






ТІЛ МЕН ӘДЕБИЕТТІ ОҚЫТУ ӘДІСТЕМЕСІ/
METHODS OF TEACHING LANGUAGE AND
LITERATURE/ МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА
И ЛИТЕРАТУРЫ ПЕРЕВОДОВЕДЕНИЕ

IRSTI 17.01.45
Research article

DOI: <https://doi.org/10.32523/2616-678X-2025-151-2-333-344>

The effectiveness of teaching Kazakh literature through new media resources in HIEs

N.B. Assan¹ , D.N. Baigutova² , Zh.I. Moldanova³ 
South Kazakhstan Pedagogical University named after O. Zhanibekov, Shymkent, Kazakhstan

(E-mail: ¹ assan.nazerke@mail.ru*, ² dinar_1378@mail.ru, ³ jazira.ilesovna@mail.ru)

Abstract. This study investigates how new media resources enhance the teaching of Kazakh literature in higher education. By integrating visualization, audio-video, and social platforms with traditional methods, the research explores their impact on student engagement and literary interest. The study analyzes the benefits and limitations of modern technologies in literary education, demonstrating the effectiveness of providing accessible electronic books, audio-video content, and social media platforms. It examines active Kazakh writers and poets on social media, literary platforms, and the web, focusing on their reader engagement strategies. The objectives and activities of literary platforms and popular social media prose and poetry pages are also analyzed. Employing theoretical, empirical (survey-based), and content analysis, the study reveals that new media fosters creativity, boosts interest in literature, and helps preserve national values in contemporary formats. While acknowledging technical and methodological challenges and proposing solutions, the research underscores the crucial role of new media in shaping the future of Kazakh literary education and its revival.

Keywords: media resources, Kazakh literature, higher education institution, student, platform, digital technology, electronic books.

Received: 02.04.2025; Revised: 26.04.2025; Accepted: 12.05.2025; Available online: 25.06.2025

Introduction

Kazakh literature is a vivid manifestation of national identity and culture, representing the historical memory and spiritual world of the people. It is a unique branch of artistic expression that has undergone a complex evolution from oral literature to written works over the centuries. This transformation has made it a significant heritage of national culture. Literature serves as a crucial medium for conveying the lifestyle, aspirations, political, and social events of the people through artistic language. The origins of Kazakh literature trace back to the shared heritage of the Turkic peoples of ancient times. Historical monuments such as the Orkhon-Yenisei inscriptions and the “Book of Korkut Ata” demonstrate the deep historical roots of Kazakh literature. Subsequently, the poetry of zhyraus (bards), the epic traditions of oral literature, poetic improvisations (aitys), and legends laid the foundations of national literature. Contemporary Kazakh literature reflects the harmonious blend of historical heritage and modern artistic pursuits. Tradition and innovation, as key features of the literary process, contribute to enriching the substantive depth of national literature. When discussing the historical stages of Kazakh literature’s development, it is essential to highlight the contributions of scholars who meticulously studied each period and analyzed literary heritage. For instance, Shokan Ualikhanov examined Kazakh epics and legends, considering them an integral part of the nation’s spiritual culture. He emphasized exploring the historical memory and worldview of the people through oral literature [1]. Ahmet Baitursynov laid the scientific foundations of literary studies. His work “Adebiet Tanitkysh” (“The Theory of Literature”) was the first scientific step toward a theoretical study of Kazakh literature [2]. Mukhtar Auezov conducted profound research on Kazakh epic poetry, the art of aitys, and written literature, providing a comprehensive analysis of literary history. His epic novel “The Path of Abai” is a prominent masterpiece of national literature [3]. Scholars such as Z. Kabdолоv [4], Z. Akhmetov [5], M. Bazarbayev [6], and S. Kaskabasov [7] have made significant contributions to the development of literary studies by exploring the artistic features and national essence of Kazakh literature.

One of the distinctive features of Kazakh literature is its versatility and syncretism. It evolved from the poetic elements of oral literature to encompass the complex genres of written literature, including the novel, novella, and drama. National worldview, historical memory, and artistic traditions shape the richness of its content and stylistic diversity.

Scholars such as A. Konyratbayev, A. Koshimbayev, K. Bitibayeva, and T. Zhumazhanova paid particular attention to the methodology of teaching Kazakh literature. A. Konyratbayev proposed revealing the artistic features of poetry by analyzing its form, rhyme, and content [8]. Methodologist K. Bitibayeva, in her work “The Methodology of Teaching Kazakh Literature”, emphasized that “learners should perceive poetry not merely as a text but as spiritual nourishment that touches the heart” [9]. Kazakh literature remains an eternal beacon of national spirit and culture. It continues to embody the historical destiny, spiritual wealth, and creative potential of the people. Today, influenced by new technologies, Kazakh literature is developing within the new media space, resonating with global literary trends. Despite this, traditional literary heritage retains its relevance, guiding contemporary literature.

