Online teaching of artistic creativity: Methods, motivation and evaluation

Alua Temirbolat*
Al-Farabi Kazakh National University
050040, 71 Al-Farabi Ave., Almaty, Republic of Kazakhstan

Gulnaz Dautova
Al-Farabi Kazakh National University
050040, 71 Al-Farabi Ave., Almaty, Republic of Kazakhstan

Baurzhan Imangaliev
Al-Farabi Kazakh National University
050040, 71 Al-Farabi Ave., Almaty, Republic of Kazakhstan

Bolatkhan Sarbasov
Al-Farabi Kazakh National University
050040, 71 Al-Farabi Ave., Almaty, Republic of Kazakhstan

Sovetkhan Tleubaev
Al-Farabi Kazakh National University
050040, 71 Al-Farabi Ave., Almaty, Republic of Kazakhstan

Abstract
Relevance. In light of the pandemic, distance learning has gained significant importance. There has been a pressing need to adapt all academic disciplines to an online mode of instruction.

Purpose. This study aimed to identify the most effective strategies for providing online literature courses, taking into account the distinct demands of artistic expression which typically necessitates a more intimate, real-time exchange between teacher and learner.

Methodology. The study utilized a mixed-method approach, incorporating analysis of teaching practices, comparative studies, student surveys, and experimental comparisons of traditional versus innovative online teaching techniques for literary disciplines during the pandemic.

Results. The study analyzed teaching methods in the Faculty of Philology and conducted a survey with 300 students from the Kazakh National University, followed by an experiment comparing traditional and innovative online teaching strategies. The research illuminated those innovative methodologies like game learning, problem-based learning, case study method, brainstorming, multimedia technologies, I-search strategies, and programmed learning, when deployed in teaching literary disciplines online, outperformed traditional teaching methods. Students taught using these modern techniques showcased superior academic performance and a deeper assimilation of course materials.

Conclusions. Distance education, as evidenced by this study, can be an avenue for the integration of advanced technological tools, encouraging students to explore novel ways of presenting their understanding in literary disciplines.

Keywords: digital pedagogy; virtual classroom strategies; e-learning; technological integration; student engagement.

Suggested Citation:

*Corresponding author
Introduction
The relevance of this study lies in the urgent need to develop effective methods for online teaching of artistic creativity. Considering the modern trends towards digitizing education, it is crucial to explore methods that stimulate creative activity among students in a virtual environment, and also to develop effective methods for assessing and supporting their motivation. This research can significantly contribute to the advancement of online education in the field of artistic creativity, creating more accessible and inspiring learning environments.

The issues addressed in this research encompass several questions, such as the effectiveness of online teaching methods in fostering artistic creativity, motivational aspects influencing students’ engagement in the learning process in a virtual environment, as well as the development of criteria and methods for assessing achievements in the field of artistic creativity when utilizing online platforms. The study aims to identify challenges and seek effective solutions for advancing online education in the context of artistic creativity. Analyzing, interpreting, discussing, they jointly build a unified concept regarding the literary work, the stages of analyzing, interpreting, discussing, they jointly build a unified concept regarding the literary work, the stages of its creation, and the features of its functioning. Accordingly, the full transition to distance learning during the pandemic required the development of a new methodology for teaching literary disciplines that can effectively replace live communication and motivate students to independently explore the work of writers.

According to X. Lv et al. [1], in light of the pandemic caused by the spread of COVID-19, distance learning has become an integral part of the educational process worldwide. It can be noted that currently, the closure of schools, universities, and other educational institutions has led to the need for a reconsideration of traditional teaching methods. The challenges of the pandemic are being addressed through the implementation of distance learning, which provides students and educators with the opportunity to interact without the need for physical presence in educational institutions. According to B.H. Majeed et al. [2], methods of distance learning include the use of online platforms, video conferences, electronic materials, and other technological solutions. This confirms the fact that the authors’ work aligns with contemporary trends in the implementation of effective distance learning tools, which support the educational process by providing students with access to educational content from anywhere in the world.

W. Wan [3] decided that one of the key aspects of distance learning is motivation; students face new challenges, such as the need for self-organization of time and management of their learning processes. However, this work did not take into account that teachers and educational institutions develop strategies to support student motivation by creating interesting and engaging lessons, providing feedback, and fostering support within virtual communities. According to L.N. Fewella [4], assessing students in the context of distance learning also has its peculiarities; instead of traditional tests and exams, various forms of assessment are employed, such as projects, online testing, and practical assignments. However, it is necessary to more thoroughly consider the fact that educational institutions are also actively researching and implementing innovative assessment methods to more effectively evaluate students’ performance in the online environment.

S.A.A. Abbood [5] notes, there was an urgent need to adapt all academic disciplines to an online mode of instruction, and this necessity was driven by various factors, with one of the primary stimuli being the global impact of the COVID-19 pandemic. It was also not taken into account that the closure of educational institutions worldwide forced a swift transition to distance learning to ensure the continuity of education. According to B. Zhang et al. [6], in adapting academic disciplines to an online format, educators had to face the challenge of revising courses and teaching methods suitable for virtual knowledge transmission. It can be noted that this transformation goes beyond a simple transfer of traditional educational content to digital platforms; it involves a rethinking of pedagogical approaches to effectively engage students in the online environment.

The aim of this research is to conduct an analysis of online teaching methods in the field of artistic creativity, with a focused examination of motivational aspects and assessment methods. The study is directed towards identifying effective approaches to fostering students’ artistic creativity in a virtual educational environment, as well as providing recommendations for optimizing online educational practices in this domain.

Theoretical Overview
The problem of teaching literary disciplines remains relevant and significant in the educational process of higher educational institutions. This is due to the specifics of artistic work. This problem has become particularly relevant in the context of a pandemic. The transition to distance learning has complicated the process of assimilation of literature’s works, which primarily presuppose their comprehensive and detailed discussion. In this connection, the question arose about the choice and definition of such teaching methods and technologies that would make it possible to effectively study artistic work in an online format.

