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DIALOGICAL ENCOUNTER OF CULTURES IN THE MULTILINGUAL LITERARY PROCESS

Abstract. The article introduces a multi-style approach to literary education for high school students, a method that promises to enhance the reader's cognitive and speech experiences. It outlines the methodological basis, structure, and stages of development of the dominant values and content of literary education. The focus is on an individually determined way of cognizing the ideas of the integrity of culture and universal moral values, offering a promising avenue for the future of literary education. The article analyzes the forms and possibilities of cognitive styles and their influence on developing high school students' reading competence in literature lessons. According to the authors, in the process of literary education, understood as a dialogue of cultures, cognitive styles such as field independence, tolerance for unrealistic experience, reflexivity, abstract conceptualization, and divergence are formed within the framework of the stylistic approach. The position is substantiated that these styles significantly enrich the "multi-style repertoire of a high school student's personality", which implies the manifestation of an open cognitive position, the ability to take a different point of view, consideration of a plurality of alternatives, the expansion of semantic contexts, and the use of open, associative ways of thinking. The results of the theoretical study have practical implications, suggesting that the "multi-style repertoire of the personality" contributes to the formation and improvement of high school students' reading competence in Russian and their native language.

Acknowledgments: The study was carried out within the framework of the program-targeted funding BR24992920 "Literary criticism and art criticism of Kazakhstan in the context of the conceptual evolution of world humanitarian knowledge".

Keywords: cognitive styles, reading culture, multi-style repertoire, intercultural communication, literary development.

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КӨПТІЛДІ ӘДЕБИ ҮДЕРІСТЕГІ МӘДЕНИЕТТЕРДІҢ ДИАЛОГТИК КЕЗДЕСУІ

Аңдатпа. Мақалада мектеп оқушыларына әдеби білім берудегі оқырманның әртүрлі танымдық және сөйлеу тәжірибелерін дамытуға ықпал ететін полистильді тәсіл тұжырымдамасы ұсынылған. Мәдениет пен жалпыадамзаттық адамгершілік құндылықтардың тұтастығы идеяларын танудың жеке-дара айқындалған жолына бағытталған әдеби білімнің құндылық-мазмұндық үстемдіктерінің әдіснамалық

негізі, құрылымы мен даму кезеңдері көрсетілген. Мақалада танымдық стильдердің формалары мен мүмкіндіктері және олардың әдебиет сабақтарында жоғары сынып оқушыларының оқу құзыреттілігін дамытуға әсері талданады. Авторлардың пікірінше, мәдениеттер диалогы ретінде ұғынылатын әдеби білім беру процесінде өрістік дербестік, шындыққа жанаспайтын тәжірибеге төзімділік, рефлексивтілік, дерексіз концептуализация, дивергенция сияқты танымдық стильдер стилистикалық тәсіл аясында қалыптасады. Бұл стильдер «жоғары мектеп оқушысының жеке тұлғасының көп стильдік репертуарын» айтарлықтай байытады деген ұстаным дәлелденді, бұл ашық танымдық позицияның көрінісін, басқа көзқарасты қабылдау қабілетін, көптеген баламаларды қарастыруды, семантикалық контексттерді кеңейту, ойлаудың ашық, ассоциативті тәсілдерін пайдалану. Теориялық зерттеудің нәтижелері «тұлғаның көп стильдік репертуары» жоғары сынып оқушыларының тек орыс тілінде ғана емес, ана тілінде де оқу құзыреттілігін қалыптастыруға және жетілдіруге ықпал ететінін айтуға мүмкіндік береді.

Алғыс: Зерттеу BR 21882298 «Қазақстан әдебиеттануы мен өнертануы әлемдік гуманиарлық білімнің тұжырымдамалық эволюциясы аясында» бағдарламалық-нысаналы қаржыландыру аясында орындалды.

Кілт сөздер: когнитивтік стильдер, оқу мәдениеті, полистильді репертуар, мәдениетаралық қарым-қатынас, әдеби дамыту.

