

#### Abstract

The article examines educational work in schools, which is currently implemented on the basis of the "Unified Educational Program", the authors emphasize the importance of using and including the means of folk pedagogy to enrich educational activities. Highlights ways to enrich the content of educational work with the means of folk education presents a mechanism for creating such an educational environment that promotes the formation of such qualities among students as national consciousness, the national spirit. The article includes an analysis of the practical experience of implementing the program in educational work at school and provides an assessment of the effectiveness of these changes based on research results. In conclusion, the importance of including folk pedagogy in the content of educational work at school is emphasized, which contributes to the successful formation of personal qualities of a student.

**Keywords:** national upbringing, traditions and customs, folk pedagogy, national spirit, self-awareness, educational work, unified education program.

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## THE USE OF DIGITAL TECHNOLOGIES IN TEACHING ARTISTIC LABOR LESSONS

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#### Abstract

This article examines the necessity and importance of using information technology in vocational education. The authors will focus on the main types of information technologies used in the educational process. In the visual arts, revealing the creative abilities of students and revealing the abilities of each of them, digital technologies become a necessary tool in the process of professional education. Digital resources and tools facilitate the learning process when creating design objects, graphic data and other creative work results, that is, they contribute to improving the quality of the educational process. Currently, education is undergoing significant changes due to the introduction of digital technologies, starting with online courses and ending with virtual classrooms. Educators and teachers have a unique opportunity to use these tools and resources to improve the effectiveness of education. Digital transformation in the learning process offers a powerful new tool that will help improve the quality of learning, improve student academic performance, and even achieve success in future career stages. This article examines the processes of digital transformation in education, analyzes current trends in the field of educational technologies, their advantages, as well as key strategies for the successful implementation of digital initiatives in educational institutions. The authors focus on the changing role of the teacher in the digital educational environment.

**Keywords:** technology, education, digital, educational, process, modern technologies.

## Introduction

Today, the relative superiority of the countries of the world over each other is measured not by its natural resources or fossil resources, but by its human capital, knowledge, innovative technologies. In this knowledge, the brightest manifestation of human intelligence is also reflected. General education requires a qualitative change, educational institutions should expand the concept of what is the fruit of everyday labor, develop general literacy and the ability of many graduates to solve new tasks. Otherwise, in the next decade, they will not be in demand in the skilled labor market. Therefore, today the creation of digital education is one of the main priorities of national policy.

The subject of artistic work is an important area aimed at developing students' creative abilities, increasing their aesthetic taste and interest in art. However, learning by traditional methods may

sometimes not be enough for the comprehensive development of students' personal qualities, imagination. The use of digital technologies makes it possible to eliminate these shortcomings, make the educational process more interesting and effective. This process not only improves the quality of education, but also allows you to develop students' creative abilities, arouse interest and get an education that meets modern requirements. Especially in the discipline of artistic labor, the use of digital technologies is very relevant. This is because this discipline focuses creativity on the development of aesthetic taste and individuality. Digital tools and resources make the learning process more interesting and effective by offering new features such as graphics, design, multimedia and 3D modeling.

Digital learning is an educational experience that helps the learning process and gives real results. It serves not only to continue the learning process through digital educational tools, but also to further improve the quality and effectiveness of teaching. One of the biggest advantages of digital education is that resources created once can be used multiple times over generations. This saves a lot of resources and forces.

The concept of digital pedagogy is not without its difficulties. It requires the continuous professional development of educators, creates the need for critical interaction with digital content and requires the adaptation of traditional pedagogical structures. Nevertheless, the use of digital technologies in the lessons of artistic labor helps to develop students' creative abilities and acquire new skills. The relevance of this topic is high, as it is aimed at increasing the artistic abilities of students through the effective use of modern educational methods.

The obvious and important task of using digital technology in education is that it allows teachers to do their job better, collect more data on student performance, free them from repetitive assessment exercises, and provide students with instant feedback. By introducing digital technology into the educational process, it prepares students for a successful life in the future.

The purpose of the study is to study ways to improve the quality of teaching the subject of artistic labor and develop the creative potential of students through the effective use of digital technologies in the educational process.

The implementation of education through the use of digital education in the information age is the creation of a unique living environment that provides new opportunities for the implementation of educational activities:

- mobility of training (change in time and place of training);
- the ability to carry out lifelong continuing education;
- opportunities for training Students, Students, course students and professional retraining programs in the designed disciplines.

The evolution of digital pedagogy can be traced to the integration of digital tools into education. The advent of the internet and digital resources has changed the face of traditional audiences, introducing new methods of delivering content and interactive learning. Over time, educational technologies have shifted from purely complementary means to the main components of educational design, creating the need to understand the pedagogical impact of these technologies.

The scientific novelty of the study is the development and justification of innovative methods for introducing digital technologies into the educational process, aimed at improving the quality of teaching, preparing students for the requirements of the digital economy.

## **Main body**

In modern education, especially in creative disciplines such as fine arts, digital technologies are becoming an indispensable tool. They not only complement traditional teaching methods, but also allow us to build a completely new format of the educational process, more flexible, effective and relevant to the realities of the 21<sup>st</sup> century. The use of digital resources and tools (for example, graphic editors, 3D modeling programs, multimedia platforms and educational applications) contributes to the active involvement of students in educational activities, generates sustained interest in the subject

and develops their creative potential. These technologies give students the opportunity to express themselves, experiment with visual forms, and work with new materials and media. Thus, they contribute not only to the development of artistic skills, but also to the formation of such important qualities as critical thinking, aesthetic perception and independence in learning. Digitalization of education is not just the introduction of technology and software, but a profound change in the content, structure and methods of teaching. This requires a revision of the role of the teacher, who now becomes not only a source of knowledge, but also a mentor, guiding and supporting students in the process of mastering digital tools.

