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## TEACHING "ABAI'S WORDS OF EDIFICATION (QARA SOZ)" BASED ON MURSEIT'S MANUSCRIPTS: METACOGNITIVE STRATEGIES AND METHODS

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**Abstract.** The article explores metacognitive approaches to teaching Abai's Words of Edification based on the Mürseyit manuscripts and emphasizes their role in developing students' cognitive and reflective abilities. The relevance of the study lies in the need to foster metacognitive skills in higher education through the conscious study of Abai's literary heritage using authentic manuscript sources. This approach promotes deeper text comprehension, independent reasoning, self-regulation, and objective self-assessment while enhancing students' scientific and cognitive competencies.

The purpose of the study is to identify effective methods of organizing students' learning activities through the metacognitive teaching of Abai's Words of Edification using the Mürseyit manuscripts. Particular attention is paid to the comparative analysis of manuscript texts for interpreting the philosophical and educational ideas of Abai and stimulating students' cognitive engagement.

The research employed comparative analysis, empirical methods, questionnaire survey, and statistical analysis. The survey was conducted among 62 second- and third-year students of Khoja Akhmet Yassawi International Kazakh-Turkish University to examine their perceptions of learning Abai's Words of Edification through the Mürseyit manuscripts. The collected data were processed using SPSS Statistics 26.

The findings indicate that teaching Abai's Words of Edification through the Mürseyit manuscripts contributes to deeper text comprehension, stronger analytical thinking, and the development of metacognitive skills. The proposed methodological framework supports students in planning, monitoring, and evaluating their learning activities while encouraging informed selection of learning strategies. The study has both scientific and practical significance by advancing literary education and demonstrating the effectiveness of integrating metacognitive approaches into the teaching of Abai's works in higher education.

**Keywords:** Abai's edification, Murseit manuscripts, metacognitive learning, methodological model, textual analysis, scientific and cognitive competence, empirical research, survey, methods

## Introduction

In the contemporary educational process, the formation of students' scientific and cognitive competence is a highly relevant and pressing issue. In teaching literature, it is not sufficient to focus solely on mastering the content of a text; it is also necessary to develop students' skills in deep textual analysis, interpretation, and the systematic expression of their own ideas. From this perspective, metacognitive instruction represents an effective pedagogical approach aimed at the conscious management of the learning process, the selection of learning strategies, and the development of students' abilities to evaluate and analyze their own knowledge.

Teaching Abay's Words of Edification (Qara Soz) is of particular importance for the in-depth study of Kazakh literature and philosophy. These texts contribute to the development of students' cultural, philosophical, and ethical competencies and foster analytical thinking skills. Conducting a textological analysis of Abay's Words of Edification (Qara Soz) based on Murseit's manuscripts enables students to understand the historical and literary context of the texts, identify intertextual connections, and improve their metacognitive reading skills.

The article presents a methodological model for the metacognitive teaching of Abay's Words of Edification (Qara Soz) based on Murseit's manuscripts and examines ways to develop students' analytical, research, and scientific-cognitive skills. This approach enhances students' intellectual engagement and facilitates the organization of conscious and goal-oriented learning activities.

Metacognition is defined as "thinking about thinking", that is, the individual's ability to understand and regulate their own cognitive processes. The foundations of metacognitive research were laid by the American psychologist John Flavell. In his studies, he defined metacognition as a body of knowledge about the fundamental characteristics of an individual's cognitive domain and the ways in which it can be monitored and controlled. J. Flavell identified four components of metacognition: metacognitive knowledge, metacognitive experiences, goals, and strategies. According to the scholar, these components interact with one another, and as a result of this interaction, an individual's metacognitive abilities are formed and developed. Flavell characterized metacognition as the ability to "monitor, oversee, and regulate thinking," emphasizing its significance in the learning process.

Metacognitive knowledge refers to an individual's knowledge about themselves, that is, the conscious understanding of their own strengths and weaknesses in the process of acquiring and processing information, knowledge about the nature of a task, the conditions required for its completion, and its level of complexity, as well as knowledge of the strategies used to successfully accomplish the task.

Metacognition, as an integral component of instruction, exerts a strong and comprehensive influence on the acquisition, understanding, retention, and application of knowledge, skills, and competencies. On the basis of metacognition, learners consciously recognize their own strengths and weaknesses and learn to

monitor the learning process: they define learning goals and track their progress toward achieving them. Flavell (1979) described metacognition as “thinking about thinking” and distinguished between the components of cognitive knowledge and cognitive regulation. This research formed the fundamental theoretical basis for contemporary metacognitive studies. Flavell characterized metacognition as the ability to monitor, evaluate, and regulate one’s own thinking processes. The study emphasized the role of metacognition in learning and problem-solving and served as a foundation for subsequent research in the field of educational psychology [1].

The article by Dafna Fono and Anat Zohar, “Metacognitive Instruction: Central Aspects of Pre-Service and Novice In-Service Teachers’ Knowledge and Professional Development” [2], draws on key theoretical directions in the field of metacognitive instruction as well as on practices of teacher education. The authors cover a wide range of studies, from classical theories of metacognition to contemporary empirical research examining teachers’ metacognitive knowledge and its practical application. This body of literature provides a scientific foundation for metacognitive instruction in teacher professional development and in teaching higher-order thinking skills.

In her study “Issues of Metacognitive Awareness in Educational Psychology” [3], Margarita Belikova systematically reviews literature devoted to metacognitive awareness and its components. The author outlines the specific features of the concepts of metacognition, metacognitivism, and metacognitive awareness and describes their role in educational psychology.

