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ҒЫЛЫМИ ЖУРНАЛЫ

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WAYS OF TEACHING KAZAKH FAIRY TALES THROUGH ARTIFICIAL INTELLIGENCE

The article discusses an innovative system for teaching fairy tales, an illustrated form of folk prose, which is considered a spiritual component of national culture. In the process of forming the spiritual and moral qualities of a person, the educational and aesthetic function of fairy tales is noted. The research work examines the role of digital technologies in the modern educational space and the scientific work of domestic and foreign scientists on digital technologies, and also systematizes the analysis based on the data provided. The effectiveness and problems of using digital technologies in education are highlighted, and the possibilities of teaching samples of folklore prose through artificial intelligence are considered. The advantages and disadvantages of using artificial intelligence in teaching practice are discussed. The presentation of this digital educational resource in the animation of Kazakh fairy tales is depicted, the impact on students while studying the material is determined.

During the study, a survey of teachers of the Kazakh language and literature in secondary educational schools was conducted and the result of the level of digital competence in the pedagogical implementation of the innovation process was statistically analyzed. The article shows the effectiveness of teaching Kazakh fairy tales using artificial intelligence in the context of digitalization of the educational process.

Keywords: artificial intelligence, Kazakh fairy tales, innovation system, digital technologies, teaching methods.

Introduction

The 21st century has paved the way for the revival of human society. Modern technology is the decisive key to achieving the intensive productivity of this period.

Currently, the vision of the new system is being realized in all areas of the country using the capabilities of digital technology. The main goal of digitalization is to increase competitiveness, improve the quality of life of the population, speed up the educational process, develop science and be among the civilized countries. In this context, the main task of introducing digital technologies into the educational process is to update the education system in accordance with modern trends and help improve the digital competence of young people. Taking into account the various trends associated with the rapid development of scientific and technological progress, there is a natural need to improve the quality of education. In this regard, we should raise the quantitative competence of future youth to a high level and prepare them to become competitive specialists. As the Head of State emphasized, digitalization of the country is not a goal, it is a means of achieving the absolute superiority of Kazakhstan [1].

The famous methodologist B.D. Zhumakaeva notes that while mastering a new technology for teaching literature, we should pay attention to aspects corresponding to the internal content of the subject, choose the correct system of techniques and its according to the specifics of the content of knowledge [2, p. 125].

This innovative approach is applicable to both educational management and the learning process. O. R. Popov emphasizes this: «Potential levels of AI use like: virtual assistants and chats; data collection and analysis; personalized learning; assessment of the quality of knowledge» [3, p. 71].

In connection with the importance of modern technologies in the training of future teachers working in the field of education, this is also shown in the works of foreign scientists: «Preparing future teachers for the effective use of intelligent systems is important for improving the quality of education, meeting the needs of modern pedagogy and preparing students for realities modern high-tech society». Training in digital resources based on computer telecommunications using modern pedagogical, information technologies and services provided by the Internet, for example: e-mail, television, etc. [4].

Digital resources are a set of information technologies that provide students with the bulk of educational material, interaction between students and teachers in the educational process, giving students the opportunity to independently work on mastering educational material, as well as evaluate their knowledge and skills in the educational process [5].

Today, the digitalization of education is being intensively implemented in Kazakhstan. In many educational institutions, teachers use interactive whiteboards, computers, tablets and other digital educational resources in the educational process. Currently, in the field of education, the possibilities of using artificial intelligence in the educational process are being considered. The history of the development of this digital resource begins in the early 1950s [6, p. 14]. The

capabilities of artificial intelligence are comprehensively considered in the works of Russian researchers. For example, information related to the GPT model can be found: «GPT-3 is an artificial intelligence model developed by OpenAI. It is a self-learning neural network capable of generating human-like text and performing various tasks [7, p. 11]. It is especially important to consider prose types of the folklore genre, which have a special expression in the life of the people and show artistic examples of the noble word. At the same time, it is necessary to pay attention to events in the text of fairy tales that are of an artistic nature, and consider how they influence the readership. In this regard, we notice the viability of the words of teacher A. Baitursynov, who said that “the first thing an educational institution needs is a teacher who knows pedagogy, methodology and suitable tools for learning» [8, p. 80].