Distance education has become an integral part of the educational process of higher educational institutions in many countries of the world. Hence appears the keen interest of scientists in the problem of teaching disciplines in an online format. The problem of distance education is the object of attention of domestic and foreign researchers. It In their works, they comprehend its role and significance, forms of organization. So, in the work of D. Keegan [7], the essence of distance education is revealed. The researcher points out that this is primarily a process in which teachers and students are separated in time and space, but can interact with each other anywhere and at any time thanks to mobile technologies.

Much attention in the works of scientists is paid to the features of distance education. The object of their research is asynchronous learning, in which communication between participants occurs mainly through e-mail, online forums, and is usually moderated by an instructor [8]. The value of distance education is revealed in the work of H. Perraton [9]. According to the scientist, it allows you to
reach a wide audience. Distance learning can be adapted to the needs of people of different age groups and social strata of society. It promotes quality and affordable education.

Theoretical issues of distance learning are discussed in M. Weindorf-Sysoeva et al. [10]. The authors of the textbook analyze in detail the modern education system. They reveal the basic principles and techniques of using distance technologies in the learning process. Their focus is on organizational issues and teaching methods. Researchers analyze the features of using portfolios, project activities, web technologies in distance learning. The book deals with the specifics of Internet communication.

The problem of interactivity based on the use of video and multimedia technologies is analyzed in detail in the work of R.T. Barker and C.L. Holley [11]. They indicate the prospects for the development of distance learning and explore the features of online communication. The problem of the impact of technology on students in distance learning is discussed in the book by F. Agrusti et al. [12]. The authors of this paper explore in detail the features of distance learning. They consider various types of technologies and the effectiveness of their application in the educational process.

The advantages and disadvantages of distance learning are revealed in the work of V.P. Mahlangu [13]. The author examines the features of the education system in higher educational institutions. The researcher reveals new learning opportunities that have arisen through the use of computer and communication technologies. Features of the perception of the educational process are explored by M. Hannay and T. Newvine [14]. Based on a survey among law students, they explain why distance learning has become more widespread in recent decades compared to the traditional form of education. The researchers reveal the benefits of online education.

However, despite the close attention of scientists to the problem of distance learning, the use of innovative technologies still remains relevant issues of methods of teaching literary disciplines. The researchers’ works mainly provide examples of studying languages, natural sciences and humanities in an online format. There are very few works that consider methods and technologies of distance teaching of literature, folklore and rhetoric. In this article, based on an experiment conducted during the pandemic, the most effective methods of studying artistic creativity in an online format are determined.

Materials and Methods
This study was conducted in several stages. Firstly, it is based on the analysis and evaluation of methods and technologies used by teachers of the Faculty of Philology in classes in such disciplines as oral folk art, introduction to literary studies, theory of literature, poetics of literature, history of literature, current problems of folklore and literary studies, rhetoric, as well as specialized courses dedicated to the work of individual writers. The paper describes the methods of studying artistic works, the heritage of the past and the present, which have shown the greatest effectiveness in the conditions of a pandemic and distance learning. Secondly, the results of the comparative analysis conducted between the disciplines taught by teachers without the use and with the use of innovation technologies are taken into account in the research process. Traditional and distance learning models are compared. Their advantages and disadvantages manifested in the process of teaching literary disciplines in an online format are revealed. Thirdly, the study includes the results of a survey conducted among the students of the Faculty of Philology of the Kazakh National University. Its purpose is to identify the effectiveness of the use of innovative technologies in the study of literary disciplines in an online format. The survey was conducted among 300 students of the 1st-4th year of Bachelor’s degree, 1-2 year of Master’s degree and 1 year of doctoral studies, forced to study remotely in the conditions of the pandemic. The survey was conducted among 300 students in the 1st-4th year of a Bachelor’s degree, 1-2 year of Master’s degree and 1 year of doctoral studies, forced to study remotely in the conditions of the pandemic.

In the course of the study, a qualitative method was used. It enhanced a deep understanding of the peculiarities of the organization of the educational process at the Faculty of Philology amid the pandemic. The qualitative method allowed us to give an objective analysis of the technologies used in the process of teaching literary disciplines. In order to find the most effective methods of teaching literature and rhetoric in a pandemic, an experiment was conducted among students of the Faculty of Philology. It was conducted in Bachelor’s, Master’s and doctoral studies. 300 people took part in it. They were conditionally divided into two groups. The first of them studied online without the use of innovative technologies. Teachers used traditional teaching methods – lecturing, receiving practical assignments via Internet platforms and by e-mail. They conducted testing among students aimed at identifying their knowledge of theoretical material, studied concepts and terms. Innovative technologies and techniques were widely implemented at the lessons of the second group. Teachers were asked to use modern pedagogical methods, creatively approach the development of classes in an online format.

Results
General characteristics of the participants of the experiment
In the course of the conducted experiment on the organization of distance teaching of literary disciplines with the use of innovative technologies, such methods as game learning, problem-based learning, case study method, brainstorming, multimedia technologies, l-search strategies, programmed learning showed the greatest effectiveness. They helped to increase the degree of assimilation of the material, the development of creative and analytical abilities of students. This is confirmed by the results of intermediate and final knowledge control. The academic performance of students who studied in groups using innovative technologies is higher compared to students who studied in groups using traditional methods and techniques. The data of intermediate and final control of students’ knowledge in two groups are reflected in Figure 1.
Students who studied in groups using innovative technologies showed great activity at seminars, demonstrated a non-standard approach in preparing group projects, performing tasks for independent work. The experimental data were analyzed in detail and systematized. The disciplines and pedagogical methods and techniques used by teachers in the classroom are displayed explicitly. Table 1 reveals the advantages of teaching using innovative technologies. It demonstrates the effectiveness of the methods used and their positive impact on the assimilation of theoretical material, the development of students’ practical skills, despite their isolation and great independence in preparation and performing tasks.

