

Theoretical and Practical Aspects of Developing Language Skills Through Teaching Literary Texts: Based on Selected Kazakh Novels Published in the Post-Independence Period

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Abstract—This research article examines the theoretical and practical significance of developing linguistic competence in the process of language teaching through literary texts, based on Kazakh novels published after the independence of Kazakhstan. The aim of the study is to scientifically substantiate the effectiveness of language teaching through literary texts, to systematize teaching methods based on literary works, and to formulate conclusions aimed at improving the development of language skills in modern educational contexts. In this research, particular attention is given to the structural, semantic, stylistic, and linguistic characteristics of literary texts and their role in the language learning process. Literary works are considered not only as objects of aesthetic study but also as effective pedagogical tools that contribute to the development of vocabulary, grammatical competence, communicative abilities, and cultural awareness of learners. The study also examines how literary texts help learners understand complex linguistic structures and interpret cultural meanings embedded in language. The scientific novelty of the research lies in the pedagogical and linguistic analysis of the novels *Akboz Ūy* by S. Elubayev, *Akorda* by D. Doszhan, and *Zharmak* by M. Magauin, which represent significant examples of Kazakh prose written during the period of independence. These works are analyzed in terms of their linguistic richness, stylistic diversity, and educational potential. Linguistic units from these novels are examined through specific textual examples, and methodological recommendations are proposed for the effective integration of literary texts into language teaching.

Index Terms—language skills, teaching literary texts, Kazakh novels, literary texts, stylistic

I. INTRODUCTION

With the independence of Kazakhstan in 1991, the historical development of Kazakh society entered a new stage. Along with the formation of statehood, this process led to profound transformations in the social system. These changes were clearly manifested in the sphere of literary and cultural renewal, creating conditions for substantive and structural reorientation in the fields of creative activity and education. In this historical context, the role of Kazakh literature

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significantly increased as a key bearer of national culture and an important means of shaping national spirit and public consciousness.

During the period of independence, Kazakh literature – especially prose – played a leading role in consolidating national identity, revitalizing historical memory, and artistically interpreting social transformations. In the educational space, the importance of literary works has grown considerably: they function not only as a means of aesthetic education but also as an essential learning resource that contributes to the comprehensive formation of linguistic and cultural knowledge. Teaching literary texts enriches the language learning process with diverse linguistic material, implicit meanings, and cultural connotations, thereby expanding learners' linguistic and cognitive horizons.

This study aims to comprehensively examine the theoretical and practical issues of developing language skills through teaching literary texts, based on Kazakh novels published in the post-independence period. The main objects of the study are the novels *Akboz Ūy* by Symagul Elubayev, *Akorda* by Dukenbay Doszhan, and *Zharmak* by Mukhtar Magauin, which represent significant examples of Kazakh prose of the independence era in terms of ideological, artistic, and linguistic value. The texts of these works are employed as linguistic models, and effective ways of forming and improving language skills in the teaching process are analyzed.

The study identifies the use of linguistic units, stylistic features, semantic layers, and communicative potential of literary texts in the teaching process and proposes coherent methodological approaches aimed at enriching learners' vocabulary and enhancing their linguistic competence. From this perspective, the primary objective of the research is to determine scientifically grounded methods that contribute to increasing effectiveness in language teaching.

Following Kazakhstan's independence, large-scale reforms were implemented in the education system, the Kazakh language was designated as the state language, and special attention was given to strengthening its status in public and educational domains. At the same time, a policy of “trilingual education” was introduced, requiring the parallel acquisition of Kazakh, Russian, and English from primary school through higher education institutions (Ismaylov, 2011). While this multilingual education policy expanded the scope of teaching national literature, it also generated new methodological challenges related to the in-depth and high-quality mastery of literary texts.

In this context, the teaching of literary works occupies a central role in improving students' language proficiency, developing critical thinking skills, fostering text analysis abilities, and cultivating the capacity to express well-reasoned opinions. The findings of previous studies demonstrate that systematic instruction using literary texts significantly contributes to broadening students' cultural awareness, fostering patriotic consciousness, and enhancing academic achievement. Accordingly, the present study seeks to refine the theoretical frameworks for developing language competence through literary text instruction and to propose effective practical methods for their implementation.

II. LITERATURE REVIEW

The research materials of this study consist of two main categories of sources:

A. Theoretical and practical works addressing the development of linguistic competence through the teaching of literary text.

B. Literary studies devoted to Kazakh novels published after Kazakhstan gained independence.

In the course of the research, these two thematic areas are examined as an integrated system, and their interconnections are analyzed. In particular, the novels *Akboz Ūy* by Symagul Elubayev, *Akorda* by Dukenbay Doszhan, and *Zharmak* by Mukhtar Magauin are selected as the primary research material. On this basis, the theoretical and practical aspects of enhancing linguistic and creative competence through the teaching of literary texts are comprehensively analyzed. This approach makes it possible to identify methodological innovations in the teaching process and to establish a scientific foundation for the effective use of literary texts in education.

