

Intertextuality in Modern Kazakh Prose: Enhancing Cultural Identity and Academic Success in Higher Education

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Abstract: This study aims to determine how the Intertext in Modern Kazakh Prose teaching methods applied in second-year university literature courses affect students' academic success and attitudes toward cultural values in literature. The study employed a pre-test-post-test experimental model, incorporating a control group using a quasi-experimental model. The study sample comprised 54 students in the second year of the literature department of a university in Almaty, Kazakhstan. The success of the research groups in Intertext in Modern Kazakh Prose was evaluated, and an attitude scale regarding cultural values in literature was applied. The experimental and control groups received the same test and scale as a post-test after the five-week application period. The IBM SPSS v26 package program was used to perform a Mann-Whitney U Test analysis of the data. The research revealed that intertextual teaching methods effectively developed students' academic achievement and cultural attitudes in higher education. The experimental group exposed to intertextual approaches made significant progress compared to the control group following traditional ones. The results suggest that educators should equip themselves with the necessary theoretical knowledge and practical skills to effectively apply intertextual methods and consider the usability of these methods for cultural awareness through literature. In terms of future research, long-term studies examining the permanent effects of intertextual teaching methods on students' academic and cultural development are recommended.

Keywords: Literature, Narrative, Folklore, Epic poetry, Intertext, Modern Kazakh prose, Cultural values, Innovative learning

Teaching literature in higher education aims to provide an intellectual perspective and raise well-rounded individuals with cultural sensitivity and critical awareness. As a treasure trove of human experiences and cultural expressions, literature also allows students to gain different perspectives and understand the complexity of social problems (Demirci, 2021; Jaxa, 2024). Such an effective acquisition process in higher education requires going beyond superficial examinations of texts and in-depth examinations of the cultural, historical, and ideological contexts that are effective in forming literary works. This pedagogical approach develops students' critical thinking abilities, strengthens their effective communication skills,

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and contributes to establishing meaningful connections with their environment (Cui & Teo, 2023; Giotakou, 2024; Jehma et al., 2024; Rosenblatt, 1968).

The concept of intertextuality addresses the view that texts interact with each other and gain meaning through these relationships, making it an important approach to teaching modern literature. Based on the theoretical foundations of Mikhail Bakhtin and Julia Kristeva, intertextuality draws attention to the dialogic structure of texts and positions them in a cultural and literary dialogue (Bakhtin, 2010; Kristeva, 1980). This approach is of great importance, especially in higher education, in supporting students to critically analyze texts and establish connections between different genres, periods, and cultural traditions (Satemirova et al., 2021). Considering literature from an intertextual perspective allows students to comprehend the relationships between ideas and narratives more deeply, thus developing their interpretive competence and enriching their intellectual knowledge (Allen, 2011).

As an important tool of cultural transmission, Kazakh prose has an important position in the Central Asian literary world. Kazakh literature, which is nourished by oral literature, reflects the cultural, social, and political transformation processes of its people and acts as a bridge between the past and the present (Altybayeva & Khazbulatov, 2017; Nurgaliyeva, 2024). Kazakh prose has rich content in terms of intertextuality and offers rich literature exploring the intersections of tradition and modernity. Many modern Kazakh writers establish a dialogic connection between the past and the present by incorporating folkloric elements such as epic poetry and oral storytelling into their works. This interaction allows readers to understand how traditional values and narratives are related to current issues such as globalization, urbanization, and cultural identity (Kabylov et al., 2024).

Intertextual teaching methods in Kazakh higher education are important for examining literary heritage and its relationship with contemporary cultural identity. For Kazakh students, literature provides important perspectives on the values, beliefs, and narratives that shape their identities, allowing them to redefine their ties to cultural heritage. By making these connections visible, intertextual methods enable students to see themselves as active participants in a cultural dialogue that continues from the past to the present. This awareness gives students the responsibility to protect their cultural heritage and the motivation to sustain and readapt it in meaningful ways (Kappassova et al., 2024; Satemirova et al., 2021). This research aims to determine how the Intertext in Modern Kazakh Prose teaching methods in university literature courses affect students' academic success and attitudes toward cultural values in literature. The research aims to evaluate the contribution of these teaching practices to learning processes, cultural awareness, and sensitivity levels of students.

Theoretical Foundations of Intertextuality

Mikhail Bakhtin's ideas shaped the concept of intertextuality, while Julia Kristeva deepened it. Bakhtin's (2010) concept of "dialogical imagination" posits that every text engages in a continuous dialogue with other texts linked to broader socio-cultural contexts. Language naturally possesses an intertextual structure because words carry meanings and traces from past contexts (Bakhtin, 2010). Kristeva (1980) elevated the intertextual structure of texts to a new level, coining the term "intertextuality" and characterizing each text as a "mosaic of quotations" shaped by historical and cultural influences. This approach brought a new dimension to the concept of authorship by emphasizing that writers are not only creative individuals but also active participants in a cultural dialogue.

Mikhail Bakhtin's dialogism approach underscores that texts and languages encompass multiple voices simultaneously rather than a single voice (Bakhtin, 2010). Examining Kazakh literature through this theory reveals that cultural and political changes, particularly during the Soviet and post-Soviet periods, have resulted in diverse ideological voices within a single work.

This situation enables works to transform into a multi-layered dialogue space, enabling students to evaluate various perspectives collaboratively (Nurgaliyeva, 2024). Dialogism allows students to focus on the narrators or characters in the text and interact with historical, social, and ideas from different disciplines. According to Julia Kristeva's concept of intertextuality, each text constructs itself as a "mosaic of quotations," constantly interacting with elements borrowed from previous texts (Kristeva, 1980). From this perspective, folkloric elements seen in modern Kazakh novels or stories can be considered a contemporary reflection of old epics, myths, or oral traditions. Kristeva's approach allows students to move beyond the superficial reading of texts by giving them the task of deciphering the cultural codes hidden in the texts. Teachers develop multi-layered reading skills in the classroom by guiding students to discover common or different aspects of narratives from different periods. This approach is highly functional because texts provide important clues about cultural continuity and transformation processes (Allen, 2011).

G rard Genette's concept of hypertext refers to connecting one text to another through "transformation," which usually takes the form of rewriting, parody, or adaptation. In Kazakh literature, the adaptation of traditional epics into modern stories or novels is a concrete example of the phenomenon of hypertext. These adaptations give life to works that combine old and new values by blending classical narrative elements with current issues. During hypertext analysis, students better understand the creative process by identifying the original text's basic elements and the interpretations and additions that the new text brings to them. This method has educational potential because it shows how cultural codes, historical realities, and contemporary issues can intersect in a literary work (de Castro, 2021; Genette, 1997).

