

**WAYS OF PROBLEM-BASED ANALYSIS OF LITERARY WORKS**

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Annotation: *The article examines the method of problem-based analysis of a literary work using M. Auezov's story as an example. The essence of problem-based analysis lies in creating a thought-provoking situation that requires decision-making, thereby developing students' creative and critical thinking skills. The article demonstrates how to engage students in reflection, discussion, and research-oriented tasks through problem-based questions.*

Keywords: *Literary work, problem-based analysis, thinking skills, creativity, critical thinking, teaching method, nature and human relationship, psychological analysis.*

The method of problem-based analysis of literary works is one of the approaches that has been widely studied and developed in modern literary studies and teaching methodology. The main idea of this method is not to provide students with ready-made information, but to guide them to independently understand the inner meaning of the work through questions and problems. The main goal of problem-based analysis is to form the student not as a "consumer of ready knowledge," but as a creative and inquisitive individual

- In addition, problem-based analysis includes the following:
- Identifying the problem – understanding what specific issue exists.
- Analyzing the causes – examining why the problem arose.
- Determining the consequences – considering what difficulties the problem causes.
- Searching for solutions – Identifying which methods or measures can be applied to solve the problem.



Problem-based analysis requires accurately identifying the problem within the literary work and posing specific problem-oriented questions. For this, a problem situation must arise. In school practice, there are often cases when any “Why?” question is confused with problem-based questions. Regarding the significance and importance of problem-based analysis in teaching literature, the methodologist-scientist K. Bitibaeva states: “The teacher should not give students ready-made information when introducing them to a literary work. Teaching students to solve the problem within the work independently is the main task.”¹ She emphasizes that problem-based analysis plays a key role in developing students’ thinking in literature education. An approach that develops students’ abilities, helps them uncover the deep meaning of a literary work, and leads them toward creativity. This method especially involves posing problem-based questions when analyzing artistic works, examining the relationships between characters from a problem-oriented perspective, encouraging students to think ambiguously, and prompting them to make choices. Meanwhile, B.D. Zhumakayeva, in her methodological work “Methods of Teaching Kazakh Literature,” states: “Problem-based teaching methods lead students to cognitive activity. Problem-based analysis of social, moral, and national issues raised in a literary work teaches students to think deeply and draw conclusions.”² Thus, she regards problem-based analysis as a key tool in working with literary texts. According to her, this method teaches students to think, reason, justify their opinions, and connect ideas with real life. It is particularly effective in analyzing social, moral, and philosophical issues presented in a writer’s work.

Below is a table showing the difference between problem-based and ordinary questions designed for the problem-based analysis of Mukhtar Auezov’s story “Kokserek.”

¹ Bitibaeva, K. Methods of Teaching Literature. Almaty: “Rauan,” 1997. – 288 p.

² Zhumakayeva, B. Methods of Teaching Kazakh Literature. Almaty: “Kyzdar University,” 2015. – 242 p.



ORDINARY QUESTIONS PROBLEM-BASED QUESTIONS	ORDINARY QUESTIONS PROBLEM-BASED QUESTIONS
1. In what environment did Kokserek grow up? Is the wolf's inability to adapt to humans due to its natural instincts or because humans rejected it?	1. How do people treat Kokserek? In the relationship between humans and wild animals, who is truly to blame?
2. How did the villagers treat Kokserek? Through the image of Kokserek, what social or spiritual issues does the writer imply?	2. Who found Kokserek first? What happens when the balance between nature and humans is disturbed?
3. Who brought Kokserek to the village? Is taming wild animals an appropriate act, or does it go against the laws of nature?	3. Is it right or wrong for humans to dominate nature? Why? Who raised Kokserek? Is the human attitude toward a tamed wild animal morally right?
4. How is Kokserek's appearance described? If Kokserek had adapted to the human world, would he have lost his true nature?	4. Why does Kokserek leave the village? Why does Kokserek abandon the village – because of human cruelty or his natural instincts?
5. How does Kurmash treat Kokserek? What happens when the balance between nature and humans is disrupted?	5. What caused Kurmash's death? Is Kurmash's death caused only by Kokserek, or by human actions as well?
6. How did Kokserek injure Kurmash? Through what linguistic devices does the author describe Kokserek's image?	6. What happens to Kokserek in the end? What message did the author want to convey through Kokserek's fate about the relationship between humans and nature?



The artistic work is analyzed through a problem-based approach, which is carried out primarily by creating a problematic situation in front of the students. So, what is a problematic situation? A problematic situation is a complex condition that requires a solution, encouraging thinking and exploration. It not only influences students to think and search for answers but also leads them to make their own conclusions and predictions. Let us analyze the following situation from M. Auezov's story "Kokserek": (The decisive moment when Kokserek's inner instincts and wild nature awaken, and he turns away from the human world toward the wild.)

"By the time midsummer came, Kokserek had grown into a strong, fierce wolf. Now even the spotted watchdog could not overpower him. When his mane bristled, his green eyes flashed, and he bared his sharp teeth, lunging forward, many stray dogs and bitches would whimper and run away in fear. At such moments, even Kurmash would approach timidly, saying 'stop, stop.' His teeth were not yet fully grown. Kokserek was a male wolf. Therefore, his body kept growing taller. His frame was not yet fully stretched out, but his whole fur was dark blue, his back stiff and curved from the neck to the tail like a drawn bow. He had a sleek, sharp form, like an arrow ready to fly. He never attacked first, but he never softened toward dogs either. He had never once played joyfully. There was no friendliness in him — only coldness. He only recognized his name. When Kurmash or his grandmother called him, he came — but not running; he moved cautiously, wagging his tail faintly. He usually did this only when hungry. Otherwise, he would lie aside, watching coldly from the corner of his eyes. Only after being pushed and forced to stand would he walk toward the house. The older he grew, the prouder and colder he became."

In this passage, it is shown that Kokserek is not a dog but a wild predator, and it is impossible to go against his nature. Although humans tried to tame and make him their companion, the wild instincts within him prevailed. This demonstrates the contradiction between humans and nature, and the limited connection between humans and wild animals — a deep psychological portrayal. To help students resolve this situation, it is necessary to ask thoughtful, guiding questions that lead them toward understanding and analysis.



Guiding questions:

1. What can be said about Kokserek's character based on his appearance?
2. How is Kokserek's frightening image described in the text?
3. In what ways is Kokserek different from other dogs?
4. Why do you think Kokserek follows only Kurmash and his grandmother?
5. How is Kokserek's "angry and cold" nature portrayed? Give evidence from the text.
6. Where does the idea of "Killing Kokserek and taking his skin" come from?
7. Why was Kurmash against killing Kokserek? How would you evaluate his action?
8. What do you think Kokserek's refusal to play and his attacks on other dogs signify?
9. Based on the events in the story, what predictions can be made about Kokserek's fate?
10. Does the author intend to portray Kokserek as evil, or is he trying to explain his natural instincts?
11. What boundaries can be seen between Kokserek's world and the human world? Is it possible to erase these boundaries?
12. What message might Mukhtar Auezov be trying to convey through Kokserek's fate?

In conclusion, during problem-based analysis, the teacher not only provides opportunities for students to engage in creative tasks but also opens the way for them to participate in discussions, cognitive exploration, and research-oriented assignments. Mastering problem-based analysis helps students form their own thoughts systematically and develops their creative and critical thinking skills. This method facilitates learning in any subject and enables students to deal with challenges they encounter in real life.

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