At present, the development of linguistic competence through the teaching of literary texts is examined not only from a literary perspective but also through an integrated consideration of linguistic, aesthetic, and cognitive dimensions. For example, in *Using Literature to Learn and Teach Language: The L3 Approach* (2024), Carol Griffiths systematically analyzes the “L3 approach” to language teaching through literary texts. Covering a wide range of genres — from folklore to contemporary novels — the author presents the theoretical foundations for developing linguistic structures and proposes an innovative teaching framework that integrates theory and practice (Griffiths, 2024).

In the article “Combining CEFR and 4C CLIL Frameworks for Principled Literature in Language Teaching”, Redlich and Pattison (2024) propose a structured methodological framework for incorporating literary texts into language courses. The authors align CEFR “Can-do” descriptors with the 4C framework and describe learning activities designed for students at different proficiency levels (Redlich & Pattison, 2024). This study is oriented toward the development of a practical methodology for teaching literary texts.

Graham's (2024) study “Literature and Second Language Vocabulary Learning: The Role of Text Type and Teaching Approach” explores the development of language skills through the use of novels and other literary genres. By comparing the vocabulary acquisition outcomes of 160 language learners, the study demonstrates the effectiveness of improving linguistic competence through literary texts (Graham, 2024).

Scholars in Kazakhstan also regard the teaching of literary texts as an important area of research. For instance, T. O. Esembekov's book *Theory of the Literary Text* examines methods of literary text analysis and their application in

educational contexts (Konyratbayev, 2005). Nevertheless, language teaching through literary texts has not yet fully emerged as an independent and systematically established field of research.

Kazakh novels written in the early years of independence reflect the historical and social realities of the newly formed state. Scholarly studies analyze these works in terms of their thematic, ideological, and poetic features. For example, Symagul Elubayev's *Akboz Ūy* trilogy is a historical novel depicting the social tragedy of the Soviet period, including the famine and collective suffering of the 1920s–1930s. Dukenbay Doszhan's novel *Akorda* portrays significant events in the nation's history through the artistic image of the first President of the Republic of Kazakhstan, Nursultan Nazarbayev, reflecting the economic, political, and national challenges of the early years of independence. Mukhtar Magauin's novel *Zharmak* offers a profound representation of the political and social conditions of the newly independent Kazakh state, distinguished by innovative artistic techniques and notable stylistic transformations.

Based on these materials, the study addresses the following research questions:

1. What are the linguistic features and pedagogical value of novels written during the independence period?
2. What effective teaching methods can be employed to develop students' linguistic competence and creative potential?
3. What difficulties do teachers encounter in teaching literary texts, and how can these challenges be overcome?
4. How can the impact of teaching literary texts on vocabulary development be assessed?

To address these questions, the study analyzes the novels of S. Elubayev, D. Doszhan, and M. Magauin, formulates theoretical generalizations concerning linguistic development through literary text instruction, and offers practical methodological recommendations.

III. MATERIAL AND METHODS

This research article examines Kazakh novels published after Kazakhstan gained independence as the primary research material and provides a comprehensive analysis of theoretical and practical approaches in the fields of literary text analysis, linguistics, education, and pedagogy. To ensure an in-depth evaluation of the use of literary texts in language teaching, an interdisciplinary research approach is employed, integrating linguistic, literary, and pedagogical perspectives.

The study applies the following methodological approaches:

1. Textual analysis method – the linguistic features, narrative style, and artistic structures of the novels *Akboz Ūy* by Symagul Elubayev, *Akorda* by Dukenbay Doszhan, and *Zharmak* by Mukhtar Magauin, published during the period of independence, are analyzed. This method enables learners to acquire the theoretical and practical foundations of systematic literary text analysis.
2. Analytical research method – based on the selected novels, the practice of teaching literary texts is examined in detail, and effective strategies and methodological guidelines for improving teaching quality are proposed.
3. Comparative research method – the effectiveness of traditional and innovative approaches to teaching literary texts in developing language skills is compared, and their respective strengths and limitations are identified.

These methodological approaches make it possible to establish a comprehensive scientific framework aimed at developing linguistic, creative, and cultural competencies through the teaching of literary texts.

The novels *Akboz Ūy* by Symagul Elubayev, *Akorda* by Dukenbay Doszhan, and *Zharmak* by Mukhtar Magauin were selected as the research material. The primary objective of the study is not to conduct a literary-critical analysis of these works. Rather, by examining the selected texts, the research seeks to identify the theoretical foundations of language teaching and to develop practical methodological approaches. In particular, the study addresses the following objectives:

- to formulate the theoretical foundations of teaching literary texts and promoting vocabulary development;
- to provide a comprehensive analysis of the textual features and pedagogical value of Kazakh novels published during the years of independence;
- to develop a teaching model for enhancing language skills based on the novels *Akboz Ūy*, *Akorda*, and *Zharmak*;
- to identify difficulties encountered in teaching literary texts and propose effective solutions;
- to evaluate the outcomes of developing linguistic competence through the use of literary texts.