Intertextuality forms a bridge between textual analysis and cultural studies. Considering texts within a network of references provides an important framework for understanding the relationship between literary works and cultural narratives and how they are reinterpreted (Allen, 2021; Rouabhia, 2024). Roland Barthes' concept of "the death of the author" emphasizes a reader's active role in producing meaning through intertextual connections (Barthes, 1977). In this context, the change from the author's intention to the active participation of the reader allows texts to gain meaning through different interpretations depending on time and culture (Genette, 1997).

Intertextuality in literature is a powerful analytical tool for understanding how writers construct meaning by interacting with past texts and cultural discourses. James Joyce's *Ulysses* and T.S. Eliot's *The Waste Land* are among the most influential applications of intertextuality, which contain rich layers of mythological, historical, and literary references (Eliot, 2010; Joyce, 2017). These works demonstrate that interacting with broader historical and cultural contexts enriches literary texts. In addition, the intertextual method encourages readers to actively participate in creating meaning by analyzing these references actively, thus strengthening the depth of the texts and a reader's interpretive skills (Allen, 2011).

The effects of intertextuality go beyond literary studies and contribute to pedagogical approaches, especially in developing students' analytical and critical thinking skills. Research on this subject shows that intertextuality supports a more comprehensive understanding of cultural and historical contexts by teaching students to establish connections between interdisciplinary knowledge (Byhring & Knain, 2016; Morgan et al., 2017). For instance, engaging students in intertextual analysis through comparative literary activities enables them to discern the shaping of thematic elements, narrative structures, and cultural motifs across various texts. Such an approach develops students' interpretive skills and contributes to their understanding of the continuity and transformation of cultural narratives (Smagorinsky, 2007).

Teaching Intertextuality in Higher Education

Teaching intertextuality in higher education includes various pedagogical approaches to develop students' competencies in establishing connections between texts and analyzing and interpreting these connections (Nurgaliyeva, 2024). Intertextuality, in essence, requires students to analyze the dialogic relationships between texts and actively interact with them. This process necessitates a conscious and systematic teaching approach that goes beyond superficial reading habits and encourages students to explore deeper layers of meaning. These methods include comparative literature, text analysis, and thematic analysis practices that enable students to understand the multidimensionality of textual and thematic structures (Barthes, 1977; Gordon, 2022; Riffaterre, 1994).

Comparative text analysis, a frequently used method in intertextuality teaching, involves examining two or more texts side by side to explore the connections between them. Such analyses examine traditional texts with modern adaptations or critical responses, revealing how the texts reinterpret or critique each other. An evaluation of Margaret Atwood's *The Handmaid's Tale* with George Orwell's *1984* highlights the parallels in themes of surveillance and oppression and the different narrative approaches in both works. Such practices help students better understand the roles of texts in ongoing literary and cultural debates (Damrosch, 2003a; Allen, 2011).

Another effective method is thematic mapping, which allows students to deepen their inferences by following recurring themes, symbols, and motifs across texts. This method is beneficial when examining cultural or historical contexts. For instance, tracing the motif of nomadic life in Kazakh literature, from traditional oral epics to modern prose, reveals the shaping of national identity and cultural memory. Thematic mapping improves textual comprehension and encourages a more nuanced understanding of literature's social and cultural dimensions (Kunanbaeva, 2023; Kabylov et al., 2024).

Inspired by Bakhtin's (2010) dialogue-oriented approaches, the dialogic teaching strategy has an important place in intertextuality education. This strategy encourages a learning environment where students construct collective meaning by interacting with different texts and perspectives. In dialogic pedagogy, students actively participate in class discussions to examine the relationships between texts, share their thoughts, and express their critical interpretations. Research has shown that this approach deepens literary understanding and contributes to developing critical thinking and communication skills (Pappas et al., 2002; Smagorinsky, 2007).

Case studies in the context of global higher education demonstrate the adaptability and effectiveness of intertextual teaching methods (Jewitt, 2008; Morgan et al., 2017). Western literature courses, which include James Joyce's *Ulysses* alongside Homer's *Odyssey*, allow students to explore textual transformations across periods and cultural contexts. Similarly, in postcolonial literary studies, analyzing the reimagining of colonial texts in postcolonial works, such as Chinua Achebe's response to Joseph Conrad in *Things Fall Apart*, contributes to the development of critical awareness (Bhabha, 1994; Spivak, 2023).

The integration of intertextuality methods in the context of Kazakh literature is noteworthy in terms of culturally sensitive teaching. Modern Kazakh prose offers strong intertextual connections with oral traditions, Soviet-era literature, and global literary movements, allowing for examining cultural exchange and identity dynamics. When Auezov's *Abai's Way* is considered together with the Kazakh oral epics *Kozy-Korpesh* and *Bayan-Sulu*, students can analyze the continuity and transformation of cultural values in literature. Such intertextual analysis encourages students to connect literature and their cultural heritage, strengthening their sense of cultural belonging and pride (Sovetovna et al., 2014; Altybayeva & Khazbulatov, 2017).

Broader educational goals align with intertextual teaching strategies to develop critical literacy and foster global citizenship. By exposing students to different textual traditions and encouraging them to examine cultural intertextuality, educators prepare them to be effective individuals in a globalizing world. Particularly in the context of Kazakh literature, this approach illuminates the interactions between local traditions and global influences, thereby increasing students' cultural competence and intellectual curiosity (Nurgaliyeva, 2024; АШИНОВА et al., 2024).

History of Education and Pedagogical Development in Kazakhstan

A complex historical fabric reflecting local traditions and the influence of external forces deeply intertwines Kazakhstan's educational journey. Before Soviet rule, education in the Kazakh steppe was predominantly informal and community-based, relying on oral traditions passed down through family elders, poets, and religious figures (Turgunov & Koch, 2023). Kazakh communities' nomadic lifestyle preserved cultural knowledge through epic stories, folklore, and community narratives without standardized curricula. However, the Soviet era introduced formal school systems, gradually replacing many centuries-old informal educational practices. Soviet policies emphasized literacy and unity and implemented a centralized curriculum to instill Marxist-Leninist ideologies and strengthen loyalty to the Soviet state. Consequently, educational institutions often marginalized Kazakh linguistic and cultural expressions, generating tensions between modernization aspirations and preserving local traditions. During this period, the concept of collectivism became a central feature of education, shaping learners' attitudes toward cooperation and national solidarity. Although many schools increased access to basic education, the homogenizing impact of Soviet control suppressed certain forms of cultural and linguistic pluralism. As a result, the Soviet legacy left a dual educational identity that blended advances in literacy and science with the partial erosion of local cultural practices (Nurgaliyeva, 2024).