In the modern information society, perspectives on literature and teaching methods have undergone significant transformations. New media technologies, in particular, have made poetry accessible to a broader audience, elevating the processes of perception and comprehen-

sion to a new level. Media elements (visualization, audio-visual materials, and social platforms) create new opportunities for teaching literature by blending traditional literary heritage with modern educational approaches. "Educational media resources are diverse tools and materials used to support learning through communication channels. These may include textbooks, videos, interactive simulators, podcasts, e-books, educational applications, and learning management systems" [10]. Integrating such resources into the educational process enhances learners' engagement, fosters creative growth, and improves information accessibility. The following researchers conducted studies exploring the concept of new media: T. Tileubay and A.Zh. Saurbayeva in "Digital Media: Theory and Practice" [11], S. Avdorsol and A.D. Ongarbayev in "Forming Media Digital Literacy for Primary School Learners" [12], and Sh.S. Kudaibergen and A.K. Abdirkenova in "Pedagogical Conditions for Developing Future Teachers' Media Culture" [13].

In general, the concept of "media" encompasses a broad scope and holds different meanings across various fields. Media refers to a set of tools for disseminating, storing, and delivering information. The term originates from the Latin words for "medium" and "communication." Scientifically, it encompasses any material or virtual means that facilitate the dissemination of human knowledge, culture, and experience. The primary features of media include the speed of information dissemination, the ability to influence public opinion, interactivity, and the capacity to establish connections through social networks. "New media refers to the emergence of computer, digital, and network communications and technologies within the framework of the 20th century. Recently, with the advent of new technologies and the Internet, the media industry has been evolving and transforming. However, materials published online do not necessarily embody the characteristics of new media. It is important to note that interactivity is a fundamental principle of new media" [14]. Utilizing media tools in teaching literature not only enhances learners' interest in reading but also cultivates critical thinking, creativity, and the ability to express their opinions freely. In modern educational practices, media serves as an effective tool that improves the quality of education and fosters a fresh perspective on literature.

Materials and methods

The article employed a comprehensive research methodology to determine the effectiveness of new media resources in teaching Kazakh literature. Specifically, theoretical analysis, empirical methods, and content analysis were utilized.

Firstly, the theoretical analysis method involved examining scientific literature, articles, and methodological guidelines related to the use of new media. The role and significance of modern technologies in teaching Kazakh literature were thoroughly explored.

Secondly, the empirical method was applied through a survey conducted among university students. The survey results provided insights into the impact of new media on the educational process.

Thirdly, content analysis was used to assess the representation of Kazakh literature in new media formats, including e-books, audiobooks, and video content. This analysis enabled conclusions regarding the quality and accessibility of media content.

Results and Discussion

Technologies used in modern literature lessons aim to organize the educational process effectively, enhance students' interest, and develop their creative abilities. These technologies complement traditional methods with new approaches, elevating the quality of education to a new level. In particular, teaching through new media technologies boosts learners' creativity and facilitates efficient access to information. "It is not enough to describe contemporary society merely as 'informational'; this concept should be expanded with terms such as 'integral,' 'global,' and 'digital,' incorporating the 'media' prefix. The term 'media' is understood as a collection of various information types, including not only textual messages but also additional audio and visual content" [12]. Managing and utilizing social media pages related to literature offers opportunities to obtain additional information about writers, poets, and literary works. For instance, *Instagram* pages such as *adebiportalkz*, *tarmaqtar*, and *qazaq_adebiety* are widely popular, covering various aspects of Kazakh literature and launching online projects.

"*Tarmaqtar*": This page is dedicated to promoting contemporary Kazakh poetry, presenting the finest examples of Kazakh poetry in a style of aesthetic minimalism. The project is not only popular on Instagram but also on TikTok, with a follower count of 42,600 (forty-two thousand six hundred).

"*Adebiportal kz*": This literary portal actively shares literary events, reviews, and creative news on social media. The platform introduces readers to new works and organizes literary discussions, with 18,800 (eighteen thousand eight hundred) followers on Instagram.

"*Qazaq Adebiety*" newspaper: with a history spanning over 90 years, this publication's social media pages widely promote both classical and contemporary works of national literature. The newspaper offers insights into the development of Kazakh literature, reviews of new books, and critical analyses.

In addition, the aforementioned social media pages are also considered official literary portals. They provide valuable resources for those interested in both modern and classical literature.