Through these objectives, the study aims to establish a scientific foundation for the comprehensive development of linguistic, cultural, and pedagogical competencies in the process of teaching literary texts.

IV. RESULTS AND DISCUSSION

The formation of a theoretical basis for developing language skills through the teaching of literary texts is a critical issue. In several countries, this aspect has been incorporated into curricula and is taught as a separate subject. For example, Kathleen McCormick supports this approach in the teaching of literary texts at New York College (Rivkin & Ryan, 2016). She examines the actions of Molly Bloom in James Joyce's novel *Ulysses* and highlights the contribution of literary texts to language skill development.

However, some language theorists and literary scholars have expressed opposing views. Researchers such as Stuart Hall, Paul Wellek, and David Morley, who analyzed the position of textual determinism, emphasized that readers are

not merely “subjects of the text,” but act as mediators of the fundamental social and historical themes embedded in literary works (Wellek, 1941). In this regard, as Paul Wellek and David Morley argue, “readers, living within a particular social formation, become representatives of cultural systems and, over time, the focus of literary texts” (Wang, 2019). Nevertheless, these conclusions do not diminish the interpretive advantages that literary texts provide.

Based on the perspectives of these theorists, this study examines the development of language skills in the teaching of literary texts from both theoretical and practical perspectives.

A. Theoretical Foundations of Teaching Literary Texts and the Development of Language Structures

(a). Theories of Language Acquisition and Literary Teaching.

The goal of the modern education system of Kazakhstan is to create a systematic teaching program in accordance with international standards and, on this basis, to prepare a competitive personality. To achieve this, it is necessary to simultaneously implement versatile opportunities such as speaking, writing, and analyzing complex problems, relying on various theoretical concepts and practices employed in reading literary texts.

V. Ya. Stoyunin remarked: “For us, the art of speech is not a science, but literature; its material should be literary works that are read, taught, and analyzed” (Stoyunin, 1864). To support this idea, he provided special analyses of Gogol’s story *The Overcoat* and Zhukovsky’s and Pushkin’s poem *The Sea*. Until now, in teaching, students have been guided using literary texts, analyzing their thematic content, stylistically crafted sentences, and poetic devices. This represents a classic methodology in literary teaching.

Compared to specially designed language textbooks, literary texts offer natural linguistic expressions, rich ideological content, and complex syntactic structures, making them particularly suitable for teaching. This enables students to understand and interpret literary works while mastering language rules more freely. For intermediate and advanced learners, literary texts also meet essential communicative needs, significantly supporting language acquisition and further development.

Literary theories empirically demonstrate the importance of interconnections in language learning. Literary texts function not only as linguistic materials but also as carriers of culture. By depicting the values or realities of a particular society, they influence ways of thinking and historical experiences (Taldaubek et al., 2024). For instance, Mukhtar Magauin, in his novel *Zharmak*, portrays the social conditions of Kazakh society in the early years of independence through a duality of consciousness. This illustrates the direct impact of social circumstances on human cognition and thought processes.

Through literary texts, students can acquire various techniques that enhance the cultural significance of language and foster intrinsic linguistic development. This process is particularly important in Kazakhstan’s multilingual environment, as Kazakh literary works extensively depict rural culture, daily life, and historical practices of the Kazakh people. Such texts contribute to the development of not only linguistic competence but also broader knowledge and understanding.

From a cognitive perspective, reading literary texts promotes students’ comprehension, analytical thinking, and creativity. This process spans several complex levels, from reading to writing, and cultivates abilities to interpret works of various genres, conduct analyses, and draw conclusions. Research indicates that teaching literary texts significantly enhances cognitive skills and language proficiency, particularly vocabulary acquisition and grammatical competence (Zhirmunsky, 1996). For learners of Kazakh, reading novels from the period of Kazakhstan’s independence and mastering their narrative style provides a valuable opportunity to understand the dynamic nature of the language system.

These theories can be systematically presented in a table as follows:

TABLE 1
THE IMPORTANCE OF TEACHING LITERARY TEXTS IN TERMS OF THE THEORY OF LANGUAGE ACQUISITION

Theoretical foundations	Main conclusions	Results of learning literary texts	Application in Kazakh literature
Input hypothesis	The use of literary texts in the process of language learning contributes to improved learning outcomes.	It provides students with abundant and natural language material.	Reading Kazakh novels enables learners to master language use in a natural context.
The cultural transmission function of language	Language acquisition is a complex phenomenon that occurs through multifaceted processes.	Language is recognized as an effective tool for developing intercultural communication.	It allows students to gain an understanding of national history and spiritual values.
Cognitive theory	Language acquisition is considered a complex cognitive process.	It develops the ability to understand, analyze, and interpret texts.	It provides deeper insights into the culture and arts of the Kazakh people.
Practice-based theory	Language learning is aimed at revealing a learner’s internal linguistic potential.	It improves writing and speaking skills through literary texts.	It enables rapid development of language skills through practical engagement.