### Table 1. The use of innovative technologies in the teaching of literary disciplines in distance learning

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Types of innovative technologies applied in literature, folklore and rhetoric classes</th>
<th>Types of study mode used in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric, Introduction to literary studies, Folklore, History of Kazakh literature, Theory of literature, Advanced topics in literary studies and folklore studies</td>
<td>Game-based learning, problem-based learning, case study method, multimedia technologies, computer-aided learning</td>
<td>Lecturing, testing, oral and written questioning, presentation of the main content of the studied theoretical material giving examples from the literary works</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>Efficient acquisition of theoretical material, development of creative thinking, practical skills of literary work analysis, the ability to make decisions independently, the use of multimedia when performing tasks</td>
<td>Consolidation of theoretical material, demonstration of knowledge of the conceptual and categorical framework, development of skills in collecting and systematizing material, independent analysis of literary works</td>
</tr>
</tbody>
</table>

**Source:** compiled by the authors.

In the process of analyzing the experiment results, a comparative study of traditional and distant models of teaching students was conducted. This approach made it possible to clearly demonstrate the main differences in gaining knowledge in offline and online format. Moreover, the comparative analysis contributed to a deeper realization of the features of distance learning. The main differences between the two educational models are shown in Table 2.

### Table 2. Features of teaching literary disciplines in traditional and distance learning

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Traditional learning</th>
<th>Distant learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study of the conceptual and methodological framework of folklore studies, literary studies, rhetoric</td>
<td>Written and oral tasks, direct interaction between the teacher and the student in the course of lectures and practical classes</td>
<td>Checking written assignments, testing, additional assignments, online consultations at the request of the student</td>
</tr>
<tr>
<td>The study of the writer’s biography, laboratory</td>
<td>Written and oral assignments, immediate feedback from the teacher</td>
<td>Collecting material on the Internet. Presentation of the task on the slide</td>
</tr>
<tr>
<td>Reading and analyzing a literary work</td>
<td>Reading and oral/written analysis of specific literary works, discussion with a group in the classroom</td>
<td>Reading and oral/written analyzing specific literary works, exchange of opinions about the work by e-mail, in a WhatsApp group</td>
</tr>
<tr>
<td>Preparation of a public speech on a given topic</td>
<td>Making a speech in front of a group of students</td>
<td>Audio and video clip</td>
</tr>
<tr>
<td>Discussion</td>
<td>Discussion of a specific problem in a group, discussion by expressing different, opposing points of view about the subject at issue</td>
<td>Video conferencing in Zoom, Microsoft Teams, WhatsApp</td>
</tr>
<tr>
<td>Implementation of individual projects in literature and rhetoric</td>
<td>Reading books, studying available Internet resources, preparing an oral presentation and defending the completed project in front of an audience with subsequent discussion</td>
<td>Reading books, studying available Internet resources, preparing a written report on the completed project and demonstrating it in the form of slides</td>
</tr>
</tbody>
</table>
The use of gaming technologies in the teaching of literary disciplines

In the process of distance teaching literary disciplines, such innovative technologies as game-based learning, problem-based learning, case study method, brainstorming, multimedia technologies, l-search strategies, and computer-aided learning were used. They contributed to improving the efficiency of acquiring the material, developing creative and analytical abilities of students.

The use of games in the educational process primarily involves the acquisition of practical experience by students necessary for the further implementation of their professional activities, the consolidation of their theoretical knowledge, the development of critical thinking. They allow to create for students’ realistic theoretical knowledge, the development of critical thinking, practical skills, help to identify issues of concern to students, to develop creative thinking, cognitive activity of students. The students were discussed online at additional consultations.

Game learning, as the researchers note, contributes to the motivation of students. Thanks to them, the educational process becomes more interesting and diverse. Games help students gain confidence and be able to adapt to different situations [15]. Game-based learning, according to the researchers, has a beneficial effect on the motivation of students. They make the educational process more interesting and diverse. Games help students gain confidence and be able to adapt to different situations.

When games were included in the educational process, the main attention was paid to the purpose of its implementation. The task of the teacher was to clearly identify the reasons for using this form of training in the classroom [16]. Depending on the goal, various types of games were used – intellectual, role-playing, professional simulation. They contributed to the development of analytical thinking and practical skills of students. For example, during the lesson on the discipline “Introduction to Literary studies”, a role-playing game was played on the topic “The role and place of the profession of a literary critic in the modern world”. The goal of the game is to prove the importance and prospects of the profession of a literary critic, to reveal the main areas of activity of a literary critic. The students were offered to play the role of a university teacher, a school teacher, a journalist, a writer, a literary critic, a scientist, a publishing house director, a student. The students’ task was to prepare small speeches-presentations that discover different areas of work of a literary critic. This game allowed students to find out and understand in which area they can apply the knowledge they have gained and how they can be realized in professional activities.

At the lesson on the discipline “Methods of teaching Kazakh literature”, the students were offered an intellectual and business simulation game on the topic “How to establish contact with the audience?”. The goal of the game is to identify the ways of establishing contact with different audiences and, in particular, in a situation where the classes of a young teacher are not perceived by students. The students were asked to play several roles. They acted as a university teacher, a school teacher, a student, a pupil. The students were tasked to find and determine the optimal ways to establish contact with the audience by playing out different options for the development of relations between a teacher and a student, a teacher and a pupil. Much attention was paid to problematic situations and ethical issues. This lesson contributed to the development of creative thinking, communication skills of students, their ability to navigate in various communicative situations.