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ДИАЛОГИЧЕСКАЯ ВСТРЕЧА КУЛЬТУР В ПОЛИЛИНГВАЛЬНОМ ЛИТЕРАТУРНОМ ПРОЦЕССЕ

Аннотация. В статье представлена концепция полистилевого подхода в литературном образовании старшеклассников, способствующая развитию разнообразных когнитивных и речевых опытов читателя. Показана методологическая основа, структура и этапы развития ценностных и содержательных доминант литературного образования, ориентированных на индивидуально-обусловленный способ познания идей целостности культуры и общечеловеческих нравственных ценностей. В статье осмысливаются формы и возможности когнитивных стилей и их влияние на развитие читательской компетентности старшеклассников на уроках литературы. По мнению авторов, в процессе литературного образования, понимаемого как диалог культур, в рамках стилового подхода формируются такие когнитивные стили, как полнезависимость, толерантность к нереалистическому опыту, рефлексивность, абстрактная концептуализация, дивергентность. Обосновано положение о том, что названные стили значительно обогащают «полистилевой репертуар личности старшеклассника», предполагающий проявление открытой познавательной позиции, способность принимать другую точку зрения, рассмотрение множественности альтернатив, расширение семантических контекстов, использование открытых, ассоциативных способов мышления. Результаты теоретического исследования позволяют констатировать, что «полистилевой репертуар личности» способствует формированию и совершенствованию читательской компетентности старшеклассников не только на русском, но и на родном языке.

Благодарность: Исследование выполнено в рамках ПЦФ BR 21882298 «Литературоведение и искусствоведение Казахстана в контексте концептуальной эволюции мирового гуманитарного знания».

Ключевые слова: когнитивные стили, читательская культура, полистилевой репертуар, межкультурная коммуникация, литературное развитие.

1. Introduction

The renewal of the national general education system and the active development of modern science have led to the expansion of theoretical and applied research in the context of the “openness” of reading perception. These studies aim to provide schoolchildren with an experience of moral development, develop tolerant interaction with representatives of various cultural communities, and form a civic position among the younger generation (Tokayev, 2021).

The increasing interest in languages and culture and their interaction with literary education underscores the crucial role of understanding cultural and historical events. The alignment or misalignment of socio-cultural codes, the understanding of moral values, cultural and historical events, beliefs, and stereotypes, and the recognition of their significance form the foundation for the successful socialization and acculturation of the student-reader's open-to-cooperation personality. This journey also leads to the emergence of competing qualities in modern schoolchildren, such as the willingness and ability to actualize and enrich their personal and professional experience through perception, interpretation, understanding, and personal comprehension of literary works.

Knowledge of communication strategies is a functional parameter of a democratic society, as it promotes interethnic communication, expands understanding of the world, and recognizes the diversity and complexity of a multilingual society. This leads to the development of a respectful attitude to the heritage of native culture, creative comprehension, and understanding of the values of native and other linguistic and cultural traditions.

Literary scholar S. I. Kaskabasov, analyzing the problems of developing students' reading competence, emphasizes that classical literature is being rethought from new positions and drawn into a “dialogue of cultures” that “is becoming more and more clear, richer, and more significant”. The legitimacy and necessity of the analysis of the “dialogue of cultures” follow from the very life and development of the culture of the Kazakh people since they contacted and communicated with many nations (and by this, they managed to form a confident attitude towards themselves). A prominent representative of Kazakh folklore studies highlights several functional, stylistic aspects of literary education that contribute to the development of skills to analyze program material presented in different socio-cultural codes (positive enrichment, intra-national / inter-ethnic harmony, etc.) (Kaskabasov, 2022). The specifics of the content of literary education from the standpoint of the poly-style approach have not received due coverage in the works of scientists, which determines the relevance of our study. In our opinion, the concept of a polystyle approach in the literary education of high school students (mastering properties – “cultural capital”), firstly, ensures an understanding of the spiritual essence of literary works. Secondly, the corpus of classical texts is associated with the concept of information energy and ensures the emergence of many solutions to the cognitive and speech experiences of a developing person (independent, independent, structurally and logically complete statements, interpretations, generation of new texts); thirdly, literary works as national educational canons are a universal tool for the development (self-development) of the individual and ensure the formation of moral values, aesthetic taste of the student. The main goal of this study is to theoretically substantiate the polystyle repertoire of the individual as a basis for the development of reading competence of senior school students in literature lesson.

