Problems of Using the Poetic Corpus of Abay for Pedagogical Purposes and Ways to Solve it

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Abstract

The use of the Abai poetic corpus for pedagogical purposes represents a unique opportunity to deepen students' knowledge of Kazakh literature, culture, and history. However, the introduction of this tool into the educational process faces a number of challenges that limit its potential. This article examines the main difficulties associated with the use of the corpus, including the lack of information awareness among teachers, the shortage of teaching materials, and the low level of technical training of teachers. Attention is also paid to pedagogical skepticism and the lack of time to master innovative methods. An important part of the study is the proposed solutions to these problems. Among them are the development of educational programs for teachers, the creation of adapted materials based on the poetic corpus, and the provision of technical and methodological support to schools. The author emphasizes the importance of integrating Abai's poetic heritage into school education as a means of forming national identity and developing students' analytical skills. This work is addressed to teachers, methodologists, and education specialists interested in using modern teaching tools.

Keywords: *Abai Kunanbaev, Methodology, National Language Corpus, Poetic Corpus, Educational Potential, Methodological Possibilities, Tasks.*

Introduction

The development of national language corpora is considered to be one of the priority areas of modern linguistics in recent decades. Valuable markups – syntactic, morphological, semantic, frame (for example, in FrameNet) and others – provide ample opportunities for studying highly objective language material. Currently, national corpora have been developed for American English, British, Russian, Czech, Croatian, Hungarian, Italian, Persian, Bashkir, Tatar and other languages. [1] The development and creation of national language corpora is a significant and integral area of modern linguistics. They are a valuable resource for studying language, its structure, semantics and use in various contexts. National corpora usually include extensive text data collected from various sources that represent the language in its diversity and evolution. A corpus is understood as a "unified, structured and labeled array of language (speech) data in electronic form, intended for specific philological and, more broadly, humanitarian research" [1]. A corpus provides the ability to search for individual word forms by lemmas, groups of word forms, determine text types, determine context, and obtain lexical and grammatical data. The types of labels entered into the corpus include metatextual, morphological, accentual, syntactic, semantic, etc. In addition to general language material, national corpora can also contain specialized subcorpora devoted to specific language genres or styles, such as poetry. Poetic subcorpora offer researchers and literature lovers a unique opportunity to study and analyze poems by different authors, their stylistic features, lexical richness, and rhythmic structure [2]. In addition to their research value, national corpora, including poetry subcorpora,

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have high educational potential. They can be used for educational purposes, both for students of language or literature and for teachers who want to provide recipients of philological knowledge with access to original texts and train them in the analysis and interpretation of poetry. In addition, national corpora can be used to develop tools for automatic text analysis, machine translation applications, grammar checking and other tasks related to language technology [3].

National corpora, including poetry subcorpora, can be used for educational purposes both in language teaching and literature. Their use for educational purposes allows students and teachers to get acquainted with original poetic texts, expand their vocabulary and improve their skills in analyzing and interpreting poetry. Positive aspects include a high concentration in one resource center of texts of all styles, genres, authors with hyperlinks containing information on linguacultural, biographical and other types of information [4].

The poetic heritage of Abai Kunanbayev occupies a central place in Kazakh literature and culture. His works not only reflect the depth of the author's philosophical reflections, but also represent a valuable source for studying the language, traditions and values of the Kazakh people.

In the modern educational process, there is a need to integrate Abai's work into school programs, which can be effectively implemented with the help of a poetic corpus - a specialized tool that allows you to analyze texts at the lexical, syntactic and semantic levels. [5]

However, despite the obvious advantages of using the Abai poetic corpus, its implementation in the educational process faces a number of serious challenges. Firstly, many teachers are not aware of the existence of this tool or do not have sufficient knowledge to use it effectively. Secondly, the lack of methodological materials and recommendations makes it difficult to integrate the corpus into the curriculum. In addition, technical barriers, such as lack of access to the necessary equipment and the Internet, further complicate the situation. Finally, teachers' overload and limited time to master new teaching methods create additional obstacles [6].

The purpose of this article is to identify the main problems of using the Abai poetic corpus for pedagogical purposes, as well as to suggest practical ways to solve them. The issues under consideration affect not only technical and methodological aspects, but also the need to increase teachers' motivation and their awareness of the importance of this resource.

Material and Methods

The article is based on the resources of the Abai poetic corpus, scientific articles on the problems of using materials from national language corpora, as well as the poetic heritage of Abai Kunanbayev, which is subject to digital accumulation in the space of the poetic subcorpus of the Kazakh national language corpus.

The hypothetical-inductive method, analysis of scientific research in the field of corpus linguistics, and synthesis of scientific ideas in the context of the idea of using national language resources in research and education were used in this study.

The following actions were taken to determine the research and educational potential of national corpora:

a review of sources containing information on the purpose of national language corpora was conducted;

a survey was conducted among secondary school teachers of research, educational and methodological value;

Results

The use of the Abai poetic corpus in educational practice gives teachers many advantages.

