ABSTRACT

to the dissertation of Baratov Sherzod Mamatsaburovich for the degree of Doctor of Philosophy (PhD) in the educational program "8D01704 -Russian Language and Literature" on the topic "A Holistic Analysis of Postmodernist Works in University Lectures"

General description of the work. The research was conducted in an interdisciplinary format. The thesis draws upon methods, conclusions and principles from literary studies, cultural studies, philosophy, psychology, pedagogy and teaching methodology. The first section examines key issues in literary studies. The second section contains an analysis of postmodernist works. The third section sets out the methodology for a holistic analysis of postmodernist works in higher education developed by the author of the thesis.

This study is of particular relevance due to several factors.

A systematic and comprehensive study of postmodernist literature in higher education is essential.

It should be noted that the works of Kazakhstani postmodernist authors have not yet been sufficiently studied in literary studies.

In the field of pedagogy, there is a lack of comprehensive studies dedicated to the teaching of postmodernist works by domestic writers in universities and schools.

In the modern educational process, the development of a pedagogical system that will enable the comprehension and teaching of complex concepts and texts of postmodernism is of particular relevance. The primary objective of such a system should be to foster students' understanding of postmodernism as an artistic phenomenon, as well as to develop their ability to critically interpret and evaluate works created within this movement.

This study examines the organisational forms of the teaching process when studying contemporary Russian and Kazakh prose.

The **object** of the study is the philosophical and aesthetic foundations of postmodernism, postmodernist literature, and methods for studying epic works.

The **subject** of the study is the poetics and themes of postmodernist works, and methods for studying postmodernist prose in higher education.

The **aim** of our work is to develop a methodology for studying postmodernist works in higher education.

Let us formulate the hypothesis of our research. The methodology for studying postmodernist works in higher education will be effective if:

-we systematise our understanding of postmodernism as a cultural and aesthetic paradigm;

-we investigate the poetics and themes of postmodernist works;

-we establish the psychological, pedagogical and methodological foundations of an experimental system for studying postmodernist prose in higher education;

-develop, on an interdisciplinary basis, a system for studying postmodernist works in their entirety, based on the achievements of literary studies, philosophy, cultural studies, psychology, pedagogy and methods of teaching literature.

To achieve the above objective, the following research tasks must be addressed:

-to analyse works in philosophy, literary studies and cultural studies with the aim of systematising conceptions of postmodernism as a cultural and aesthetic paradigm, thereby forming a theoretical foundation that will serve to develop students' skills in analysing and interpreting works of the postmodernist movement;

-to analyse the poetics and themes of works by contemporary Russian and Kazakh writers with the aim of identifying the artistic and semantic dominant features of postmodernist prose;

-to establish the psychological, pedagogical and methodological foundations of an experimental system for the study of postmodernist prose in higher education, which will serve as a foundation for the in-depth study of postmodernist works in higher education;

-to develop, on the basis of interdisciplinary synthesis, a system for studying postmodernist works in their artistic and thematic integrity, based on the latest achievements in literary studies, philosophy, cultural studies, psychology, pedagogy and methods of teaching literature;

-to conduct pilot teaching to test the effectiveness of our proposed methodology for studying postmodernist works in their artistic and thematic integrity.

The methodological basis of the study was drawn from the works of foreign scholars who have contributed to the understanding of postmodernism (J. Baudrillard, J. Derrida, G. Deleuze, F. Guattari, J.-F. Lyotard, J. Kristeva, I. Hasan, M. Foucault, and others). Furthermore, the works of M.N. Lipovetsky, I.P. Ilyin, N.B. Mankovskaya, G.L. Nefagina, I.S. Skoropanova, M.N. Epstein and others should be taken into account.

It is necessary to note the research on issues of literary theory by M.M. Bakhtin, A.P. Skaftymov, D.S. Likhachev, Yu.M. Lotman and other scholars. Furthermore, the works of Kazakhstani literary scholars who have contributed to the study of contemporary national literature (B.U. Joldasbekov, S.V. Ananyev, A.Zh. Zhaksylykov, L.V. Safronova, N.K. Sarsekeeva and others).

It is necessary to take into account the principles of psychology that explore the characteristics of cognitive processes (S.L. Rubinstein, A.N. Leontiev, V.V. Davydov), as well as P.Y. Galperin's concept of the phased development of cognitive actions.

We drew upon works addressing the issues of the technologisation of learning (V.P. Bespal'ko, M.V. Klarin, G.K. Selevko, S.P. Lavlinsky, et al.). Of particular relevance are works presenting research into interactive educational technologies (Y.V. Gushchin, E.L. Makarova, T.G. Mukhina, S.B. Stupina, L.Yu. Safonova, and others).

In developing a methodology for studying postmodernist literature at university level, we took into account the works of N.I. Kudryashev, N.D. Moldavskaya, V.G. Marantsman, O.I. Nikiforova, L.G. Zhabitskaya and other scholars.

Issues concerning effective teaching of literature in higher education and schools are addressed by educational methodologists (O.M. Buranok, A.F. Galimullina, A.M. Katorova, S.O. Muminov and others). The field of pedagogy includes works on the study of postmodernism in schools and universities (L.E. Bayanova, I.V. Kalenova, O.S. Kirdyashova, S.S. Orishchenko and others).

It should be noted that Kazakhstani researchers A.E. Abylkasymova, G.K. Akhmetova, S.B. Begalieva, B.A. Zhetpisbaeva, G.Zh. Menlibekova, A.K. Mynbaeva, and Sh.T. Taubaeva address issues of effective teaching.