2. Materials and methods

2.1 Research methods

The Concept of Education Development of the Republic of Kazakhstan for 2022-2026 notes that introducing children to cultural heritage involves the effective use of the unique cultural heritage of Kazakhstan, including literary, artistic, theatrical, and cinematic. An important role here is given to improving the quality of literary education: identifying the main methods of activity used in reading and understanding literary texts, focusing tasks on working with micro-context, immersion in the context of the work and the space of the student's background knowledge; analysis and interpretation of literary texts (Concept of Education Development of the Republic of Kazakhstan for 2023-2029, 2023).

2.2 Material description

Achieving the priority goal of literary education is based on the most significant components of the cultural heritage. The structural unit of the content of teaching literature at school is the extensive and diverse corpus of classical texts of Kazakhstan, as Professor U.A. According to Zhanpeis, the main element of literary education is a multicultural context built based on national literature and the rich cultural values of various countries and peoples (Zhanpeis, 2018).

The creative legacy of the great thinker Abai Kunanbaev is a unique phenomenon in world culture. Abai's ideas about reading and tolerant interaction with representatives of various cultural communities traditionally remain the focus of the scientific interests of literary scholars, linguists, and many other humanities sections. Abai's literary heritage ("cultural capital") is the basis for fully developing the student's personality and intellectual, moral, and socio-cultural potential. Abai's moral code, expressed in the principle of "Adam bol" – "Be a man", is consonant with the modern concept of educating Homo Legends – a person committed to reading. The aesthetic "power" and cultural value of Abai's heritage help to overcome the limitations and one-sidedness of meanings and contribute to the formation of a holistic picture of the world and the development of the thinking and personality of a schoolchild.

G.K. Belger wrote figuratively and accurately about the value and significance of Abai's activities: "Abai's creativity, the language of his works is not only a standard, a symbol of our culture but also a "text of Kazakh culture" (Belger, 2000).

The name of Abai and his texts, which have become precedents, are often used as didactic material in textbooks of the Russian language and literature. In textbooks on the Russian language and literature edited by Zhanpeis U.A., a step-by-step introduction to the biography of Abai and an annual study of his works are provided: Grade 7-the poet's lyrics; Grade 8-the study of the "Word of the Fourteenth"; Grade 9 – "The Seventeenth Word".

Our analysis showed that around the precedent name of Abai Kunanbaev as a cultural phenomenon, students identified an associative cultural field, which, as a rule, consists of associations related to Abai's significant attention to the study of languages and cultures, reading outstanding examples of artistic creativity (Strength, Reason, Heart, Knowledge, Word, Truth, Mercy) (Kunanbaev, 2001). The central problems of philological science – the problem of artistic words, understanding of educational texts, methods of forming and improving the text activity of schoolchildren – are devoted to the works of M. M. Bakhtin. The basis of M. M. Bakhtin's literary concepts are issues of schoolchildren's holistic

perception of texts, turning the reader into a subject of the aesthetic completion of the work as an artistic whole. The author intensively discusses issues of educational reading (literary conversations) and the formation of "man and citizen". M. M. Bakhtin's system involves extracting generalizations and characteristics from the material read: "The student must experience, see and learn what the hero experiences, take his place as if coincide with him".

The reader's position insisted M. M. Bakhtin should first be formed by the student independently through the creatively productive and progressive nature of "developing understanding" and not assimilated in a finished form (from a textbook). Insisting on the thoroughness of reading and understanding, M. M. Bakhtin relies on meaningful reading, i.e., on the textual study of literature, the desire not to break the study of a literary work, and the development of the student's speech.