Within the framework of metacognitive instruction, learners gain the opportunity to identify their own strengths and weaknesses. They develop skills of monitoring their knowledge, setting learning goals, and working independently. The issue of teaching Abay’s Words of Edification (Qara Soz) has been extensively and multidimensionally explored in national literary studies and pedagogical research. Scholars examine Abay’s legacy from artistic-philosophical, textological, and didactic perspectives, emphasizing its importance in shaping learners’ worldview.

The manuscripts of Murseit Bikuly occupy a special place in establishing the textological foundation of Abay’s Words of Edification (Qara Soz). Researchers regard Murseit’s manuscripts as the versions closest to the original texts of Abay’s works and demonstrate that many lexical, grammatical, and semantic features were altered in later editions. Studies in this area highlight the scholarly significance of teaching Abay’s Words of Edification (Qara Soz) on the basis of texts close to the original.

Pedagogical research devoted to the methodology of teaching Abay’s Words of Edification (Qara Soz) demonstrates the effectiveness of such approaches as textual analysis, interpretation, comparison, and problem-based learning. In particular, methods aimed at conscious perception of literary texts have been shown to foster the development of learners’ thinking abilities. In recent years, metacognition has become a key object of research in educational theory. In the

works of scholars who laid the foundations of metacognitive learning theory, learners' abilities to plan, monitor, and evaluate their own learning activities are viewed as crucial factors in improving learning outcomes. These conclusions form the scientific basis for applying metacognitive strategies in teaching literary texts.

Both international and national studies indicate that teaching literary texts from a metacognitive perspective contributes to the development of learners' reflective thinking, critical reasoning, and research skills. However, the lack of a scientifically systematized methodological model for the metacognitive teaching of Abay's Words of Edification (Qara Soz) based on Murseit's manuscripts determines the relevance of the present study. Accordingly, this research aims to propose a methodological model for teaching Abay's Words of Edification (Qara Soz) from a metacognitive perspective on the basis of texts close to the original and to empirically demonstrate its effectiveness.

### **Materials and methods**

As research materials, works such as "Abai Kitab Tasdiq", "Abai's 'Kitab Tasdiq' Work" and "Abai: Transcription Based on Murseit Bikuly's Manuscripts" were used, which include transcriptions of Abay's Words of Edification (Qara Soz) and Murseit's manuscripts. These materials allow for the study of the original content of Abay's Words of Edification (Qara Soz) and facilitate comparative analysis.

To collect empirical data, a survey was conducted. The survey involved 2nd- and 3rd-year students ( $n = 62$ ) enrolled in the "6B01716 – Kazakh Language and Literature" educational program at the International Kazakh-Turkish University named after A. Yasawi. The following research methods were applied in a comprehensive manner during the study:

1. Review of scientific literature – aimed at a systematic analysis of domestic and international studies on Abay's Words of Edification (Qara Soz) and metacognitive instruction.
2. Empirical research – a questionnaire was conducted to identify students' metacognitive skills.
3. Statistical processing of survey data – frequency, percentage, and the Mann–Whitney U test were carried out using SPSS 26.
4. Modeling method – construction of a metacognitive learning model (goal–content–method–result).

The metacognitive approach placed special emphasis on developing students' abilities to understand, analyze, and interpret texts, as well as to consciously manage their own learning processes. The research methods complemented each other and allowed for the formation of effective methodological approaches to teaching Abay's Words of Edification (Qara Soz) based on Murseit's manuscripts.

Teaching students to work with the transcription of Abay's Words of Edification (Qara Soz) was used as a primary method for instructing and analyzing Abay Qunanbayev's texts. The transcription-based approach is aimed

at developing learners’ metacognitive skills in the analysis of Abay Qunanbayev’s writings. It enables students to work comparatively with the original Words of Edification preserved in Murseit’s manuscripts. This method allows learners to analyze the text at a semantic level while preserving its historical and linguistic features, as well as to gain a deeper understanding of the author’s philosophical ideas and pedagogical concepts.

### **Results and discussion**

In the contemporary higher education system, the development of personal, cognitive, and social competencies is one of the primary goals. In this context, the formation of students’ metacognitive skills is considered a modern methodological approach that enhances the effectiveness of instruction. Metacognitive strategies enable students to monitor their own learning process, set goals, and plan and regulate their actions during learning. This is particularly important when mastering texts with complex philosophical content. The works of the prominent figure of Kazakh literature, Abay Qunanbayev, known as Abay’s Words of Edification (Qara Soz), are distinguished by their conceptual depth, their influence on the thinking process, and their guidance toward life insights. Abay’s writings are valued not only as literary works but also as pedagogical resources that contribute to personal, spiritual, and cognitive development. Teaching Abay’s Words of Edification (Qara Soz) through a metacognitive approach fosters students’ critical thinking, reflective skills, and intrinsic responsibility toward their learning process. This article examines the scientific and methodological foundations of teaching Abay’s Words of Edification (Qara Soz) in higher education using metacognitive methods. The study analyzes the impact of metacognitive strategies on students’ cognitive engagement, thinking processes, ability to interpret texts, and capacity for reflection. This approach contributes not only to the development of students’ literary-theoretical knowledge but also to their ability to consciously manage their learning process.

The modern educational paradigm emphasizes self-development, independent cognitive activity, and the ability to reflect. In this context, the importance of developing metacognitive skills continues to grow. Learners with well-developed metacognitive skills strive to achieve higher results in learning, can set specific goals, increase their self-confidence, and participate actively in educational activities. Additionally, they are more inclined to discuss problem-based questions and improve their ability to analyze and evaluate information. These skills enhance students’ interest in the subject matter and enable them to acquire knowledge more deeply and consciously.

