

социальным и культурным контекстом, а социальные структуры в той или иной степени находят отражение в сновидениях. Однако на сегодняшний день социологические исследования содержания снов представляются довольно затруднительными, поскольку механизмы, с помощью которых социальный контекст реализуется в сновидении, располагаются за пределами привычных методик социологической науки, что в свою очередь накладывает ряд ограничений на возможности реализации подобных исследований.

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## ИЗУЧЕНИЕ ЭПОСА «МАНАС» НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА С ПОМОЩЬЮ КОНЦЕПТУАЛЬНЫХ КАРТ И СТРАТЕГИИ «ИДЕАЛ»

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**Аннотация.** В статье рассматриваются инновационные методы изучения киргизского эпоса «Манас» на уроках английского языка. Проведенное исследование направлено на выявление возможностей улучшения понимания и запоминания эпоса при использовании концептуальных карт и стратегии решения проблем IDEAL (идентификация проблемы, обсуждение проблемы, разработка основных решений, активность, логические выводы). Концептуальное картирование помогает визуализировать связи между различными частями эпоса, в то время как стратегия IDEAL развивает навыки структурирования и

решения проблем. Качественное исследование, проведенное автором через серию интервенций во время обучения с применением инновационных методик, показало их влияние на вовлеченность и понимание студентов. Результаты исследования позволяют сделать вывод о том, что такие стратегии качественно улучшают понимание студентами комплексных нарративов и культурной значимости эпоса «Манас». В статье поднимаются вопросы, связанные с поиском способов повышения интереса и улучшения доступности изучения традиционной литературы, сложной для восприятия с позиции современных студентов. Применение когнитивных инструментов, таких как концептуальное картирование или фреймворки для решения проблем, подобные IDEAL, является инновационной образовательной практикой. Исследование позволило описать методологические рамки и особенности практического применения данных технологий для преподавателей. Статья может быть полезной для педагогов, ищущих эффективные стратегии обучения в области традиционной литературы, и вносит вклад в область изучения образовательных методологий.

**Ключевые слова:** эпос «Манас», концептуальные карты, стратегия IDEAL, английский язык

## TEACHING THE EPOS “MANAS” USING CONCEPT MAPPING AND IDEAL STRATEGY IN THE ENGLISH LESSON

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**Abstract.** *In this article the author explores innovative methods for teaching the Kyrgyz epic “Manas”, to students in the English lesson. The study aims to enhance students' understanding and retention of the epic through the use of concept mapping and the IDEAL problem-solving strategy (Identify a problem, Debate a problem, Essential solutions, Activity, Logical conclusions). Concept mapping helps in visualizing the connections between different elements of the epic, while the IDEAL strategy promotes structured problem-solving skills. The author conducted a qualitative study involving a series of classroom interventions, where applied these teaching methods and observed their impact on student engagement and comprehension. The findings suggest that these strategies significantly improve students' grasp of the complex narrative and cultural significance of the Manas epic.*

*This article addresses the challenge of teaching complex traditional literature in a way that is engaging and accessible to modern students. The integration of cognitive tools like concept mapping with problem-solving frameworks like IDEAL represents a novel approach in educational practices. The study's strengths include its clear methodological framework and practical implications for educators. Overall, the article provides valuable insights for*

*educators seeking effective strategies for teaching traditional literature and contributes to the broader field of educational methodology.*

**Keywords:** *epos "Manas", concept mapping, IDEAL strategy, English lesson*

The Kyrgyz heroic epos "Manas" is not the memory of the past, even today it is alive and continues its active life among the people. Academician Ch. Aitmatov considers "Manas" to be the synonym of the people itself and the highest peak of all treasures of this people [3]. The epos Manas, an epic poem central to Kyrgyz culture and identity, is renowned for its complex narrative and rich tapestry of themes. Teaching such a monumental work to students in the English lesson presents a unique challenge: how to convey its depth and cultural significance in a manner that is both comprehensible and engaging for students. Traditional teaching methods often fall short in capturing the dynamic and intricate nature of this epic, leading to a need for innovative educational strategies.

In contemporary educational settings, the incorporation of cognitive tools and problem-solving frameworks has shown promise in enhancing student engagement and comprehension. Concept mapping, which involves creating visual representations of knowledge to illustrate relationships between concepts, and the IDEAL strategy, a structured approach to problem-solving, offer such innovative methods. These strategies not only help in organizing and integrating information but also in fostering critical thinking and deeper understanding.