According to M.M. Bakhtin, who made a significant contribution to the methodology of the interaction of cultures, a foreign word is especially difficult for a student-reader in the context of his understanding (stereotypes of behavior and realities, the uniqueness of a foreign culture, overcoming a possible cultural shock). According to researcher Bakhtin M. M., manipulation and "projection" of the image of one's culture onto a foreign language sphere leads to a clash of cultures, rejection, and misunderstanding of another world (Bakhtin, 2019). Noting the need for a dialogic approach in education, M.M. Bakhtin warned of the danger of inertia associated with the mindset of recognizing only the familiar. He emphasized that reinterpretability (multiple reproducibility) is not characterized by "shifts" in the reader's consciousness (cognition of artistic systems new to the reader). Such an approach does not bring results when working with an artistic text. In someone else's case, the reader-student sees what is already familiar to him (life observations, knowledge, ideals) and does not always notice the conventionality without which art does not exist. Such an approach can cause the danger of forming a "man in a case", limited by a particular worldview and unable to go beyond the preferred cognitive style. According to researchers, developing multifaceted personal qualities requires an educational environment corresponding to the current style and an environment promoting intercultural communication. It should recognize the dialogue of cultures as an equal interaction between representatives of different cultural communities. It is important to draw parallels between the themes, problems, images, and motifs common to classical literature and to reflect on the differences between native and foreign cultures consciously. The study is based on the following theoretical and methodological foundations: the theory of activity (research by A.N. Leontiev, P.Ya. Galperin, P.I. Zinchenko and others); the concept of personality-oriented education (represented by the works of E.S. Polat, V.V. Serikov and others); cultural concepts of fiction (based on the works of M.M. Bakhtin, D.S. Likhachev, Yu.M. Lotman, V.V. Prozorov); traditions of literature teaching methods (represented by the works of V.V. Golubkov, N.I. Kudryashov, M.A. Rybnikova, S.D. Abisheva) in the context of the cognitive, educational and culture-forming role of art, in particular literature; the idea of the integrity of culture, which unites universal moral values.

To identify the features of the mechanism for the formation of the "special perceptual ability of students" and "another way of understanding morally conditioned knowledge and information", the method of theoretical comparison with other types of activity was used. Research by L.S. Vygotsky and A.R. Luria confirms that the formation of a student-reader

and his reading skills occurs through enculturation, which is the development by students of ways of thinking and acting characteristic of a culture.

According to D.S. Likhachev, culture can be considered as an area of intersection of various semiotic fields, cognitive and linguistic pictures of the world (national and individual), the interaction of speech practices, as well as attraction, interpenetration, and repulsion of various cognitive and speech experiences of a developing person. In this process, literature is a mediator that unites culture and is a universal tool for the development and self-development of the individual, the actualization of value-semantic positions and worldview (Likhachev, 2014).

3. Discussion

The theory of dialogue between cultures allows us to consider the programmatic corpus of classical texts not as an isolated phenomenon existing independently of the artistic traditions of literature but as a result of the evolution of verbal creativity of previous eras.

Considering continuity, studying languages and cultures ("growth" and education of a cultural reader) corresponds to schoolchildren's age and literary development. Senior schoolchildren can systematize various facts (literary heroes, concepts of artistic images, and the ability to characterize/compare heroes within one work).

The theoretical and literary baggage of knowledge and skills of senior schoolchildren allows us to see the author's worldview and his view of the reality he depicts. It is worth noting that the literary development of teenage readers is determined by the ability to a high level of generalization and abstraction (empathy with literary heroes, the desire to evaluate their actions and deeds, and put oneself in their place). Due to the age-related development of students in the "era of cultural connections", they can resort to such forms of understanding verbal art that require the correlation of many facts, logical comprehension, and systematization, as well as awareness of causes and effects. It contributes to the formation of "perceptual ability", which allows one to perceive other mental models, strategies, and tactics of life and, consequently, to comprehend information differently.

In our opinion, reading (and extracting cultural knowledge), understanding the deep meaning of the text (reader's interpretation), and understanding national values contribute not only to the literary development and formation of a cultural schoolchild reader but also enrich the personally significant socio-cultural experience based on the comprehension and rethinking of the values of native and foreign cultures.