Following the collapse of the Soviet Union, Kazakhstan began seeking to reaffirm its national identity through educational reforms that balanced continuity with change. Post-Soviet policies prioritized revitalizing and preserving the Kazakh language and culture, increasing Kazakh-language schools and curriculum materials (Turgunov & Koch, 2023). At the same time, policymakers recognized the global importance of multilingualism and encouraged the inclusion of Russian and English language education in the curriculum. The shift from rigid, centralized education models to more learner-centered approaches reflected the country's broader social and economic transformations, encouraging critical thinking and adaptability skills. Educational reforms also addressed the legacy of standardization from the Soviet era, promoting a diversity of curricula emphasizing national heritage, cultural identity, and citizenship education. Higher education institutions underwent a process of modernization by seeking international collaborations and introducing credit-based systems aligned with global academic standards (Nurgaliyeva, 2024).

This post-Soviet transition has allowed Kazakh universities to integrate innovative pedagogical strategies, such as intertextuality in literature courses and to develop greater cultural awareness. However, differences in resource and infrastructure support between urban and rural areas continue to pose significant challenges to educational equity. Despite these obstacles, ongoing reform efforts underscore the country's commitment to fostering an educational environment that honors its rich historical heritage and fosters a sense of global citizenship among learners. As Kazakhstan continues to develop its educational philosophy, it aims to develop a learning ecosystem that is culturally rooted and internationally competitive, drawing on traditions and modern reforms.

Modern Kazakh Prose and Its Cultural Values

Modern Kazakh prose stands out as a dynamic literary field that reflects contemporary Kazakhstan's multidimensional structure of identity, cultural heritage, and social change. At the core of these works is the negotiation process between tradition and modernity, in which writers interact with historical narratives and reinterpret them within the framework of modern literary techniques (Altybayeva & Khazbulatov, 2017). Cultural preservation and transformation themes have an important place in modern Kazakh prose. These works address social discourses that aim to preserve Kazakh identity while struggling with the effects of globalization. They often serve as a cultural anchor by intertextually referencing oral Kazakh traditions such as epics, proverbs, and folk tales. By incorporating these traditional elements into their works, writers emphasize the importance of Kazakh heritage and resist the homogenizing effects of modern global culture (Nurgaliyeva, 2024). This interaction of traditional and contemporary elements enables modern Kazakh prose to function as a tool that supports cultural flexibility and contributes to preserving the fundamental narratives of the past in the present.

Another important theme of modern Kazakh prose is the search for individual and social identity in post-Soviet Kazakhstan. Authors such as Rollan Seisenbayev and Tolen Abdikov delve into the psychological and social dimensions of identity in their works, depicting characters who, on the one hand, confront the remnants of the Soviet legacy and, on the other hand, struggle to regain and define Kazakh cultural identity. In Seisenbayev's *The Dead Who Wandered the Steppe*, intertextual elements refer to the historical and cultural struggles of the Kazakh people, creating a dialogue between past traumas and current challenges (Sovetovna et al., 2014).

Intertextuality in modern Kazakh prose provides thematic deepening and paves the way for stylistic innovations. Many writers use the technique of magical realism, which blends realistic narratives with fantastical elements, to create a unique Kazakh style by originally interpreting Kazakh myths and legends (Satemirova et al., 2021). For example, Timur Zhulka's *Golden Horde* skillfully combines legendary and historical texts to examine the legacy of Genghis Khan and its connection with contemporary Kazakh identity. This style not only increases the narrative richness of modern Kazakh prose but also positions this literature as an innovative and original tradition on a global level (Altybayeva & Khazbulatov, 2017; Yerkin, 2021). By addressing the themes of identity, tradition, and modernity from an intertextual perspective, modern Kazakh prose plays a critical role in shaping the cultural discourse in Kazakhstan. These works, of historical and cultural significance, offer readers a deep understanding of their heritage and encourage them to question the challenges and possibilities of contemporary life (Bekpenbetova et al., 2024; Sultan et al., 2024). In higher education, this intertextual richness offers a unique opportunity to develop cultural appreciation, strengthen critical thinking, and develop a more nuanced understanding of the dynamic relationship between tradition and modernity.

Intertextual Methods and Educational Outcomes

Intertextual approaches significantly increase the quality of educational outcomes in terms of developing students' ability to analyze, compare, and synthesize information obtained from different sources (Altybayeva & Khazbulatov, 2017). These methods increase engagement by making literature more relevant and meaningful to students. When students can connect intertextual references in modern Kazakh prose to their experiences or cultural backgrounds, they tend to develop a more substantial emotional and intellectual commitment to the learning process (Smagorinsky, 2007). Studies have shown that intertextual approaches significantly increase students' academic success, especially in disciplines that require

analytical and interpretative skills. These strategies not only provide students with a more profound learning experience but also contribute to the strengthening of their critical and analytical skills (Duff, 2003; Kunanbaeva, 2023).

Intertextual teaching methods are consistent with culturally responsive pedagogy, emphasizing incorporating students' cultural backgrounds into learning (Gay, 2018). In Kazakh higher education, intertextual approaches enable educators to center students' cultural heritage in their literary studies, making learning more inclusive and meaningful. Inclusivity and meaningfulness are critical in a multicultural society like Kazakhstan, where literature can bridge ethnic and cultural groups (Satemirova et al., 2021). By encouraging an understanding of shared cultural values through intertextual analysis, educators can increase social cohesion and mutual respect among students (Ladson-Billings, 2022).

The gradual decline in interest in cultural heritage among students makes it even more challenging to transfer modern Kazakh prose to education. Younger generations, heavily immersed in global media and popular culture, often gravitate towards foreign narratives over local traditions (Kabylov et al., 2024). Teaching modern Kazakh prose is challenging due to the texts' complexity and intense intertextual references to folkloric elements, historical events, and global literary traditions (Altybayeva & Khazbulatov, 2017). However, students who lack the analytical tools necessary to understand these connections have difficulty grasping the depth and richness of the texts, which limits their interaction with literary texts. In addition, the lack of interdisciplinary approaches to teaching modern Kazakh prose limits students' ability to relate literature to broader cultural, historical, and political contexts.