Despite their potential, there is a paucity of research on the application of concept mapping and the IDEAL strategy in the context of teaching traditional epics like Manas. This study aims to fill this gap by exploring how these educational techniques can be leveraged to improve students' grasp of the epos Manas. By examining the effectiveness of these methods, we seek to provide educators with practical tools to enhance the teaching and learning of this significant cultural work.

Our research investigates the impact of using concept mapping and the IDEAL strategy on student engagement and comprehension of the epos Manas. We aim to demonstrate that these strategies can make the complex narrative more accessible and meaningful, thereby enriching the educational experience and preserving the cultural heritage embedded in the epic.

**Aims:** This session provides plenty of opportunity for the learners to talk and discuss about the epos "Manas", through concept map and IDEAL strategy

**Objectives:**

learners will be able to:

Create a concept map and describe the epos "Manas"

Explain the problems of Jakip Bey using the IDEAL strategy

Translate some lines of the epos “Manas” into English language

Materials and tools:

Excerpts from the epos Manas

Concept mapping software (CmapTools)

IDEAL strategy guidelines and worksheets

Pre- and post-intervention assessment tests

Observation checklists and student feedback forms

Methodology

1. Pre-activity:

What do you know about the epos “Manas”?

Who are the famous Manaschys in Kyrgyzstan?

Can you recite some lines from this epos?

“Manas” – a unique literary monument of the culture of the Kyrgyz people, its originality; it embodies a freedom-loving spirit of the Kyrgyz, their hard long struggle against foreign invaders. This struggle for own existence is reflected in a heroic spirit, a patriotic idea of this epos [2].

Every important change in a political, ideological, economical life of the people during its long historical development left a definite mark in this epos. Following main features distinguish it from other works of the Kyrgyz folklore.

“Manas” is unique in its size, it has no match even among world-known eposes. Only in one variant, written down from a famous narrator Sayakbay Karalayev, there is over half-million (500553) poetic lines which surpass the volume of “Iliada” (15693 poetic lines), and “Odyssey” (12110) taken together in more than 20 times, “Makhabkharata” (about 100000 two-lines) in 2,5times. At present there are 65 variants of three parts in “Manas”, and recording of variants unknown before is still being made [4].

«Manas» Epos includes many mythical and historical stories that cover various aspects of Kyrgyz culture, traditions and customs. It occupies a central place in Kyrgyz literature and cultural heritage, and is also an object of pride and a national symbol.

Epos «Manas» is usually told in the form of a poem and consists of many parts or chapters, each of which tells about a specific event or period in the life of the main character. This epic was passed down for many generations through oral folklore before being recorded and published in written form.

2. Creating group concept map

A concept map graphical tool (figure 1) represents the relationships between concepts or ideas and helps in organizing and structuring the information. Concept map has central concept branches in relations with other

concepts. Students can use them to organize information they already know and to incorporate new learning with this prior knowledge [1].

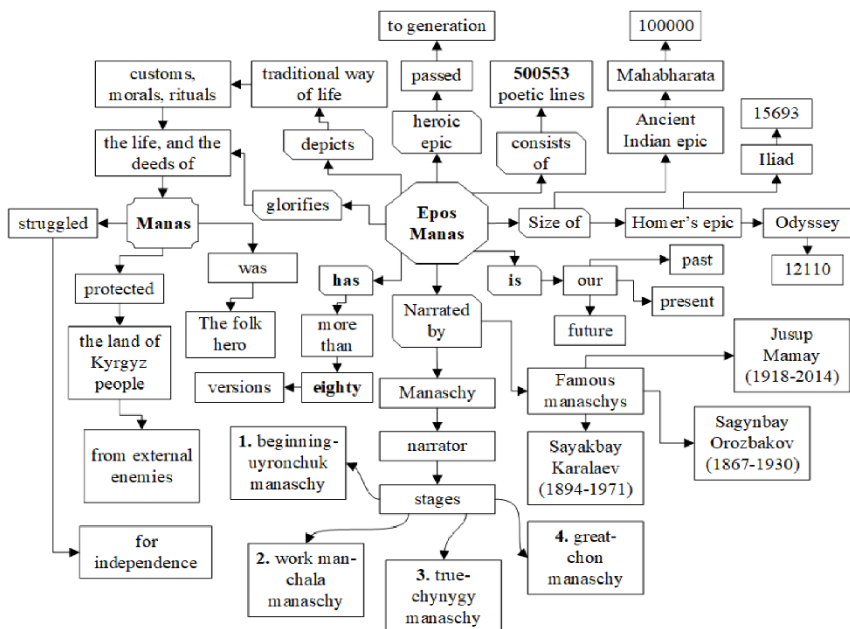


Figure 1 – Example of a concept map.