The metacognitive approach serves as an essential tool for ensuring autonomous learning. Independent learning skills, or self-directed work, are the main mechanism of this approach, enhancing students’ sense of responsibility and enabling them to understand and apply the content in practice. Furthermore, feedback during learning and identifying “weak points” as part of the metacognitive process improve learning efficiency. Metacognitive knowledge,

through components such as reflection, planning, and monitoring, develops students' critical thinking abilities, their skills in managing learning activities, and their self-regulation mechanisms.

The metacognitive approach is a cognitive-reflective method that ensures learners' understanding, monitoring, and regulation of their own thinking processes. Its effective implementation is directly related to the level of teachers' metacognitive preparedness, as future educators need to master methods for developing metacognitive abilities to cultivate higher-order cognitive skills in students.

The modern educational paradigm places particular emphasis on students' self-development, independent cognitive activity, and reflective capacity. In this context, metacognitive instruction serves as an important methodological approach that promotes learners' active engagement in the learning process, helps them define their goals, and develops their ability to plan and monitor their actions during learning.

The works of the prominent figure of Kazakh literature, Abay Qunanbayev, namely Abay's Words of Edification (Qara Soz), with their conceptual depth and philosophical significance, provide opportunities for developing students' analytical and critical thinking, fostering reflection, and cultivating conscious management of their learning process. Teaching Abay's works from a metacognitive perspective enables students to effectively plan learning activities, analyze and evaluate information, and develop skills in self-assessment.

Murseit's manuscripts allow for a comprehensive understanding of the textual and historical context of Abay's Words of Edification (Qara Soz). Through textological analysis and comparative research methods, students can gain a deep understanding of the text and identify its intertextual connections. This approach is considered an effective tool for developing metacognitive skills: students learn to monitor their learning activities, analyze texts, systematically present their thoughts, and enhance their scientific-cognitive competence. The effectiveness of metacognitive instruction is also directly linked to the teacher's level of preparedness. Future educators, by mastering metacognitive methods, can enhance students' thinking skills, facilitate conscious management of the learning process, and increase their ability to apply knowledge in practice.

Studying the personal characteristics of Murseit Bikuly requires extensive analysis, as information about him is very limited. Notably, the Semey-based Abay scholar Aset Myrzakasyim compiled the collection "Abay's Literary Secretary" [4], systematizing the available data about Murseit. Murseit Bikuly was born in 1860 in a place called Kaskabulak in the Abay district of the East Kazakhstan region. Regarding Murseit's ancestry, Semey Abay scholar Muzdybai Beisenbayev writes: "Murseit's seventh ancestor in the Tobyqty lineage was Anet Baba. Anet Baba was a relative of Abay's seventh ancestor, Aitek. One of Anet's sons was Baibolat. From Baibolat came Bakai. From Bakai came Tokkozha. From Tokkozha came Kobiken. Murseit's father, Biky, was Kobiken's grandson" [4]. Some readers may be aware that Murseit was a relative of Abay.

Murseit received his early education in Bukhara. Contemporary accounts describe him as highly literate, gentle, and modest, avoiding coarse language. According to M. Auezov: “Murseit himself was 10–15 years younger than Abay. His life did not pass directly alongside Abay; he taught children in several villages of Abay’s relatives in rotation” [5].

Working with transcriptions is a complex process, as it requires multifaceted skills beyond simply reading and understanding a single text. Specifically:

1. **Identifying the original text** – Students need to determine which version of the text is the original and recognize any edits or changes that have been made.

2. **Working with the transcription** – Completing tasks based on the transcription created by scholars.

3. **Comparing texts** – Identifying differences and similarities by comparing different versions of the same topic or work.

4. **Contextual understanding** – Considering not only the words of the text but also its historical, cultural, and philosophical context.

5. **Analysis and interpretation** – Revealing the content of the text, the author’s intention, and its semantic features.

The transcription based on Murseit Bikuly’s manuscripts is considered an important methodological tool for the study and teaching of Abay’s Words of Edification (Qara Soz). Research in this area has been conducted from several perspectives. In 2021, the edition “Abai Kitab Tasdiq” [6] was published, in which A. Zholdas, A. Kalshabek, and A. Isabek prepared a transcription. A. Kalshabekov conducted a comparative scholarly and textological review of the manuscripts, while A. Isabek prepared the facsimile of the work “Kitab Tasdiq”. This edition includes a transcription of Abay’s “Kitab Tasdiq” based on Murseit Bikuly’s manuscripts from 1905, 1907, and 1910, along with a glossary and facsimile. As a result of this renewed scientific study of Abay’s Words of Edification (Qara Soz), the publication is highly significant for teaching purposes. Additionally, in 2020, A. Isabek published “Abay’s ‘Kitab Tasdiq’ Work” [7], analyzing the features of the manuscript and providing scholarly interpretations based on textual and textological research. In 2025, the complete transcription edition “Abay: Transcription Based on Murseit Bikuly’s Manuscripts” [8] was released. This work was prepared for a comprehensive study of Murseit’s manuscripts and for use in the learning process, enabling students to gain a deep understanding of the text, develop transcription skills, and conduct literary and textological analyses. Thus, the transcription based on Murseit Bikuly’s manuscripts serves as a theoretically, practically, and methodologically important tool for teaching Abay’s Words of Edification (Qara Soz), providing students with the opportunity to deeply understand the text and develop their critical analysis skills.

