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THE EFFECTIVENESS OF USING DIGITAL TECHNOLOGIES IN TEACHING ARTISTIC FOLKLORE PROSE

Abstract. The article discusses effective ways of teaching the valuable heritage of the people through digital technologies in the context of modern digitalization of education. Currently, one of the main tasks of the education system is to introduce innovative technologies into the educational process and expand its scope of application in order to prepare competitive specialists at a high level. That is why the study analyzes the methods of modern teaching and systematizes innovative methods using digital technologies. Research papers related to the advantages and disadvantages of using digital technologies in the educational process, as well as various scientific and practical sources related to the use of digital tools, are analyzed and collected. Furthermore, the differences between innovative teaching methods and traditional teaching methods are analyzed. The types of neural networks that help increase the interest and active participation of students in the lesson, as well as the effectiveness of their use, are considered. These innovative resources enhance the desire to master the national heritage and promote increased learning activity.

The research material was based on data obtained from the World Research Base and the works of domestic and foreign researchers. As a result of the research, the possibilities of digital technologies in teaching Kazakh folklore have been identified, and it has been concluded that the methodological aspect of teaching Kazakh folklore through digital technologies has not been considered and requires further study. This research is relevant for creating new research in teaching folklore through digital technology.

Keywords: digital technologies, folklore works, digital didactics, digital educational resources, innovative methods.

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(Қазақстан, Алматы қ.), e-mail: bakytgul_phd@mail.ru**Фольклорлық көркем прозаны оқытуда сандық технологияны қолданудың тиімділігі**

Аңдатпа. Мақалада қазіргі білім берудің жаһандану жағдайында халықтың ертеден келе жатқан құнды мұраларын сандық технология арқылы оқытудың тиімді жолдары сөз етіледі. Қазіргі таңда білім беру жүйесінің алдына қойылған негізгі міндеттердің бірі – сандық қоғамда бәсекеге қабілетті мамандарды сапалы деңгейде даярлау жолындағы жаңашыл ізденістер мен білім берудің инновациялық технологияларын оқу үдерісіне енгізу. Сол себепті зерттеуде заманауи оқытудың жолдары талданып, сандық технология арқылы оқытудың инновациялық әдістері жүйеленеді. Білім беру процесінде сандық технологияны қолданудың артықшылықтары мен кемшіліктеріне байланысты зерттеу еңбектері және сандық құралдарды қолдануға қатысты түрлі ғылыми-практикалық дереккөздер талданып, жинақталды. Сонымен қатар инновациялық оқыту әдістерінің дәстүрлі оқыту әдістерінен ерекшелігі талданады. Білім алушылардың қызығушылығы мен сабаққа белсенді қатысуын арттыруға ықпал ететін нейрондық желілердің түрлері және оны қолданудың тиімділігі қарастырылады. Аталған инновациялық ресурстар білім алушылардың халық мұрасын игеруге мотивациясын жоғарылатып, оқу белсенділігін арттыруға көмектеседі.

Зерттеу материалы әлемдік зерттеу базасынан алынған деректерге және отандық, шетел зерттеушілерінің еңбектеріне негізделді. Зерттеу жұмысының нәтижесінде қазақ фольклорлық көркем шығармаларды оқытудағы цифрлық технологиялардың мүмкіндіктері айқындалып, цифрлық технологиялар арқылы оқытудың әдістемелік тұрғыдан қарастырылмағанын және тереңірек зерттеуді қажет ететіндігі туралы қорытынды жасалды. Бұл мақала фольклорды цифрлық технологиялар арқылы оқытуға байланысты жаңа зерттеулер жасау үшін өзекті болып есептеледі.

Кілт сөздер: сандық технология, фольклорлық шығармалар, сандық дидактика, сандық білім беру ресурстары, инновациялық әдістер.

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(Казахстан, г. Алматы), e-mail: bakytgul_phd@mail.ru**Эффективность использования цифровых технологий
при обучении фольклорной художественной прозы**

Аннотация. В статье рассматриваются эффективные способы преподавания древнего ценного наследия народа посредством цифровых технологий в условиях современной цифровизации образования. В настоящее время одной из основных задач системы

образования является внедрение в учебный процесс инновационных технологий и расширение его области применения с целью подготовки конкурентоспособных специалистов на качественном уровне. Именно поэтому в исследовании анализируются способы современного обучения и систематизируются инновационные методы с использованием цифровых технологий. Проанализированы и собраны исследовательские работы, связанные с преимуществами и недостатками использования цифровых технологий в образовательном процессе, а также различные научные и практические источники, связанные с использованием цифровых инструментов. При этом анализируются отличия инновационных методов обучения от традиционных методов обучения. Рассмотрены виды нейронных сетей, способствующие повышению интереса и активного участия учащихся на уроке. Эти инновационные ресурсы повышают стремление к освоению национального наследия и способствуют повышению учебной активности.