Who then will hear my lonely groan?  
 Day and night no peace I've known with much care, I rich have grown  
 If my death-day comes, he said  
 If I go to that world of the dead  
 If no young hoof I leave behind,  
 I'll have no heir my wealth to mind!"  
 Bitter tears for a son he shed.  
 Blessed with children others he met,  
 Bey Jakib then with envy wept,  
 Bitter tears for a camel-foal shed.  
 Bothered by other young foals around,  
 Burning with envy, he cried aloud.  
 Torn in his soul with pangs of pain,  
 Tears poured forth from his eyes again.  
 Pleading with God he began to pray,  
 Promised a year-old camel to slay...  
 With his bag over his shoulder thrown,

When Jakib saw a graveyard stone,  
Then he prayed with resounding groan:  
What can I do if God leaves me alone?"  
Such then is my predestined fate.  
Now already I'm forty-eight.  
Riches of all kinds I've gathered here.  
If I go to that over world there,  
Gold and silver I'll leave behind.  
My wife a widow herself will find.  
Who will inherit the flocks one leaves?  
From the Altai will come cattle-thieves!  
Here is velvet, satin and silk,  
How many treasures both great and small  
Have I gathered, but after all –  
Dismal by day, at night can't sleep.  
For a child I bitterly weep.  
I've no support, all alone am I  
For happy laughter I daily grieve.  
See the white falcon through cloud-banks weave –  
Who is to tame him –here is none!  
He has no master – I have no son!  
Since early days my herds I hoard,  
Thoughts about children I then ignored.  
Now I see, I did so in vain –  
Only a son can master remain.  
With no son at all the wealth I own,  
Like a besieged fortress will tumble down.  
My own father was Khan Nogoi.  
What has become of Jakib, his boy?  
I can't count all the horses I own.  
Many villages round me have grown.  
They all enjoy the fat of the land,  
Once they were poor, now rich they stand.  
Weapons and armor lie covered in rust,  
Horses pack stable until they burst.  
Seeing them, though, Jakib meanwhile  
Even then cannot raise a smile.  
He who would gallop on them, as heir,  
As God decrees, is just not there!  
That he might live to see a son,  
Bold Jakib can't imagine, not one!

Saying such words Jakib wept, and poured forth tears of sorrow as he returned from his horses and camels. That night Chiyrirdi saw a dream:

Pins and needles she felt in her hands,  
She slept lightly, from life's alarms...  
With a white turban above his brow  
Some grey-beard visits her now,  
Stands before her, and makes a bow.  
There the poor wretch who sobs and sighs  
He sees with pity, and her wet eyes:  
"Our high Creator, the Great,  
Tells you to cease your tears in spate  
That's what I have been sent to say.  
Choose from what Creator sends down today:  
This white apple, as big as a dish,  
Sweeter than honey, a son if you wish.  
That which you hunger for, eat!" said he,  
Eat this red apple – a daughter there'll be!  
We are servants of Creator," said he,  
"That white apple I ate!," said she.

4. Post-activity:

*IDEAL* –

*I* Identify a problem

*D* Debate a problem

*E* Essential solutions

*A* Activity

*L* Logical conclusions

Problem-solving chart

1. What is the main problem?
2. What important information have you found?
3. What do you know else about this problem?
4. Find 3 main solution of the problem?
5. What is the most suitable solution? Why?

5. Follow-up activity: Learners will be given lines from the epos "Manas" in Kyrgyz and Russian languages and they will translate them into English

and compare with the given version of manaschy Sagymbai Orozbekov, translated by Walter May[5].

Description of Almambet:

Сакалы кызыл сеңселип,  
Сарала ат минип теңселип  
Алтын кемер курчанып  
Айдай бетин нур чалып

“With a flattering red beard  
He is swinging on his red skew-bald horse,  
He is girded with a gold belt,  
Like a moon his face shines ...”