(b). Study of Literary Texts from the Perspective of Developing Linguistic Abilities.

The study of literary texts from the perspective of developing linguistic abilities aims to cultivate the multifaceted skills of learners, including language perception, deep comprehension, and critical analysis. In this process, literary texts are considered an essential tool that contributes to both the intellectual and personal development of students, as well as to the enhancement of their linguistic competence. The development of students’ linguistic abilities through teaching literary texts encompasses the following key areas:

Development of lexical skills – enriching vocabulary and mastering the meanings of literal and figurative expressions.

Improvement of grammatical skills – developing correct writing and competent speaking skills while adhering to language norms.

Strengthening stylistic competence – recognizing linguistic nuances, identifying artistic techniques, and appreciating the individuality of the author's style.

Development of communicative skills – conveying thoughts systematically, accurately, and effectively, and forming the ability to express opinions based on the text.

Enhancement of cultural and cognitive skills – understanding the national cultural code and historical and spiritual values through literary texts.

Development of interpretive skills – conducting multifaceted analyses, uncovering hidden meanings, and cultivating critical thinking.

(c). Evolution of Theoretical and Methodological Development of Methods for Teaching Literary Texts.

The theoretical and methodological study of methods for teaching literary texts allows for an in-depth exploration of the interrelationship between literature and language learning on a scientific basis. Research in this area enables literary texts to be considered not only as aesthetic objects but also as crucial tools for developing linguistic competence (Zerkina & Prokhorova, 2022). Identifying the theoretical foundations of the methods used in teaching literary works and systematizing their methodological potential contributes to enhancing students' language skills, deepening text comprehension, and improving critical analysis abilities. From this perspective, the scientific study of methods for teaching literary texts helps identify complex issues at the intersection of literature and language instruction and provides a basis for understanding integration processes in contemporary education.

Traditionally, a text-oriented approach has predominated in literature teaching. This approach primarily relies on systematically and carefully guiding students through classical works of art to analyze their content. Special attention is given to developing students' abilities to understand texts, examine content structures, and identify the author's ideas (Zunino et al., 2024). Consequently, the process of literary analysis serves as a primary tool for cultivating students' analytical thinking skills, while the literary text itself assumes a central role as a learning object.

Since the 1970s, the development of communicative language teaching methods has laid the foundation for a reader-oriented approach to literature instruction. In this approach, literary texts are viewed as cognitive spaces that activate students' personal perception and interpretation, making literature an effective tool for developing critical thinking and the ability to form independent opinions (Kabdolov, 1988). At present, the task-based approach and Content and Language Integrated Learning (CLIL) have taken a leading role in literature teaching. These methods integrate the mastery of literary content with the development of language skills as a single process, enabling students to systematically enhance their linguistic abilities while analyzing literary issues through authentic and meaningful reading tasks.

In Kazakhstan, the development of literature teaching methods is characterized by specific features closely linked to the country's historical, social, and language policies. During the Soviet period, teaching Kazakh literature emphasized socio-historical analysis, with works interpreted primarily in terms of their socio-political content and ideological function (Taldaubek et al., 2025). After Kazakhstan's independence, educational reforms and the introduction of a multilingual language policy facilitated the gradual modernization and diversification of literature teaching methods. During this period, student-centered approaches, attention to cultural characteristics, and consideration of linguistic needs became central guiding principles in teaching.

Since the beginning of the 21st century, the use of digital and interactive technologies in literature lessons has expanded, giving new character to both the content and form of instruction. These innovative methods have not only enhanced the effectiveness of literary learning but also fostered students' language skills and strengthened their cognitive engagement with reading (Seyitova, 2023).

Since independence, a new methodological paradigm has emerged in teaching Kazakh novels, combining literary analysis with the development of national cultural identity. Innovative approaches based on reading novels by writers such as Mukhtar Magauin, Symagul Elubayev, Dukenbay Doszhan, and Tynymbay Nurmagambetov aim to cultivate students' national consciousness, civic responsibility, and patriotic values. This methodological framework treats literary texts as part of the national spiritual heritage and allows students to deepen their cognitive connection with traditional worldviews through comprehensive analysis of cultural codes and historical-symbolic meanings in the works (Freeman, 2017). Moreover, this approach organically integrates mastery of literary content with the development of language competence, creating conditions for systematically improving students' abilities to understand, interpret, and articulate ideas with academic rigor.

B. Textual Analysis of Kazakh Novels During Kazakhstan's Independence and Their Pedagogical Potential

(a). Linguistic Features of Kazakh Novels During the Period of Independence.