By its very nature, intertextuality requires understanding the interconnectedness of texts and their cultural contexts (Bakhtin, 2010; Kristeva, 1980). However, in many higher education institutions, literature is treated independently of other disciplines, such as history, anthropology, or sociology, and students are left without the contextual information necessary to make sense of intertextual elements. This situation not only narrows the scope of literature education but also negatively affects the development of critical thinking skills and cultural awareness in students.

Despite the increasing global interest in intertextuality and its pedagogical applications, research on its use in teaching modern Kazakh prose is still underdeveloped. While foundational studies have illuminated the theoretical foundations of intertextuality in Kazakh literature (Altybayeva & Khazbulatov, 2017; Kappassova et al., 2024; Kabylov et al., 2024), they primarily focus on comparative analyses in Kazakh, Russian, and English-language media. These studies emphasize the prevalence of intertextuality as a literary device but do not explore its effects on educational practices, especially outcomes such as attitudes and achievement among students in higher education.

Sultangaliyeva et al. (2024) addressed the integration of contemporary Kazakh prose with world literary traditions, but they did not provide a pedagogical framework. Imangali et al. (2024) emphasized short novels' thematic and pedagogical potential but did not address the classroom application of intertextual methods. Zhakulaev (2024) examined the use of historical discourse in literature but did not address the place of these elements in teaching. Yerbulatova et al. (2019) focused on cultural translation, while Smagulova and Eleukenova (2024) examined the contribution of innovative methods to cultural identity but did not elaborate on intertextuality. Smamutova (2024) presented content within the framework of cultural elements but did not address the issue in a pedagogical dimension. Sultan et al. (2024) focused on poetry but neglected the potential of prose in education. In summary, although existing studies emphasize the importance of intertextuality in literature, there is still a need for concrete strategies for implementation in education. Thus, a significant gap exists in understanding how these global-local intertextual dynamics can improve literature education in Kazakh universities.

This research aims to determine to what extent the teaching methods of Intertext in Modern Kazakh Prose applied in second-year university literature courses affect a student's academic success and attitudes toward cultural values in literature. For this purpose, the answers to the following two sub-research questions were sought:

1. To what extent do Intertext in Modern Kazakh Prose teaching practices applied in a sophomore-year university literature course affect students' success?
2. To what extent do Intertext in Modern Kazakh Prose teaching practices applied in a sophomore-year university literature course affect students' attitudes towards cultural values in literature?

Method

Research Model

The present study examined the effects of Intertext in Modern Kazakh Prose teaching practices applied in the second-year university literature course on students' attitudes and achievements toward cultural values in literature. A pre-test and post-test experimental model with a control group was used as a basis for semi-experimental models. Table 1 provides a representation of the experimental model used.

Table 1

Research Design

	T1_{1,2}	Procedure	T2_{1,2}
RG1 Experimental Group	Pre-test Measurements	-X- Intertext in Modern Kazakh Prose Teaching	Post-test Measurements
RG2 Control Group	Pre-test Measurements	Implementation of the Current Curriculum	Post-test Measurements

RG1- Experimental group

RG2- Control group

T1, 1- Pre-test (Intertext in Modern Kazakh Prose subject achievement measurements)

T1, 2- Pre-test (Attitude scale towards cultural values in literature)

X- Implementation of teaching activities related to Intertext in Modern Kazakh Prose

T2, 1- Post-test (Intertext in Modern Kazakh Prose subject achievement measurements)

T2, 2- Post-test (Attitude scale towards cultural values in literature)

The research was conducted based on the control group pretest-posttest model, which is a semi-experimental model. Real experimental models must consider three basic rules (Chang et al., 2022). In this context, there are at least two groups, experimental and control, in the real experimental model; a pre-test is applied at the beginning of the research applications, and a post-test is applied at the end. In addition, the subjects are assigned to the experimental and control groups by a random, non-random method. In this study, random non-random assignments could not be made individually in forming groups due to limitations. This limitation led to accepting the applied experimental model as a semi-experimental design.

In this study, where the effects of Intertext in Modern Kazakh Prose activity applications in the high school second-year literature course were tested, the curriculum covering these activities was applied to the experimental group, and the current tenth-grade literature course curriculum was applied to the control group. The success of Intertext in Modern Kazakh Prose was evaluated as a pre-test in the research groups, and the attitude scale towards cultural values in literature was applied. The selected experimental design required applying the same measurement tools to the groups as a post-test at the end of the experimental process.

Experimental Application

The researchers carried out the following procedures in the study in the prescribed order. Before the experimental applications in the study, the Intertext in Modern Kazakh Prose Field Achievement Test and Attitude Scale Towards Cultural Values in Literature were applied to the experimental and control groups as a pre-test. The application lasted five weeks (15 lesson hours). During the application, the activities in the program aligned with the target behaviors and scope of the current literature curriculum for the control group. Applications were carried out with the experimental group using the teaching activities prepared based on “Intertext in Modern Kazakh Prose.”

Intertextuality teaching in modern literature and prose applied to the experimental group aims to develop student's skills in understanding, analyzing, and interpreting the relationships between literary texts in literature courses. A literary theory known as intertextuality posits that a text undergoes writing under the influence of other texts, thereby enhancing its meaning. To enhance the effectiveness of this teaching, the experimental group engaged in the following activities:

- i. *Introduction of the Concept:* The students were introduced to the concept of intertextuality, and an explanation was provided about how it was a tool for understanding and interpreting the relationship between texts. In this context, information about the theories of important scientists was presented.
- ii. *Showing Examples:* Examples from modern Kazakh literature demonstrate to students how intertextuality operates. In this context, the works of the following authors and their works were examined as examples: ‘The works of Mahabat Baigut, Roza Mukhanova’ from the middle generation; Duman Ramazan “*Kosh*,” “*Jyn*,” “*Kokzhal*”; Zhusipbek Korgasbek “*Ulpildek*,” “*Kaskyr adam*,” “*Talan*.” From the young generation: Aigul Kemelbayeva’s “*Tyrnak*,” “*Konyrkazy*”; Askar Altai’s “*Kentavr*,” “*Sibiroficeri*”; Dauren Kuat “*On som*,” “*Tas monsha*,” “*Muyiz tarak*”; Saule Doszhanova “*Kasiret*,” “*Urey*,” “*Mynzhyldyk mahabbat*.”
- iii. *Analysis of Intertextual Connections:* At this stage, the experimental group of students compared the original and affected texts. Next, they conducted a theme and motif analysis. They discussed how different writers processed the same theme or motif in Kazakh literature at this stage.
- iv. *Creative Writing Studies:* At this point, the experimental group asked students to select a text and rewrite it from the viewpoint of another author. In addition, students were asked to add references to a text based on their own cultural or literary knowledge.
- v. *Critical Reading and Discussion:* At this stage, the students in the experimental group were asked to read a text critically through intertextuality. The students were asked to discuss the text's context, its relationships with other texts, and the reader's process of making sense of the text.
- vi. *Evaluation:* In the final stage of the course, students in the experimental group were provided with question-answer techniques for discussions, and feedback was given to them. The following questions were directed to the students: “In Modern Kazakh Literature... what other texts does the sample text refer to?,” “What might the author have intended with these references?,” and “How do you, as a reader, interpret these references?”