Description of Manas:

Айың менен күнүңдүн,  
Бир өзүнөн бүткөндөй.  
Асман менен жериңдин,  
Тирөөсүнөн бүткөндөй.  
Алтын менен күмүштүн,  
Ширөөсүнөн бүткөндөй.  
Айкөл Манас бабабыз!

As if from silver  
And gold is he cast,  
As if from the earth and  
The heavens is he made.  
As if from the sun  
And the moon is he created.  
The earth supports him  
Because it is solid.

As if from sea waves, which are  
under the moon, is he born.

As if from cool clouds is  
he created,

As if from the beams of the sun and the moon,  
which are on the heavens, is he created...

Conclusion

Learning the history of the origin of the people is an important factor in feeling the support of the national culture, which in turn is an important factor in personal development. In addition, its use is good for educational activities [6].

The use of regional materials in the learning process through concept maps can determine the conditions for increasing the effectiveness of foreign



language learning and the formation of positive motivation in language learning.

This study set out to investigate the effectiveness of using concept mapping and the IDEAL strategy in teaching the epos *Manas* to students in the English lesson. Through a mixed-methods research design involving pre- and post-tests, classroom observations, and student feedback, we explored how these educational techniques could enhance students' comprehension and engagement with this culturally significant epic.

The findings indicate that the integration of concept mapping and the IDEAL strategy significantly improved students' understanding of the epos *Manas*. Students were able to visualize complex relationships within the narrative more effectively and develop structured approaches to problem-solving. These methods not only facilitated a deeper appreciation of the epic's themes and characters but also promoted critical thinking and collaborative learning.

The implications of these findings are substantial for educators and curriculum developers. Incorporating cognitive tools like concept mapping and structured problem-solving strategies can transform the teaching of traditional literature, making it more accessible and engaging for students. This approach can bridge the gap between modern educational practices and the rich, intricate narratives of traditional epics.

In conclusion, this study demonstrates the potential of concept mapping and the IDEAL strategy to enhance the teaching and learning of the epos *Manas* in the English lesson. By adopting these innovative methods, educators can foster a more interactive and enriching learning environment, preserving the cultural heritage embedded in traditional literature while promoting critical academic skills.

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## УСТОЙЧИВОЕ РАЗВИТИЕ И СИСТЕМА ОБРАЗОВАНИЯ КЫРГЫЗСТАНА

**Суркеева Д. Б. Ош (Кыргызстан)**

**Аннотация.** В данной статье подчеркивается важность устойчивого развития в системе образования в целом и в Кыргызстане, в частности. Автор описывает ключевые ориентиры, направленные на развитие и модернизацию качества образования в Кыргызстане. Важное место в устойчивом развитии образования играет воспитание школьников и студентов, их отношение к окружающей среде, уважение к культуре других народов и взрослому поколению. Гендерный аспект занимает очень важное место в системе образования, где учитываются интересы мальчиков и девочек на равных позициях.

**Ключевые слова:** устойчивое развитие, образование в Кыргызстане, модернизация образования, гендерные аспекты образования

## SUSTAINABLE DEVELOPMENT AND EDUCATION SYSTEM OF KYRGYZSTAN

**Surkeeva D. B., Osh (Kyrgyzstan)**

**Abstract.** In this article, the author emphasizes the importance of sustainable development in the education system in general and in Kyrgyzstan in particular. The author describes key guidelines aimed at developing and modernizing the quality of education in Kyrgyzstan. A very important place in the sustainable development of education is played by the education of schoolchildren and students, their attitude towards the environment, respect for the culture of other peoples and a special attitude towards the adult generation. Gender issues take a very vital place in Education, where the interests of girls and boys should be on the equal position.

**Key words:** sustainable development, education in Kyrgyzstan, modernization of education, gender aspects of education

### **Introduction**

Firstly, the term “Sustainable development” was mentioned in the report of the International committee of UNO on the environment and development “Our common future”. The position and adoption of this notion in the international world officially established in 1992. It is a very interesting fact, because I gave a birth to my daughter at that very time. Therefore, it is like a symbol of the mentioned term and the character of my daughter; shy tries to find balance in everything upbringing, cooking, family relations etc.