Kazakh novels written during Kazakhstan's independence deeply and multifacetedly reflect the historical consciousness of Kazakh society, socio-spiritual transformation, and contemporary realities. These novels clearly express the new worldview characteristic of independence, changes in the value system, and epochal features through

artistic language. Thematically, these works address pressing issues such as the revival of historical memory, reinterpretation of national identity, and the individual's internal struggle between freedom and responsibility.

The linguistic nature of independence-era novels is characterized by a harmonious continuity between the traditional artistic system and modern linguistic and stylistic innovations. Writers such as Symagul Elubayev, Dukenbai Doszhan, and Mukhtar Magauin, while preserving classical narrative techniques, extensively employ new lexical layers, contemporary discourse elements, internal monologues, and forms of psychological analysis in their works. This enriches the artistic language of Kazakh novels and deepens the harmony between content and form (Aksholakov, 2001). Consequently, Kazakh novels from this period are regarded as important artistic phenomena that reflect the spirit of the era and determine the trajectory of linguistic and ideological development in national literature.

The thematic system of independence-era Kazakh novels creates a complex artistic space aimed at reinterpreting national history and contemporary social realities. On one hand, these works provide fresh artistic interpretations of the historical fate of the Kazakh people and the stages of statehood formation; on the other hand, they critically portray the systematic oppression and spiritual wounds inflicted on national identity during the Soviet era, including the consequences of organized famine, political repression, and revolutionary violence (Maitanov, 1991).

Moreover, independence-era novels extensively depict socio-economic difficulties arising during the transition to a market economy, changes in social structures, and the moral choices of individuals in new social contexts. These issues are expressed through artistic language, highlighting internal psychological stress, shifts in value orientations, and processes of social adaptation.

From a linguistic perspective, these topics reveal a clear interplay between traditional cultural codes and modern discourse forms. Symbols characteristic of the national worldview, historical vocabulary, and ethnocultural concepts coexist with contemporary socio-economic terminology in the artistic language of these novels (Symakova, 2016). Through this linguistic synthesis, Kazakh writers, while striving for innovative development in the context of globalization, offer artistic models that preserve cultural traditions and national identity. As a result, independence-era Kazakh novels are recognized as significant spiritual and aesthetic phenomena that both contribute to the revival of national cultural consciousness and shape the direction of contemporary literary development.

TABLE 2
LINGUISTIC ANALYSIS OF KAZAKH NOVELS DURING KAZAKHSTAN'S INDEPENDENCE

Authors	Works / Year of Publication	Linguistic Characteristics	Themes and Content	Pedagogical Value
Mukhtar Magauin	<i>Zharmak</i> , 2007	Complex narrative language combining historical and artistic stylistic elements; extensive use of internal monologue and philosophical reflection	Socio-economic challenges of the independence period, transformations in social structure, and the individual's spiritual crisis	Differentiation between literary and colloquial language; development of text analysis skills
Dukenbai Doszhan	<i>Akorda</i> , 1997	Extensive use of historical vocabulary and traditional artistic narrative techniques	Artistic interpretation of the historical destiny of the Kazakh people and ideas of national statehood	Analysis of cultural symbols and metaphors; enrichment of vocabulary
Symagul Elubayev	<i>Akboz Ūy</i> , 2004	Psychological analysis; synthesis of philosophical reflection and historical reality with artistic imagination	Consequences of artificially induced famine, political repression, and revolutionary violence	Mastery of the rich traditional Kazakh language; development of expressive speech and rhetorical skills
Young writers of the post-independence period	<i>After</i> 1991	Renewal of narrative language; experimental styles; postmodernist writing practices	Representation of new-era features and contemporary realities through historical and artistic language	Identification of changes in linguistic structures; understanding of the contemporary literary process

(b). Criteria for Selecting Literary Texts and Principles of Evaluation.

To effectively use Kazakh novels published after Kazakhstan's independence in the process of language teaching, it is essential to establish clear criteria for selecting literary texts and appropriate principles of evaluation. When a literary text is employed as a tool for language instruction, it must meet not only aesthetic requirements but also didactic and methodological standards (Doszhanov, 1997). From this perspective, the selection of texts from Kazakh novels of the independence period requires a comprehensive consideration of several interrelated factors.

First, the level of linguistic complexity of a text should correspond to students' language proficiency. Excessive complexity in lexical content, syntactic structures, or stylistic features may hinder language comprehension, whereas overly simple texts reduce their cognitive and developmental potential.

Second, the cultural relevance of a text is regarded as one of the key criteria. Selected literary excerpts should provide meaningful information about the history, culture, national traditions, and worldview of the Kazakh people, thereby contributing to the expansion of students' cultural and cognitive horizons.

Third, the principle of thematic universality should be observed. The content of a text should not be limited to a one-sided perspective but should be multifaceted, addressing moral, social, historical, and spiritual issues and allowing for multiple interpretations.

Fourth, the pedagogical applicability of a literary text must be taken into account. It should be suitable for designing various learning tasks, for the integrated development of language skills (reading, speaking, writing, and listening), and for organizing creative activities.