In the two-volume selected works of Abay, it is noted that the current version of Abay’s Words of Edification (Qara Soz) has been published based on Murseit’s manuscript copies from 1905, 1907, and 1910 [9]. Regarding Murseit, who transcribed Abay’s Words of Edification onto paper, M. Auezov

writes: “Among those who copied and disseminated Abay’s works, the work of Murseit Bikeyuly should be particularly noted... His writing was extremely clear and skillful, and he made it his lifelong purpose and duty to carefully copy and distribute Abay’s words to the people” [10]. The monograph by scholar M. Myrzakhmetov, “Mukhtar Auezov and Problems of Abay Studies” [11], is considered a foundational work that marked a new stage in the study of Abay in Kazakh scholarship. Through analyzing the spiritual-cognitive content and poetic structures of Abay’s works, the scholar constructed a holistic system of the poet’s worldview. He also developed curricula for the subject of Abay studies for schools and higher education institutions, preparing textbooks and methodological materials.

The methodological model for teaching Abay’s Words of Edification (Qara Soz) based on Murseit’s manuscripts from a metacognitive perspective is a systematic pedagogical approach that enables students to deeply understand Abay’s texts through the conscious monitoring, evaluation, and regulation of their own thinking during the learning process. The methodological model for teaching Abay’s Words of Edification (Qara Soz) through Murseit’s manuscripts includes the following steps:

1. Understanding and analyzing the text – Teaching Abay’s Words of Edification (Qara Soz) through Murseit’s manuscript versions, explaining the meaning, logic, and philosophical content of the text to students.

2. Developing metacognitive skills – Students cultivate the ability to plan, monitor, analyze, and evaluate their own learning activities.

3. Working with the transcription – Comparing different versions of the text to identify the most accurate one while preserving the author’s intended meaning. At this stage, learners develop critical thinking skills by recognizing altered or incorrectly recorded parts of the text and learn to maintain its original content.

4. Interpretative and reflective tasks – Enhancing thinking through assignments such as essay writing, creating conceptual maps, and analyzing the text from an intertextual perspective.

5. Developing critical and analytical thinking – Teaching students to form their own opinions through analyzing the ideological, philosophical, and aesthetic aspects of the text.

The proposed model is not only aimed at teaching Abay’s Words of Edification (Qara Soz) but also serves as a pedagogical framework that systematically develops students’ self-regulation, learning management, and thinking skills.

The goal of the model is to develop students’ metacognitive, critical, and analytical abilities through teaching Abay’s Words of Edification (Qara Soz) based on Murseit’s manuscripts. The methodological model for teaching Abay’s Words of Edification (Qara Soz) from a metacognitive perspective provides a concrete structure and a set of methods designed to enhance students’ skills in understanding, analyzing, interpreting, and reflecting on the text.

Table 1. Key Pedagogical Principles in Teaching Abay’s Words of Edification (Qara Soz)

| № | Name of the principle              | Description                                                                                                                        |
|---|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Metacognitive principle</b>     | To develop the student’s ability to consciously control their own learning process, set goals and choose strategies independently. |
| 2 | <b>Intertextual principle</b>      | Identifying the historical and semantic features of the text by comparing Murseit’s manuscripts with other versions.               |
| 3 | <b>Value-pedagogical principle</b> | Promoting personal development by studying the spiritual, moral, and philosophical content of Abay’s works.                        |
| 4 | <b>Modular principle</b>           | To master the learning material step by step, providing opportunities for analysis, comparison, and reflection at each stage.      |

Lessons that incorporate metacognitive strategies consist of four stages: “Activation” (Ақтуалдану), “Planning” (Жоспарлай), “Practice” (Практика), and “Summary/Review” (Қорытындылау/Обзор).

“Activation” stage – At the beginning of the lesson, students reflect on what they already know about a topic and what learning strategies they have previously used to master it. This stage helps activate prior knowledge and prepare learners for new material.

“Planning” stage – Students start by setting a clear and specific learning goal. Based on this goal, they plan how to approach the task, select appropriate learning strategies, determine the time needed, and anticipate potential difficulties. Evaluating how well they can complete the task supports the metacognitive process.

“Practice” stage – Students carry out the task while monitoring their own progress. The teacher facilitates this stage by organizing reflective pauses and providing metacognitive prompts or instructions, such as: “I am successfully completing this task because...,” or “This strategy is effective because...”

“Summary/Review” stage – Usually at the end of the lesson, students reflect on what they have learned and evaluate the effectiveness of the strategies they used. They consider what went well, what did not, what could be done differently next time, and how the strategy could be applied to other types of tasks.

To implement each stage effectively, teachers can use a variety of pedagogical methods designed for metacognitive instruction.

Based on the stages of lessons designed to master metacognitive strategies, we propose a metacognitive methodological model for teaching Abay’s Words of Edification (Qara Soz) using Murseit’s manuscripts. The methodological model for teaching Abay’s Words of Edification (Qara Soz) from a metacognitive perspective consists of several components. This model is aimed at developing students’ abilities to plan, monitor, and evaluate their own learning activities.