Adebiportal.kz (<https://adebiportal.kz/kz>) – this is a Kazakhstani literary portal, offering content in Kazakh, Russian, and English. The site hosts 3,899 e-books and 3,301 author profiles. It also features literary news, audio-visual materials, blogs, and educational articles.

Kitap.kz (<https://kitap.kz/>) – this platform functions as an online library, providing opportunities to read and listen to a wide range of works from Kazakh and world literature. Additionally, it offers audiobooks and dictionaries.

Qazaqadebiety.kz (<https://qazaqadebiety.kz/>) – this is a newspaper website that publishes news in the field of literature, culture, and art. It publishes literary analyses, poems, prose, and articles about creative personalities..

Qalamger.kz (<https://qalamger.kz/>) – this platform prioritizes contemporary poetry and prose. It features works from various genres and facilitates discussions about the creations of emerging poets and writers.

These portals offer substantial support to researchers of Kazakh literature and those engaged in creative work. Depending on your area of interest, you can find the necessary information on these websites. For learners, these online platforms ensure access to supplementary materials, enhancing their learning experience and broadening their literary horizons.

In addition, today there is a growing number of mobile applications and platforms for learning Kazakh language and literature. For example: “*Abai Institute*” – this app allows users to read, listen to, and watch works by Abai. It provides information about Kazakhstani culture and literature. The app is available in six languages and is aimed at both domestic and international audiences. *Kitap.kz* – this platform is designed for online reading and listening to the best works of Kazakh and world literature. It includes over 6,000 books, including Kazakh poetry and prose. *Tilmedia.kz* – this mobile app offers opportunities to read, watch, and listen to the Kazakh language. It provides resources such as fiction, children’s literature, cartoons, and audiobooks, making it a highly effective tool for exploring Kazakh literature. These apps play a significant role in making Kazakh literature more accessible through modern technologies and expanding the horizons of media resources.

In today’s information society, it is almost impossible to find someone who does not use social media content. Modern media, often referred to as the “Fourth estate,” along with telecommunications, radio broadcasts, and social networks, have become so ingrained in our daily lives that it seems impossible to live without them. The internet has become a true model of communication, creating a social environment where people can connect, form groups of interest, and exchange information. The World Wide Web is the main source of information” [15]. Today, the number of social media users is steadily increasing among the public. We receive news and updates about global and local events through social networks. Some artists are gaining popularity through media channels. Writers are not left behind in this trend either. Their literary works are becoming popular on social media and widely spreading among the public. For example, the writer Baktygul Sarmekova, author of the short story collection “*Keyipker*” (“*Character*”). B. Sarmekova is in close contact with her readers on Instagram and Facebook [16]. Zhalgas Kazybek, author of “*Ak kuyin*” (“*White Storm*”), uses social networks actively, contributing to his growing popularity among young people.

The activity of Zhalgas Kazybek, the author of the book “*Ak Kuyin*”, is increasing his popularity among young people on social networks [17]. Similarly, writers such as Alisher Rakhat, Doskhan Zhilkybai, Bakytbek Kadyr, and Lira Konys often exchange opinions with readers in the media.

Representatives of the world of poetry, such as Kalkaman Sarin, Akberen Elgezek, Tanakoz Tolkyntyzy, Erlan Zhunis, Alimzhan Alisher, and Ainur Toleu, often share their works in audio-visual formats on Instagram and Facebook. This format helps to establish direct connections with readers and provides ample opportunities for poetry to reach a wider audience. “A clear sense of freedom in artistic expression, rhythmic, and intonational structures has begun to emerge in contemporary Kazakh poetry, especially in the works of the generation that entered the poetic realm in the 2000s. This generation, moving away from traditional writing forms, has experimented and created stylistic diversity in poetry” [18, 198].

The role and significance of social media activity in modern literature can be considered through the following aspects:

1. *Promoting Creativity*: Writers and poets can quickly share their works with a broad audience through social media.
2. *Popularizing Kazakh Literature*: By adapting Kazakh literature to modern media formats, it becomes possible to promote national identity and integrate with global culture.
3. *Increasing Interest in Literature*: Interactive methods on social media—quizzes, discussions, live streams—engage readers, spark their interest in literature, and encourage creativity. For

example, teaching poetry through short videos or publishing short stories can boost interest in literary works.

4. *Preserving Literature in the Digital Age*: By publishing their works on social media, writers can adapt Kazakh literature to new formats and maintain its relevance. This is an important tool for passing on literary heritage to future generations. Through active engagement on social media, authors not only contribute to the widespread dissemination of their works among readers but also set new trends in the development of literature.