As a task for independent work on the discipline “Methods of teaching Kazakh literature”, the students were asked to come up with a game on a professional problem interesting for them. The most interesting projects of students were discussed online at additional consultations. In the course of the assignment, the students made up the scenario of an educational game, determined its purpose, tasks, participants and put forward their own vision of solving the problem they put forward. This approach helped to identify issues of concern to students, to develop their analytical, creative, critical thinking, practical skills, the ability to act in various situations, to increase their self-esteem and motivation.

The problem-based learning in the educational process

In the context of the pandemic, problem-based learning was widely used in the educational process. Its purpose is to develop creative thinking and cognitive activity of students, the assimilation of theoretical knowledge obtained by them and the understanding of the process of

<table>
<thead>
<tr>
<th>Source: compiled by the authors.</th>
<th>The results of a survey conducted among students of the Faculty of Philology on the effectiveness of studying literary disciplines in an online format using traditional and innovative teaching methods are shown in Table 3.</th>
<th>The effectiveness of studying literary disciplines in an online format using traditional and innovative teaching methods was widely used in the educational process. Its purpose is to develop creative thinking and cognitive activity of students, the assimilation of theoretical knowledge obtained by them and the understanding of the process of</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table 3. Evaluation of the effectiveness of studying literary disciplines in an online format using traditional and innovative teaching methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of students interviewed</strong></td>
<td>Bachelor’s degree</td>
<td>Master’s degree</td>
</tr>
<tr>
<td>The effectiveness of studying literary disciplines using traditional teaching methods</td>
<td>220</td>
<td>50</td>
</tr>
<tr>
<td>The effectiveness of studying literary disciplines with the use of innovative teaching methods</td>
<td>215</td>
<td>50</td>
</tr>
</tbody>
</table>

**The problem-based learning in the educational process**

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Online teaching of artistic creativity: Methods, motivation and evaluation

acquiring new knowledge. In the process of teaching, the
teachers developed and offered the students problem-based
situation that needed to be resolved. It was constructed in
such a way as to encourage students not only to apply the
acquired knowledge, acquired skills and experience, but
also to put forward new ideas, search for new information.
For example, in classes on the discipline “Theory of
Literature”, students were asked to answer the question:
“Why do researchers sometimes attribute the same work to
different genres?” Media technologies were used in the
process of distance education. The teachers of the
department prepared small videos with a problematic
situation, at the end of which the students were asked to
express their opinions regarding its solution. The answers
were presented orally during the seminar session and in
writing in the general chat room.

Problem-based learning was extensively used in the
development of tasks for independent work of students. It
provided an opportunity for students to search, summarize
and analyze the material necessary to solve the task for a
certain period of time. Such problems as: “Why is Mukhtar
Auezov’s work “Gray Fierce” called by some researchers a
story, others a novel?”; “What is the phenomenon of
Mukagali Makatayev’s poetry and the main peculiarity of
his work?”; “What is the difference between mass
literature and Internet literature?”; “What is the secret of
the popularity of mass literature?”; “Is there a connection
between the profession of a literary critic and a journalist?”
were proposed as the tasks for students’ independent work.
To solve these tasks, students needed to collect, summarize
and systematize theoretical material, put forward and
substantiate their own points of view through a detailed
analysis of the works of specific writers.

The case study method in distance teaching of literary
disciplines

In distance teaching of literary disciplines, the case study
method was widely used. It advances the development of
students’ creative and analytical thinking, communication
skills. Its essence is to consider and solve a problem that
does not fall within the framework of traditional logic,
requires a non-standard approach. The cases, as the
researchers note, are interdisciplinary in nature, which
contributes to the deepening of students’ knowledge, the
development of their practical skills in applying various
sciences data [17]. Lectures and seminars, where the case
study method is used, require to understand the essence of
the issue under discussion. Classes often consists of
discussion where the ability to convince the audience,
competently give reasons for the point of view produced.
The case study method involves careful preparation of
students. It is based on the “analysis and discussion of
alternative solutions to a complex and confusing situation”
[18]. The case study method requires an interdisciplinary
approach, the application of knowledge gained in literary
studies, psychology, sociology, cultural studies, rhetoric,
philosophy. At the same time, students need not only to
systematize and analyze the material on a specific problem,
but also to build a clear strategy of behavior, a plan of
actions that contribute to its solution.

In the context of the pandemic, the case study method
has shown high efficiency, especially while preparing for
seminars. It allowed to maintain students’ interest in the	
target course, to develop their ability to make decisions in
non-standard situations, one of which was the spread of
COVID-19. Being isolated, students were forced to study
the problem posed to them independently, collect,
systematize and analyze the material necessary for
investigating the subject and comprehension of its essence.
They were deprived of the opportunity to work in a team.
In the conditions of the pandemic, students could discuss
their options and versions of solving the problem online.
This, in turn, increased the independence of students and
proved the effectiveness of using this method in preparing
assignments for independent work of students. But at the
same time, the process of making a single solution to the
problem put forward has become more complicated.

At the seminar on the discipline “Theory of Literature”,
the students were offered the following case (Figure 2).

The case of the discipline “Theory of Literature”

Source: compiled by the authors.
The use of brainstorming in the teaching of literary disciplines

Brainstorming was addressed in studying literary disciplines. During the pandemic, it was used in the classroom while videoconferencing. The problem that needed to be solved was depicted on the monitor screen. Students speaking orally online, expressed their points of view or presented their ideas by sending messages in a general chatroom. The teacher recorded the hypotheses and judgments put forward.

The main purpose of brainstorming as a teaching method is to enhance students’ thinking abilities, improve their communication and decision-making skills. At the same time, the task of the teacher is not only to generalize the ideas put forward by the students, but also to encourage different points of view. When using this method, criticizing the students’ judgments is not allowed [19]. The task of brainstorming is to generate ideas on a specific problem. This method assumes a creative approach to solving the task. Students suggest specific strategies, ideas, express their opinions on a problem of practical significance and aimed at identifying new aspects of the topic under consideration. Their viewpoints are generalized, evaluated from the aspect of usefulness and productivity. Summing up the lesson, the teacher considers the possibilities of implementing the solutions and strategies proposed by students in practical activities [20].