The study of the stages of the literacy development of teenage readers led us to consider the concept of cognitive styles in the reading activity of schoolchildren. A characteristic feature of reading activity is the focus not on the result (perception) but on the reading process itself (forecasting and understanding), which gives the teenage reader immediate emotional and aesthetic satisfaction (to see in the work the heroes (values) of another culture, their life, characters, and actions, to grasp the psychological situation in one / several episodes correctly).

Flexibility (reader's interpretation) allows us to identify semantic associative connections, that is, images that arise in the minds of schoolchildren when studying works of art (eras, national-cultural pictures), and to expand students' cultural information field.

Cognitive styles reflect students' idea construction, including the analysis of concepts and linguistic realities of their native ("idioms") and foreign "xenonyms") cultures, as well

as argumentation of the reason for the presence of linguistic gaps in one of the studied cultures (Kulikova, 2016). Considering these principles, we will identify cognitive styles that are preferable in conditions of intercultural communication and, therefore, necessary for reading, understanding, and interpreting foreign language texts.

Perceptual, cognitive style

Field dependence/field independence are the main characteristics of this style. Orientation towards field dependence suggests that the reader acts within a field defined by various circumstances, including cultural factors. Established ideas about the native culture limit the possibilities of cognition. It is difficult for a teenage reader to go beyond this field, notice the differences, and reorganize it, considering the current circumstances. In this regard, we agree with D. B. Gudkov's remark that each culture can have its unique boundaries of the "field" of text interpretation. The perception of the text approved by one culture may be unacceptable for another (Gudkov, 2018).

An important characteristic of successful interaction between cultures is field independence. People with this style can overcome the limitations of a given field and adapt it to existing circumstances. In our study, special attention is paid to the influence of this cognitive style on working with a literary text. Research indicates that independent schoolchildren readers, when working with a text, can "penetrate beyond the literal content", analyze the formal and substantive structures of the text, reveal the author's intention, apply a hypothetical-deductive approach to its interpretation, reconstruct and reorganize the text (Shashkina, 2020). Experience shows that the reader's activity and the development of a teenage reader when communicating with different literary genres and different artistic systems helps students see in a literary work the liveliness of the narrative, the mastery of the plot, the features of the construction of the analyzed work, the connection of literary phenomena with each other. For example, in order not to destroy the integrity of the impression of the work of A.S. Pushkin (to keep the teacher and students from excessive straightening and distortion of the author's thought) and to strengthen the work of the student's independent thought on the work, we offer the following questions and tasks.

Table 1 – Scheme for studying a literary work.

A.S. Pushkin "Eugene Onegin" (1822 – 1831)	
1) Compare the life of this novel's capital and provincial nobility from the following sides.	
A) upbringing and education	E) view of work
B) choice of reading	G) means of subsistence
B) lifestyle	Z) concept of honor
C) attitude towards appearance	I) attitude towards the lower classes
D) the degree of simplicity and sincerity	K) connection with nationality
2) What features of serf life does the novel highlight?	
3) Point out in Tatyana and Onegin their traits and the traits of the environment that raised them.	
4) What are the sources of Onegin's disappointment?	

5) What new does the reader find in the depiction of Russian nature, everyday life, and in the description of characters?	
6) In Belinsky's words, Can we see in the novel an «encyclopedia of the people's lives» of that time?	
7) Let us note the reflection of Pushkin's personality in this novel.	
A) the author's changes of mood over the ten years during which the novel was written B) (Chapter 2: stanzas 8, 9, 10; Chapter 3: stanzas 13-14; Chapter 7: stanza 55; Onegin's journey – Taurida).	
B) attitude towards the city and the village	D) What is national in Pushkin's work?
B) attitude towards the novel and its characters	D) What is Pushkin's humanity?