Is it effective to use the aforementioned literary portals, applications, and social media pages in Kazakh literature classes for university students? To explore this question, a survey was conducted among students of the “6B0170100-Training of Kazakh Language and Literature Teachers” and “M170100-Training of Kazakh Language and Literature Educators” educational programs at the O. Zhanibekov South Kazakhstan Pedagogical University (SKPU) in Shymkent. According to the renowned scholar Z.O’Leary, “The most common ways to collect primary data are through surveys and interviews. These methods give you, as a researcher, a lot of power. You can ask whatever you want, whenever you want, in a format that is convenient for you. You also have the freedom to determine the content, order, response time, and sampling of the questions” [19, 278]. Following this perspective, an online survey was conducted using a Google Form. A total of 88 respondents participated. Among them, 72.4% of respondents are between 18-20 years old, 16.1% are between 21-23 years old, and 11.5% are over 24 years old. Educationally, 72.4% are bachelor’s students, 10.3% are master’s students, and the remaining 17.2% are teachers and lecturers.

The survey questions covered general information, experiences with using new media resources, the effectiveness of new media in teaching Kazakh literature, as well as challenges and suggestions. In total, 11 questions were included.

For the question “How often are new media resources (e-books, audio works, video lectures) used in Kazakh literature lessons?” the responses were as follows: 35.6% — “Always”, 37.9% — “Often”, 19.5% — “Sometimes”, 5.7% — “Rarely”, 1.1% — “Never” (see Diagram 1).

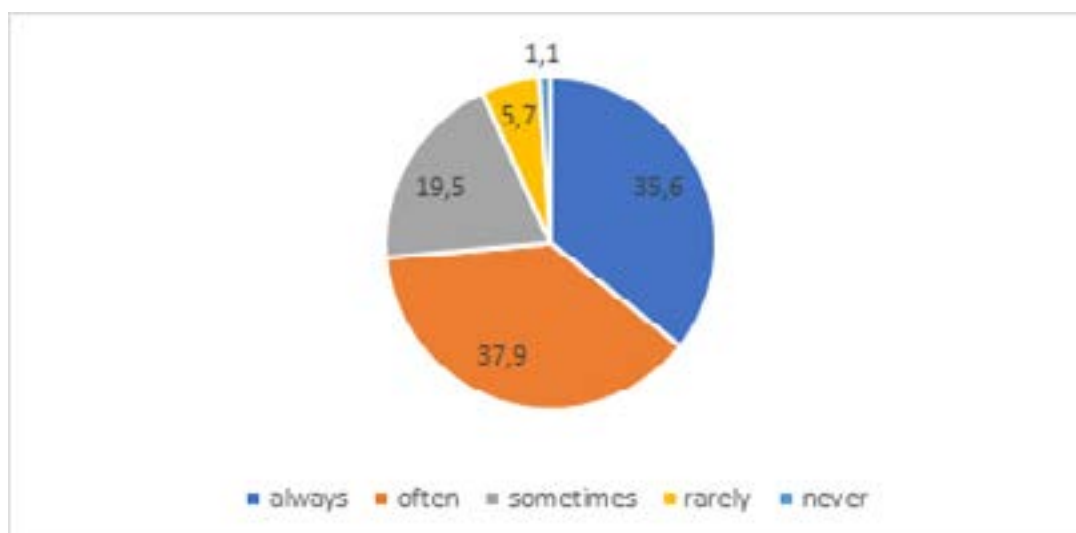


Diagram 1

The diagram below shows how effective it is for students and teachers to use new media resources in preparing for Kazakh literature lessons.