The national corpus allows integrating authentic texts into lessons that reflect the real linguistic and cultural environment. This contributes to a deeper study of language, literature and culture, making the learning process exciting and modern.

However, in reality the situation is completely different. Secondary school teachers are not ready to use the national poetic corpus of Abai [7]. In recent years, national corpora of texts. When interviewing 25 teachers in Almaty working in classes with Russian as the language of instruction, they listed the following reasons:

Lack of Information and Training

One of the main problems is the lack of sufficient awareness about the existence and functionality of a national corpus. Many teachers simply do not know what this tool is, how it works, and how it can be integrated into the educational process. In addition, even those who have heard of corpora often do not have sufficient training to use them. In-service training for teachers rarely includes such topics, which increases the gap between new technologies and traditional teaching methods.

Technical Barriers

National corpora require at least a minimum level of technical literacy to effectively use their capabilities. However, many school teachers face difficulties in using digital technologies. This may be due to both their age and the lack of appropriate support from educational institutions. If access to computers and the Internet in schools is limited, using a corpus becomes almost impossible.

Skepticism and Resistance to Change

Some teachers are wary of new methods and tools, especially if they do not see their direct benefit. A national corpus may seem too complicated or theoretical to implement and may not yield immediate results. Moreover, teachers may fear that implementing new technologies will require significant changes to their usual teaching system.

Lack of Time

School teachers are often overwhelmed with a variety of responsibilities, from preparing lessons to marking papers and maintaining records. Learning and implementing a new tool like a national corpus takes time and effort, making it unattractive to busy educators. For many teachers, meeting the minimum requirements of the curriculum remains a priority.

Lack of Adapted Materials

National corpora are often developed for research or academic purposes and may not be sufficiently adapted for use in schools. Teachers may not always be able to find ready-made materials or recommendations that would help them effectively implement the corpus in lessons. This leads to the need to develop their own teaching aids, which requires additional resources.

Insufficient Support From the Administration

Successful implementation of innovations requires support from the school administration. This includes organizing trainings, providing access to technical resources, and creating favorable conditions for experimenting with new methods. If the administration is not interested in using the national corpus, teachers are unlikely to be able to cope with the task of mastering it on their own.

Discussion. The national corpus is a powerful tool that can significantly enrich the learning process. However, for its effective use, it is necessary to remove existing barriers and create conditions conducive to the introduction of modern technologies into school practice. Only joint efforts of teachers,

administration and educational organizations will help to overcome existing difficulties and reveal the potential of this resource.

One of the important points reflecting the capabilities of the national corpus of the language, including Kazakh, including poetry, is the widespread use of the language corpus in the professional training of future teachers of literature. All possible ways of using corpus vocabulary outlined above can also be successfully used in the course on methods of teaching language and literature. In particular, in the formation of methodological competence in the context of the ability to compose assignments based on the resources of the national corpus.

The principles that students - future philologists must follow when composing assignments based on the corpus include the following:

Taking into account the age characteristics of the students who are the target audience of the assignments. It is necessary to make it clear to future teachers that the material contained in the corpora does not have age markings and therefore a responsible selective approach to vocabulary is necessary when choosing texts.

The Principle of Developmental Learning

A differentiated approach or a personalized position in the policy of compiling assignments. If the educational material in paper textbooks is usually designed for an average student, then the use of extensive material from national corpora provides ample opportunities for an individual approach.

Optimization of the volume of material used for assignments taking into account the planned study time spent on their completion.

A variety of material used - including, for example, multimedia material.

Taking into account the real speech context when considering a linguistic phenomenon. This principle means a situational approach to the selection of materials, the creation of communicatively oriented dialogic and monologue problematic moments.

Taking into account the relevance of the selected linguistic material. This refers to the demand for the target audience "here and now".

Critical attitude to the selected material, use of additional sources of linguistic and literary knowledge.

Use of not only standardized texts, but also texts that violate the norms.

Demonstration of active processes in the language - depiction of language as a developing phenomenon.

An analysis of articles on the topic allows us to conclude that there are two ways to create tasks based on national language corpora: with an already developed task, when only suitable material is needed, and for the correction of ready-made tasks.

It should also be noted that the use of national language corpora for educational and methodological purposes has a number of advantages, which include saving time, increasing motivation, synchronizing modern educational practice with the demands of our time, etc.

The review and research position presented in the material can currently cause scientific controversy in the sense that the linguistic community is divided into supporters and opponents of corpus development and their use in teaching and research. For example, Apresyan believes that the reckless use of corpus resources can lead to falsification due to the incorrect use of quantitative data. This position certainly deserves attention, but does not exclude the resource use of corpus materials. Widdowson, H. G. [8] also opposes reckless trust in corpus materials. While agreeing with the authors of these ideas that there may be

quantitative, qualitative and other distortions in corpus texts, we nevertheless consider it necessary to defend the position of the value of corpora for research and methodological purposes. In this case, a critical approach to the use of resources is important.