Table 2. Metacognitive Methodological Model for Teaching Abay's Words of Edification (Qara Soz)

| № | Component name                     | Contents                                                                                                                                                                                                                                                                                                                                                                                                                                                | The real picture in teaching                                                                                                                              | Expected result                                                                                                                                                                                                       |
|---|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Activation component</b>        | Activating the learner's prior knowledge, experience, and understanding of the topic, determining the level of preparation for the lesson, and recalling their learning strategies                                                                                                                                                                                                                                                                      | At the beginning of the lesson, ask students what they know about the topic, organize a brief discussion, and present their thoughts in writing or orally | The student's thinking process is activated, the level of readiness for new information is determined; the skills of self-assessment and metacognition are developed; the student actively participates in the lesson |
| 2 | <b>Goal-motivational component</b> | Conducting comparative analysis of Abay's Words of Edification (Qara Soz) using the transcription based on Murseit's manuscripts to develop metacognitive thinking                                                                                                                                                                                                                                                                                      | Setting the learning objective and learning to work with the transcription of Abay's Words of Edification (Qara Soz)                                      | Getting used to working with original transcriptions, internal motivation for learning                                                                                                                                |
| 3 | <b>Content component</b>           | This component encompasses the historical and literary context of Abay's Words of Edification (Qara Soz) and Murseit's manuscripts. By analyzing philosophical, moral, and social themes, students gain a deep understanding of the text, evaluate the author's perspective, and assess the work's social significance. Through the content component, students develop an analytical approach to literary texts and enhance their cognitive engagement | Compare handwritten transcription and printed text, identifying key differences                                                                           | Developing a deep understanding of the text and learning to study Abay's Words of Edification (Qara Soz) through comparison with the original                                                                         |

|   |                                           |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                |
|---|-------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | <b>Methodological component</b>           | Teaching methods based on metacognitive strategies     | <p>-Analyzing based on the transcription – Students compare the original text with the transcription and work directly with the transcribed material.</p> <p>-Intertextual analysis – Comparing Murseit’s manuscripts with other sources to identify the historical and semantic features of the text.</p> <p>-Metacognitive tasks – Writing essays, creating conceptual maps, monitoring their own learning process, and engaging in reflection.</p> <p>-Discussion/Debate – Conducting debates on the topic to develop critical thinking skills and the ability to construct reasoned arguments</p> | Students develop metacognitive skills, develop the ability to analyze and compare texts, and increase the level of critical thinking and argumentation                                                                                                                                                                                                         |
| 5 | <b>Observational-reflective component</b> | Monitoring and self-assessment of the learning process | Reflective diary, self-assessment sheet, test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>-The student’s ability to monitor and analyze his own learning.</p> <p>-The ability to reflect, that is, to apply the knowledge gained during the learning process in his own practice.</p> <p>-The ability to interpret the text, identify thematic and ideological connections.</p> <p>-Skills of creative thinking and scientific research reasoning</p> |
| 6 | <b>Result component</b>                   | Collecting and evaluating learning outcomes            | Creative work, essay, text interpretation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Formation of metacognitive skills, scientific and cognitive competence                                                                                                                                                                                                                                                                                         |

This model is designed to systematically develop students’ metacognitive skills and their ability to work independently with literary texts by teaching Abay’s Words of Edification (Qara Soz) based on the transcription of Murseit’s manuscripts.

Table 3 presents the schedule of learning modules, offering a structured methodological plan aimed at developing students’ skills in understanding, analyzing, and interpreting literary texts. Each module focuses on a specific aspect, helping students build historical, philosophical, textological, intertextual,

and metacognitive competencies. Additionally, the discussion module enhances students' critical thinking and argumentation skills.

Table 3. Learning Modules for Teaching Abay's Words of Edification (Qara Soz)

| № | Module name                   | Content and tasks                                                                                                                                   | Expected result                                                                                                                           |
|---|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Introductory module           | Introducing the historical and philosophical context of Abay's Words of Edification (Qara Soz) and explaining the features of Murseit's manuscripts | Students gain an understanding of the historical and philosophical foundations of the text and become familiar with Murseit's manuscripts |
| 2 | Transcription work module     | Comparison of texts, work with transcriptions made from the original                                                                                | Students learn by working with the original text                                                                                          |
| 3 | Intertextual analysis module  | Comparing Murseit's manuscripts with other sources to uncover the meaning of the text                                                               | Students identify intertextual connections. Understand the historical and semantic features of the text                                   |
| 4 | Metacognitive learning module | Essay writing, concept mapping, learning process monitoring, reflection                                                                             | Students learn to consciously manage their learning, reflect, and develop metacognitive skills                                            |
| 5 | Discussion module             | Debates, group discussions, drawing conclusions                                                                                                     | Students develop critical thinking skills, improve argumentation and discussion skills                                                    |

This modular system develops students' abilities to comprehensively study and analyze literary works, enhancing their scientific-cognitive and metacognitive skills. The knowledge and skills acquired during the course are aimed at strengthening students' capacity for deep thinking, critical analysis, and working with data in their future professional activities.

**Based on the methodological module, the following outcomes can be achieved:**

- Students will gain a deep understanding of Abay's Words of Edification (Qara Soz) and be able to evaluate the text both analytically and interpretively.
- Through the metacognitive approach, students develop skills to consciously manage their learning process, select appropriate strategies, and evaluate their own knowledge.
- Students' critical thinking, reflective abilities, text analysis skills, and scientific-cognitive competence are enhanced.
- Future philologists will be able to effectively plan their learning process and master the skills required for studying and interpreting literary works.

Teaching undergraduate students to analyze Abay's Words of Edification (Qara Soz) using the transcription is of great importance. Working with the transcription allows engagement with the original text on multiple levels. The table below outlines the main opportunities for training students to work with the transcription of Abay's Words of Edification (Qara Soz) based on Murseit's manuscripts.