In the experimental group, during the intertextuality teaching process, students were provided with information and carried out analysis, critical thinking, and creative writing activities. In addition, students were provided with the opportunity to relate the contents of Kazakh literature to historical, cultural, and artistic contexts. After the five-week application

period, the same test and scale were reapplied to the experimental and control groups as a post-test.

Research Group

This study, which examined the effects of the teaching program based on Intertext in Modern Kazakh Prose teaching activities applied in sophomore university literature courses on students' cultural values and achievement, was based on the control group pre-test-post-test model. Experimental and control groups were created following standard principles and procedures. Necessary permissions were obtained to conduct the study in the literature department of a university in Almaty, Kazakhstan. Students and academic staff in the faculty literature department were informed via an announcement. Expert opinions and suggestions from literature studies (Goette et al., 2012; Lohr & Zhu, 2017) guided the study's creation of experimental and control groups.

The decision was made to assign the groups randomly and to use the blocked-random assignment method in this assignment. According to Goette et al. (2012), the sample size for an experimental study is recommended to be at least 20 using a significance level of .05, $\beta = 0.1$ and 90% power. Based on the findings of studies (Raudenbush et al., 2007), the sample size required to detect a Cohen's d effect size of 0.6 in the experimental and control groups was accessed. A sample of twenty-five participants in each group was sufficient to observe an effect with a significance level of 5% and at least 80% power.

There were 54 students in the second year of the university's literature department, so there were 27 students in each group. Fifteen students in the experimental group were female, and 12 were male. The average age of the students in the experimental group was 19.63 ± 0.80 . Fourteen of the students in the control group were female, and 13 were male. The average age of the students in the control group was 19.58 ± 0.77 . The students studying in the classes included in the study had similar socio-economic status.

Different variables affected the inclusion of the selected groups in the study. These variables were 1) the necessary support from the faculty in experimental applications, 2) the high motivation of faculty and department managers and academic staff for the research, 3) and the permission and approval of the administration and students for the research applications were effective. Ethics committee permissions were obtained from the university for the research. In addition, because the students were over 18, the participants' signatures and approvals were obtained via the research application consent form.

Data Collection Tools

In this study, which tested the effects of Intertext in Modern Kazakh Prose activity applications in literature class, the teaching program including these activities was applied to the experimental group, and the current tenth literature course teaching program was applied to the control group. In the study, "Attitude Towards Cultural Values in Literature Scale and "Achievement Test" were applied before and after the teaching.

Attitude Towards Cultural Values in Literature Scale

The researchers developed a 5-point Likert-type scale to measure the students' attitudes toward cultural values in literature. A literature review was conducted to generate the Attitude Towards Cultural Values in Literature Scale (ATCVLS) items. In addition, the theoretical framework on the subject was examined in detail. Considering the items of the previously prepared attitude scales, the items of the ATCVLS were designed and written. Before the

validity and reliability study, a draft form of the scale consisting of 15 items was created. Expert opinions were received from three field experts and one measurement and evaluation expert. According to their opinions, 1 item was removed from the draft form, and a trial form of the scale consisting of 14 items was created. A pilot study was conducted among 146 students studying in the university's literature department, and the validity and reliability studies of the scale were carried out.

The construct validity of the ATCVLS was examined with exploratory factor analysis, which aims to discover a small number of conceptually meaningful new variables by bringing together a large number of interrelated variables (Mash et al., 2000). It was performed using SPSS 26.0. To determine how successful the items in the scale were in distinguishing people in terms of the feature they measure, a t-test examined whether there was a significant difference between the item scores of the 27% upper and lower groups determined according to the total score. The scale's reliability based on its internal consistency was examined by calculating the Cronbach alpha internal consistency coefficient. Some assumptions were checked before the factor analysis of the ATCVLS. The sample size and the data set must be sufficient for factor analysis. Assumptions were checked by calculating the KMO value and performing Bartlett's Sphericity Test.

Table 2

Calculated KMO Value for Factor Analysis and Results of Bartlett's Sphericity Test

KMO (Kaiser-Meyer-Olkin Measure)		0,933
	χ^2	1377,855
Bartlett's Sphericity Test	Sd	91
	P	0,00

Table 2 reveals that the calculated KMO value is 0.911. A KMO value of 0.7 and higher indicates that the sample size is sufficient for factor analysis. Bartlett's Sphericity Test determines whether a data set is suitable for factor analysis. If a p-value calculated with this test is less than 0.05, it shows that the matrix with the relationships between the items to be included in the factor analysis is different from the unit matrix without relationships; therefore, the data is suitable for factor analysis (Ibikunle et al., 2021). In this study, the calculated KMO value showed that the sample size was sufficient for factor analysis, and the p-value obtained from the Bartlett Sphericity Test indicates that the data were suitable for factor analysis.

After the necessary assumptions were met, EFA was performed. As a result of the factor analysis, three factors had eigenvalues greater than 1. The slope formed a plateau after the first point in the eigenvalue factor graph (Figure 1). The variance contributions of the components after the first point were small and close. In light of this information, it was decided that there would be one number of factors. After this stage, EFA was performed by forcing the scale items to 1 factor. The rotation process was performed using the Varimax (maximum variability) method to provide ease of prediction.