It is important to consider their figurative nature in order to show students the true nature of fiction. Animated presentation of valuable works, written in figurative language, guides the rapid assimilation of material and the learning process in the modern education system. These processes are being effectively implemented under the influence of intensive digitalization. At the same time, this is also relevant from the point of view of improving the quality of education, facilitating communication between teachers, students and parents in the learning process. Research related to the digitalization of the educational process has revealed that it is comprehensively considered in works in English and Russian, but is not studied deeply enough in the Kazakh language. This is especially evident in higher educational institutions, including in the process of training future teachers. That is why the methods and methods of using digital technologies in education require comprehensive analysis. In this article, we will look at the benefits that digital technologies bring to the educational process, as well as ways to teach Kazakh fairy tales using artificial intelligence. We will discuss the role of artificial intelligence in the educational process, as well as the possibilities of this innovation in teaching Kazakh fairy tales and how it affects teachers and students in the learning process.

Materials and methods

This research work used a survey, as well as quantitative and qualitative methods. The data collection period is from April 2024 to May 2024. The survey was conducted among teachers of the Kazakh language and literature in secondary educational schools on the topic «Methods of teaching folklore using digital technologies» and consisted of 15 questions. The survey was conducted using the Qualtrics platform for dissemination and analysis of responses. 30 respondents took part in the survey. In the introduction of the questionnaire, we added a short list of demographic elements (age, teaching experience). Respondents participated in the survey on the basis of informed consent.

The purpose of this survey is the place and role of digital technologies in the educational process, as well as the level of their use and determining the interest of teachers in teaching Kazakh fairy tales using artificial intelligence. Teachers aged 22–50 took part in the survey. The responses of all participants were systematized and analyzed. The qualitative data of the study were based on data from secondary educational schools № 36, № 63, № 13 in the city of Aktobe. For quantitative analysis of the data, we used Microsoft Excel and compiled there directly in the form of a percentage ranking of the obtained data. Using the survey method, the results of the level of interest of teachers in the study of folklore using artificial intelligence of the above schools were obtained.

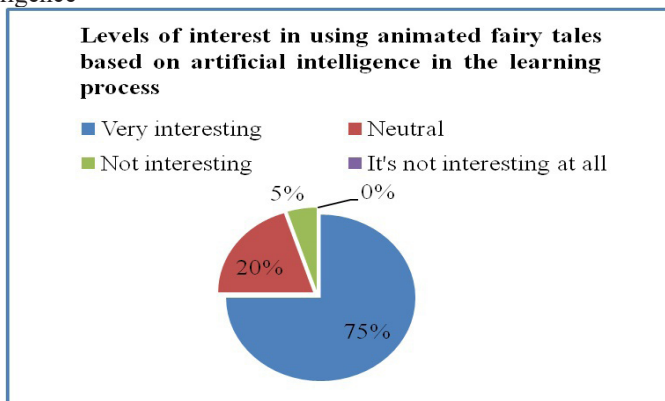
Results and discussion

In order to conduct the practical part of the research work among teachers participating in the study, a survey was conducted in April and May 2024 on the level of use of digital technologies in the educational process and the results were determined. The questionnaire, compiled in accordance with each level of digital literacy, consisted of 15 questions. The survey involved 30 teachers teaching Kazakh language and literature in secondary educational schools in the city of Aktobe (№ 36, № 63, № 13). The age characteristics of respondents vary depending on the response received in the survey. If we pay attention to the answers to the questions, we can see that 45 % of the respondents belong to the age group of 25–30 years, 20 % - to the age group of 30–35 years and 35 % - to the age group 40–50 years old. To the question «Working experience in education?» 75 % of participants answered more than 5 years, 15 % 3–5 years, 10 % 1–3 years.

To the question «How often do you use digital technologies in the learning process?» 80 % of teachers indicated that they use it «daily», 20 % - «sometimes». On this issue, it was determined that participants often use digital technologies in the educational process.