Материал исследования базировался на данных, полученных из мировой исследовательской базы, и трудах отечественных, зарубежных исследователей. В результате исследовательской работы определены возможности цифровых технологий в обучении казахской фольклорной художественной прозе и сделан вывод что методологический аспект обучения казахским фольклорным произведениям посредством цифровых технологий не достаточно исследован и требует дальнейшего изучения. Эта статья является актуальной для создания новых исследований в преподавании фольклорных произведений с помощью цифровых технологий.

Ключевые слова: цифровые технологии, фольклорные произведения, цифровая дидактика, цифровые образовательные ресурсы, инновационные методы.

Introduction

Today, the education system in Kazakhstan is focused on three main areas: digitalization of the educational process, the use of digital educational content, and digitalization of the education system management. This change was given impetus by the fact that the head of state Kassym-Jomart Tokayev, in his 2023 address entitled “Economic Orientation of a Fair Kazakhstan,” emphasized the strategic importance of digitalization and set the goal of becoming a leading country in the implementation of information technologies [1]. In general, digitalization of education in Kazakhstan is becoming an important aspect of educational transformation. The vision of future educational institutions is often associated with the transition of all participants to a cloud-based learning system, which includes online classes, the provision of open educational content, and a detailed and flexible individual approach to each student.

The main function of folklore genres, which have become the art of speech and the artistic world, is aesthetic and educational. By depicting life in genre works, it has an educational purpose, as well as the purpose of captivating a person, thereby exerting a great influence on the listener. Russian researcher V.Y. Prop calls folklore the property of the people, valuable creativity. According to the researcher, folklore studies include the creativity of all peoples and notes that this is an international phenomenon [2, p.19]. Kazakh folklore, considered an important part of the cultural heritage of the Kazakh people, is rich in myths, legends and folk tales. That is why it is very important to consider innovative methods of teaching these works. Teaching these works in schools using traditional methods may not be of interest to students living in the modern digital era. In this regard, when comparing traditional and innovative methods, it is clear that the scope of application of the modern method in education is wide and it is an important resource for increasing activity in learning. The use of digital technologies in teaching folklore allows not only to preserve and pass on the heritage, but also to make it interesting and accessible to young people, and to open up new horizons of knowledge for teachers and students [3]. These innovative methods contribute to a

deeper understanding and perception of folklore motifs, and also stimulate creative thinking and active participation of students in the educational process.

The relevance of using digital educational resources in the study of folklore is due to the fact that the previous traditional method of obtaining information from textbooks and printed visual methodological material has ceased to correspond to the realities of assimilation of information. Because modern students who grew up in a digital environment have socio-psychological characteristics that do not allow them to perceive the surrounding reality without Internet technologies. Therefore, the task of the teacher in any education is to transform the classical method of teaching the subject and introduce an innovative system taking into account the conditions and capabilities of the student's information and educational environment.

The purpose of the research work is to provide digital educational resources related to the effective teaching of Kazakh folklore. On this basis, the following tasks were set: to analyze the scientific works of researchers related to the digitalization of education; to determine the importance of teaching folk art to the younger generation; to consider effective ways of modern education; to show the advantages and disadvantages of digital technologies in the educational process.

Research methods and materials

Theoretical works, textbooks, monographs and scientific articles of domestic and foreign scientists devoted to the methods of using digital technologies in the educational process were reviewed. During the study, important aspects were studied that should be taken into account when teaching folklore works in the context of digital technologies. When considering the topic, additional information was collected and systematized from the Scopus database. At the same time, the method of analysis and synthesis was used to process the information received, and the induction method was used to form a general conclusion. The article provides an overview of digital educational resources and analyzes the types that can be effectively used in teaching folklore works.

