ABSTRACT

On the dissertation for the degree of Doctor of Philosophy (PhD)
on educational program "8D01704 – Russian language and literature"
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"Theoretical and methodological aspects of the analysis of the Kazakhstani Russian story"

General characteristics of the work. The research is conducted in an interdisciplinary format, synthesizing the methods, findings and principles of literary studies, psychology, pedagogy and teaching methodology. Chapter 1 resolves key literary-theoretical problems of defining, classifying and interpreting the contemporary short story within the epic system. Chapter 2 offers an extensive analysis of the psycho-pedagogical and methodological aspects of studying the contemporary Kazakhstani Russian short story at university level, clarifying cognitive, axiological and communicative parameters of the reading process. Chapter 3 characterizes and justifies the methodology for teaching this material in higher education devised by the author, including lesson models, task sequences, assessment rubrics and criteria for selecting texts of varying complexity.

Relevance of the dissertation topic is determined by several factors. The short story remains a highly demanded epic genre: every year new, artistically significant works appear in journals, anthologies and digital venues, and their systematic study is indispensable for tracing the current evolution of prose. The genre is also exceptionally mobile, undergoing constant modification and frequently crossing boundaries with the novella and other epic forms; elucidating its generic nature therefore remains an urgent scholarly task. Furthermore, the conclusions of literary analysis must be used in university and school curricula, guaranteeing a productive linkage between research results and pedagogical practice.

Degree of investigation of the problem is defined by the scarcity of dedicated scholarship. To date there are no fundamental monographs that trace the emergence, development and poetics of the Kazakhstani Russian short story, nor are there methodological studies devoted to teaching it in higher or secondary education. Consequently, it is necessary to develop specialized research instruments, didactic techniques and methodological pathways—textual, contextual, competence-based and project-oriented—for mastering this material. The dissertation also formulates concrete research tasks: to systematize genre-forming features, to trace historical stages of national Russian-language short prose, to reveal the influence of sociocultural contexts on narrative strategies, and to test the effectiveness of the proposed methodology through experimental teaching and feedback analysis.

Practical significance. Studying Russian-language Kazakhstani literature promotes students' aesthetic, moral and patriotic education. The Law of the Republic of Kazakhstan "On Education", state educational standards, curricula, programs and other official documents require literature teachers to foster patriotism, tolerance, civic consciousness and independent cognitive activity. These qualities are effectively cultivated through the systematic analysis of national short prose in Russian.

Object of the research: the contemporary literary process; epic literature as a branch of art; short prose; genre studies; the short-story genre; Kazakhstani Russian literature; methods of teaching Russian literature; methodology of literary analysis; and forms, techniques and technologies for studying epic works in higher education.

Subject of the research: the Kazakhstani Russian short story together with the psycho-pedagogical foundations and methodological forms, ways and means of studying the short stories of contemporary national authors in the university classroom, as well as the expected learning outcomes and diagnostic tools used to measure students' progress.

Purpose of the research – to reveal the genre varieties of the contemporary Kazakhstani Russian short story, to characterize its poetics and plot-compositional organization, to develop methodological techniques and means for its study in the university classroom. The hypothesis of our research is as follows: the study of the contemporary Kazakhstani Russian short story at university will be effective provided that:

– the main dominants of the poetics of the contemporary Kazakhstani short story are singled out for subsequent study at university;

– a systemic approach is implemented, ensuring the formation in students of holistic ideas about the Kazakhstani short story;

– a methodological model is created that provides systematic assimilation by students of supporting literary-theoretical concepts (fabula, plot, composition, chronotope, mastery, etc.);

– diverse methods and techniques are employed, aimed at developing and improving students' literary-theoretical and methodological competences;

– students' theoretical-literary and historical-cultural knowledge is generalized;

– students are taught on the basis of a personality-oriented approach to teaching Russian literature.