As can be seen from Diagram 1, according to the result of the question «Your level of interest in using animated stories created on the basis of artificial intelligence in the teaching process», 75 % of teachers consider animated stories to be effective and interesting in teaching, 20 % are neutral, 5 % chose the answer «not interesting». Thus, it has been shown that teachers need to use artificial intelligence services in teaching.

Diagram 1 – Indicators of teachers' interest in fairy tales created by artificial intelligence

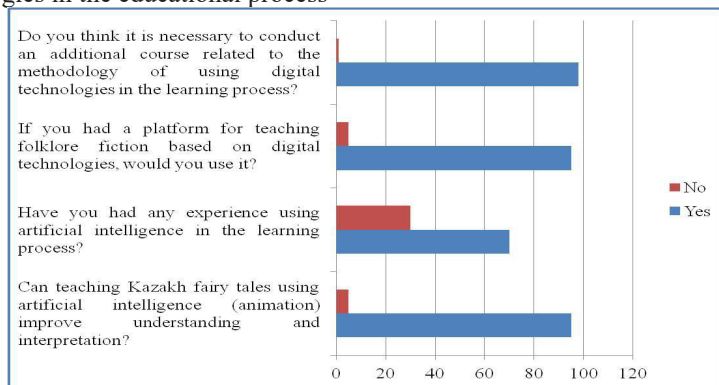


The content of the next question: «What digital educational resources do you use in your teaching practice?» In this regard, 70 % of survey participants rated the electronic board as the most effective method of learning lessons, and also (60 %) confirmed that the online platform space provides great opportunities for sharing knowledge through interaction and communication with students. According to teachers, digital technologies are an indispensable way to save time as much as possible and enable students to easily and simply learn thematic materials and new information. This study showed the relevance of using digital educational resources in the education system.

The following questions in the survey are designed to determine the importance of innovations in the country's education system for teachers in connection with the development of various modern trends in education. According to respondents' answers, on average 90 % answered «yes» and 10 % answered «no» (Diagram 2) If we pay attention to the results of these questions, it is shown that the need for an additional course for teachers related to the methodology of using digital technologies in the educational process is still relevant and that the possibilities of the innovation process have expanded positive impact on the educational process. In particular, it can be understood that animated fairy tales created on the basis of artificial intelligence are important for students to quickly master the material in the process of explaining fairy tales in high school. According to this results, we can say that the vast majority of teachers paid attention to fairy tales created in animated form. However, it has been determined that in order to improve the digital competence of teachers, it is still necessary to conduct a specially organized

additional course on the scientific and methodological system of using advanced digital technologies.

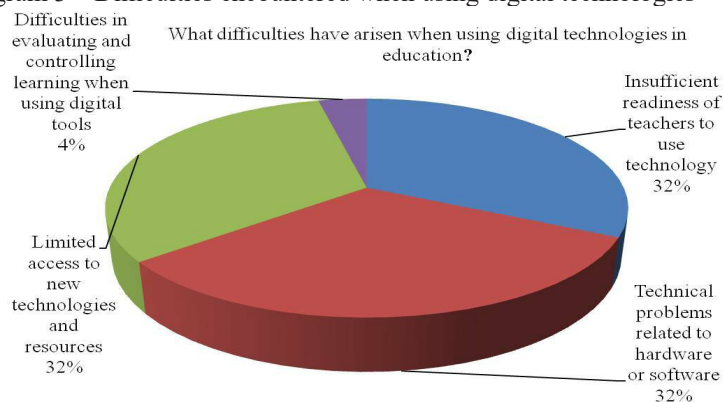
Diagram 2 – Statistical results related to the importance of using digital technologies in the educational process



According to the respondents' answers to the questionnaire, based on experience, it was noted that the use of digital technologies in the educational process is highly effective.

That is, the daily use of digital resources in the educational process, the emergence of interest in the activities of artificial intelligence is evidence of the effectiveness of digital technologies. However, it can be observed that teachers encountered difficulties in using digital resources (Diagram 3).

