveraging adolescents' everyday literacies to bridge to academic ones, thereby advancing empowered identities and social change.

Gallagher maintains that U.S. schools, often unintentionally, accelerate the erosion of reading. He argues that prevailing instructional routines "kill" reading by prioritizing test performance over cultivating lifelong readers; privileging curricular breadth at the expense of depth; assigning challenging texts without adequate scaffolding while centering strictly academic genres; neglecting the cultivation of pleasure reading; and allowing political pressures to eclipse authentic pedagogy. This tendency is likewise observable in the Kazakhstani context. According to Gallagher (2023: 37), traditional reading practices that focus primarily on factual comprehension often fail to cultivate deeper interpretative and analytical skills, which highlights the necessity of active-productive reading approaches.

For each problem or situation that concerns him, Belger reflects as though speaking from three identities: a German, a Kazakh, and a Russian. Such a multi-angled worldview distinguishes him from other publicist-writers in Kazakhstan (Kalieva et al., 2019: 48). Their combined study allows for a comprehensive exploration of contemporary literature from micro - to macro - narratives, offering diverse opportunities for active - productive reading - a pedagogical approach that transforms reading from passive consumption into critical interpretation and meaning-making.

The literary oeuvre of I.A. Odegov spans a wide range of genres - from short prose and stories to novels and philosophical novellas. Among his most significant works are "The City" (2000), "Yesterday Was Last Year" (2001), "The Sound with Which the Sun Rises" (2003), "Minus Two Equals One" (2006), "Another's Life" (2008), "Purusha" (2009), "Shoots" (2010), "Any Love" (2011), "Stump" (2012), "The Sheep" (2013), and the story cycle "The Aliens" (2013). His prose has been repeatedly translated into foreign languages and published abroad, underscoring its international cultural significance.

I.A. Odegov's work has been recognized with numerous prestigious literary distinctions. He won the "Contemporary Kazakhstani Novel" competition (2003), the British Poetry ON award (2003), and the "Theatre in Search of an Author" competition (2004). His texts twice made the long list of the "Russian Prize" (2008, 2011), and in 2013 he became its laureate. In addition, Odegov's stories were included in the "Catalogue of the Best Works by Young Writers of Russia and the CIS" (2010-2013), and in 2011 he received a diploma from the International Voloshin Competition.



Ilya Andreevich Odegov's oeuvre exemplifies an accomplished synthesis of cultural codes, combining philosophical depth, psychological insight, symbolism, and the search for new identity - qualities that render his prose valuable not only for literary scholarship but also for contemporary school pedagogy.

Herold Karlovich Belger is a prominent Kazakhstani writer, translator, publicist, and essayist - the author of 53 books; editor and compiler of 19 volumes; and co-author of 103 collective collections - who wrote in Kazakh, Russian, and German. He rendered into Russian the classics of Kazakh literature (including B. Mailin, G. Musrepov, A. Nurpeisov and others) and authored numerous novels, novellas, and works of literary criticism that probe the historical trajectory and present condition of Russia's Germans and their national literature. A recipient of the Presidential Prize for Peace and Spiritual Concord (1992), he was fully proficient in Kazakh and worked at the intersection of three cultural spheres - Kazakh, Russian, and German. According to Svetlana Viktorovna Ananyeva, Head of the Department of International Relations and World Literature at the M.O. Auezov Institute of Literature and Art, his trilingual proficiency immediately attracted the attention of the Turkologist Professor Altai Amanzholov. It was during this period that Belger's professional formation as a literary scholar took place. "Having grown up and completed his schooling in a small aul, he was able to construct vivid and convincing representations of the country's life and culture. To convey to a contemporary reader what an aul is: it is neither a city nor a village; rather, it is a distinctive state of mind," notes the literary scholar Svetlana Viktorovna Ananyeva (Muksulova, 2024).

**Materials and Methods.** This study employs a comparative literary and pedagogical research design combining methods of textual analysis, hermeneutics, and didactic modelling. The approach integrates literary theory (archetypal and symbolist analysis), narratology, and contemporary reading pedagogy to examine how modern Kazakhstani prose can be used to develop reading competence among grade 7 students. As Casado-Ledesma & Tarchi (2024: 412) notes, short-form narratives are particularly effective for adolescent readers, as they allow for concentrated thematic engagement and the gradual development of interpretative strategies. Studies of multiple-text comprehension show that comparing narrative texts of different genres and scales improves students' synthesis and grasp of literary conventions and context; competency-based frameworks further emphasize cognitive strategies such as prediction, comparison, and evaluation in reading instruction (OECD, 2019/2023; Duke & Pearson, 2002). The methodological framework builds on three foundational pillars:

Comparative literary analysis - used to identify thematic, structural, and stylistic parallels and divergences between the prose of I.A. Odegov and G.K. Belger.