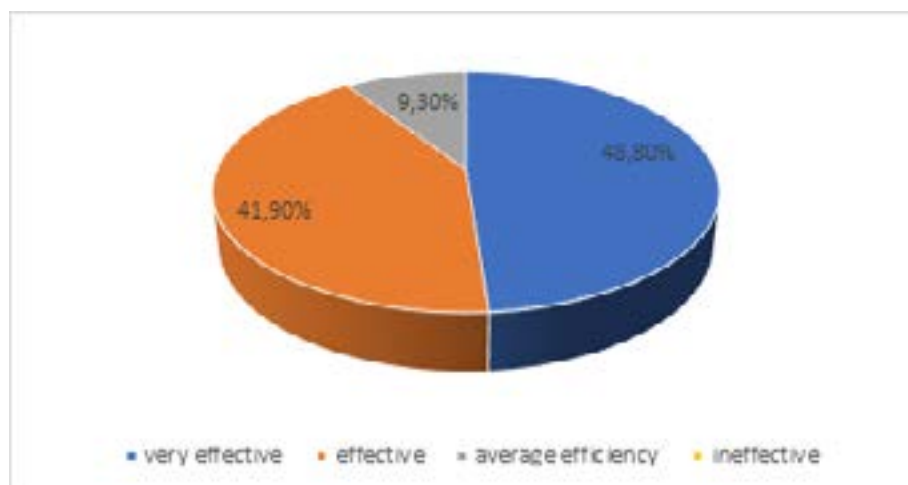


Diagram 1

When asked, “Which new media resources do you find most effective?”, respondents predominantly chose e-books (66.3%) and video lectures (48.8%), with the option to select multiple answers. 61.2% of participants rated the methodology of teaching Kazakh literature through new media as “very good.” Students also shared suggestions, such as incorporating 3D technology elements and using modern European methods during lessons.

Some studies highlight the drawbacks of using media resources in teaching methods. According to these researchers, the abundance, speed, and accessibility of information can inhibit cognitive abilities such as thinking, memory, and imagination. However, the results of this study demonstrate that utilizing media resources in Kazakh literature lessons significantly enhances the engagement and quality of the lessons. Effectively integrating media technologies is a requirement of the modern age. Nevertheless, it is crucial to mitigate potential negative impacts when adopting these technologies.

Conclusion

In conclusion, supporting the use of new media resources in teaching Kazakh literature is an essential component of modern education that meets contemporary societal demands. As the study has shown, the interactive, accessible, and multifaceted capabilities of new media contribute significantly to engaging students with and deepening their understanding of national literary heritage. New media resources—including e-books, audio and video content, and multimedia projects—have paved the way for Kazakh literature to resonate with contemporary audiences. This approach not only complements traditional teaching methods but also fosters the development of students’ creative skills and enhances their interest in literature. Moreover, the media plays a crucial role in preserving and promoting national values.

Nevertheless, certain challenges have emerged in the application of new media, such as insufficient technical equipment, inconsistencies in content quality, and varying levels of proficiency among educators in mastering new media. Addressing these issues requires systematic

improvements to the technical infrastructure, enhanced professional development for instructors, and the production of high-quality media content.

Overall, the use of new media resources in teaching Kazakh literature is an effective tool for revitalizing national literature and making it more accessible to today's audience. This methodology not only fosters a greater respect for literature among future generations but also contributes to their cultural and national education.

Conflict of interests, acknowledgements and funding information

The research paper contains no conflicts of interest.

Contribution of the authors. N.B. Assan: data collection, article concept development, preparation of the introduction and main concepts of the article. D.N.Baigutova: systematization and compilation of research materials, participation in the discussion of research results. Zh.I. Moldanova: critical analysis of the literature.

References

1. Уәлиханов Ш. Таңдамалы шығармалар. – Алматы: Ғылым, 1985. – 560 б.
2. Байтұрсынұлы А. Әдебиет танытқыш. – Алматы: Ана тілі, 1991. – 224 б.
3. Әуезов М. Таңдамалы шығармалар жинағы. – Алматы: Жазушы, 1979. – 424 б.
4. Қабдолов З. Сөз өнері. – Алматы: Санат, 2002. – 360 б.
5. Ахметов З. Сөз өнері. – Алматы: Ғылым, 1973. – 200 б.
6. Базарбаев М. Әдебиет әлемі. – Алматы: Ғылым, 1994. – 280 б.
7. Қасқабасов С. Қазақ фольклорының тарихы. – Алматы: Санат, 1999. – 352 б.
8. Қоңыратбаев А. Әдебиет пәнін оқыту әдістемесі. – Алматы: Ғылым, 2005. – 200 б.
9. Бітебаева Қ. Әдебиетті оқыту әдістемесі. – Алматы: Рауан, 1997. – 285 б.
10. Әбдіркенова А. Білім алу үдерісіндегі медиа ресурстардың ересектердің когнитивті сферасына әсері // 3I: Intellect, Idea, Innovation. – 2023. – №4. – Б. 110–122.
11. Тілеубай Т., Сауырбаева А.Ж. Цифрлық медиа: теориясы мен практикасы // Л.Н. Гумилев атындағы Еуразия ұлттық университетінің Хабаршысы. Журналистика сериясы. – 2021. – № 2(135). – Б. 71–82. – URL: <https://buljournal.enu.kz/index.php/main/article/view/197>.
12. Авдарсол С., Оңғарбаева А.Д. Бастауыш сынып оқушыларының цифрлық медиасауаттылығын қалыптастыру // Абай атындағы ҚазҰПУ Хабаршысы. Физика-математика ғылымдары сериясы. – 2024. – № 85, Т.1. – Б. 179–188. – DOI: <https://doi.org/10.51889/2959-5894.2024.85.1.017>
13. Құдайберген Ш.Ш., Әбдіркенова А.Қ. Болашақ мұғалімнің медиа мәдениетін қалыптастырудың педагогикалық шарттары // Алтынсарин оқулары «Қазіргі білім берудегі инновациялық технологиялар: стратегия, мақсаттар, іске асыру»: Халықаралық ғылыми-тәжірибелік конференция материалдары. – 2024. – Б. 277–287
14. Дурандина А. Что такое новые медиа? LES Media, 2018 [Электронный ресурс]. – Режим доступа: <https://les.media/articles/436125-что-такое-новые-медиа-for-landing> (дата обращения: 15.12.2024)
15. Байменова Б.С., Күлжабекова С.О. Жасөспірімдердің дүниетанымын медиаконтент арқылы қалыптастыру // Л.Н. Гумилев атындағы Еуразия ұлттық университетінің Хабаршысы. Педагогика. Психология. Социология сериясы. – 2023. – № 145(4). – Б. 37–48.