Diagram 3 – Difficulties encountered when using digital technologies



To the question «What kind of difficulties have you had during the teaching?», 32 % of teachers selected limited access to necessary technologies and resources, technical problems associated with hardware or software, insufficient readiness of teachers to use technology, 4 % noted that the use of digital tools creates difficulties in assessing and monitoring learning. Insufficient training of teachers in the use of digital technologies in the educational process, as we mentioned above, has shown that the methodological system for the use of digital technologies in the educational process of specialists and technical means are not fully equipped in all educational institutions.

In conclusion, from the above responses, it was observed that teaching professionals are aware of digital technologies and actively use them in teaching activities to arouse the interest of students. At the same time, it was determined that increasing the digital competence of the teacher is a pressing issue on the agenda. The special importance of technology in the learning process is noted, especially when teaching fairy tales; such aspects as the widespread introduction of the possibility of communication in the educational space and the rethinking of digital teaching methods are relevant. In addition, the survey results analyzed above prove that the use of digital technologies in the educational process has not been deeply studied in scientific and methodological terms.

Using samples of folklore fiction in teaching literature has many advantages. For example, in secondary educational institutions, various samples of folklore works are presented in the updated standard program of the subject «Kazakh literature» for grades 5–9 [9]. From fairy tales in the 5th grade, an hour is devoted to artistic prose such as «Er Tostik», «Kulamergen», «Ayaz bi». In this context, the purpose of introducing Kazakh fairy tales into the program is to develop the child's imagination, teach him to dream and speak correctly. From an educational point of view, a fairy tale teaches a child to distinguish between good and bad, such good qualities as morality. At the same time, it occupies a special place in the upbringing of children and plays an important role in their future lives. The famous methodologist K. Bitibaeva, who paid special attention to the problem of teaching fairy tales, said: «Whatever genre a fairy tale is written in, children read it with special interest. It attracts children with its fantastic plots, some interesting things that happen to the main characters, heroism, warmth» [10, p. 97]. In this regard, great importance should be attached to the innovative treatment of fairy tales in the school curriculum.

Based on the digitalization of education, the effective use of artificial intelligence in the educational process has become one of the main tasks of our time. It is clear that learning using the mentioned digital resource, especially in a literature lesson, arouses interest among students. The use of fairy tales created on the basis of artificial intelligence in the educational process has a significant

impact on students' memorization of the storyline. If we use the Chat GPT version of the fairy tales «Er Tostik» and «Kendebai with the horse, Kerkula» (Picture 1) in teaching, this will help students consolidate their acquired knowledge, remember the logical sequence of presentation of the material, systematize the material, and increase their ability to think critically. According to scientists, 70 % of information is perceived by vision, 20 % by hearing and 10 % by other senses [11, p. 142]. Therefore, the connection of hearing with vision allows you to fully perceive and remember certain information. The important role of digital educational resources is clearly visible during the period of practical application of knowledge.

During the experiment, it is clear that philology students were interested in fairy tales created on the basis of artificial intelligence. Here we noticed that if we introduce the methodology of a digital learning system into the subject curriculum of students studying in a higher education institution, in the future it will be possible to train teachers with complex modern competencies.



Figure 1– Fairy tales «Er Tostik», «Kendebai with a horse, Kerkula», created using the Chat GPT

These visualizations are important for working with text in fairy tales and applying the understood material in speech practice. Y. A. Komensky, who laid the scientific foundations of the visual approach, came to the conclusion that «... this should become the golden rule for students: students can recognize surrounding objects by seeing, hearing, feeling them» [12, p. 90].

Conclusion

In summary, diagnostics in determining the level of problems associated with the formation of digital competence of future teachers opens the way to effective results. This is due to the fact that a well-designed pedagogical study, supplemented

by high-quality content, will yield productive results. Training future teachers in the effective use of digital technologies in the educational process is very important. Because digital educational resources help teachers identify individual student needs and facilitate tasks such as assessing and monitoring student participation in learning, thereby improving learning outcomes. This efficiency allows teachers to pay more attention to the lesson. With the effective use of these innovative methods, student interest and motivation increase, and learning activities are activated.