Archetypal and symbolic analysis - applied to explore universal patterns and motifs in the narratives, such as the "journey," "threshold," "memory," and "home" (Borisov & Nemtseva, 2023:133 - 138). Pedagogical modelling - employed to design a classroom reading model that incorporates active-productive reading strategies based on the works analysed.



The primary sources for the analysis include:

I. A. Odegov: *The Trap* (2012), *City* (2000), *Old Fazyl's Advice* (2012), *Purusha* (2012).

G.K. Belger: *Earthly Elect* (Goethe. Abai) (1995), *The Wanderer's House* (2007), *Rain with Snow* (2005).

Secondary data were drawn from peer-reviewed journal articles, monographs, and conference proceedings published between 2009 and 2024.

The analytical procedure consisted of four stages:

- textual close reading of selected works to identify recurring motifs, spatial-temporal structures (chronotopes), and symbolic systems.
- thematic categorisation into key domains: identity and belonging, memory and history, choice and initiation, cultural dialogue.
- comparative synthesis to highlight similarities and contrasts in narrative strategies, cultural perspectives, and pedagogical potential.
- didactic modelling to design practical applications for grade 7 literature classes.

**Results and discussion.** I. A. Odegov's prose is characterised by brevity, concentrated symbolism, and psychological depth. His narratives often unfold around a single existential moment - a decisive choice, a moral dilemma, or a personal awakening. For example, in *The Trap*, the protagonist's physical entrapment symbolises internal conflict and the tension between freedom and responsibility (Jundubaeva & Askarbay, 2019). The spatial motif of the "trap" functions as a metaphor for adolescence itself: a liminal state between childhood and adulthood. This symbolic dualism (path - trap, movement - stagnation) is easily interpreted by students and stimulates them to reflect on their own life choices.

Belger's novel "*Tuyuk Su*" is a truly accomplished work. The author deftly juxtaposes the war years with the present. By tracing the fate of a single individual, the narrative opens a window onto an era and the way of life of many long-suffering peoples. The novel begins with an epigraph that encapsulates its central idea: "Your aul lies beyond the hills, beyond the rises..." . This line invokes folk tradition - the timeless source of wisdom for communities across generations. Central to Belger's oeuvre is the theme of *Heimat* (home), which transcends physical geography and becomes a metaphor for cultural identity and moral responsibility. Scholarly readings frame *The Wanderer's House* as artistic documentary: autobiographical memory is interwoven with layers of repression, war, and forced labour, making "home" a dialogic site built from remembered experience (Salkhanova, 2017: 85 - 86).

Table 1. Comparative Analysis of Thematic, Structural, and Pedagogical Features in the Prose of I. A. Odegov and G. K. Belger

| Aspect             | I. A. Odegov                                      | G. K. Belger                                            |
|--------------------|---------------------------------------------------|---------------------------------------------------------|
| Narrative scope    | Micro-narratives focused on individual experience | Macro-narratives linking personal and collective memory |
| Temporal structure | Condensed, psychological time                     | Expansive, historical time                              |
| Key themes         | Choice, identity, initiation, existential tension | Memory, diaspora, belonging, historical continuity      |

|                   |                                                   |                                                 |
|-------------------|---------------------------------------------------|-------------------------------------------------|
| Dominant motifs   | Trap, road, threshold, silence                    | Home, exile, language, steppe                   |
| Pedagogical value | Encourages close reading, symbolic interpretation | Develops cultural-historical awareness, empathy |

### *Archetypes and Symbolism*

Both authors utilise archetypes and symbols to convey universal human experiences, but their deployments differ in scale and function.

I.A. Odegov frequently invokes the “journey” archetype - a metaphor for self - discovery and transformation. The “trap” in *The Trap* and the “advice” in *Old Fazyl’s Advice* symbolise obstacles and guidance, central to the archetypal pattern of initiation (Borisov & Nemtseva, 2023, pp. 133 -138). Silence and emptiness are recurring motifs, representing the inner world of the adolescent protagonist.

