ABSTRACT

On the dissertation for the degree of Doctor of Philosophy (PhD)
on educational program "8D01704 – Russian language and literature"
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"Methodological aspects of using innovative learning technologies for the development of literary competencies of students"

General characteristics of the work. The introduction of innovative technologies and teaching methods into the modern educational process is a necessary step in the context of the digitalization of society and the transformation of higher education. An analysis of theoretical approaches has shown that innovative technologies in teaching are not simply the use of digital tools but also the conscious application of pedagogical strategies aimed at activating students' cognitive activity, developing their independence, and critical and analytical thinking. The application of these technologies is particularly significant in philological education, where lectures and repetitive teaching methods have traditionally dominated. Today's students require new approaches that will enable them not only to master theoretical knowledge but also to learn how to apply it in a digital environment.

The relevance of the study stems from the need for the effective use of innovative educational technologies (distance learning platforms, digital resources, interactive learning formats, etc.) in the training of philologists, which, in turn, requires a scientific understanding of the methodological aspects of their use for the purpose of developing students' literary competencies.

Modern educational practice in philology faces the need to integrate innovative technologies into the development of students' literary competencies. In the context of digitalization of education and the globalization of information processes, traditional methods of teaching literature require revision and adaptation to new realities. Innovative technologies, such as digital platforms, multimedia resources, and interactive teaching methods, open up new opportunities for in-depth analysis of literary works and the development of critical thinking in students.

The contradiction of the study lies between the potential of innovative technologies in the formation of literary competencies and the insufficient development of methodological approaches to their systematic and pedagogically sound application in educational practice.

The relevance of the chosen topic is determined by several factors. First, modern students, as bearers of a digital culture, require the educational process to be adapted to their perceptions and learning style. Second, traditional methods of teaching literature often fail to ensure the necessary level of student engagement and do not contribute to the development of their analytical skills. Third, the integration of innovative technologies into the educational process offers new opportunities for individualizing learning and increasing student motivation for studying literary studies.

Despite growing interest in the use of innovative technologies in education, their application in the teaching of literary studies remains underresearched. Existing

studies primarily focus on individual aspects, such as the use of multimedia resources or digital platforms, but do not consider a systematic approach to integrating these technologies into the educational process. Thus, there is a need for a comprehensive study of the methodological aspects of using innovative technologies to develop students' literary competencies.

The object of this study is the teaching of literary criticism in higher education institutions.

The subject of this study is the methodological aspects of using innovative technologies to develop students' literary competencies.

The objective of the study is to develop and theoretically substantiate the methodological conditions and pedagogical possibilities for using innovative technologies in the study of literature, aimed at effectively developing and nurturing students' literary competencies at higher education institutions.

Research Objectives:

1. To analyze the theoretical foundations of the concept of "literary competence" and to reveal its structure, components, and significance in the professional training of future philologists.
2. To study the essence and classification of innovative educational technologies and determine their potential and didactic possibilities in teaching literary disciplines.
3. To develop a methodological model for developing students' literary competencies through the use of innovative technologies (digital, project-based, interactive, multimedia, etc.).
4. Identify pedagogical conditions that ensure the effective use of innovative technologies in developing students' analytical, interpretive, and research skills.
5. Conduct a pilot test of the proposed methodology and analyze its effectiveness in developing students' literary competencies.

The research hypothesis is that the targeted and methodologically sound use of innovative technologies in teaching literary studies will contribute to the more effective development of students' literary competencies.

Scientific Novelty.

The scientific novelty of this study lies in its systematic theoretical, methodological, and applied understanding of the process of integrating innovative educational technologies into the teaching of literary studies for the purpose of developing students' literary competencies. In the context of a rapidly changing information and educational environment and the digitalization of humanities knowledge, the issue of adapting traditional teaching forms and methods to modern learning conditions is becoming increasingly pressing. Despite a wide range of scientific works devoted to the use of innovative technologies in education in general, this issue has not yet been comprehensively addressed in the context of literary studies. Thus, this study fills this scientific gap by providing not only a theoretical but also a methodological justification for the necessity and feasibility of implementing digital and interactive educational solutions in the development of literary studies competencies.

One of the key results that distinguishes this work from previous studies is the substantiation of the composition and structure of literary competencies that should be purposefully developed during the learning process using digital tools. The study identifies and thoroughly characterizes the analytical, critical, interpretive, and communicative components of literary competence. Each has its own specific characteristics, corresponding to the objectives of philological education, and can be developed through the use of certain technologies, such as text visualization, digital maps, interactive quests, multimedia projects, and elements of augmented and virtual reality.

For the first time, this study attempts to systematically analyze the pedagogical conditions that facilitate the effective use of innovative technologies in literary education. These conditions include: teacher readiness for the digital transformation of the educational process; the availability of appropriate technical and software resources; teacher methodological preparedness for the design and implementation of digital learning scenarios; and the development of basic digital and academic skills in students necessary for perceiving and processing information in a new form. It is important to emphasize that the scientific novelty of this work lies not only in its substantive aspects but also in its applied focus. The methodological recommendations, digital assignment templates, text analysis schemes, electronic educational modules, and diagnostic tools developed during the study can be used by philology teachers to modernize their courses, as well as to implement educational programs in Philology, Teacher Education, Linguistics, and other related fields.