Further research should focus on the development and implementation of new methodological programs for teaching folklore based on digital technologies. Also requiring more detailed consideration are issues such as the creation of educational platforms for independent study of folklore by students, which will allow students to become familiar with the specifics of Kazakh folklore and enrich the spiritual world of schoolchildren. Such changes can increase accessibility and improve the quality of education, as well as shape students towards digital competence.

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ҚАЗАҚ ЕРТЕГІЛЕРІН ЖАСАНДЫ ИНТЕЛЛЕКТ АРҚЫЛЫ ОҚЫТУ ЖОЛДАРЫ

Мақалада ұлт мәдениетінің рухани құрамдас бөлігі саналатын халық прозасының көркемделген түрі ертегілерді оқытудың инновациялық жүйесіне назар аударылады. Жеке тұлғаның рухани-адамгершілік қасиеттерін қалыптастыру барысында фольклор жанрларының, оның ішінде ертегілердің тәрбиелік, эстетикалық қызметі сөз етіледі. Зерттеу жұмысында қазіргі білім беру кеңістігіндегі сандық технологияның атқаратын рөлі және отандық және шетелдік ғалымдардың сандық технология бойынша зерттеу еңбектеріне шолу жасалып, берілген мәліметтер бойынша талдаулар жүйеленеді. Сандық технологияны оқытуда қолданудың тиімділігі мен мәселелері сараланып, фольклорлық көркем проза үлгілерін жасанды интеллект арқылы оқытудың мүмкіндіктері қарастырылады. Педагогикалық тәжірибеде жасанды интеллектті оқыту үдерісінде қолданудың артықшылықтары мен кемшіліктері

талқыланады. Аталған сандық білім беру ресурсының қазақ ертегілерін анимациялаудағы көрінісі бейнеленіп, оқу материалын игеру барысында білім алушыларға әсері айқындалады.

Зерттеу барысында орта білім беру мекемелерінде қазақ тілі мен әдебиеті пәнінен сабақ беретін мұғалімдерге сауалнама жүргізіліп, жаңашылдық процесті педагогикалық тұрғыдан жүзеге асырудағы цифрлық күзiреттiлiк деңгейiнiң нәтижесi статистикалық тұрғыдан сарапталады. Мақалада білім беру үдерісін цифрландыру жағдайында қазақ ертегілерін жасанды интеллект арқылы оқытудың тиімділігі көрсетіледі.

Кілтті сөздер: жасанды интеллект, қазақ ертегілері, инновациялық жүйе, сандық технология, оқыту әдістемесі.

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СПОСОБЫ ОБУЧЕНИЯ КАЗАХСКИМ СКАЗКАМ ЧЕРЕЗ ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ

В статье основное внимание уделяется инновационной системе обучения сказочной прозе, которая является духовной составляющей национальной культуры. В процессе формирования духовно-нравственных качеств личности рассматривается воспитательная, эстетическая функция сказок. В исследовательской работе дается обзор роли цифровых технологий в современном образовательном пространстве и исследовательских работ отечественных и зарубежных ученых по цифровым технологиям, систематизируется анализ по предоставленным данным. Дифференцируются эффективность и проблемы применения цифровых технологий в обучении, рассматриваются возможности обучения образцов фольклорной художественной прозы с помощью искусственного интеллекта. В педагогической практике обсуждаются преимущества и недостатки использования искусственного интеллекта в процессе обучения. Отражены данные цифрового образовательного ресурса

в анимации казахских сказок, определяется влияние на обучающихся в процессе освоения учебного материала.

В ходе исследования проводится анкетирование учителей, преподающих казахский язык и литературу в учреждениях среднего образования, статистически анализируются результаты уровня цифровой компетентности в педагогической реализации инновационного процесса. В статье показана эффективность обучения казахских сказок с помощью искусственного интеллекта в условиях цифровизации образовательного процесса.

Ключевые слова: искусственный интеллект, казахские сказки, инновационная система, цифровые технологии, методика обучения.

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