Across Belger’s prose, “home” is less a fixed location than a memory-anchored construct mediating cultural continuity and identity for Soviet Germans; studies of his poetics show that the key concepts “home-homeland-memory” organize the writer’s worldview and value system (Kusainova, 2011; Maukeeva, 2015). In *The Wanderer’s House*, critics and scholars explicitly frame the novel as a “museum of deportation” and as artistic documentary interweaving autobiographical remembrance with layers of repression, war, and forced labour - turning “home” into a dialogic site of remembrance (Seifert, 2005; Salkhanova, 2017, pp. 85 - 86). The recurrent road/steppe imagery in Belger’s oeuvre functions as a code for exile and lifelong wandering - the quest for belonging that binds the individual’s story to a broader collective chronicle (Ananyeva, 2014; Kusainova, 2013). The symbolic systems in both authors’ works offer rich interpretative possibilities for classroom discussion. Students can be guided to trace these symbols, link them to archetypal narratives, and explore their relevance to universal human experiences.

### *Transculturality and Identity*

Both I. A. Odegov and G. K. Belger contribute significantly to the discourse on transcultural identity in Kazakhstani literature, albeit from different perspectives. I. A. Odegov’s characters often inhabit “in - between” spaces - culturally hybrid environments where identity is negotiated rather than fixed. This reflects contemporary realities of urban Kazakhstani society and resonates with adolescents’ own experiences of identity formation (Temirova & Zhakupova, 2023, p. 49).

Belger’s oeuvre is grounded in a distinctly Eurasian worldview and a corresponding mode of artistic cognition. The singularity of his aesthetic project emerges from the continual interplay - within both his publicistic and literary consciousness - of Western and Eastern traditions. A decisive factor shaping his poetics is his authorial trilingualism, which imparts a persistent tripartite stylistic register across his works, regardless of the language of composition. This “three-voiced” condition enriches the cultural horizons of Kazakh, German, and Russian literatures alike. Belger’s Eurasian habitus enables him to braid Asian and European cultural currents into a specifically Kazakhstani form of multiculturalism, of which he is both bearer and exemplar. A central thematic axis of his writing is the question of homeland: his protagonists -

often deported or exiled ethnic Germans - relentlessly interrogate what “home” is, where it may be located, and whether it can exist for those marked by displacement. Autobiographically, Belger situates his own life within Kazakhstan: having arrived as a child in a Kazakh aul on the Esil (Ishim) River, he came to perceive the northern steppe - its floodplain groves, birch coppices, feather-grass expanses, snowstorms, and rains - as constitutive of his being. His biography, creative labor, reflections, and aspirations are thus inextricably bound to Kazakhstan. (Kusainova, 2009: 121).

#### *Pedagogical Implications*

The comparative analysis reveals that I.A. Odegov’s micro - narratives and G. K. Belger’s epic narratives serve complementary pedagogical purposes. I.A. Odegov’s works are ideal for lessons focused on symbolic reading, textual interpretation, and psychological analysis, while G.K. Belger’s texts are better suited to exploring historical context, cultural memory, and ethical reflection.

Together, they provide a balanced literary corpus that supports the goals of active - productive reading:

- engaging students emotionally and cognitively;
- fostering interpretative and analytical skills;
- promoting intercultural understanding and empathy.

#### *Interpretation of Results*

The comparative analysis of I. A. Odegov and G. K. Belger’s prose demonstrates the diversity of approaches to representing identity, memory, and cultural hybridity in contemporary Kazakhstani literature. I. A. Odegov’s micro - narratives employ psychological minimalism and intense symbolism to depict existential conflicts and processes of self - discovery. These narratives resonate with adolescent readers, whose developmental stage is characterised by the search for identity and ethical orientation (Temirova & Zhakupova, 2023: 52). G. K. Belger, by contrast, uses expansive narrative structures to explore collective memory and historical consciousness.

The integration of transcultural literature not only enhances students’ reading competence but also promotes empathy, tolerance, and global citizenship - skills considered essential for 21st-century learners. According to Gallagher (2023: 56), literature classes must transition from passive text consumption to interactive interpretation if they are to remain relevant in contemporary education systems. Studies of multiple-text comprehension show that comparing narrative texts of different genres and scales improves students’ synthesis and grasp of literary conventions and context in secondary school (Casado-Ledesma & Tarchi, 2024). This duality is pedagogically significant: I.A. Odegov’s texts invite close reading and symbolic interpretation, while G.K. Belger’s narratives provide opportunities for contextual analysis, comparative reasoning, and cultural reflection. Together, they address both micro- and macro-level dimensions of reading competence, aligning with modern educational goals that prioritise critical thinking, cultural literacy, and interpretative skills.

#### *Implications for Literary Education*

Among young Russophone authors from Kazakhstan, decolonizing practices surface through critical self-reflection and the transmutation of biographical experience into literature. This perspective - shaped by identity formation and attentiveness to the present - produces textual representations of Kazakhstani realities. Consequently, Russophonia is reinvigorated and the Russian language's role as an arena for intercultural communication is reinforced (Melnikov, 2021: 105).