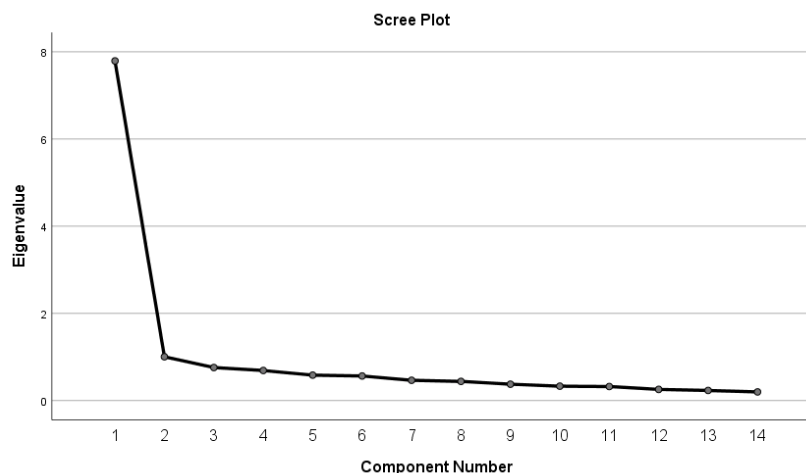
Figure 1. Scree plot

Table 3 displays the factor structure of the ATCVLS as a result of the factor analysis.

Table 3*Factor structure of the ATCVLS*

Items	Factor Weights	Item-Total Correlation
I1	,656	0,594
I2	,638	0,577
I3	,725	0,668
I4	,709	0,651
I5	,678	0,614
I6	,658	0,596
I7	,747	0,693
I8	,679	0,616
I9	,701	0,641
I10	,620	0,555
I11	,759	0,705
I12	,684	0,624
I13	,703	0,642
I14	,694	0,633

The factor loadings of the items in the scale were between 0.65 and 0.74. The eigenvalues of these factors and the percentage of variance they explained were calculated as 49.66%. The factor loading values are the following: 1) 0.71 is excellent, 2) 0.63 is very good, 3) 0.55 is good, 4) 0.45 is mediocre, and 5) 0.32 is weak, indicating that it contributes to the variance (Marsh et al., 2020). The reliability of the ATCVLS was examined by calculating Cronbach's alpha reliability coefficient. The alpha coefficient values close to 1 indicate high reliability due to internal consistency. However, alpha coefficients between 0.81 and 1.00 indicate that the scale is highly reliable (Goodboy & Martin, 2020). The Cronbach alpha reliability coefficient for the ATCVLS was 0.91. The values obtained generally showed that the scale's reliability based on internal consistency was sufficient and high. The ATCVLS is presented in Appendix A.

Achievement Test

The study aimed to evaluate the impact of Intertext in Modern Kazakh Prose on teaching success by preparing three texts based on Intertext and an achievement test with ten open-ended questions related to the texts for both the pre-test and post-test phases. In preparing the Intertext

in Modern Kazakh Prose Achievement Test, the achievements related to Intertext in Modern Kazakh Prose were determined in the Kazakh Literature Course Curriculum and the recommended textbooks. Open-ended questions were used to measure and evaluate the determined achievements more accurately. During the evaluation phase of the study, an evaluation meeting was held with three expert teachers and two faculty members in Kazakh literature education, and a consensus was reached on open-ended written questions.

In the spring semester of 2024, the 10-item Intertext in Modern Kazakh Prose achievement test was applied to 20 students, equivalent to the research sample, regarding comprehensibility and answerability, and two experts evaluated the results. The scoring correlation performed by the two experts was calculated for each question, and consistency-reliability coefficients between 0.89 and 0.96 were calculated. In the achievement test, students can score between 1 and 10 for each question. Thus, the lowest score that can be received on the achievement test is 10, and the highest score is 100. Appendix B presents the Intertext in Modern Kazakh Prose achievement test questions

Data Analysis Techniques

The IBM SPSS v26 package program was used to analyze the data. The Shapiro-Wilk normality test was examined for the normality of the data. As a result of the Shapiro-Wilk test not being within the normal range and the study group being below 30 individually (Banzhaf et al., 2024), the research data were analyzed by performing non-parametric tests. The Mann-Whitney U Test analysis was performed to determine whether there was a significant difference between the groups in the study.

Findings

Scales and tests were applied to measure the students' attitudes in experimental and control groups towards cultural values in literature and to determine how much they improved in their success in the subject of Intertext in Modern Kazakh Prose. The Mann-Whitney U test was used to analyze whether there was a difference between the scores of the students in the experimental and control groups before and after the application. Pre-test applications were applied to the groups before the instruction. In this context, the descriptive analysis of the pre-test attitudes of the experimental and control groups towards cultural values in literature is shown in Table 4. Table 4 displays the results of the Mann-Whitney U Test.

Table 4

Descriptive Analysis of Pre-test Scores of the Experimental and Control Groups on the Achievement Test

Pre-test	Group	N	Mean	Std. Deviation
Intertext in Modern Kazakh Prose Subject Achievement Test	Experimental	27	46,89	10,06
	Control	27	47,44	8,96

In Table 5, the experimental group participants' pre-teaching achievement test score average was 46.89 ± 10.06 , and the ones in the control group had 47.44 ± 8.96 . Table 5 presents the Mann-Whitney U results on the pre-test scores in the Intertext in Modern Kazakh Prose achievement measurement.

Table 5

Pre-test Scores of the Experimental and Control Groups on the Achievement Test Mann-Whitney U Test Results

Pre-test	Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	p
Intertext in Modern Kazakh Prose Subject Achievement Test	Experimental	27	25,78	696,00	318,00	0,81	0,417
	Control	27	29,22	789,00			

According to Table 5, the mean rank of the pre-test success scores of the experimental group students is 25.78; the mean rank of the pre-test scores of the control group students is 29.22. Thus, there were no statistically significant differences between the experimental and control groups in the pre-test scores of the Intertext in Modern Kazakh Prose Success Test ($U=318.00$; $p>.05$). The pre-test stage yielded a numerical value that indicated the participants in both groups had equal levels of "Intertext in Modern Kazakh Prose Success" at the outset. Table 6 provides the descriptive statistics results of the pre-test scores measuring attitudes toward cultural values in literature.

Table 6

Descriptive Analyses of Pre-test Scores of Attitude Towards Cultural Values in Literature of Experimental and Control Groups

	Group	N	Mean	Std. Deviation
Pre-Attitude	Experimental	27	3,68	0,51
	Control	27	3,66	0,39

In Table 6, the experimental group participants' pre-test attitude score average towards cultural values in literature was 3.68 ± 0.51 , while the pre-test attitude score average of the control group was 3.66 ± 0.39 . Table 7 provides the Mann-Whitney U results on the pre-test scores measuring attitudes toward cultural values in literature.