In conclusion, the aesthetic and ideological value of a text is of particular importance. A literary work should be distinguished by high artistic quality, ideological depth, and a coherent system of artistic thinking, possessing the potential to encourage students toward deep analysis, critical thinking, and active exchange of ideas (Akhmetov & Shanbayev, 1996). Taken together, these criteria enable the scientifically grounded and effective integration of Kazakh novels from the independence period into language teaching practice.

C. A Model for the Development of Language Skills Based on Kazakh Novels

(a). Development of a Comprehensive Learning Model.

The learning model aimed at developing language skills based on Kazakh novels published after Kazakhstan's independence represents a comprehensive pedagogical system that organically integrates elements of literary analysis, critical thinking, and language practice activities (Elubaev, 2004). Such a model enables the organization of multilevel and multidimensional learning activities grounded in literary texts. Its primary objective is the holistic development of students' listening, speaking, reading, and writing skills, as well as the creative enhancement of their language abilities.

The learning process typically consists of three interrelated stages. The first stage is the pre-reading stage, which focuses on identifying students' initial language proficiency and forming the necessary lexical and grammatical foundation. The second stage is the while-reading stage, during which students engage in in-depth analysis of the literary text, develop learning tasks and project-based activities, comprehend textual content, and enhance their skills of interaction with the text. The third stage is the post-reading stage, which is designed to expand the ideological, aesthetic, and cultural meanings of the text and to apply the acquired knowledge in practical and communicative contexts.

Thus, the model for developing language skills based on Kazakh novels functions as an effective pedagogical system that not only teaches students to master linguistic tools but also comprehensively fosters their critical thinking, cultural-cognitive awareness, and creative abilities.

(b). Targeted Strategies for Developing Language Skills Based on Literary Texts.

There are ample opportunities to design comprehensive curricula that integrate linguistic knowledge, literary analysis, and cultural awareness on the basis of Kazakh novels published after Kazakhstan's independence. Such curricula should primarily focus on the in-depth linguistic and semantic comprehension of literary texts. In this context, one of the key directions of the instructional process is the analysis of linguistic features (Magauin, 2007). Students learn to identify grammatical structures, lexical-semantic layers, stylistic devices, and national-cultural characteristics of the Kazakh language embedded in literary texts, as well as to interpret their artistic functions.

The second important direction involves the study of the novel's narrative structure. At this stage, the narrative perspective, the development of the plot, the organization of time and space, and the author's narrative techniques are systematically analyzed. Through examining narrative structure, students gain an understanding of how the ideological content of a literary work is revealed and how the author's position is conveyed through specific artistic means.

The third direction focuses on the analysis of the system of images and symbols within the text. Figurative expressions, historical and cultural symbols, and metaphors that reflect national identity – such as representations of nomadic life, customs, and traditions – are regarded as significant tools for deepening textual meaning in Kazakh novels. This type of analysis fosters students' literary thinking and facilitates their understanding of the national cultural code.

The fourth direction entails the application of the intertextual comparison method. Through this approach, Kazakh novels are comparatively analyzed alongside literary works from other historical periods or cultural traditions, allowing for the identification of diverse artistic interpretations of shared themes and ideas. Intertextual analysis broadens students' intercultural awareness and develops their ability to interpret literary phenomena within a global context.

(c). Integration of Cultural Dimensions in Teaching Literary Texts and the Development of Intercultural Competence.

The process of teaching literary texts should not be limited solely to the acquisition of linguistic knowledge and skills; it should also aim to expand students' cultural awareness and foster intercultural competence. Kazakh novels – particularly those written during the period of Kazakhstan's independence — serve as significant cultural resources that artistically reflect national history, social experience, worldview, and socio-psychological transformations (Tlegenova & Shukenay, 2026). Through engagement with such works, students gain deeper insight into the historical values, spiritual identity of the Kazakh people, and the evolution of national consciousness.

In this regard, teachers should purposefully guide students to analyze the cultural dimensions of literary works during the instructional process. National symbols, traditional values, historical and cultural contexts, and cultural codes manifested in characters' behavior should be examined through specially designed tasks. Such activities enhance students' cultural sensitivity and develop their ability to compare and critically evaluate their own culture in relation to others (Zheng, 2024). As a result, literature-based instruction becomes an effective pedagogical tool that integrates linguistic knowledge with cultural understanding and prepares learners for intercultural communication.

The integration of cultural dimensions in language education should be implemented systematically and purposefully. The main pedagogical measures in this area encompass several interrelated components.

First, a comprehensive exploration of cultural themes is undertaken. Key themes in literary texts – such as family values, national and historical awareness, and the relationship between individuals and the socio-cultural environment – are analyzed within an appropriate cultural context. Additionally, comparative examination of similarities and differences between various cultural systems broadens students' cultural perspectives.

Second, it is essential to organize learning activities grounded in the exchange of cultural experience. Based on literary texts, tasks aimed at acquiring cultural experience are designed. For instance, practical activities related to traditional crafts, national cuisine, customs and traditions, and etiquette norms enable students to connect cultural knowledge with real-life experience.