4. Results

We believe that “field independence” echoes M. M. Bakhtin's idea of the impossibility of a person's complete coverage of everything that requires creative comprehension. Based on this impossibility, a dialogue of meanings arises that overcomes the isolation and one-sidedness of meanings and cultures. A dialogic encounter implies that each culture preserves its uniqueness and open integrity; they do not merge or mix but mutually enrich each other. Thus, in intercultural communication and reading a foreign-language text, a field-independent perceptual style is formed, which can enrich the stylistic repertoire of a schoolchild reader, including reading in his native language, and thus contribute to developing his reading competence. Field dependence leads to considering text fragments as separate texts, that is, as independent, structurally and logically complete statements. When performing a task to reconstruct the content of a reading text, most field-dependent readers tend to limit themselves to a superficial, literal reproduction of each fragment.

Evaluative cognitive style

There are two central positions within this style. Intolerant representatives reject cognitive experience that does not correspond to their established ideas and evaluate the situation solely considering the known and familiar. On the contrary, tolerant representatives can accept conditions that differ from the normative ones. Their cognitive images are “open” to unusual information (Druzhinina, 2018). Obviously, in the context of intercultural communication and dialogue of cultures, the pole of this style associated with tolerance to unrealistic experiences is preferable.

The openness of the schoolchild reader (to the cultural information field) contributes to the enrichment of intercultural experience and creates conditions for the expansion of the socio-cultural context. The formation of an open cognitive position of the student is an important factor in developing reading competence.

It is in this regard that Yu. M. Lotman said, “The text and the reader seek mutual understanding. The text behaves like an interlocutor in a dialogue: it is reconstructed (within the limits of the possibilities that the reserve of internal structural uncertainty leaves it) according to the model of the audience. Moreover, the addressee responds in kind – and uses his information flexibility for reconstruction, bringing him closer to the world of the text. At this pole between the text and the addressee, tolerance relations arise” (Lotman, 2003). Let us show this with an example. High school students were asked to complete

creative tasks to determine their worldview position (friendly relations, humane mutual understanding, tolerance, interaction between ethnic groups, social groups, with people of another culture, nationality). The students had to independently complete the text, choosing one of the possible options. The first option was based solely on the factual information contained in the text. In contrast, the other options required a high level of self-esteem in a person (tolerance for people with different views, respect for the positions and values of others, the ability to understand and forgive their imperfections, compassion, empathy, sympathy, the value of human life) (Amreeva, 2018).

Most students showed an intolerant attitude by choosing an answer based solely on the factual information presented in the text. Thus, they showed informational stereotyping and considered their option the only correct one.

Reactive cognitive style

This style is characterized by impulsiveness or reflexivity. In situations of uncertainty and the need to choose from many alternatives, impulsive representatives tend to choose a hypothesis without analyzing all possible options. Reflective readers-students prefer a slow and thorough analysis of all available options (Druzhinina, 2018). We believe a reflexive cognitive style is more productive in studying literary material, contributing to a deeper perception of information.

To determine the poles of the cognitive style "impulsiveness/reflexivity", we used the corresponding task: schoolchildren were asked to independently formulate questions to which they would like to receive answers while reading fiction. Before completing the task, they familiarized themselves with the title of the text and its keywords. Then, they read the text and tried to find the answers they were interested in.

Impulsive students completed the task very quickly, explaining this by the fact that the text almost did not contain answers to their questions. The answers they found were factual information presented in the text.

Conceptual cognitive style

This cognitive style involves the manifestation of either concreteness or abstractness. The pole of "concreteness" is characterized by insufficient differentiation and integration of concepts, while the pole of "abstractness" is associated with a high degree of differentiation and integration of concepts. Students inclined to concrete conceptualization demonstrate "template" thinking, intolerance to uncertainty, and stereotypical solutions. Students with abstract conceptualization are distinguished by flexibility and creativity (in the holistic perception of the historical and cultural past, personality connection with time, character development, and semantic accents).