Table 7

Pre-test Scores of the Experimental and Control Groups on "Attitude Towards Cultural Values" Mann Whitney U Test Results

	Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	p
Pre-Attitude	Experimental	27	27,19	734,00	356,00	-0,15	0,882
	Control	27	27,81	751,00			

According to Table 7, the mean rank of the pre-test attitude scores of the experimental group students is 27.19; the mean rank of the pre-test attitude scores of the control group students is 27.81. The results showed no statistically significant difference between the experimental and control groups in terms of pre-test attitude scores of ATCVLS ($U=356.00$; $p>.05$). This numerical value shows that the ATCVLS levels of the participants in both groups were equal at the beginning of the research. Post-test applications were applied to the groups before the instruction. Following the research's experimental applications, Table 8 presents the descriptive analysis of the Intertext in Modern Kazakh Prose post-test success scores for the experimental and control groups.

Table 8

Descriptive Analysis of Post-test Scores of Experimental and Control Groups on the Achievement Test

Post-test	Group	N	Mean	Std. Deviation
Intertext in Modern Kazakh Prose Subject Achievement Test	Experimental	27	70,81	16,6
	Control	27	57,04	11,93

In Table 8, the post-test success score average of the participants in the experimental group was 70.81 ± 16.60 , while the success average of the participants in the control group was 57.04 ± 11.93 . Table 9 provides the Mann-Whitney U results performed on the post-test scores in the Intertext in Modern Kazakh Prose Success measurement.

Table 9

Post-test Scores of the Experimental and Control Groups on the Achievement Test Mann-Whitney U Test Results

Post-test	Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	p
Intertext in Modern Kazakh Prose Subject Achievement Test	Experimental	27	33,30	899,00	208,00	-2,73	0,006
	Control	27	21,70	586,00			

According to Table 9, the mean rank of the post-test success scores of the experimental group students is 33.30; the mean rank of the post-test scores of the control group students is 21.70. According to this finding, thus there was a statistically significant difference between the experimental and control groups in the post-test scores of the Intertext in Modern Kazakh Prose Success Test ($U=208.00$; $p < .05$). This numerical value obtained from the post-test stage showed that the participants in the experimental group reached high levels of success in the subject of Intertext in Modern Kazakh Prose after the research and experimental applications. Table 10 provides the descriptive statistics results of the post-test scores measuring attitudes toward cultural values in literature.

Table 10

Descriptive Analyses of the Post-test Scores of Attitude Towards Cultural Values in Literature of the Experimental and Control Groups

Post-attitude	Group	N	Mean	Std. Deviation
	Experimental	27	4,14	0,62
	Control	27	3,80	0,52

Table 10 shows that the average post-test attitude score of the participants in the experimental group toward cultural values in literature was 4.14 ± 0.62 , while the average post-test attitude score of the participants in the control group was 3.80 ± 0.52 . Table 11 provides the Mann-Whitney U results on the post-test scores measuring attitudes toward cultural values in literature.

Table 11

Post-test Scores of the Experimental and Control Groups on Attitude Towards Cultural Values Mann-Whitney U Test Results

Post-attitude	Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	P
	Experimental	27	32,24	870,50	236,50	-2,24	0,025
	Control	27	22,76	614,50			

According to Table 11, the mean rank of the post-test attitude scores of the experimental group students is 32.24; the mean rank of the post-test attitude scores of the control group students is 22.76. It was understood that there was a statistically significant difference between the experimental and control groups in the post-test scores of attitudes towards cultural values in literature ($U=236.50$; $p < .05$). This numerical value shows that the ATCVLS levels of the participants in the experimental group were higher than their peers in the control group after the experimental applications of the research.

Discussion and Conclusion

This study determined the effects of the Intertext in Modern Kazakh Prose teaching method in the second-year university literature courses on students' academic achievement and attitudes toward cultural values in literature. The study results revealed that intertextual teaching methods effectively improve both academic achievement and cultural attitudes among students in higher education. In particular, it was observed that the experimental group exposed to intertextual approaches made significant progress compared to the control group that followed traditional teaching methods. These findings emphasize that intertextuality has a transformative potential in modern educational environments, especially in teaching modern Kazakh prose.

The research findings show that intertextual teaching methods used in teaching modern Kazakh prose significantly increase students' academic achievement. Intertextuality provides deeper cognitive interaction by encouraging students to identify, analyze, and synthesize the relationships between texts, thus enriching education (Weng, 2023). Intertextual teaching methods enable students to actively engage with texts rather than passively interact with them (Sultangaliyeva et al., 2024). This active participation develops analytical interpretation skills and allows students to explore Kazakh prose's structural and narrative elements more deeply (Biggs et al., 2023). In addition, using intertextual methods allows students to go beyond superficial understanding (Yerbulatova et al., 2019).

The study findings show that the student's achievement test scores in the experimental group after the intervention were significantly higher than those of the control group that followed traditional teaching methods. The structured integration of intertextual teaching enables students to learn the content and develop metacognitive awareness about the processes of knowledge construction, discussion, and reinterpretation (Smamutova, 2024). Students learn to critically evaluate the text content and broader cultural and intellectual frameworks by exploring intertextual connections. This aspect strengthens students' critical thinking skills toward texts and knowledge in general. The success of intertextual teaching methods in the research has significant implications for program design. Integrating intertextual methods into the program helps bridge the gap between traditional literature education and modern, competence-based learning models (Smagulova & Eleukenova, 2024). This approach prepares students to deal with complex narratives connected to global contexts while connecting them to national literary traditions. This dual focus balances the goals of preserving local cultural heritage and developing global competence (Colosimo, 2024).

The experimental group's students' positive development in cultural attitudes underscores the potential of intertextual teaching methods to foster a deeper appreciation of cultural heritage and identity. Kazakh prose, as a repository of national values, history, and traditions, offers a rich environment for exploring cultural connections (Pavez et al., 2022). Intertextuality enhances this potential by revealing the complex dialogues between texts, historical contexts, and cultural motifs, making it possible to understand literature as a dynamic interaction of cultural narratives.

In this study, students participated in intertextual activities that emphasized the cultural and historical dimensions of modern Kazakh prose. For example, examining themes of resistance and identity in the works of writers such as Zhusipbek Korgasbek and Askar Altai allowed students to contextualize these narratives within Kazakhstan's broader cultural and historical framework. This process is consistent with Damrosch's (2003b) concept of world literature, which emphasizes that texts can reflect specific cultural identities and engage with universal themes. Intertextual instruction also increases meaningfulness and relevance by allowing students to connect literature and their cultural experiences (Sultan et al., 2024). Activities such as creative rewriting and thematic analysis encourage students to incorporate personal and cultural knowledge into their interpretations of texts.