Table 4. Opportunities for Teaching Abay’s Words of Edification (Qara Soz) Through Transcription

| Features                             | Directions                              | Content description                                                                                                                          |
|--------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Theoretical possibilities</b>  | Literary and linguistic foundations     | Explain to students the theoretical principles of textology, the structural system of the text, and its historical and philosophical context |
|                                      | Terminological base                     | Teaching students to master key scholarly terms such as original text, edition, transcription, and intertextual connections                  |
|                                      | Methodological knowledge                | Teaching methods for comparing texts, identifying originals, and examining changes and editorial differences in the text                     |
| <b>2. Practical opportunities</b>    | Compare texts                           | Identifying content and structural differences by comparing and analyzing multiple versions of the same work                                 |
|                                      | Working with graphics and transcription | Translating texts in old graphics (Arabic, Cyrillic) into modern graphics, working with the created transcription                            |
|                                      | Contextual analysis                     | A comprehensive study of the historical, philosophical, and cultural significance of the text                                                |
|                                      | Intertextual analysis                   | Uncovering the semantic and conceptual layers of the text by comparing Murseit’s manuscripts with other sources                              |
| <b>3. Development opportunities</b>  | Critical thinking skills                | To enable students to deeply analyze the content of the text and draw well-founded and reasoned conclusions                                  |
|                                      | Research skills                         | Developing skills in working with sources, verifying the authenticity of the text, and collecting supporting evidence                        |
|                                      | Metacognitive skills                    | Students’ control over their own learning process, reflection, and development of strategies for working with the text                       |
| <b>4. Technological capabilities</b> | Electronic databases and digital tools  | Comparing and analyzing texts using scanned versions and text editors                                                                        |
|                                      | Online platforms                        | Providing the opportunity to organize joint work, discuss and share analysis results in a common environment                                 |

Based on the transcription created from Murseit Bikiuly’s manuscripts, students’ development occurs across several key areas. First, they become familiar with the original content of the text. This familiarity fosters a deep understanding of the original Abay’s Words of Edification (Qara Soz), allowing students to accurately grasp its structure and main ideas. Second, students enhance their linguistic and literary skills, enabling effective mastery of lexical, grammatical, and stylistic features. Third, critical thinking and analytical skills are developed: students deepen their reasoning by comparing, analyzing, interpreting, and drawing conclusions from the text.

Thus, working with the transcription based on Murseit Bikiuly’s manuscripts promotes comprehensive development of students’ cognitive, metacognitive, and creative skills, enhancing their ability to understand and research literary texts in depth. Teaching Abay’s Words of Edification (Qara Soz) through this transcription helps students understand literary texts structurally, semantically, and contextually, develop research skills for identifying the original text and

textual variations, and improve metacognitive skills, including planning, monitoring, and reflecting on their learning process.

To assess students' perspectives on studying Abay's Words of Edification (Qara Soz) through comparison with the original, a survey was conducted among 3rd- and 4th-year students. The survey was designed using a 5-point Likert scale and included 62 respondents. First, statistical verification confirmed that all 62 participants answered the questions completely.

The internal consistency of the 10-item survey was found to be very high (Cronbach's Alpha = 0.924), indicating that the research tool is reliable and that the collected data can be used for further statistical analysis. This high reliability ensures the stability and trustworthiness of the study results.

Table 5 presents the descriptive statistical indicators obtained during the study. All 62 respondents participated, and all data were considered valid. The table provides minimum and maximum values, mean, and standard deviation, allowing an understanding of the data distribution and uniformity.

Table 5. Analysis of Descriptive Statistics

| Descriptive Statistics |    |                         |                         |                      |                         |
|------------------------|----|-------------------------|-------------------------|----------------------|-------------------------|
| Indicators             | N  | Minimum value (Minimum) | Highest value (Maximum) | Average value (Mean) | Standard deviation (SD) |
| General                | 62 | 1,60                    | 5,00                    | 3,5339               | 0,75443                 |
| N valid (total)        | 62 |                         |                         |                      |                         |

A total of 62 respondents participated in the study, and all data were suitable for analysis. The mean value of the examined indicator was 3.53, with a standard deviation of 0.75. These results indicate that the data are sufficiently evenly distributed, allowing for further statistical analysis.

To assess the normality of the data distribution, the Kolmogorov-Smirnov and Shapiro-Wilk tests were applied. Table 6 presents the results of the normality tests.

Table 6. Normal distribution of research data

| Normal distribution of research data                                       |                    |    |         |               |    |         |
|----------------------------------------------------------------------------|--------------------|----|---------|---------------|----|---------|
| Indicators                                                                 | Kolmogorov-Smirnov |    |         | Shapiro-Wilka |    |         |
|                                                                            | Statistics         | df | p-value | Statistics    | df | p-value |
| Total                                                                      | 0,138              | 62 | 0,005   | 0,964         | 62 | 0,063   |
| a. The Lillefors correction is applied (Lillefors Significance Correction) |                    |    |         |               |    |         |

According to the analysis, the Kolmogorov-Smirnov test value was 0.138 with a significance level of  $p = 0.005$ . This indicates that the data deviate from a normal distribution.

The normality of the study data was assessed using both the Kolmogorov-Smirnov and Shapiro-Wilk tests. The Kolmogorov-Smirnov test showed that the data were not normally distributed ( $p = 0.005$ ), while the Shapiro-Wilk test indicated that the data were close to normal ( $p = 0.063$ ). However, since rank-

based measures were used for group comparisons, the non-parametric Mann–Whitney U test was chosen for data analysis.