The issues related to the students’ research and their future professional activities were offered as the topics for discussion. The current problems of a specific scientific discipline became the subject for discussion. For example, in classes on the methodology of teaching literature, it was suggested to consider the most effective techniques and methods for studying artwork. In the discipline “Rhetoric”, the students were faced with the problem: “How to overcome excitement and embarrassment while making a public speech for a nature shy person?”.

When applying the method of brainstorming, there were used two variants of the seminar classes. Both of them have demonstrated productivity and efficiency. In the first case, the students were divided into two groups. One of them advanced ideas. The second group analyzed. They discussed the ideas and chose the most optimal and interesting ones for solving the problem. In this case, the groups worked in turn. Initially, a bank of ideas was created. This stage took 10-15 minutes. Then the ideas and proposals put forward were analyzed. The most part of the lesson – 30-35 minutes was spent on this work. In the second variant of organizing a brainstorming session, the students simultaneously participated in the creation of a bank of ideas, and in the analysis and discussion of the proposed solutions to the problem.

The use of this method has shown greater productivity in distance learning than in classroom teaching. The organization of brainstorming in an online format allowed, firstly, to activate all students, including shy, indecisive ones; secondly, to immediately fix the ideas put forward, thirdly, to attract more participants (to unite several student groups studying the same discipline or wishing to gain additional knowledge); fourthly, to suggest ideas in the chatroom at the same time.

The multimedia technologies in the educational process

Distance learning has intensified the need for the widespread use of multimedia technologies. They provide a variety of educational process. Multimedia technologies: allow the application of color graphics, animation, sound, hypertext, the possibility of constant updating and placement of interactive web elements (tests, self-test questions), the non-linearity of the material study [21]. They involve accompanying by the teacher the lecture with illustrations, slides. During the classes, videos corresponding to the topic in question can be shown.

In the process of teaching literary disciplines at the Faculty of Philology, multimedia technologies such as presentation and student projects were used. They have made it possible to increase the effectiveness of training in the context of the pandemic. The presentations helped to attract students’ attention to the topic of the lecture session. Using visual aids allowed to increase the degree of assimilation of theoretical knowledge. Displaying key terms and phrases on the screen freed the teacher from the need to dictate and repeat them.

Presentations were developed in all literary disciplines. They reflect the main points of the lecture in an accessible form, explain the key concepts. Presentations were used in seminars. Questions for discussion were displayed on the screen. The teachers used video and audio materials. Fragments from films based on the studied works, speeches of famous speakers, examples of various forms of public speaking were shown at the classes. This approach made it possible to diversify the educational process, to better influence the perception of students. The presentations facilitated the process of understanding the new material.

The projects contributed to the development of creative and logical thinking of students. Students acquired the skills of structuring and presenting material to the audience. The projects allowed students to form and develop the ability to navigate the flow of information, focusing on the most significant aspects of the scientific issue under consideration. They stimulated to unlock the students’ creative potential. The projects were offered as
assignments for students’ independent work. Their topics were carefully selected by the teacher taking into account the trends in the development of modern philological science, the relevance and significance of the problems considered in the framework of the courses. The most interesting projects were discussed at seminars in an online format.

L-search strategies were used for distance learning. This technique was first introduced into the educational process of the Faculty of Philology. L-search strategies include four stages [22]:
- topic selection/problem formulation;
- drawing up a plan, defining the main stages of searching and collecting information;
- systematization, analysis and use of information;
- obtaining the final result.

This technique provides students with complete independence in studying the topic and in performing practical tasks. The main purpose of using the l-search strategy is that students conduct research on a topic of their interest within the framework of the chosen course, develop their own questions and finding answers to them. This approach contributes to the development of creative potential, analytical and critical thinking, research skills of students, their ability to approach the problem in a non-standard way. Among the problems put forward by the students there were such issues like “How to make a public performance so that it is interesting for the whole audience?”, “What is the significance of the epic novel by M. Auezov for a present-day reader?”, “How to write a literary-critical article?”, “How to determine correctly the type of composition of an artwork?”, “What pedagogical technologies are most effective in teaching literature?”, “How to conduct an expert examination of a literary work?”. There is given an example of using the l-search strategy, developed by the 3rd year students of the Faculty of Philology at Al-Farabi Kazakh National University (Figure 3).

<table>
<thead>
<tr>
<th>Topic: How to write a literary-critical article?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the process of searching for answers to the questions posed:</td>
</tr>
<tr>
<td>1) literary-critical articles of famous literary critics were studied;</td>
</tr>
<tr>
<td>2) a comparative analysis of a literary-critical article and a scientific article was carried out;</td>
</tr>
<tr>
<td>3) the requirements for a literary-critical article were defined.</td>
</tr>
</tbody>
</table>

The main stages of information search imply answers to the following questions:
1) What is an article as a genre?
2) What types of articles are used in the professional activity of a philologist?
3) What is the difference between a literary-critical article and a scientific article?
4) What is the difference between articles of literary criticism and publicistic genre?
5) What is the object of writing a literary-critical article?
6) Are emotional comments of an author considered acceptable in a literary-critical article?
7) What is the volume of a literary-critical article?
8) Is it possible to write a literary-critical article in the form of an essay?
9) What composition does a literary-critical article have?
10) What style should a literary-critical article be written in?
11) Who is the addressee of a literary-critical article?
12) Who can be the author of a literary-critical article: a literary scholar, a literature teacher, a reader?
13) Where is it possible to publish a literary-critical article?
14) Are there any differences between a literary-critical article published in a magazine and on the Internet?
15) What is the difference between a literary-critical article and a review?