The tasks of the work are as follows:

– to identify and characterize the features of the short-story genre for the subsequent investigation of works by contemporary Kazakhstani authors in the context of our dissertation topic;

– to identify and characterize the artistic originality and problematics of the short stories of contemporary Kazakhstani authors;

– to develop and substantiate the psycho-pedagogical foundations for studying the short-story genre as an epic work at university;

– to develop and substantiate methods and techniques for analyzing the short stories of contemporary Kazakhstani authors at university;

– to develop and test, in the course of formative instruction, the elective course "The Kazakhstani Russian Short Story".

The research material consisted of short stories by contemporary Kazakhstani writers Rai-khan Aldabergenova, Konstantin Gaivoronsky, Gennady Doronin, Mikhail Zemskov, Bakhytzhan Kanapyanov, Amangeldy Kurakov, Olga Mark, Ilya Odegov, Umit Tazhken, Nadezhda Chernova, Salakhitdin Muminov, Rena Zhumanova and other authors.

Scientific novelty of the dissertation lies in the fact that it independently defines and characterises the initial theoretical notions of the short-story genre and determines the methods and ways of studying it at university level. For the first time in literary studies we have carried out an analysis of a number of short stories by the above-mentioned contemporary Kazakhstani writers.

Moreover, for the first time in the methodology of teaching Russian literature we have proposed and described ways of methodological mastering of the short stories of several contemporary national authors at university.

Main propositions submitted for defence:

– A preliminary theoretical description of the genre features of the short story as an epic work constitutes a solid scholarly foundation for analysing the poetics and problematics of works in this genre by Kazakhstani authors within the framework of the dissertation topic;

– The creative output of contemporary Kazakhstani authors presents various types of the realistic short story: autobiographical (B. Kanapyanov, N. Chernova, R. Aldabergenova, K. Gaivoronsky, etc.), sketch-story (U. Tazhken), plot-centred psychological (I. Odegov, O. Mark, M. Zemskov, S. Muminov, R. Zhumanova, etc.), and epic (A. Kurakov);

– An essential condition for the effectiveness of a system for studying the short-story genre is the set of psycho-pedagogical and methodological foundations for analysing epic works in the university classroom, developed with the use of elements of various educational technologies, including a learner-centred approach to teaching literature;

– Heuristic and interactive ways and techniques for studying the short stories of contemporary Kazakhstani writers, grounded in advanced principles and methods of psychology, pedagogy, didactics and the methodology of teaching Russian literature, will ensure the successful implementation of the pedagogical training experiment.

Methodological foundation. The genre-theoretical base of the dissertation is formed by classic literary-critical works: B. V. Tomashevsky, M. M. Bakhtin, Yu. N. Tynyanov, S. S. Averintsev, G. N. Pospelov, V. V. Kozhinov, N. L. Leiderman, R. S. Spivak, T. N. Markova, M. Yu. Zyazina; the pioneering studies of M. A. Petrovsky, B. M.

Eikhenbaum and V. B. Shklovsky that established a platform for systematic inquiry into the short story; and subsequent research by A. A. Ninov, M. A. Makina, A. A. Ognev, V. Ya. Grechnev, V. P. Skobelev, V. I. Tyupa, A. Zh. Luzhanovsky, S. V. Tarasova, M. V. Kudrina and others.

Domestic specialists in Russian-language Kazakhstani literature—B. U. Zholdasbekova, A. Zh. Zhaksylikov, V. V. Badikov, S. V. Ananyeva, V. V. Saveleva, L. V. Safronova, S. L. Abisheva, K. S. Buzaubagarova, A. B. Temirbolat, G. Sh. Eleukenova, U. Kalizhanov and others—inform the analysis of the national short story.

The psycho-pedagogical core of our methodological system relies on the ideas of S. L. Rubinstein, L. S. Vygotsky, V. V. Davydov, A. N. Leontiev, P. Ya. Galperin, V. P. Bespalko, G. K. Selevko, A. V. Khutorsky, N. A. Alexeev, E. V. Bondarevskaya, A. A. Pigin, V. V. Serikov et al.