– Қолжетімді: <https://bulpedps.enu.kz/index.php/main/article/view/103>.

16. Сәрмекова Б. Кейіпкер: Әңгімелер жинағы. – Алматы: Жазушы, 2020. – 150 б.

17. Қазыбек Ж. Ақ қиын: Повестьтер мен әңгімелер. – Алматы: Ана тілі, 2018. – 180 б.

18. Құрманбай А., Сәрсенбаева Ж., Қуатбекұлы Е. Қазіргі қазақ поэзиясының жаңа үрдістері (А. Елгезек, Е. Жүніс, Б. Қарағызұлы шығармалары негізінде) // Еуразия гуманитарлық институтының Хабаршысы. – 2023. – № 3. – Б. 197–213.

19. О'Лири З. Зерттеу жобасын жүргізу. – Нұр-Сұлтан: Каусар, 2020. – 473 б.

20. Temirbolat, A., Dautova, G., Imangaliyev, B., Sarbasov, B., & Pleubayev, S. Effective on-line methods and pedagogical insights in digital creativity for literature education. E-Learning and Digital Media, 0(2025). <https://doi.org/10.1177/20427530251317721>

Н.Б. Асан, Д.Н. Байғұтова, Ж.И. Молданова

*Ө. Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті,
Шымкент, Қазақстан*

ЖОО-да жаңа медиа ресурстары арқылы қазақ әдебиетін оқытудың тиімділігі

Аңдатпа. Бұл мақалада жоғары оқу орындарында жаңа медиа ресурстарын пайдалану арқылы қазақ әдебиетін оқытудың тиімділігі қарастырылады. Жаңа медиа элементтері (визуализация, аудио-бейне материалдар, әлеуметтік платформалар) дәстүрлі әдебиет пен заманауи оқыту әдістерін үйлестіре отырып, әдебиетті оқытуда жаңа мүмкіндіктер ұсынады. Білім алушылардың әдебиетті оқуға деген қызығушылығын арттыруда мол септігін тигізеді. Зерттеудің мақсаты – заманауи технологиялардың әдеби білім беру үдерісіне қосқан үлесін анықтап, олардың артықшылықтары мен шектеулерін талдау. Қазақ әдебиеті сабақтарында электрондық кітаптар, аудио және видеоконтент, әлеуметтік желі парақшалары мен платформаларды білім алушыларға қолжетімді әрі қызықты түрде ұсыну тиімді әдіс екені дәлелденді. Бірнеше әлеуметтік желі парақшалары мен әдеби платформаларға және желіде белсенді ақын-жазушыларға талдау жасалды. Олардың шығармашылығының халық арасында таралуы және оқырмандармен байланыс орнатудағы тиімді әрекеттері сарапқа салынды. Әдеби платформалардың негізгі мақсаты мен олардың атқарып жатқан жұмыстары жайында ақпарат берілді. Сонымен бірге, әлеуметтік желілерде оқырмандарға қызықты болған проза-поэзия парақшалары талданды. Зерттеуде теориялық талдау, эмпирикалық талдау және контент-талдау әдістері қолданылды. Эмпирикалық талдаудың ішінде сауалнама әдісінің көмегімен бастапқы деректер жиналды. Сауалнама қорытындысына сараптама жасалды. Нәтижесінде, жаңа медианың білім алушылардың шығармашылық қабілеттерін дамытуға, әдебиетке деген қызығушылығын арттыруға және ұлттық құндылықтарды заманауи форматта сақтауға ықпал ететіні анықталды. Сонымен қатар, техникалық және әдістемелік қиындықтар талқыланып, оларды шешу жолдары ұсынылды. Зерттеу жаңа медианың қазақ әдебиетін оқыту үдерісіндегі маңызды рөлін айқындай отырып, білім беру мен ұлттық әдебиетті жаңғырту болашағын көрсетеді.