Source: compiled by the authors.

Based on the conducted research, a literary-critical article about a particular work of fiction was written. The best works of students were published on the website of the department and faculty.

Programmed training in the teaching of literary disciplines

Computer-aided learning was used in the process of teaching literary disciplines remotely. It suggests that the student is working on a specific program during which time s/he learns the required material. It offers a chance to plan the educational process with consideration for the unique qualities of the audience. In this situation, a teacher’s job is to keep an eye on the student’s psychological condition and, if needed, adjust program actions based on how well the student is gradually mastering the material. The following are the primary features of computer-assisted learning [23]:
- individual learning rate;
- complete absorption of instructional content;
- incremental control;
- a great degree of autonomy.

The teaching programme is based on several stages, each of which is aimed at mastering certain knowledge and skills by students. They include information, control and management levels. The first assumes the assimilation of certain theoretical knowledge on the topic under study. The second one includes tasks for independent work of students. The third one is aimed at checking the correctness of the solution of the task and contains instructions for moving to the next stage.

While using computer-aided learning, various algorithms are used: linear, branch, bound, and others. They are implemented depending on the tasks that are offered for mastering a discipline or a specific topic. When performing tasks, students are given the opportunity to use computers, programmed textbooks, teaching materials. Computer-aided learning was used in classes on Theory of literature, History of Kazakh literature. It provided high efficiency of mastering new knowledge. For example, at a
practical lesson on History of Kazakh literature, the following algorithm was developed: the topic of the practical lesson is “Analysis of the plot of M.O. Auezov’s story “Gray Fierce” (Figure 4).

![Figure 4. The case of practical lesson](source)

The conducted research has shown that the use of innovative technologies increases the efficiency of the educational process. The methods such as game-based learning, problem-based learning, case study method, brainstorming, multimedia technologies, I-search strategies, computer-aided learning, facilitated that help in:

1. The maintenance of students’ interest in the subject and content of the academic disciplines.
2. The development of analytical and creative thinking of the students.
3. The assimilation of new material and reinforcement of practical skills.
4. The rapid adaptation of students to the distance learning format.
5. The change and variety of classes forms ensured the quality of teaching literary disciplines.

The distance learning format has updated the widespread use of the Internet and various educational platforms. The students were given the opportunity to search for information necessary for preparing for seminars, completing independent work tasks on literary websites, creative pages of writers. The teachers faced the task of using audio and video materials. Thanks to the distance learning format, the students’ circle of contacts has expanded. There appeared an opportunity to join the classes held in other domestic and foreign universities, or to hold online meetings to discuss the works of literature classics. The distance learning format has stemmed the use of multimedia technologies. Introducing them into the educational process has enriched the pedagogical tools. Multimedia technologies have shown the greatest effectiveness in studying and consolidating a new topic, checking and assessing students’ knowledge. The possibility of using video and audio materials, animation, slides provided the classes with the use of aids teaching, relieving the emotional burden of students [24]. Discussing short videos or films, the students showed more interest in the topic under consideration than in the traditional format of lectures and practical classes. The video materials caught the interest of the students as they could make adjustments, manipulate the video or shoot it themselves staying at home in comfortable conditions for them.

Multimedia technologies have made it possible to increase the volume of material considered in classes on literary disciplines. The use of animation has increased the studied topic perception level by students. Multimedia technologies enabled to present the material in small parts, which facilitated the almost complete assimilation of theoretical knowledge by students. Due to them, “hyperconnection with additional literature was established in electronic libraries and on educational websites” [25].

Computer testing aimed at self-assessment and self-realization of students has become a stimulating tool for their learning. It allowed us to carry out a qualitative assessment of knowledge. In the process of distance teaching of literary disciplines, short tests, which included ten questions with five to seven possible answers, were addressed. They helped to assess and test students’ knowledge during the midterm attestation. Along with innovative technologies, traditional forms of teaching such as reading a literary work and its written analysis were used. They contributed to the reinforcement of students’ theoretical knowledge, the development of their practical skills in researching the literary heritage of the past and present. The students presented the results of the work performed in the form of slides, which they demonstrated at seminars. The presentations prepared by the students were placed on the educational portal of the university.
In the process of distance learning, modernization of the students’ knowledge assessment system was required. The change in the forms of lectures and seminars, the fulfillment of the independent work task intensified the need for updating the mechanism of accumulation and distribution of points to students. The teachers had the tasks, firstly, to determine the level of theoretical knowledge mastery, the ability to understand and analyze works of literature and folklore, to compose and make public speeches; secondly, to adjust the educational material taking into account the needs of students; thirdly, to stimulate the motivation of students to acquire new knowledge, to independently collect and study additional information located on the Internet, on literary, educational portals, in electronic libraries; fourthly, to regularly evaluate the effectiveness of the educational process.

The MOODLE system was widely used to test and evaluate students’ knowledge. On its platform, the teachers created various types of tests, written assignments. The students were offered open-ended and closed-ended questions. As part of the first group of tasks, the students were asked to write a short essay, analyze the works, interpret their title or individual characters, storylines. Closed-ended questions were aimed at testing the theoretical knowledge of students. Thanks to the formulation of such tasks, the teacher determined to what extent the student mastered the conceptual and categorical framework of the studied scientific discipline, the information about the literary work history. Adaptive tests showed high efficiency in distance learning. They allowed to objectively evaluate students’ knowledge. A distinctive feature of adaptive tests is that each subsequent question is selected automatically based on the answers given to previous questions [26]. As a result, an individual trajectory of taking and passing the test is built, which most accurately reflects the degree of assimilation of theoretical knowledge by students.