Third, the analysis of cultural values and ethical principles is emphasized. Moral positions, behavioral norms, and worldview orientations represented in literary texts are examined and interpreted in relation to the value system of Kazakh culture. This approach facilitates students' deeper understanding of the national cultural code.

Fourth, reflection on literary texts plays a crucial role. Students reflect on their cultural identity, value orientations, and worldview perspectives based on the content of the texts. Such reflective practices contribute to the formation of cultural consciousness and promote the development of intercultural sensitivity and critical thinking.

In conclusion, the integration of cultural dimensions elevates the teaching of literary texts beyond a mere tool for developing language skills, transforming it into a comprehensive pedagogical model for fostering intercultural competence.

D. Challenges in Teaching Practice and Strategies for Overcoming Them

(a). Identification of Key Challenges.

Despite the fact that Kazakh novels published after the independence of Kazakhstan are regarded as educational materials with high linguistic and cultural potential for language teaching, a number of challenges arise in their effective integration into educational practice.

First, the insufficient availability of adapted versions of many literary works from the period of independence – such as condensed, graded, or methodologically adapted texts – complicates teachers' selection of instructional materials and the design of course curricula (Bourgeois, 2025). In addition, the lexical, syntactic, and stylistic complexity of certain novels does not always correspond to learners' levels of language proficiency, which may hinder comprehension during the learning process and lead to a decline in learning motivation.

The second major challenge concerns the limited methodological support and the uneven level of teacher training. The effective use of literary texts as tools for language instruction requires not only a deep knowledge of language and literature, but also mastery of modern linguodidactic approaches, text-oriented teaching strategies, and integrated learning models. However, the scarcity of specialized instructional and methodological resources in this area constrains teachers' professional capacities.

Third, the heterogeneity of students' linguistic and cultural backgrounds presents a significant obstacle. Within Kazakhstan's multiethnic educational context, learners' linguistic experience and cultural background knowledge are developed at varying levels. Such disparities may cause difficulties in interpreting cultural codes, historical concepts, and implicit meanings embedded in literary texts, thereby hindering the full acquisition of linguistic and cultural information.

Fourth, the predominance of traditional assessment methods limits the adequate evaluation of integrated language skills and intercultural competence developed through literary text-based instruction. In particular, standardized testing and formal assessment tools are insufficient for measuring the depth of text comprehension, critical thinking, and cultural reflection, thus restricting a comprehensive evaluation of learning outcomes.

(b). Ways to Overcome Difficulties and Recommendations.

To address the methodological and organizational challenges identified above, it is necessary to implement comprehensive measures aimed at effectively integrating literary texts into the language learning process. First of all, one of the key tasks is to establish a system for developing, adapting, and evaluating educational texts. In this regard, educational institutions, methodologists, and teachers should collaborate to create high-quality learning resources that correspond to the proficiency levels of language learners.

To achieve this goal, it is important to systematically publish and introduce into educational practice:

Educational materials that have undergone official examination.

Simplified versions of classical works and novels from the independence period with high artistic value, adapted for teaching.

These texts should feature regulated linguistic complexity, preserve content integrity, and be structured to meet learning objectives.

Secondly, it is crucial to develop condensed and leveled versions of these texts and supplement them with reading exercises, vocabulary explanations, cultural references, and methodological guidelines. These additional tools not only facilitate comprehension but also enhance students' motivation and enable systematic development of their language skills.

Thirdly, creating small digital and multimedia libraries can ensure the multimodal nature of teaching. The combined use of audio recordings, video materials, interactive exercises, and visual resources enhances the effectiveness of literary text comprehension and addresses the needs of students with diverse learning styles.

Fourthly, the systematic introduction of comparative teaching methods is recommended. This involves expanding teaching materials that allow for the study of Kazakh novels from the independence period in comparison with other literary traditions or works from different cultural contexts. Special emphasis should be placed on works that simultaneously convey national identity, historical memory, and cultural values, as this broadens students' intercultural understanding and deepens their linguistic and cognitive potential (Syzdyqova, 1984).

The consistent implementation of these measures will improve the quality of language teaching based on literary texts and ensure the effective and sustainable use of Kazakh novels from the independence period in educational settings.

E. Assessment Criteria and Long-Term Development of Language Skills

(a). Creation of a Multidimensional Assessment Framework.

Assessment of the development of language skills in the process of teaching literary texts should be based on a comprehensive and multidimensional system, rather than on traditional, unidimensional methods. The assessment of language competence should not only determine learners' formal language knowledge but also evaluate their ability to work with texts, their depth of comprehension, and their conscious use of language tools. The main criteria for assessing language skills in literary text-based teaching include several interrelated aspects (Syzdyk, 1987).