Results and discussion

In the modern world, digital technologies play an important role in the educational process. Among them, the scope of application of innovative systems such as smart devices, artificial intelligence, augmented reality, virtual reality and software applications is widely recognized [4, p.611]. This has an impact on the new teaching of various subjects, including folklore. Folklore is an important means of preserving and transmitting national culture. The famous Kazakh writer M. Zhumabayev in his work: "Fairy tales are very valuable for expanding the mind and thinking of a child, improving his behavior and enriching his language. A child listens to a fairy tale with all his heart. He really believes in fairy tales. A child cannot understand a dry mind, if you revive it and describe it, he will understand," emphasized the importance of folklore and paid special attention to our ancient spiritual value [5, p.132]. And Sh. Walikhanov paid special attention to its role in the sphere of power and governance in the life of the nomadic people. In his valuable works, the Kazakh educator shows that this tradition was an effective spiritual tool for governing the country. In the works of the famous Kazakh educator I. Altynsarin we can recognize the ideas of folk pedagogy. The great poet Abai also uses folk proverbs, looks at them critically, and defines them in his poems. From the valuable words of our famous scientists, we can understand that folklore works, which have become an expression of our national spirit, are a valuable heritage that should remain with us forever.

However, during the pandemic, the forced transition to online learning revealed many problems, such as: technical problems with Internet access, the need to provide a workplace for the distance learning process, difficulties in adapting to new formats of learning and organizing classes, problems with assessing and motivating students in the context of distance learning. Therefore, the relevance of scientific research lies in the need to determine which of the existing educational

platforms are the most convenient and effective in studying folklore, how to properly allocate time, which neural systems can be used in lessons to engage students.

Today, in connection with the rapid development of science and technology, one of the primary tasks is to consider modern methods of teaching folklore works in educational institutions. The modern development of society is marked by the widespread introduction of digital technologies into all aspects of human life. Currently, schools and universities are faced with the task of creating and integrating a digital educational environment to solve various pedagogical problems and ensure the digital transformation of education. That is why teaching young people the valuable heritage of folk literature according to world standards is becoming very relevant. In this aspect, folklore is an invaluable heritage of the spiritual culture of our people, accumulated over many centuries. It is considered in various aspects: literary, pedagogical, cultural, etc. In the literary aspect, folklore works are considered works of verbal art; they can be classified by type, genre, and genre varieties. Works of folklore are works of verbal art. This means that literary concepts, terms, laws are applicable to works of oral folklore. To construct a lesson, the teacher must have a clear idea of the features of the studied genres of folklore works. The theoretical basis for the content of the cultural aspect of studying a literary work is the scientific provisions set out in the works of V. Bibler, G. Gachev, A. Losev, D. Likhachev, Y. Lotman, V. Prop, and others. The authors believe that each work of art contains various cultural layers (historical, ethnographic, mythological, and semantic), set by the author through the introduction of plots, motifs, images, and quotations related to various cultural traditions and eras into the text [6, p.35]. In the pedagogical aspect, it is considered by pedagogical experience and folk wisdom. On the basis of folklore, a huge layer of pedagogical ideas was created: respect for elders, hard work, tolerance for other people's opinions [7, p. 34]. At this stage, we understand that folklore works are part of pedagogy and occupy an important place in the education and upbringing of the younger generation.

Currently, in the process of globalization, the possibilities of using digital technologies in the educational process of educational institutions are increasing every day. The impact of this process on the quality of education is proven by the fact that it allows students to learn about the world. In accordance with this, we note that the scale of the role of digital technologies in teaching folk art is wide (Figure 1). In connection with the beginning of the use of digital technologies in the educational process, the concept of digital didactics is considered comprehensively. Digital didactics makes it possible to effectively use modern digital technologies and tools in the educational process, and also considers the method of using digital tools in education.