Incorporating these texts into the curriculum fosters a more dynamic and relevant approach to literature teaching. Traditional reading models often prioritise canonical texts and reproductive comprehension tasks - retelling, factual recall, and basic textual analysis. However, such methods are insufficient for developing higher-order literacy skills. Active - productive reading strategies, by contrast, engage students in processes of interpretation, questioning, prediction, and recontextualisation, thereby transforming reading into an active cognitive and cultural practice.

Moreover, the transcultural nature of both authors' works allows for the integration of intercultural education into literature classes. Students not only interpret texts but also explore questions of cultural identity, language, and belonging - issues that are central to contemporary multicultural societies, including Kazakhstan.

Teaching Model: Active-Productive Reading in Grade 7

Active-productive reading strategies have been shown to significantly improve students' retention of symbolic meaning and their ability to construct personal interpretations of complex texts.

As Gallagher (2023: 63) argues, combining close reading with reflective writing tasks leads to higher levels of engagement and interpretative accuracy among adolescent readers.

Studies confirm that integrating transcultural texts in classroom activities fosters cross-cultural dialogue and encourages students to connect literary motifs with their own lived experiences.

The following teaching model illustrates how I.A. Odegov's and G.K. Belger's prose can be effectively used in the classroom to develop students' analytical and interpretative skills.

Lesson Title: "Choice and Memory: Two Faces of the Human Experience"

Target Group: Grade 7 students (Russian - language schools)

Duration: 45 - 50 minutes

Texts: I.A. Odegov, *The Trap*; G.K. Belger, *The Wanderer's House*

*Learning Objectives:*

Develop students' ability to interpret symbols, archetypes, and cultural motifs in literary texts.

Foster comparative analysis skills by juxtaposing two different narrative modes.

Encourage critical thinking and self-reflection through active reading strategies.

Table 2. Lesson Structure for Active-Productive Reading Based on the Works of I. A. Odegov and G. K. Belger (Grade 7)

| Stage                     | Time   | Activity                      | Description                                                                                                                                                                        |
|---------------------------|--------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Pre-reading            | 10 min | Activation of prior knowledge | Students brainstorm what “trap” and “home” mean in their lives. Teacher introduces context of authors and texts.                                                                   |
| 2. Guided reading         | 15 min | Annotated reading             | Students read excerpts individually, highlighting symbols (e.g., “trap”, “door”, “steppe”) and marking questions in the margins.                                                   |
| 3. Predictive analysis    | 5 min  | Pause-and-predict             | After the first section, students predict what choice the protagonist will make and justify their answers.                                                                         |
| 4. Comparative discussion | 10 min | Group work                    | Students work in groups to compare the two texts: What is the nature of the “trap” in Odegov? What does “home” mean in Belger? How do these ideas relate to their own experiences? |
| 5. Reflective synthesis   | 5 min  | Personal response             | Students write a short paragraph: “A moment when I faced a ‘trap’ or searched for a ‘home’.”                                                                                       |

### *Pedagogical Strategies*

Symbol mapping: Students visually map recurring symbols and connect them to archetypal patterns.

Socratic questioning: Teacher prompts deeper reflection with questions such as “Is the trap external or internal?” or “Can a home exist without memory?”

Comparative analysis charts: Students build Venn diagrams or matrices to visualise thematic overlaps and divergences.

### *Expected Learning Outcomes:*

- students will demonstrate the ability to identify and interpret symbols and archetypes.
- students will conduct comparative analyses of texts from different genres and narrative structures.
- students will articulate personal reflections and relate literary themes to real-life experiences.

This model aligns with the objectives of the updated Kazakhstani curriculum for literature, which emphasises competence - based education, critical thinking, and the development of interpretative and communicative skills (MoE RK, 2022, Annex 40, ch. 3, § 35).

**Conclusion.** The integration of I. A. Odegov’s and G.K. Belger’s prose into grade 7 literature classes through active - productive reading technologies represents a significant step towards modernising literary education in Kazakhstan. The comparative analysis reveals that the authors’ contrasting narrative modes - the micro - level existentialism of I.A. Odegov and the macro - level historical consciousness of G. K. Belger - offer complementary pedagogical resources.

By engaging students with archetypes, symbols, and transcultural contexts, these texts encourage deeper levels of comprehension and critical thinking. The proposed teaching model illustrates practical ways to implement these principles,

demonstrating their potential to foster reader competence, cultural literacy, and analytical skills in adolescent learners.

Future research could extend this work by exploring the integration of digital reading platforms, multimodal interpretations, and cross - disciplinary approaches that combine literature with history, ethics, and cultural studies.

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