In intercultural learning, a foreign-language picture of the world is formed based on the differentiation of foreign-language concepts, which is impossible without abstraction (associative field) (Ananyeva, 2024). It should be noted that students with abstract conceptualization are characterized by openness to everything new, which is expressed in taking into account unforeseen circumstances, generating many alternative interpretative schemes, and tolerance to unusual and new aspects of what is happening. In addition, high school students with an abstract type of conceptualization have greater freedom of interpretation and individualization, and the spiritual biography of the reader contributes to the expansion of semantic contexts and ensures the formation of reading competence. To determine the type of conceptualization, high school students were offered the following plan for analyzing literary works.

Table 2 – Plan for analysis of literary works

1) Imagery	What images does the author give us in the analyzed work? Consider the primary and secondary characters, including completeness, comprehensiveness, clarity, and depth (psychological and everyday depiction). How rich are the style and methods of description? What means does the author use to achieve the strength of the impression produced? Can we agree with Dostoevsky: “They call me a psychologist: it is not true, I am only a realist in the highest sense, i.e., I depict all the depths of the human soul...”.
2) Typicality	What kind of life phenomena are we dealing with in this work: exceptional or typical (in the historical, everyday, universal sense)? How typical are the situations, feelings, and sensations? Clarify this question by comparing several works.
3) Naturalness or realism	To what extent are the leading positions of the characters natural or plausible? What are the strengths and weaknesses of their portrayal? How natural is the development of events? Does the author always remain within the boundaries of realism?
4) Objectivity	Note those moments in the work when an idea becomes a tendency, and the author’s likes/dislikes violate the principle of objectivity.
5) Harmony of parts	Consider the composition of the work and the relationship between parts and the whole.
6) Illumination of the depicted life	What ideals, concepts, and feelings are suggested by the work’s general meaning and individual parts? Are they at the level of knowledge and needs of modern society? What educational role can the author’s ethical views play in modern life?

The immediate reaction of student-readers with a specific conceptualization is characterized by the depth of understanding of the literary text, the activity of empathy, and the vision of the author’s worldview.

Creative cognitive style

The creative cognitive style can be characterized based on the following essential criteria: convergence and divergence. The convergent style involves narrow and unidirectional thinking, while the divergent style is characterized by open and associative thinking. Teenager readers with a convergent style usually stereotypically perceive a work of art; a naive-realistic attitude toward it characterizes them.

Representatives with divergent styles are distinguished by originality and polysemy in conceptualizing and evaluating literary images; they are characterized by the ability to concentrate, reflect, and ponder what they have read. To determine the preferred style, we offered students creative tasks: Write a story continuation with a new hero (build a logical plot that will make you think about current problems and the history of the country and the world). “Read and illustrate” – illustrate an episode (a story, an unusual case from the heroes’ lives, maybe alternative realities), and sign it with a quote.

Students with convergent thinking often completed the creative task, relying on its “predictability”, that is, keywords, details, and events presented directly in the text.

Table 3 – The influence of the preferred cognitive style on the development of reading competence

Cognitive style	Type of intercultural communication	
	Clash of Cultures	Dialogue of Cultures
1	2	3
Perceptual	<p>Field dependence:</p> <ol style="list-style-type: none"> 1) Field dependence, for instance, can be seen in the ability to act only within the content of a given situation without considering external factors. 2) The true challenge of field dependence, which becomes apparent when the need arises to comprehend individual parts of the text that are not interrelated, underscores the complexity and depth of this concept. 3) The complexity of field dependence is further underscored when one struggles, often with great effort, to grasp separate fragments of the text. 4) Field dependence manifests as the inability to use the knowledge gained from reading in new situations, highlighting the limitation of this cognitive process. 5) use of knowledge that directly follows from the content of the text; 6) one-way interpretation of the text, taking into account only its content; 7) the ability to understand only linear texts. 	<p>Field independence:</p> <ol style="list-style-type: none"> 1) the ability to penetrate the formal and substantive structures of the text to extract the author’s intent and idea; 2) the ability to implement a hypothetical-deductive approach to the semantic processing of the text; 3) the ability to understand the text when presented in the form of disparate fragments; 4) analytical perception of the text; 5) reliance on knowledge derived both from the content of the text and directly from one’s own experience; 6) multifaceted interpretation of the text based on its content and one’s own experience; 7) the ability to understand both linear and polycode texts.
Evaluation	<p>Inadmissibility of unrealistic experience:</p> <ol style="list-style-type: none"> 1) manifestation of stereotypical thinking about information; 2) closed cognitive position; 3) ability to understand and evaluate only factual information of the text. 	
Reactive	<p>Specific conceptual representation:</p> <ol style="list-style-type: none"> 1) the ability to see only the semantic context of concepts that are defined by uniform and simple semantic features and connections; 2) the emergence of difficulties in providing various options for an associative series. 	<p>Abstract conceptualization:</p> <ol style="list-style-type: none"> 1) the ability to perceive the semantic context of concepts, characterized by complex semantic features and connections; 2) the ability to rely on a wide range of associative elements.