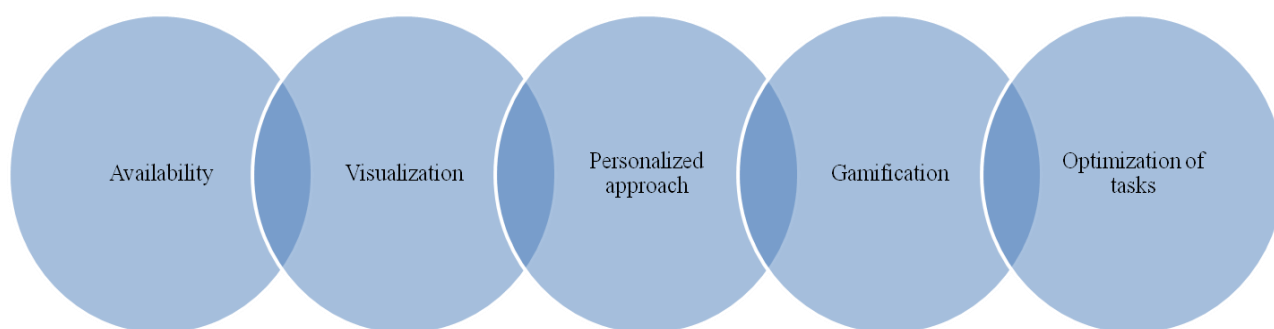


Figure 1 – Advantages of digital technologies in the study of folklore

In the process of optimizing education, the role of digital technologies in the educational process and the question of which digital educational resources will be most effective in teaching

folklore require a more in-depth consideration. Today, it is clear that the problem of digitalization of education has generated interest in writing a number of scientific papers based on the works of many domestic scientists. Among them, A.K. Mynbaeva, B.A. Arinova [8], A.B. Aitbaeva, Zh.N. Shaigozova [9] made scientific conclusions, and in the works of researchers B.B. Baimukhanov, S.M. Kenesbaev, B.T. Abykanova, A.A. Dosmakhanova, the teaching methods and computerization are considered. Various researchers and methodologists write in detail about the process of teaching innovative technologies in general [10]. Recently, a special monograph was written on this topic [11, p.147].

Digital tools help the teacher organize the learning process[12]. Various interesting materials, types of tests, presentations, tables, identification tasks, types of text, animations, comics can be implemented using digital resources when teaching folklore works. This increases the student's interest in the subject, leads to creativity, motivates him to independent search and achievements. Innovative methods have more opportunities than traditional methods in the learning process (Table 1). Digital visual education tools have recently brought about significant changes in traditional teaching methods[13]. This means that traditional methods are being replaced by modern educational resources. Currently, several types of digital resources can be found. In the course of the study, we collected and systematized digital educational resources for teaching folklore. The main problem here is the different perception of this information by students. Therefore, the teacher should take into account the individual abilities of students when teaching folklore.

Table 1 – Comparative characteristics of traditional and innovative methods in education

№	Main characteristics	Traditional method	Innovative method
1	Targeted focus	Learning outcome	The learning process (teach to learn)
2	The role of the teacher	The presenter (the source of knowledge)	Advisory (consultant)
3	Forms of knowledge representation	In a “ready-made form”	Active forms (gaming, problematic)
4	Using knowledge	Mainly in standard tasks	Emphasis on the applied use of knowledge in real conditions

The primary school curriculum includes examples of folklore prose. At the moment, artistic and prose examples of folklore are works that students read with great interest. Among them, such fairy tales as “Kendebay named Kerkula”, “Kulamergen”, “Ayaz bi”, “Er Tostik” are of great importance in shaping the students' worldview. Here, the people's life experience accumulated over centuries is skillfully and with an instructive meaning conveyed. If we consider the ways of teaching folklore in the American education system, it is very common for them to learn through comics in digital format [14 p.38]. In Japan, the goal is also to introduce the younger generation to traditional culture by using elements of folklore in manga, one of the popular comic books, to interest students [15]. In the eyes of young people in Japanese society, it is supposed to describe the manifestation of an attractive image of early culture. These learning paths contribute not only to students' familiarization with traditional texts, but also to their visual perception. In addition, the use of comics helps to stimulate students' interest, develop creativity and form a deeper understanding of culture.

An animated image of these fairy tales can be created using artificial intelligence services, which are widely used in teaching the subject. In recent years, artificial intelligence has made