This result is consistent with constructivist theories and suggests that individuals construct meaning by connecting new information to their existing knowledge and experiences. When students discover intertextual references in Kazakh prose, they can relate them to cultural values, strengthening their cultural identity (Vygotsky, 1978). In addition, the interactive nature of intertextual teaching plays an important role in developing cultural attitudes. Collaborative activities such as group discussions and comparative analysis provide students with opportunities to express their interpretations and listen to different perspectives (Nurgaliyeva, 2024). This collaborative process increases understanding and develops empathy and respect for different perspectives. By viewing texts as part of a more extensive cultural dialogue, students learn to appreciate the complexity and richness of their cultural heritage.

Research findings suggest that intertextual methods can prevent the marginalization of national literature in the context of globalization. As students explore dialogic relationships between Kazakh prose and global literary traditions, they become aware of their cultural specificity and global connections. This balanced perspective enables students to overcome the challenges of cultural globalization while preserving and promoting their national identity (Kabylov et al., 2024). For example, examining parallels between Kazakh prose and postcolonial literature from other regions highlights shared human experiences and strengthens a sense of global solidarity without compromising local cultural pride.

This study highlights the broader societal implications of developing cultural attitudes through intertextual teaching. By encouraging an appreciation of cultural heritage, these methods contribute to preserving and promoting national identity and values. They also equip students with the cultural literacy needed to engage with global narratives critically, thus developing them to be conscious and culturally aware individuals.

In particular, intertextual approaches provide a pedagogical context compatible with Kazakhstan's national strategy. Using intertextual methods in literature lessons aligns with the country's goals of promoting cultural heritage and developing global competencies among young people. Kazakhstan aims to develop individuals who can compete globally while preserving their national identity (Altybayeva & Khazbulatov, 2017). The study's results show that the teaching methods used serve both local and international educational goals. The research results demonstrate that the innovative approaches used in teaching modern Kazakh literature preserve national values and enable students to develop global perspectives. By adopting these methods, educators create a learning environment that can increase students' individual success and social responsibility.

Despite the positive results from the study, it has certain limitations. First, the quasi-experimental design's non-random assignment of participants to groups limits the ability to control for all extraneous variables. This may introduce potential selection biases that could impact the results. Future research could address this limitation by using completely randomly assigned experimental designs to increase the validity of the findings. Second, the study only took place in one university setting, potentially limiting the generalizability of the findings. The cultural and institutional context of the participating university likely influenced the results

obtained. Extending the study to include different educational contexts, both within and outside Kazakhstan, could provide a more comprehensive understanding of the applicability of intertextual methods. Finally, the relatively short duration of the intervention (five weeks) limits the ability to draw definitive conclusions about the long-term effects of intertextual teaching on students' academic and cultural development. Long-term studies would be useful to examine the effects of continued exposure to intertextual approaches on students' learning dispositions and cultural identities.

Recommendations

The findings have important implications for educational practice and policy. The demonstrated effects of intertextual teaching methods highlight the need for program reforms that prioritize innovative pedagogical strategies in literature education. Integrating intertextual approaches into the national curriculum for Kazakh literature can equip students with critical analytical skills while increasing their engagement with their cultural heritage. The research also highlights the importance of teacher education and professional development. Educators must equip themselves with theoretical knowledge and practical skills to effectively apply intertextual methods. Workshops and training programs focused on intertextuality and active learning strategies can play a critical role in bridging the gap between theory and practice. By fostering cultural awareness and appreciation through literature, intertextual teaching methods can contribute to preserving and promoting national identity in a globalizing world. As modern Kazakh prose continues to evolve, integrating this literature into educational systems is an essential tool for cultural sustainability.

Researchers can conduct long-term studies examining intertextual teaching methods' effects on students' academic and cultural development. Furthermore, studies comparing the effectiveness of intertextual approaches across different literary traditions and cultural contexts can provide valuable information about the universal applicability of these methods. Furthermore, integrating digital tools and technologies into intertextual teaching offers an exciting area for exploration. Using digital platforms to analyze and visualize intertextual connections can increase the accessibility of these methods for students in the digital age. Finally, interdisciplinary studies examining the intersections of intertextuality with other fields, such as history, sociology, and the digital humanities, can further enrich the understanding and applicability of this approach in education.

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Appendix A

	Strongly disagree	Disagree	Partially Agree	Agree	Absolutely agree
Attitude Towards Cultural Values					
1. I learn a lot of information about Kazakh Culture in the Kazakh Literature course.	1	2	3	4	5
2. We can produce more qualified literary works by protecting our cultural values.	1	2	3	4	5
3. I think that our culture needs to be learned to develop in the field of literature.	1	2	3	4	5
4. I think our history and culture should be given more space in literature classes.	1	2	3	4	5
5. More texts on cultural topics should be included in literature classes.	1	2	3	4	5
6. I enjoy examining literary works about our own history and culture.	1	2	3	4	5
7. I think that literature is important in teaching Kazakh historical values and transferring cultural heritage.	1	2	3	4	5
8. I think there is more than enough content about Kazakhstani traditions and culture in literature course curricula.	1	2	3	4	5
9. I believe that the transfer of cultural values can be effectively achieved through literature lessons and modern Kazakh prose practices.	1	2	3	4	5
10. Historical and cultural heritage should be included in modern Kazakh prose.	1	2	3	4	5
11. Cultural issues interest me in literature class.					
12. I believe that cultural elements and values should be given more place in Kazakh literature classes.					
13. The primary course in the transmission of cultural values is literature.					
14. It was boring for me to cover cultural content in Kazakh literature classes.					

Appendix B

INTERTEXT IN MODERN KAZAKH PROSE ACHIEVEMENT TEST

1. Which scientists have contributed to the development of intertextuality theory, and what specific contributions have they made?
2. Explain the theories of intertextuality, a concept in the evolving field of modern linguistics, and provide relevant examples.
3. How significant is intertextual communication or its analysis for the reader?
4. What are the most common types of intertext found in literary prose?
5. What is the relationship between the concept of intertextuality and the *naziragoy* tradition?
6. What are the cognitive benefits of studying and analyzing intertext in modern Kazakh prose?
7. What is the relevance and purpose of teaching intertextuality in universities?
8. What types of tasks can be organized to teach intertextuality using level-based technology?
9. Can you provide examples of the "password" function of intertextuality?
10. Are intertextual communications a phenomenon unique to postmodernist literature, or are they also present in Kazakh oral literature?