Alongside testing, in the process of distance learning, such forms of summative assessment of students’ knowledge as a written and oral exam were used. In the first case, the students gave the response to the questions on the university’s platforms. During their written examination, constant proctoring was conducted. After completing the tasks, all works of the students were checked for plagiarism and evaluated by the teacher. In the second case, the students were online connected and verbally answered the questions of the ticket selected automatically and opened on their personal page in the electronic system of Al-Farabi Kazakh National University “Univer”. In order to avoid conflict situations, the exam was recorded, which was stored for several months on the university portal.

The conducted research has shown that individual projects can be used as forms of summative assessment of students’ knowledge in literary disciplines. This approach makes it possible to identify the creative, analytical, communicative abilities of students, to test their ability to independently develop a specific topic, to systematize and summarize a large amount of information using various sources – web resources, books and textbooks, personal observations, lecture courses of teachers. The subject of the projects is developed by the teacher at the beginning of the academic semester, taking into account the goals and objectives of the target course. Each student chooses one topic and studies it comprehensively. The results obtained by students can be presented in the form of a presentation, a video clip.

In the distance learning format, educational platforms such as Zoom and Microsoft Teams were used to conduct lectures and practical classes, summative assessment of students’ knowledge. The teachers additionally created personal YouTube channels. Videos of the lectures were posted on them and it ensured the availability of the material and allowed students to learn the main topics of the discipline at a convenient for them time.

Discussion

When adapting literary courses to the online format, it was crucial to consider that artistic disciplines often required more immediate interaction for a comprehensive understanding and discussion of literary works. This encompassed discussion on subtle nuances of texts, analysis of stylistic features, and exchange of ideas among students and instructors. Taking these characteristics into account, the research aimed to identify strategies capable of effectively conveying this aspect of education in the online environment. This involved the use of virtual discussions, online seminars, as well as other communication tools that facilitated closer and more instantaneous exchange between students and instructors.

The experiment comparing traditional and innovative online teaching strategies represents a systematic study aimed at assessing the effectiveness of various methods of instruction through online platforms [27]. Innovative methodologies, such as gamified learning, problem-based learning, the case study method, brainstorming, multimedia technologies, “I-search” strategies, and programmed learning, when applied in online teaching of literary disciplines, outperform traditional teaching methods. Gamified learning involves the use of gaming elements and principles in the educational process for engaging and effective learning [28]. Students tackle real or simulated problems, fostering the development of critical thinking and problem-solving skills through problem-based learning.

Learning through real-life situations helps students apply theoretical knowledge to practical scenarios. Brainstorming involves group discussion and idea generation with the aim of finding new and unconventional approaches to problem-solving. The incorporation of diverse multimedia elements, such as video, audio, and graphics, is essential for a more visual and interactive learning experience. L-search strategies involve the use of effective information retrieval techniques, fostering self-directed learning skills [29]. More commonly, the utilization of software and specialized educational platforms for personalized and adaptive learning is encountered. These approaches in online teaching of literary disciplines not only enrich students’ learning experiences but also contribute to active engagement and a deeper understanding of the material. Students who were taught using modern methodologies demonstrated outstanding academic achievements and a more profound mastery of the course material [30]. This means that the application of innovative educational approaches led to higher student performance and a more thorough
Understanding of the subject matter. Such methods contributed to active student engagement, increased interest in the educational material, and the creation of a favourable learning environment.

According to the results of C. Chantarasombat and C. Sirisuthi [31], distance education provides an opportunity for the integration of advanced technological tools, encouraging students to explore innovative methods of expressing their understanding in the field of literary disciplines. This means that remote learning can serve as an environment where the use of cutting-edge technologies in education is actively encouraged, thereby motivating students to experiment with various ways of expressing their knowledge and understanding in the literary domain. Within this environment, students can have access to a variety of technological tools, such as virtual classrooms, online platforms, multimedia resources, and other modern educational technologies. Currently, these tools provide unique opportunities for creativity and self-expression, allowing students to choose the most suitable methods and means to express their understanding of literary topics. After conducting a comprehensive analysis of the work by the researchers, it was established that the work aligns in highlighting the active use of advanced technologies in education, which can create a dynamic learning environment where students can interact with content, exchange ideas, participate in projects, and engage in collective discussions.

Referring to the definition of M.D. Díaz-Noguera et al. [32], interactivity contributes to a deeper understanding of the material and the development of creative skills. Thus, remote learning, supported by advanced technologies, stimulates students towards creative exploration and diverse forms of self-expression in the field of literary disciplines. It is necessary to study various aspects, such as the effectiveness of distance education platforms, interaction between students and instructors in the virtual environment, adaptation of educational materials to the online format, as well as issues related to accessibility and the effectiveness of remote learning. This confirms that the author’s work aligns with contemporary trends in the field of education, especially in distance learning. One of the key aspects of this work is the examination of the impact of distance education on learning outcomes and academic performance of students. However, this work did not take into account the need to consider aspects of technological infrastructure, the influence of sociocultural factors on the learning process, and the development of innovative methods aimed at enhancing the effectiveness of distance education. As a result, the research by the researchers contradicts this study.

N. Wannapiroon and P. Pimdee [33] determined that research in the field of distance education not only helps identify the problems and challenges faced by educational systems in the context of distance learning but also provides recommendations and solutions to enhance this form of education. This includes adapting curricula, developing effective student assessment methods, creating innovative pedagogical approaches, and improving technological support for distance learning. The stages of formation and forms of organization of online learning imply a sequence of steps and methods used in the creation and deployment of educational programs in a virtual environment. However, for the learning process to be more effective, it is necessary to define the goals and objectives of online education, develop implementation strategies, and assess requirements and capabilities. A distinctive feature of this study is that the author does not emphasize the importance of creating educational materials, including texts, videos, interactive assignments, and other resources. Additionally, there is no emphasis on determining suitable online platforms, tools, and software for the implementation of the educational process. As a result, this work and the work of the researchers’ complement each other.