significant progress, opening up many opportunities in various fields, including education, and is felt in the process of teaching literature. Foreign scientists explain that artificial intelligence is not a separate technology, but computers that perform cognitive tasks related to the human mind, such as learning and problem solving. In this context, visualization is a useful function of artificial intelligence in teaching folklore prose. Because it helps to understand the topics more deeply. AI tools like infographic generators make it easy to communicate ideas and arguments by turning text data into visually appealing graphics. AI tools can help create topic maps or diagrams to show the connections between themes, characters, and events in literary works. Such modern advances in technology have contributed to the creation of new platforms that influence the development of social life. One of them is the capabilities of the Flux neural network. Using the function of this neural network, it is possible to create a realistic image of examples of folk fiction and visually direct students to this world. In the learning process, visualization elements allow solving a number of pedagogical problems: ensuring the intensification of learning, activation of educational and cognitive activity, formation and development of critical and visual thinking, visual perception, visual representation of knowledge and educational activity, improvement of visual literacy and visual culture. The next neural network, Runway involves the transformation of text or images into an artistic scene by animating images. The main functions of this platform are: removing unnecessary elements, editing the finished video, animating characters, etc. Runway facilitates the export of created videos in high quality and allows students to travel to the world of fairy tales. The services of these neural networks are a necessary resource in the creation of folklore works and characters. The inclusion of animation elements in educational programs enhances their interactivity and attractiveness. During the animation or video fragment display, you can ask clarifying questions using the “stop frame” function, provide clarifications and clarifications if necessary, and repeat fragments. Digital technologies make the lesson more colorful, visual and rich, and focus the students' attention. It is useful for the teacher to use the Gamma neural network when presenting the features of folklore genres through a presentation. First, you need to enter the topic name into the system, then adjust the plan and, finally, by selecting a template, you can present a useful presentation during the lesson. Then you can download it or continue the editing process. In addition, to transform the lesson for the teacher, neural networks can be used that perform multiple functions, such as Cloude AI, Being Create, Laxis, Pika labs, Auris AI, Audiopen, Microsoft Designer, Writesonic, Fotor which provide free services. If we systematize the digital resources used for the effective organization of each stage of the lesson: divide into groups - Wheel of names, Castlots, Flippity, Classtools; For interactive tasks - Learningapps, Liveworksheets, Activeinspire, Logielike; For creating test assignments - MasterTest, Madtest, Quizlet, Plickers; For feedback - QR feedback, Formative, AnswerGarden, Jamboard Google, Classroomscreen. The teacher can use various online resources, mobile applications and messengers to set creative tasks at home [16]. For example, when characterizing fairy tale characters, if students create their own image on a social network, come up with avatars for them or create several matching statuses, this will arouse students' interest in learning and increase their motivation. While learning about legendary works, you can take a visual journey using digital technology. Virtual tours based on artificial intelligence offer new creative teaching methods. These methods help students deepen their literary knowledge, increase their interest in learning about the history of their people, and develop critical thinking skills. Through virtual tours, students can feel like witnesses of the events experienced by the people and better understand the atmosphere of that era. In addition, the visualization of data in the legend allows students to easily and understandably perceive complex processes. At the same time, neural networks allow creating new educational materials taking into account the needs of the target audience and new teaching requirements. Generation of educational content using artificial intelligence is important in solving the following problems: a) visualization of material - creation of images that meet the requirements of the lesson and the teacher's requests; b) creation of

educational texts - based on the request, texts are generated containing certain vocabulary, filled with specific content, corresponding to the level of the target audience; c) creation of a system of ready-made exercises - artificial intelligence creates ready-made systems that can include exercises of various types at the request of the teacher; d) systematization of intermediate and final control tasks - test tasks for monitoring pedagogical skills can be created and checked using neural networks.

Effective use of these digital educational resources and proper organization of the lesson affect the student's ability to think, differentiate, and compare. This enables students to quickly assimilate this information and increase their motivation to study. In this case, the teacher's pedagogical skills are necessary to develop creative independence and independent work in the student at any time. In this matter, the teacher should use different teaching methods and make the lesson interesting; take into account different levels when preparing creative tasks and distributing them to students; ensure a connection of this task with the previous task; ensure a change in tasks from simple to complex. In this regard, updating the content of the methodology and mastering quantitative competence should be considered in depth as one of the important aspects of the teacher's activity.

A review of many studies has shown that the use of digital technologies in the educational process is an effective technology that increases the activity of students, reduces the teaching load for the teacher, optimizes individual educational materials, and identifies the personal interests of students from the students' side [17]. This technology has both advantages and disadvantages in the educational process. Firstly, too much dependence on artificial intelligence can reduce direct human interaction. This has a negative impact on social and emotional development. Secondly, excessive dependence on artificial intelligence can hinder the development of students' critical thinking skills. In addition, sometimes the system does not provide accurate information and may provide incorrect information. Artificial intelligence can not completely replace the role of the teacher in teaching folklore. Folklore is a heritage rich in deep culture and spiritual values. Therefore, it is considered effective to use digital resources as an auxiliary tool, the main role in explaining examples of folklore fiction and setting the right direction for students is played by the teacher. It is important here that the teacher correctly uses digital technologies in the lesson and implements them effectively. Publications devoted to the problems of digital transformation of education in schools and universities note that this is associated with the reworking of teaching and learning methods, and the advanced training of faculty [18, p. 14]. According to Helen Beetham and Rona Sharp, authors of the book "Rethinking Pedagogy in the Digital Age", the digital competence of teaching staff in the use of digital tools is hindered by the inability to integrate digital innovations into the educational process [19, p. 352]. Previous studies have shown that teachers may avoid using digital technologies due to limited digital skills or they prefer to use "safe" technologies, namely technologies that their own teachers have used and with which they are familiar [20]. This is why a key task for professional education organizations is to improve the skills of teachers in mastering digital tools.