Түйін сөздер: медиа ресурстар, қазақ әдебиеті, жоғары оқу орны, білім алушы, платформа, цифрлық технология, электронды кітаптар.

Эффективность преподавания казахской литературы через новые медиа ресурсы в вузе

Аннотация. В статье исследуется эффективность применения новых медиа в преподавании казахской литературы в высших учебных заведениях с использованием новых медиаресурсов. Элементы новых медиа (визуализация, аудио-, видеоматериалы, социальные платформы) расширяют возможности преподавания литературы, сочетая традиционную литературу с современными методами обучения и повышая интерес к чтению. Цель - определить вклад технологий в литературное образование, их плюсы и минусы. Доказано, что доступные электронные книги, аудио, видео и соцсети эффективны на занятиях. Проанализированы активные поэты и писатели в сети, их стратегии взаимодействия с читателями, цели и деятельность литературных платформ, а также популярные страницы прозы и поэзии в соцсетях. В исследовании использовались методы теоретического анализа, эмпирического анализа и контент-анализа. В эмпирическом анализе исходные данные были собраны с помощью опроса, результаты которого затем были проанализированы. В результате установлено, что новые медиа способствуют развитию творческих способностей обучающихся, повышению интереса к литературе и сохранению национальных ценностей в современном формате. Кроме того, обсуждались технические и методические проблемы, и предложены пути их решения. Данное исследование показывает перспективы модернизации образования и национальной литературы, определяя важную роль новых медиа в процессе обучения казахской литературе.

Ключевые слова: медиаресурсы, казахская литература, высшее учебное заведение, обучающийся, интерактивное образование, платформа, цифровые технологии.

References

1. Ualihanov, Sh. Tandamaly shygarmalar [Selected Works]. (Gylym, Almaty, 1985, 560 p.) [in Kazakh]
2. Bajtyrsynly, A. Adebiet tanytkysh [The Theory of Literature]. (Ana tili, Almaty, 1991, 224 p.) [in Kazakh]
3. Auezov, M. Tandamaly shygarmalar zhinagy [Selected Works Collection] (Zhazushy, Almaty, 1979, 424 p.) [in Kazakh]
4. Kabdолоv, Z. Soz oneri [The Art of Words] (Sanat, Almaty, 2002, 360 p.) [in Kazakh]
5. Ahmetov, Z. Soz oneri [The Art of Words] (Gylym, Almaty, 1973, 200 p.) [in Kazakh]
6. Bazarbaev, M. Adebiet alemi [The World of Literature] (Gylym, Almaty, 1994, 280 p.) [in Kazakh]
7. Kaskabasov, S. Kazak fol'klorynyn tarihy [The History of Kazakh Folklore] (Sanat, Almaty, 1999, 352 p.) [in Kazakh]
8. Konyratbaev, A. Adebiet panin okytu adistemesi [Methods of Teaching Literature] (Gylym, Almaty, 2005, 200 p.) [in Kazakh]
9. Bitibaeva, K. Adebietti okytu adistemesi [Methods of Teaching Literature] (Rauan, Almaty, 1997, 285 p.) [in Kazakh]