Conceptual	Convergence: 1) the property of convergence or similarity. 2) stereotypical understanding of the text	Divergence: 1) originality of understanding the text; 2) ability to see the complex in the simple and vice versa (the idea of the hermeneutic circle: from part to whole and vice versa)
Creative	Impulsivity: 1) difficulties in separating essential information from unimportant information in the text; 2) multiple errors in extracting conceptual information from the text exist.	Reflexivity: 1) the ability to read slowly and thoughtfully; 2) the ability to select essential information from the unimportant; 3) the ability to read in detail.

A well-known specialist in the field of comparative literature, S.V. Ananyeva, emphasizes the transformative power of the polystyle approach in modern Russian literature. This approach not only questions the immutability of the compositional structure but also revises the canons of narration, actualizing the “polygene synthesis of prose essays”. It recognizes that the individually determined way of perceiving and analyzing the reality of a schoolchild reader is not immutable. Instead, it can change due to targeted and systematic activity to form a person capable of actively participating in intercultural communication (Ananyeva, 2024). We assume that under the influence of a dialogical meeting of cultures (reading the program corpus of classical texts), the polystylistic repertoire is gradually transformed, complementing and explaining each other, and becomes the basis for the formation of reading qualities and skills of high school students, contributing to the formation of moral and ethical ideas and moral categories. This transformative power of the polystyle approach should inspire educators and researchers in their work.

5. Conclusion

Thus, systematic and purposeful work in Russian language and literature lessons within the framework of the polystyle approach allows the expand the reading consciousness of the student, i.e., to activate emotional reactions and depth of understanding of the literary text, to concretize literary images in the reader’s imagination, to see the author’s worldview, his view of the reality depicted by him.

The polystyle repertoire of the teenage reader, the considered types of thinking, and perception contribute to the creative reading of fiction. They also actualize and expand the boundaries of the world and its diversity (recognition and understanding of the values of another culture, the ability to live and communicate in a multinational country).

The nature of the reading activity and the formation of a cultural schoolchild reader are determined by the following types of cognitive styles:

- field independence (as an open cognitive position);
- tolerance for unrealistic experiences (the ability to accept another point of view);
- reflexivity (consideration of a plurality of alternatives);
- abstract conceptualization (expansion of semantic contexts);
- divergence (open, associative ways of thinking).

Our theoretical study confirmed that using the potential of cognitive styles contributes to expanding the “stylistic repertoire of a high school student’s personality” and improving the reading culture, which manifests itself when reading a text both in Russian and in the native language.

A person with an enriched “polystyle repertoire” is characterized by the inseparability of such properties as openness to the new and criticality, divergence as an attitude towards the polysemy of the world and convergence, flexibility and stereotypy, spontaneity and reflexivity. This allows us to assume that a polystyle repertoire will allow the student to use more complex strategies for reading and interpreting the text, contributing to its creative comprehension and understanding and awareness of personally significant meaning based on the comprehension and rethinking of the values of native and foreign cultures. By developing a diverse repertoire of interests and knowledge, we open up new perspectives in perceiving our culture, recognizing its multifacetedness and uniqueness. At the same time, expanding our understanding and recognizing the diversity of the modern world as an integral part of cultural dialogue contributes to the formation of a respectful attitude towards the heritage of our culture as a value belonging to all humanity.

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