Innovative methods based on digital technologies are one of the necessary resources in teaching folklore works, which are an important part of cultural heritage. If we pay attention to the capabilities of this innovative system during the main training:

1) Analysis of large data: digital resources allow us to process and analyze large amounts of text, audio and video materials. This allows researchers to find and systematize information about folklore faster;

2) Recognition and classification: digital resource systems can automatically recognize various elements of folklore, such as motifs, plots and characters, and turn them into animated images. It is effective in teaching examples of fiction;

3) Written and oral translation: digital resources can translate folklore texts into different languages, making them accessible to a wider audience. This is especially useful when studying the folklore of small peoples and ethnic groups;

4) Creation of digital archives: digital resources help create digital archives of folklore materials, ensuring their preservation and accessibility for future generations;

5) Automation of everyday tasks: Digital resources can automate everyday tasks, such as transcribing audio recordings or digitizing texts. These advantages contribute to the preservation of cultural heritage and the deepening of knowledge about the traditions and customs of different nations. However, for the effective use of this innovative system, it is very important to have qualified specialists who are able to effectively use it following pedagogical requirements and who have quantitative competence. If we systematize the information that researchers provide about digital technologies, then the use of this technology in education will introduce heuristic innovations into the learning process and allow students to develop comprehensively, in accordance with modern requirements. The use of this innovative system in teaching artistic genres of folklore increases students' interest in learning and accelerates the learning process. But it is important to ensure the introduction of digital resources into the educational process in accordance with pedagogical requirements. At this stage, the teacher plays an important role. If the teacher effectively uses traditional and innovative teaching methods, this leads to effective education and contributes to the formation of the teacher's pedagogical style. For the updated educational program, which is taught in modern schools, great importance is attached to the comprehensive acquisition of knowledge by students. In this aspect, the main goal of the teacher when teaching folklore works following modern requirements is to cultivate in the minds of students a sense of patriotism towards their people, to educate a generation that can respect their native language and literature, history, and art. It is necessary to recognize each student as an individual, to instill in them an inquisitive nature of continuous learning, and to develop ways to supplement and deepen their knowledge by connecting them to new technologies. By introducing innovative changes to the education system of our country, it is possible to enter the world educational space, to form an educated, competitive, creative, inquisitive, and comprehensively developed personality.

Conclusion

Today, due to the rapid development of digitalization, the use of digital technologies in the educational process occupies an important place and opens up prospects that change attitudes towards learning. Despite the fact that many studies have been conducted in modern conditions concerning the use of digital technologies in the educational process, the methods and techniques, the methodological system necessary for teaching folklore, have not been sufficiently studied. According to these data, it is important to determine which digital tools and platforms are most effective in teaching folklore works. In addition, when teaching folklore, it is necessary to take into account quantitative data and statistical analysis that can accurately assess the impact of digital technologies on learning outcomes. These factors are key aspects for developing new research on the use of digital technologies in folklore teaching. At the same time, it should be borne in mind that innovative methods in education arouse the curiosity of students and it is necessary to use them methodically correctly as a means of speeding up the learning process.

In conclusion, it should be noted that in accordance with the innovative strategies of modern education, teachers need to combine digital educational technologies with traditional teaching methods and develop students competitively and comprehensively while maintaining the basic content of folklore material. Digital technologies allow for a more profound and accurate analysis of folklore texts, revealing hidden motives and patterns, and creating virtual environments for interactive teaching of folklore. Innovative system technologies help automate the process of analyzing and visualizing folklore works, making them accessible and interesting for students.

Digitalization of the educational process contributes not only to the preservation of cultural heritage, but also to turning it into an example among young people and promoting it to world civilization.

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