Worthy of attention is the position of S.V. Gusarenko and M.K. Gusarenko [9], who consider the possibility of creating corpora of texts with violations of language and speech norms for use in various purposes, including methodological ones. At the same time, according to linguists, the accumulation of texts with errors, for example, in the speech of bilinguals, can become valuable material and a kind of "anti-model" for all who are familiar with standardized oral and written speech.

Being in a position of accepting different points of view, we will allow ourselves to express our position regarding the fact that the creation of Abai's poetic corpus is nevertheless outside the aforementioned risks, since it should represent examples of classical speech and texts taken from practically canonized sources.

The introduction of modern technologies into the educational process significantly expands the opportunities for teachers and students. One such tool that deserves special attention is the Abai National Corpus, a collection of texts by the outstanding Kazakh poet, thinker, and philosopher Abai Kunanbayev. This resource opens up new perspectives for studying the Kazakh language, literature, and culture. The Abai National Corpus allows students to study the Kazakh language based on texts that reflect the richness and diversity of vocabulary, grammar, and style. Abai's works include both traditional and more complex vocabulary, which allows students to become familiar with different layers of the language. For example, by studying the texts, students can see how the Kazakh language combines elements of classical style and colloquial speech. This approach helps students gain a deeper understanding of the structure of the language and enriches their vocabulary. In addition, the Abai Corpus provides an opportunity to study the features of the Kazakh language in context. Students can analyze how words and phrases are used in different situations, which helps develop their skills in interpreting text and understanding its subtext. This is especially important in an environment where language teaching requires not only rote memorization of rules, but also their practical application.

Working with the Abai corpus stimulates the development of critical thinking in students. By analyzing texts, students learn to identify main ideas, understand the subtext, and find connections between different parts of the work. For example, studying Abai's philosophical poems can help students reflect on such concepts as goodness, justice, labor, and education. These topics are still relevant today, and working with texts allows students to form their own opinions on these issues.

In addition, the Abai corpus provides opportunities for research assignments. Teachers can offer students projects related to the analysis of certain themes or linguistic features in Abai's works. This could be, for example, a study of the use of metaphors or recurring motifs in the poet's poems. Such assignments help students develop skills in independently searching for and analyzing information. Abai's work plays a key role in the formation of the national identity of the Kazakh people. His works not only reflect cultural and historical characteristics, but also contain universal values that remain relevant for modern generations. Using the Abai corpus in school allows students to become more familiar with the legacy of the great poet and understand his contribution to the development of Kazakh culture. By studying Abai's texts, students can better understand their roots, traditions, and cultural characteristics. This is especially important in the context of globalization, when young people may lose touch with their national culture. Working with the corpus helps to strengthen this connection, forming a sense of pride in their history and culture among students.

Conclusion. The Abai National Corpus is a powerful tool for teachers that facilitates lesson preparation. The corpus provides access to a large collection of texts that can be used to create teaching materials, assignments, and tests. Teachers can quickly find suitable examples to illustrate language rules or topics covered in class.

In addition, the corpus allows for the development of individualized assignments that match the students' level of knowledge and interests. For example, analytical assignments related to the interpretation of Abai's

philosophical ideas can be prepared for high school students, while simpler assignments on reading and understanding the text are suitable for younger students. Thus, the Abai Corpus becomes a universal tool that can be adapted to various educational goals.

Working with the Abai National Corpus helps students develop skills in working with modern digital technologies. In the context of the digitalization of society, such skills are becoming increasingly in demand. Students learn to use the corpus to search for information, analyze data, and complete assignments. This not only helps them learn the language, but also prepares them for further education and work in the digital world. In addition, integrating the corpus into the educational process makes lessons more interesting and interactive. Students can use the corpus to complete various tasks, such as finding examples, analyzing lexical and grammatical structures, and creating their own texts based on Abai's works. This approach helps make learning more fun and stimulates interest in learning the Kazakh language.

One of the problems in teaching the Kazakh language is the lack of high-quality teaching materials. The Abai National Corpus solves this problem by providing access to a rich collection of texts that can be used at different levels of learning. In addition, the corpus helps overcome language and cultural barriers, making the learning process more accessible and understandable for all students.

Working with the corpus also helps teachers and students develop intercultural communication skills. Studying Abai's works promotes an understanding of the universal values that unite people of different cultures and nationalities. This is especially important in modern conditions, when the educational process is becoming increasingly international.

The Abai National Corpus is a unique tool that opens up wide opportunities for studying the Kazakh language, literature, and culture. Its use in schools helps to deepen language knowledge, develop critical thinking, strengthen national identity and integrate modern technologies into the educational process. The Abai Corpus helps make learning more interesting and effective for both students and teachers, providing access to the rich heritage of the great poet. In the context of globalization and digitalization, education must take into account modern challenges and use new tools to achieve educational goals. The Abai National Corpus is not only a means of learning a language, but also a powerful resource that helps to form a sense of pride in their culture and history among young people. Thus, its integration into school education is an important step towards preserving and popularizing the national heritage.

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