The reliability of the results and the logical consistency of the conclusions drawn are due to the alignment of the methodological foundations employed with contemporary psychological and pedagogical concepts and philosophical principles, as well as the application of a comprehensive research approach.

The following methods were employed within the scope of the dissertation research:

– a theoretical approach, involving the analysis of existing scientific works, educational programmes, teaching aids, methodological guidelines and other materials;

– an empirical approach: observation of activities in the educational environment, interviews with students, as well as descriptive and educational experiments.

The dissertation constitutes an original study that proposes a new methodology for analysing postmodernist prose, tailored to the age-related characteristics and reading preferences of students.

The relevance of studying the works of postmodernist writers V. Erofeev, V. Sorokin, A. Zhaksylykov and N. Verevochkin at university is justified, both within the framework of core courses and in an additional format (elective modules).

The study of postmodernist prose necessitates the application of various methods: historical-literary, typological, poetico-structural, hermeneutic, cultural studies, and systemic-holistic. The choice of method is determined by the ideological and artistic characteristics of the works and the objectives set by the lecturer.

The methodology for analysing postmodernist prose in higher education that we have developed has undergone pilot testing. The pedagogical experiment was conducted in stages. The first stage (2020–2021 academic year) involved analysing academic literature on literary studies, aesthetics, cultural studies, psychology, pedagogy and methods of teaching literature, and developing a methodology for studying postmodernist works at university. The second stage (2021–2022 academic year) involved conducting a baseline assessment, pilot teaching, and analysing the results. The third stage (2022–2023 academic year) involved systematising, refining and deepening the scientific findings of the research.

Research material – works of postmodernist literature: the novels *The Soul of a Patriot* by E. Popov, *Lines of Destiny, or Milashevich's Chest* by M. Kharitonov, 'Pushkin's House' by A. Bitov, the poem 'Moscow–Petushki' by V. Erofeev, and the short story 'Nastya' by V. Sorokin.

Also selected as research material are the novels by Kazakhstani writers A. Zhaksylykov, 'Dreams of the Damned', and N. Verevochkin, 'The Mammoth's Tooth. Chronicle of a Dead City'.

The scientific novelty of the study lies in the fact that, for the first time in Kazakhstani pedagogical science, a comprehensive methodology for the holistic study of postmodernist works in higher education has been developed and tested during pilot teaching.

The theoretical significance of the research lies in the development of a comprehensive methodology for analysing postmodernist works, taking into account the achievements of literary studies, philosophy, cultural studies and aesthetics. Furthermore, the study of the works of contemporary Kazakhstani writers will serve as a basis for the theoretical understanding of the distinctive nature of domestic postmodernist literature. The thesis proposes a comprehensive methodology for analysing postmodernist works, which can serve as a guide for the development of innovative practices for the study of contemporary literature in schools and universities.

The practical significance of this study lies in the fact that it proposes a comprehensive methodology for teaching postmodernist prose at university level. This methodology will enable students to acquire the necessary knowledge and skills required to analyse and interpret postmodernist works. The author's personal contribution lies in examining the state of students' literary education, determining the level of development of their analytical and interpretative skills, justifying the appropriateness of using different types of literary analysis depending on the specific nature of the works, and in developing and testing a methodological system for teaching the analysis and interpretation of postmodernist prose.

Theses put forward for defence:

1. The methodological system for studying a postmodernist work in its artistic and thematic integrity is based on a solid literary foundation, developed through the study and interpretation of works on literary studies, philosophy and cultural studies. To develop literary practices for studying the prose of contemporary authors, foundational principles regarding the key characteristics of postmodernism have been established. These basic principles are essential for the successful implementation of literary analysis of postmodernist prose works in university classes.

2. An analysis of the poetics and themes of works by contemporary Russian and Kazakh writers has revealed the artistic and semantic dominant features of postmodernist prose, which is characterised by such constants of postmodernist poetics as the decentralisation of the world of the work, intertextuality, the strategy of playing with the reader, irony, satire, and ambiguous semantic and worldview contexts, amongst others.

3. The system of methods and techniques for studying a postmodernist work as an artistic and thematic whole at university is based on psychological, pedagogical and methodological foundations that promote the activation of students' thinking and cognitive activity, as well as the gradual development of their independence.

4. The methodology for studying a postmodern work in its artistic and thematic integrity, developed in the format of interdisciplinary synthesis, is based on a combination of cutting-edge achievements in literary studies, philosophy, cultural studies, psychology, pedagogy and methods of teaching literature, on the system of ideas regarding the technologisation of teaching, and on elements of person-centred, heuristic and interactive learning techniques, which ensures that students gain a deep understanding of postmodernist works in the unity of form and content,

5. The pilot teaching we conducted to test the effectiveness of the methodology for studying postmodernist works demonstrated its productivity, developmental nature, significant heuristic potential, an increase in students' literary knowledge, and the development of their analytical skills necessary for a thorough analysis of postmodernist prose.

Validation of the results obtained. One article has been published in a journal included in the SCOPUS citation database; two articles have been published in journals included in the list of scientific publications recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan; One article has been published in the proceedings of an international scientific conference. The methodological system for studying postmodernist works in higher education, developed in the thesis, has been successfully tested during a pedagogical experiment.

The stated aim and objectives determined the **structure** of the thesis, which consists of three chapters and appendices. A list of references is appended to the thesis.