The research material included various philosophical and pedagogical works in the field of education and pedagogy, as well as works by Viktor Astafyev ("The Last Bow," "The Last Sorrows and Joys"), Aslan Zhaksylykov ("Dreams of the Damned"), and Sasha Sokolov ("School for Fools").

The theoretical and methodological basis of the research includes: a competency-based approach (A.V. Khutorskoy, I.A. Zimnyaya), an activity-based approach (L.S. Vygotsky, A.N. Leontiev), concepts of digital didactics (E.S. Polat, N.V. Makarova), and the methodology of literary analysis (Yu.M. Lotman, V.I. Tyupa, and others).

Thesis defense:

1. The use of innovative technologies in literary studies education fosters students' holistic understanding of literature as a form of expression and literary studies as a scientific discipline. Digital, multimedia, and interactive learning tools enhance cognitive activity, making literary text analysis more visual, emotionally rich, and research-oriented.

2. Students' literary competence develops as an integrated personal quality, encompassing knowledge of theoretical literary concepts, the ability to apply analytical methods, and the ability to interpret works of art and articulate their own position. The use of innovative technologies ensures the systematic development of these components through the use of digital sources, virtual libraries, interactive maps, and platforms for collaborative text analysis.

3. The introduction of innovative technologies into the educational process transforms the role of the teacher, who becomes not only a knowledge provider but also an organizer of students' research and creative activities. This facilitates a transition from the traditional model of information transfer to an activity-based model, in which students are active participants in the educational process and co-authors of their own knowledge.

4. Effective development of literary competencies is possible through the creation of special pedagogical conditions, including project-based and research activities, the use of online courses, digital simulations, virtual tours of literary sites, and the implementation of gamification and case study technologies. This organization of the educational process promotes the development of critical thinking, communication skills, and students' research independence.

5. Experimental data (or the results of pedagogical testing) confirm that the systematic use of innovative technologies enhances students' analytical and interpretive skills, develops their ability to deeply understand literary texts, and increases their motivation for studying literature and conducting scientific research. Thus, innovative technologies are an important factor in the modernization of literary education at a modern university. Thus, research aimed at methodological understanding and practical testing of innovative technologies as a means of developing students' literary competencies represents a relevant scientific and pedagogical direction in demand by the modern system of higher education in the humanities.

The theoretical significance of this work lies in its deepening and clarifying understanding of the essence of literary competencies and their structure in the context of the modern educational process. The study substantiates the need to reconsider traditional methodological approaches to teaching literary studies in the context of the digital transformation of education, allowing innovative technologies to be viewed not as an auxiliary tool, but as a key factor in increasing the effectiveness of developing students' competencies in philology.

This work contributes to the development of the theory of literature teaching methods by systematizing and conceptualizing the potential of using digital, communicative, and interactive technologies to solve literary problems. The proposed theoretical model for integrating innovative technologies into the educational process expands understanding of the mechanisms for developing analytical, interpretive, research, and critical-creative competencies that underlie the training of modern specialists in literary studies.

The practical significance of this study lies in the development and practical testing of methodological recommendations for the use of innovative technologies in the educational process, as well as the potential for their adaptation and implementation in various educational institutions specializing in the humanities.

Performance. While working on this dissertation, the following research articles were written [17]:

Scopus Database:

Yengsebay G. E. et al. Semiotics of Intertextuality: Based on the Philosophical Category of "Humanism" in a Postmodern Text // Bulletin of Peoples' Friendship

University of Russia. Series: Theory of Language. Semiotics. Semantics. - 2024. - Vol. 15. - No. 2. - Pp. 600-622.

Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan:

1. Yengsebay G. Y., Demchenko A. S. Organization of Student Teamwork Using Interactive Trello Technologies in Order to Effectively Use Educational Resources and Improve Literary Competencies // Bulletin of the Karaganda University. Philology Series. - 2022. - Vol. 106. - No. 2. - Pp. 141-150.

2. Yengsebay G. E., Demchenko A. S., Azizova A. O. Postmodernist text as a didactic tool for teaching philology students // Bulletin of Yasawi University. - 2024. - Vol. 1. - No. 131. - Pp. 393-406.

3. Yengsebay G. Y., Demchenko A. S. Experience of using psychological and linguocultural knowledge in the analysis of literary text (on the example of "The Singing Stones" by A. Zhaksylykov)

News of the Kazakh University of International Relations and World Languages named after Ablai Khan. Philological Series 1 (2025) (in press).

Higher Attestation Commission:

1. A. Zhaksylykov's Pentalogy "Dreams of the Damned" in the Studies of Kazakh Researchers. Philology and Man. 2023. #3.

2. Yensebay G., Demchenko A. S. MOOC IN HIGHER EDUCATION IN KAZAKHSTAN // Bulletin of the Moscow City Pedagogical University. Series: Pedagogy and Psychology. - 2024. - Vol. 18. - No. 1-2. - Pp. 8-25.

Dissertation structure: the dissertation consists of an introduction, three sections, a conclusion, a list of references, and appendices.