First, lexical competence involves assessing not only the size of a student's vocabulary but also their ability to accurately understand word meanings and use them appropriately and flexibly in different contextual situations. This criterion allows teachers to evaluate the student's perception of linguistic and figurative devices in the text and their ability to apply them in their own speech.

Second, grammatical competence concerns the complexity of language structures, their semantic accuracy, and the ability to organize syntactic units correctly. The focus here is not on mechanical repetition of grammatical norms, but on their conscious application within the context of a literary text.

Third, discourse competence is determined by a student's ability to produce a coherent and logically structured text. This includes assessing the effective use of cohesive devices, maintaining the informational structure, and applying artistic techniques appropriately (Uali, 2007).

Fourth, pragmatic competence is defined as the ability to use language units appropriately according to the communicative situation. When working with literary texts, this competence develops through understanding the speech characteristics of characters, the author's stance, and the functional meaning of the text.

Using these criteria, teachers can comprehensively assess students' text responses, literary analyses, participation in discussions, and creative writing. Such a multifaceted assessment system enables a more accurate evaluation of language skill development and enhances the overall effectiveness of the teaching process.

(b). Future Development Directions.

The use of Kazakh novels published after Kazakhstan's independence in the language teaching process is guided by several strategic development directions in future educational contexts.

First, the integration of curricula and the strengthening of interdisciplinary connections will allow literary texts to be considered not only as linguistic materials but also in relation to disciplines such as history, cultural studies, philosophy, and sociology. This approach promotes students' comprehensive thinking skills and enhances the depth of their language knowledge.

Second, the widespread use of digital and technological teaching aids will modernize the forms and methods of teaching literary texts. Electronic platforms, multimedia resources, interactive tasks, and digital libraries increase students' engagement and ensure the multimodal nature of text comprehension.

Third, learning models aimed at developing multiliteracies are becoming increasingly relevant. In this context, literary texts serve as an effective tool for simultaneously developing information, cultural, and media literacy alongside traditional reading and writing skills.

Fourth, the development of project-based work that fosters connections with the community allows students to engage with real socio-cultural environments. Activities such as literary evenings, collaborative projects with local cultural centers, and meetings with writers strengthen the connection between literary texts and everyday life (Baitursynov, 1989).

Finally, reconsidering the role of the teacher is an important strategic direction. In the modern educational process, teachers should act not only as instructors but also as researchers, designers, and facilitators of reflection. This requires continuous professional development and active participation in scientific and methodological research.

The systematic implementation of these directions will lay a solid foundation for the effective use of Kazakh novels from the independence period in language teaching and for the integrated development of students' linguistic, cultural, and cognitive competencies.

V. CONCLUSION

This study aimed at a comprehensive analysis of the theoretical and practical aspects of developing language skills in the process of teaching literary texts, taking Kazakh novels published after Kazakhstan's independence as the main source. Within the framework of the study, the analysis of literary texts from linguistic and cultural perspectives, the

development of teaching-adapted models, the introduction of contemporary pedagogical practices, and the expansion of the assessment system were considered in an integrated manner. These approaches facilitated the deepening of language acquisition and the establishment of a scientific and methodological foundation for teaching based on literary texts.

The results of the study showed that Kazakh novels published after independence possess a significant material potential for language teaching. In particular, the rich vocabulary, stylistic diversity, and national-cultural content of the works by authors examined in this study effectively contribute to the development of learners' language competence. For example, the linguistic features of Mukhtar Magauin's novels simultaneously foster historical consciousness and artistic thinking, creating conditions for the integrated development of cultural identity and language knowledge.

The comprehensive learning model proposed in this study is based on a text-oriented approach and aims to systematically develop students' listening, speaking, reading, and writing skills across pre-, during-, and post-learning stages. Considering the main challenges encountered in teaching practice, the model proposes strategic measures such as developing textual resources, enhancing teachers' professional development, implementing differentiated instruction, applying diversified assessment, and utilizing technological innovations. These recommendations are not limited to teaching Kazakh literature; they also have methodological significance for teaching literary language in other educational contexts.

The primary value of teaching literary texts lies in their integrative and humanistic nature: they foster cultural understanding, critical thinking, and personal development alongside language skills. In the context of multilingual education and cultural modernization in Kazakhstan, literary texts are particularly important as a means of mastering national cultural heritage, strengthening national identity, and promoting intercultural dialogue.

At the same time, the study has certain limitations: it is primarily based on theoretical analysis and only partially supported by empirical data; it prioritizes novels from the independence period and does not fully cover other periods or genres; and it mainly focuses on secondary and higher education levels. Future research can advance this area by employing empirical methods more extensively, broadening the range of literary periods and genres, and developing targeted teaching strategies for different educational levels.

In this regard, Kazakh novels from the independence period are evaluated as valuable educational material that allows for the comprehensive development of not only language skills but also cultural knowledge, critical thinking, and text analysis abilities. The findings of this study can serve as a theoretical and practical basis for enhancing literary text-based language teaching models and for guiding future methodological research.

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