Table 7. Average ranks of 3rd and 4th year students

| Top      | N  | Average rank |
|----------|----|--------------|
| 3rd year | 26 | 28,67        |
| 4th year | 36 | 33,54        |

The results of the Mann–Whitney U test indicated that there is a significant difference between the indicators of 3rd- and 4th-year students. Specifically, 4th-year students showed a higher mean rank (Mean Rank = 33.54) compared to 3rd-year students (Mean Rank = 28.67), which demonstrates that 4th-year students have a higher level of the studied indicator. This difference is statistically significant ( $p < 0.05$ ).

Educational institutions worldwide are implementing innovative approaches aimed at developing students’ soft skills and recognizing their key role in the professional development of specialists [12]. In this context, teaching Abai’s Words of Edification (Qara Soz) provides students with a unique opportunity to develop critical thinking, self-regulation, communication, and emotional intelligence. The philosophical ideas and ethical principles embedded in Abai’s works guide students in self-reflection, substantiating their own opinions, and understanding others’ perspectives. By analyzing the text, students engage in discussions, exchange viewpoints, and practice argumentation, thereby enhancing their social and psychological competencies. Consequently, Abai’s works serve not only as literary heritage but also as practical educational material that contributes to both professional and personal development.

In the work titled “Continuity of Metacognitive Abilities Development of School and High School Students” by A.S. Popandopulo, A.A. Kudysheva, G.M. Kazikenova, M.E. Nurgalieva, and N.A. Kudarova, it is shown that the development of students’ self-regulation and metacognitive abilities is one of the important factors influencing their academic achievement [13].

Integrating metacognitive theories into the teaching of Kazakh literature promotes students’ personal development, cultivates a culture of thinking, and fosters conscious learning practices. In this context, Abai Qunanbaiuly’s Abai’s Words of Edification (Qara Soz) play a unique role, as they are not only literary texts but also deeply philosophical works conveying moral, ethical, and social ideas. Analyzing Abai’s Words of Edification in literature classes enables students not only to understand the meaning of the text but also to organize their own thoughts, develop aesthetic judgment, and evaluate life values. Consequently, metacognitive instruction through Abai’s Words of Edification serves as an effective tool for enhancing students’ thinking skills and fostering conscious, reflective learning.

## Conclusion

Metacognitive skills, or metacognition, refer to a person's ability to consciously understand, monitor, and regulate their cognitive processes. These include planning learning activities, tracking progress, and self-evaluating. Such skills play a crucial role in learning, problem-solving, and achieving goals. Metacognitive knowledge encompasses an individual's understanding of their cognitive strengths and weaknesses, as well as information about various learning strategies. Metacognitive regulation enables learners to plan, monitor, and evaluate their actions during the learning process, and to adjust strategies as needed.

Metacognitive skills allow students to use effective learning methods, set goals, organize their study process, and assess their achievements. They also enhance the ability to learn independently, quickly acquire new information, develop critical thinking, and solve complex problems. Thus, metacognitive skills make learning deliberate and efficient, forming an essential component of contemporary education.

The classical figure of Kazakh literature, Abai Qunanbaiuly, in his *Abai's Words of Edification* (Qara Soz), offers a profound spiritual legacy that shapes students' worldview and value system. These works contain not only ethical and aesthetic ideas but also philosophical principles that underpin the culture of thinking and self-understanding. Therefore, teaching Abai's works from a metacognitive perspective provides students not only with textual comprehension but also encourages reflective engagement in learning, expression of personal viewpoints, and development of intrinsic motivation.

In the modern higher education system, fostering students' cognitive abilities, intrinsic motivation for learning, and reflective and critical thinking skills is a primary objective. Metacognitive teaching methods are an effective tool in this regard. Metacognition involves understanding, monitoring, and regulating one's own thought processes. This article highlights the significance of metacognition and its role in enhancing students' cognitive activity and reflective capacities.

Abai Qunanbaiuly's *Abai's Words of Edification* (Qara Soz) are rich in philosophical, ethical, and national values. Empirical research shows that teaching these works through metacognitive methods develops students' thinking skills and helps them evaluate their life values while forming independent opinions. Applying metacognitive approaches to literary texts, including Abai's *Words of Edification*, is thus an effective method that supports not only content mastery but also personal and spiritual development. This approach is recommended as a practical tool for improving the quality of literary and cognitive education in higher education institutions.

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## АБАЙ ҚАРА СӨЗДЕРІН МҮРСЕЙІТ ҚОЛЖАЗБАЛАРЫ НЕГІЗІНДЕ ОҚЫТУ: МЕТАТАНЫМДЫҚ СТРАТЕГИЯЛАР МЕН ӘДІСТЕР

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**Аңдатпа.** Мақалада Абайдың қара сөздерін метатанымдық тұрғыдан меңгерудің тиімді жолдары мен Мүрсейіт жазбаларының

маңызы қарастырылады. Зерттеуде мәтінді саналы қабылдау, өзіндік ой қорыту, рефлексия және оқу әрекетін реттеу дағдыларын қалыптастыруға бағытталған метатанымдық стратегиялардың рөлі айқындалады. Зерттеудің өзектілігі – жоғары оқу орындарында Абай қара сөздерін Мүрсейіт қолжазбалары негізінде оқыту арқылы студенттердің бойында метатанымдық дағдыларды қалыптастырудың өзектілігінен туындайды. Бұл бағыт ұлттық рухани мұраны саналы меңгеруге, студенттердің ғылыми-танымдық құзіреттілігін дамытуға, сондай-ақ оқу процесінде өзіндік бақылау, талдау және бағалау дағдыларын жетілдіруге мүмкіндік береді. Метатанымдық тәсілдер студенттердің оқу әрекетін жүйелі жоспарлауы, оқу стратегияларын саналы таңдауы және білім сапасын объективті бағалауы арқылы оқу тиімділігін арттыруға ықпал етеді. Зерттеудің мақсаты – жоғары оқу орындарында Абай қара сөздерін Мүрсейіт қолжазбаларына сүйене отырып метатанымдық тұрғыда оқыту арқылы студенттердің оқу әрекетін саналы түрде ұйымдастыру, мәтінді терең түсіну, өзіндік ой қорытуды және рефлексия қабілеттерін қалыптастыру жолдарын анықтау.