Issues of innovative instruction were elaborated by Kazakhstani educators A. E. Ablykasymova, G. K. Akhmetova, Z. A. Isaeva, B. A. Zhetpisbaeva, G. Zh. Menlibekova, D. Kh. Bairakhmanov, A. K. Mynbaeva, Z. M. Sadvakasova, Sh. T. Taubaeva, S. N. Laktinova, N. N. Khan, S. O. Muminov and colleagues.

The didactic section draws on the classical Russian pedagogy of F. I. Buslaev, A. D. Galakhov, V. I. Vodovozov, V. Ya. Stoyunin, V. P. Ostrogorsky, A. I. Nezelenov, Ts. P. Baltalon, V. V. Danilov, N. M. Sokolov, M. A. Rybnikova, V. V. Golubkov, G. A. Gukovsky, N. I. Kudryashev and others, along with modern contributions by Yu. Yu. Bogdanova, S. A. Zinin, V. A. Domansky.

Building on these achievements, the dissertation employs a multifaceted research arsenal: theoretical study of critical literature; historical-literary contextualisation; a systemic-typological approach; poetic-structural textual analysis; and examination of each narrative in its specific generic type. All these sources shape the discourse of the study.

The dissertation also uses the following research methods:

– theoretical (study and comprehension of works on literary studies, psychology, pedagogy, didactics, and the methodology of teaching Russian literature in relation to the problem posed in the dissertation);

– socio-pedagogical (questionnaires for teachers, interviews with them, analysis of students' oral and written work, observation, etc.);

– experimental (diagnostic stage, experimental formative instruction, final stage).

Theoretical significance. The comprehensive analytical toolkit for Kazakhstani authors' short stories developed here can be transferred to the investigation of emergent phenomena across contemporary short prose worldwide. Its core literary-theoretical provisions constitute a solid foundation for subsequent study of adjacent epic genres and for creating digital as well as classroom technologies that reveal the poetics, thematic range and sociocultural problematics of multiple short-story variants. The integrated set of ways and techniques for exploring the genre, verified through experimental instruction,

is also relevant to the search for innovative methods of teaching literature at both university and school. These resources are equally valuable for scholars, curriculum designers and in-service teachers seeking innovative solutions.

Practical significance. The dissertation's conclusions, conceptual provisions and empirical results may underpin elective courses on the history of Kazakhstani prose, inform lecture-plus-seminar modules on Russian-literature pedagogy, and guide the compilation of practical classes devoted to text analysis, reader response and competence assessment. Its materials can also serve as a template for producing literary-critical and methodological manuals that illuminate major trends in contemporary Russian prose and outline effective strategies for studying it in tertiary and secondary classrooms.

Approbation of results. The research outcomes have been widely disseminated: one article is published in a SCOPUS-indexed journal; three appear in journals endorsed by the Committee for Quality Assurance in the Sphere of Science and Higher Education of the Republic of Kazakhstan; and three are included in the proceedings of international scientific conferences. In addition, the methodological system for teaching the Kazakhstani Russian short story was piloted during a year-long pedagogical experiment and confirmed as effective.

Research stages. 1) Preliminary stage (September 2019 – May 2020): determination of the research subject and elaboration of literary-theoretical, psycho-pedagogical and methodological foundations for university-level study of the short story. **2) Main stage (September 2020 – May 2021):** execution of diagnostic, formative and control experiments; validation of the proposed methodological system in real classroom conditions; collection of qualitative and quantitative data. **3) Final stage (September 2021 – May 2022):** generalization of course content and empirical material, statistical processing of results, formulation of core outcomes, and refinement of the study's key positions and conclusions.

Structure of the dissertation. The work comprises an introduction, three logically connected chapters, conclusions, appendices and illustrative material; an extensive List of References (domestic and foreign sources) accompanies the text and confirms the breadth of the research base.