-
10. Abdirkenova, A. Bilim alu uderisindegі mediaresurstardyn eresekterdin kognitivti sferasyна aseri [Influence of Media Resources in the Learning Process on the Cognitive Sphere of Adults]. 3I: Intellect, Idea, Innovation, 4, 110-122 (2023) [in Kazakh]
11. Tileubay, T., Sauyrbaeva, A.Zh. Tsifrlyk media: teoriyasy men tazhiribesi [Digital media: theory and practice]. Bulletin of L.N. Gumilyov Eurasian National University. Journalism Series, 2(135), 71-82 (2021). – Retrieved from: <https://buljourn.enu.kz/index.php/main/article/view/197> [in Kazakh]
12. Avdarsol, S., Ongarbayeva, A.D. Bastauyshsynyp okushylaryна media tsifrlyk sauattylykty kalypastyru [Formation of Media Digital Literacy Among Primary School Students]. Bulletin of Abai KazNPU. Series of Physical and Mathematical Sciences, 85, 1 (Mar. 2024), 179–188 (2024) DOI: <https://doi.org/10.51889/2959-5894.2024.85.1.017> [in Kazakh]
13. Kydajbergen, Sh.S., Abdirkenova, A.K. Bolashak mygalimnin media madenietin kalypastyrudyn pedagogikalyk sharttary [Pedagogical Conditions for Developing Media Culture in Future Teachers]. Altynsarin Readings «Innovative Technologies in Modern Education: Strategy, Objectives, Implementation»: Materials of the International Scientific and Practical Conference, 277-287 (2024) [in Kazakh]
14. Durandina, A. Chto takoe media? [What is Media?]. LES Media, 2018 [Electronic Resource]. – Available at: <https://les.media/articles/436125-chto-takoe-novye-media-for-landing> (accessed date: 15.12.2024) [in Russian]
15. Baimenova, B.S., Kulzhabekova, S.O. Zhasospirimderdin dunietyanymyn mediakontent arkyly kalypastyru [Formation of teenagers' worldview through media content]. Bulletin of L.N. Gumilyov Eurasian National University. Pedagogy. Psychology. Sociology Series, 145(4), 37-48 (2023). – Retrieved from: <https://bulpedps.enu.kz/index.php/main/article/view/103> [in Kazakh]
16. Sarmekova, B. Kejipker: Angimeler zhinagy [Character: A Collection of Stories] (Zhazushy, Almaty, 2020, 150 p.) [in Kazakh]
17. Kazybek, Zh. Ak kyjyn: Povester men angimeler [The White Storm: Novellas and Stories] (Ana tili, Almaty, 2018, 180 p.) [in Kazakh]
18. Kurmanbay, A., Sarsenbayeva, Zh., Khuatbekyly, Ye. Kazirgi kazak poeziyasynyn zhana urdisteri (A. Elgezek, E. Zhunis, B. Karagyzuly shygarmalary negizinde) [New Trends in Modern Kazakh Poetry (Based on the Works of A. Elgezek, E. Zhunis, B. Karagyzuly)]. Bulletin of the Eurasian Humanities Institute, 3, 197-213 (2023). [in Kazakh]
19. O'Liri, Z. Zertteu zhobasyn zhyrgizu [Conducting Research Projects] (Kausar, Nyr-Sultan, 2020, 473 p.) [in Kazakh]
20. Temirbolat, A., Dautova, G., Imangaliyev, B., Sarbasov, B., & Tleubayev, S. Effective online methods and pedagogical insights in digital creativity for literature education. E-Learning and Digital Media, 0(2025). <https://doi.org/10.1177/20427530251317721>

Information about the authors:

Асан Назерке Бағланқызы – PhD докторант, Ө. Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті, Шымкент, Қазақстан. E-mail: assan.nazerke@mail.ru, ORCID: 0009-0004-2857-2550.

Байғұтова Динара Нышпанқызы – филология ғылымдарының кандидаты, доцент, Ө. Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті, Шымкент, Қазақстан. E-mail: dinar_1378@mail.ru, ORCID: 0000-0002-9079-6916.

Молданова Жазира Илесовна – магистр, оқытушы, Ө. Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті, Шымкент, Қазақстан. E-mail: jazira.ilesovna@mail.ru, ORCID: 0009-0006-2590-8375.

Асан Назерке Баглановна – PhD докторант Южно-Казakhstanского педагогического университета имени О. Жанибекова, Шымкент, Казахстан. E-mail: assan.nazerke@mail.ru, ORCID: 0009-0004-2857-2550.

Байгутова Динара Нышановна – кандидат филологических наук, доцент, Южно-Казakhstanский педагогический университет имени О. Жанибекова, Шымкент, Казахстан. E-mail: dinar_1378@mail.ru, ORCID: 0000-0002-9079-6916.

Молданова Жазира Илесовна – магистр, преподаватель, Южно-Казakhstanский педагогический университет имени О. Жанибекова, Шымкент, Казахстан. E-mail: jazira.ilesovna@mail.ru, ORCID: 0009-0006-2590-8375.

Assan Nazerke Baglankyzy– PhD student, South Kazakhstan Pedagogical University named after O. Zhanibekov, Shymkent, Kazakhstan. E-mail: assan.nazerke@mail.ru, ORCID: 0009-0004-2857-2550.

Baigutova Dinara Nyshanovna – Candidate of Philological Sciences, Associate Professor, South Kazakhstan Pedagogical University named after O. Zhanibekov, Shymkent, Kazakhstan. E-mail: dinar_1378@mail.ru, ORCID: 0000-0002-9079-6916.

Moldanova Zhazira Ilesovna – Master of Arts, Teacher, South Kazakhstan Pedagogical University named after O. Zhanibekov, Shymkent, Kazakhstan. E-mail: jazira.ilesovna@mail.ru, ORCID: 0009-0006-2590-8375.



Copyright: © 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).