Абай қарасөздерінің философиялық және тәрбиелік идеяларын түсінуде Мүрсейіт қолжазбаларының мәтіндік ерекшеліктерін салыстырмалы талдау студенттердің танымдық белсенділігін арттыруға мүмкіндік береді. Оқу процесінде жоспарлау, өзін-өзі бақылау, бағалау сияқты метатанымдық әрекеттерді жүйелі қолданудың әдістемелік үлгілері ұсынылып, оларды Абай қарасөздерін оқытуда қолдану жолдары сипатталды. Мақалада Абайдың қара сөздерін Мүрсейіт жазбалары негізінде метатанымдық тұрғыда оқытуды зерттеу барысында салыстырмалы, эмпирикалық зерттеу, сауалнама алу, статистикалық өңдеу әдістері қолданылды. Абай қара сөздерін Мүрсейіт қолжазбалары арқылы оқытуға студенттердің көзқарасын анықтау мақсатында сауалнама жүргізілді. Сауалнамаға А. Ясауи атындағы Халықаралық қазақ-түрік университетінің 2-3-курс студенттері қатысты. Респонденттер саны – 62 ( $n = 62$ ). Жиналған деректер SPSS 26 бағдарламасында өңделіп, статистикалық талдау жүргізілді.

Зерттеу нәтижелері Абай қара сөздерін Мүрсейіт қолжазбалары арқылы оқытудың студенттердің мәтінді терең түсінуін, аналитикалық ойлау қабілеттерін және метатанымдық дағдыларын қалыптастыруын қамтамасыз ететінін көрсетті. Зерттеудің ғылыми және практикалық маңызы – әдеби білім беру тәжірибесін жетілдіруде, оқу процесінде метатанымдық тәсілдерді тиімді қолдануда көрініс табады. Сонымен қатар, ұсынылған әдістемелік шешімдер студенттердің өз білімін саналы түрде бағалау және оқу стратегияларын жүйелі таңдау дағдыларын дамытуға мүмкіндік береді.

**Тірек сөздер:** Абайдың қара сөздері, Мүрсейіт жазбалары, метатанымдық оқыту, әдістемелік модель, текстологиялық талдау, ғылыми-танымдық құзыреттілік, эмпирикалық зерттеу, сауалнама, әдістер

## ОБУЧЕНИЕ СЛОВАМ НАЗИДАНИЯ АБАЯ В ВУЗЕ НА ОСНОВЕ РУКОПИСЕЙ МУРСЕЙТА: МЕТАКОГНИТИВНЫЕ СТРАТЕГИИ И МЕТОДЫ

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**Аннотация.** В статье рассматриваются эффективные пути освоения «Слов назидания» Абая Кунанбаева с метакогнитивной позиции и значение рукописей Мурсейта. В исследовании выявляется роль метакогнитивных стратегий, направленных на осознанное восприятие текста, формирование самостоятельного мышления, рефлексии и навыков регулирования учебной деятельности. Актуальность исследования обусловлена необходимостью формирования у студентов метакогнитивных навыков через изучение «Слов назидания» Абая на основе рукописей Мурсейта в вузах. Такой подход способствует осознанному освоению национального духовного наследия, развитию научно-познавательной компетентности студентов, а также совершенствованию навыков самоконтроля, анализа и оценки в учебном процессе. Метакогнитивные методы позволяют студентам системно планировать учебную деятельность, осознанно выбирать стратегии обучения и объективно оценивать уровень знаний, повышая эффективность обучения. Цель исследования – определить пути формирования у студентов метакогнитивных навыков через метакогнитивное изучение «Слов назидания» Абая на основе рукописей Мурсейта, обеспечивающее осознанную организацию учебной деятельности, глубокое понимание текста, самостоятельное мышление и развитие рефлексивных способностей.

Сравнительный анализ текстов Мурсейта позволяет глубже понять философские и воспитательные идеи Абая и стимулирует познавательную активность студентов. В статье предложены методические модели системного применения метакогнитивных действий – планирования, самоконтроля и оценки – при обучении «Слов назидания». В исследовании использовались сравнительный и эмпирический анализ, анкетирование и статистическая обработка данных. Опрос проводился среди студентов 2-3 курсов Международного казахско-турецкого университета имени А. Ясауи (n = 62). Данные обрабатывались в SPSS 26 и подвергались статистическому анализу.

Результаты показали, что изучение «Слов назидания» через рукописи Мурсейта способствует глубокому пониманию текста, формированию аналитического мышления и метакогнитивных навыков студентов. Научная и практическая значимость исследования заключается в совершенствовании преподавания литературы и эффективном применении метакогнитивного

подхода, что позволяет студентам осознанно оценивать свои знания и системно выбирать стратегии обучения.

**Ключевые слова:** «Слова назидания» Абая, рукописи Мурсейта, метакогнитивное обучение, методическая модель, текстологический анализ, научно-познавательная компетентность, эмпирическое исследование, анкетирование, методы

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