M.E. Hendriyani et al. [34] note, currently, trials are often conducted to identify system issues and make adjustments to the organization of online education. The delivery of material through real-time or recorded video or audio presentations is highly popular among both teachers and students. Electronic assignments, tests, and exercises for active student participation have also gained widespread use. The results of this study related to distance education have been analysed in more detail. It is important to add that conducting tests and exams online to assess students’ knowledge is not sufficiently effective, leading to contradictions between this work and the work of the researchers.

N.G. Kaya and G. Akgül [35] showed the work carried out, the development and proliferation of distance education are significantly influenced by several key factors. Primarily, modern technologies play a crucial role by providing extensive opportunities for remote learning. The advent of the internet, online platforms, video conferences, and other technological solutions has enabled the creation of virtual educational environments. However, this work did not mention or explore the crucial current circumstance – global accessibility of information. It can also be noted that distance learning enables students from different countries to access quality education, overcoming geographical and cultural barriers. Therefore, the ongoing research and the work of the researchers complement each other.

As noted by W. Su et al. [36], an important role is also the need to adapt to modern challenges, such as the pandemic, which forced educational institutions to reconsider traditional teaching methods and implement distance learning to ensure the continuity of education. The role of distance education in the modern world is not limited to crisis situations. It is becoming an increasingly important tool to provide flexibility in the educational process, considering the changing needs of students and the requirements of the job market. It is also necessary to make amendments to the research to include the study of the characteristics and effectiveness of various pedagogical approaches, the use of online platforms in education, as well as the analysis of models of the educational process in a virtual environment. However, it should be noted that this work and the work of the researchers coincide.

Models of the educational process in a virtual environment are structured methods and approaches used for conducting learning and knowledge transmission through digital platforms. These models encompass various elements, such as student interaction, structuring...
of educational material, assessment methods, and feedback.

**Conclusions**

This research was aimed at identifying effective methods and techniques of teaching literary disciplines in an online format. Due to the specifics of artistic creativity in the context of a pandemic and the introduction of distance learning, difficulties have arisen in comprehending and mastering verbal art. The research has opened up new opportunities in the construction of lectures and seminars. Distance learning contributed to the development and introduction of computer and communication technologies into the educational process, students’ search for new forms of presentation of their knowledge in literature, folklore and rhetoric.

The research has indicated that decisions regarding the management of distance learning systems should be economical and cost-effective. The obtained results indicate that the learning process in a virtual environment can be organized using various models depending on the goals of the educational institution, the specifics of the subject area, and the needs of the students. In addition, numerous social and technological adaptations are required for areas that cannot be addressed solely through technical means. This work explored recommendations for teaching literature that require a special approach for effective learning and understanding of artistic works by students. Special attention is devoted to the analysis of technological processes, as well as identifying errors and issues that arise in the process of distance learning.

Prospects for further research in the field of online education in artistic creativity may encompass a thorough analysis of the effectiveness of employed methods, the development of new approaches to motivating students in a virtual environment, and the refinement of methods for evaluating their creative achievements. It is also worth exploring the impact of various online platforms on the learning process and developing more detailed assessment models specific to the field of artistic creativity. This will help create more effective teaching strategies and enhance the overall quality of online education in this domain.

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**Conflict of Interest**

None.

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**References**


Online teaching of artistic creativity: Methods, motivation and evaluation

Онлайн-навчання художньої творчості: Методи, мотивація та оцінювання

Алуа Темірболат
Казахський національний університет імені Аль-Фарабі
050040, проспект Аль-Фарабі, 71, м. Алмати, Республіка Казахстан

Гульназа Даутова
Казахський національний університет імені Аль-Фарабі
050040, проспект Аль-Фарабі, 71, м. Алмати, Республіка Казахстан

Бауржан Імангалієв
Казахський національний університет імені Аль-Фарабі
050040, проспект Аль-Фарабі, 71, м. Алмати, Республіка Казахстан

Болатхан Сарбасов
Казахський національний університет імені Аль-Фарабі
050040, проспект Аль-Фарабі, 71, м. Алмати, Республіка Казахстан

Советхан Тлеубаев
Казахський національний університет імені Аль-Фарабі
050040, проспект Аль-Фарабі, 71, м. Алмати, Республіка Казахстан

Анотація

Актуальність. У світлі пандемії дистанційне навчання набуло значного значення. Виникла нагальна потреба адаптувати всі навчальні дисципліни до онлайн-режиму викладання.

Мета. Це дослідження мало на меті визначити найефективніші стратегії надання онлайн-курсів з літератури, беручи до уваги особливі вимоги художнього вираження, які зазвичай вимагають більш інтимного обміну думками між викладачем і студентом у режимі реального часу.

Методологія. У дослідженні використано змішаний підхід, що включає аналіз практик викладання, порівняльні дослідження, опитування студентів та експериментальне порівняння традиційних та інноваційних онлайн-методик викладання літературних дисциплін під час пандемії.

Результати. У рамках дослідження було проаналізовано методи викладання на філологічному факультеті та проведено опитування 300 студентів Казахського національного університету, після чого був проведений експеримент з порівняння традиційних та інноваційних стратегій онлайн-навчання. Дослідження показало, що такі інноваційні методики, як ігрове навчання, проблемне навчання, кейс-метод, мозковий штурм, мультимедійні технології, і-пошукові стратегії та програмоване навчання, при застосуванні у викладанні літературних дисциплін онлайн, перевершили традиційні методи викладання. Студенти, які навчалися за цими сучасними методиками, демонстрували вищу академічну успішність і глибше засвоювали навчальний матеріал.

Висновки. Дистанційна освіта, як свідчить це дослідження, може стати шляхом для інтеграції передових технологічних інструментів, заохочуючи студентів досліджувати нові способи представлення свого розуміння літературних дисциплін.

Ключові слова: цифрова педагогіка; стратегії віртуального класу; електронне навчання; технологічна інтеграція; залучення студентів.