Digital learning makes it possible to adapt the educational process to the individual needs of students, providing access to educational materials at any time, and anywhere. This is especially important in the context of the rapidly growing need for continuous learning and retraining. One of the main advantages of digital technologies is their repeatability: once created, resources can be reused, saving teachers time and effort. Despite the difficulties, such as the need for continuous professional development of teachers and the need to adapt curricula, the advantages of digital education are obvious. It makes learning more accessible, interesting and effective, including for students from remote regions. At the same time, it is important to maintain a balance between technology and pedagogy: digital tools should complement and enhance traditional methods, rather than completely replace them. The digital transformation of education in the field of fine arts contributes to the formation of modern competencies among students necessary for successful implementation in the future. This allows them to be not just consumers of knowledge, but active participants in the educational process and creative individuals capable of self-development and adaptation in the digital economy.

### **Literature review**

The revolution in Industry 4.0 is bringing major changes to the design of travel systems suitable for technologically oriented consumers. Indeed, the methods and technologies represented by big data, automation, virtual and augmented reality, robotics and ICT fit well into the paradigm of tourism 4.0. However, students of tourism specialties have not yet been trained in the methods, problems and techniques related to the concept of Industry 4.0. Thus, based on a thorough study of the literature related to the provision of innovative technological services, we have identified the conceptual, methodological, technological and practical skills that need to be developed as part of an academic program for students studying the science of tourism. The training program focused on the processes of obtaining data from social networks, analyzing data using machine learning methods, and converting data into meaningful elements useful for implementing communication systems in the tourism sector [Bilotta E. et al., 2021]. It was shown that the majority of participants scored high on average for the implementation of communication systems, appropriately applying the methods and tools learned during the course. In addition, the high percentage of student satisfaction with the course indicates that they enjoyed the experience. The results reflect students' acquisition and awareness of the skills that will allow them to become conscious participants in their role in tourism 4.0.

This timely editorial outlines some of the major new research on technological topics regarding approaches to addressing Internet-related issues in healthcare and education before and during the spread of the 2019 coronavirus infection (COVID-19). The aim is to provide a concise overview that promotes a rapid, comprehensive, and practical approach to these emerging trends in order to promote research, interventions, education, and prevention. The brief review includes an analysis of medical and educational technology research on Internet addiction, published in the special issue "Internet and Smartphone-Related Health Issues: Treatment, Education, and Research", which presents the latest findings and several reflections on the development of this field before and during the first issue. waves of COVID-19 spread. The main results highlighted studies that, as a rule, were empirical in nature, linking specific addiction problems with individual and several contextual factors in the adult population. Psychometric scale studies are widespread, but predictive and mixed methods are beginning to appear, as well as reviews on conceptualization, measurement, treatment, and prevention. With the advent of the Internet, our societies have coalesced into a global culture that has

had an impact on healthcare and education. Internet-related addiction problems have emerged all over the world, and there is general knowledge, achievements, and coping strategies that are beginning to be tested, as well as an interest in prevention in a pandemic where global health issues are being addressed comprehensively [Lopez-Fernandez O., 2021].

This article of E.Pacheco introduces Transition 2.0 (Transition is short for smooth transitions, meaning that when using this CSS property for animation over a period of time, there is a gradual change from the initial value of the selected properties to the final one), a paradigm shift aimed at studying and supporting transition students with disabilities opportunities for higher education institutions [Pacheco E., 2018]. "Transition 2.0" is the result of a qualitative study of how a group of young people with visual impairments used digital technologies to enter university. The results are based on observations, the researcher's diary, the results of focus groups, individual interviews and data from social networks. The article discusses the traditional view of the transition period, referred to here as transition 1.0, which dominates disability-related research and service provision in higher education. He refutes this view by continuing to develop the conceptual framework for Transition 2.0. The results expand existing conceptual approaches to transition to include the role played by digital tools such as social media and mobile devices in the analysis. They also provide a new perspective on the study and understanding of student participation in higher education.

One of the main components of the UN 2030 Agenda for Sustainable Development is quality education [Haleem A. et al., 2022]. It aims to provide inclusive and equitable quality education for all. Digital technologies have become an important tool for achieving this goal. These technologies make it easy to detect sources of emissions, prevent additional damage by improving energy efficiency and using low-carbon alternatives to fossil fuels, and even removing excess greenhouse gases from the environment. Digital technologies aim to reduce or eliminate environmental pollution and waste while increasing productivity and efficiency. These technologies have had a powerful impact on the education system. The recent COVID-19 pandemic has further institutionalized the use of digital technologies in education. These digital technologies have led to a paradigm shift in the entire education system. It is not only a knowledge provider, but also a co-author of information, mentor and evaluator. Technological improvements in education have made life easier for students. Instead of using pen and paper, students currently use various programs and tools to create presentations and projects. Compared to a stack of notebooks, the iPad is relatively light. Unlike a heavy book, it's easier to work with an e-book. These methods help to increase interest in research. This article briefly describes the need for digital technologies in education and discusses the main areas of application and challenges in the field of education.

Wearable personal learning technologies can collect data from the person using the device or from the environment and allow this data to be transferred to another device or shared via the cloud [Borthwick A.C. et al., 2015]. Wearable technologies can serve as a valuable asset in the classroom, increasing learning differentiation and student engagement. They can also help students with various physical disabilities. Data collection using these portable personalized learning technologies enables the creation of student profiles, leading to "quantitative" self-determination for assessment and learning. However, the proliferation of wearable devices may also increase concerns about data privacy and security, dependence on external vendors to store and analyze large amounts of data, and access to it by students at all socio-economic levels. Addressing these issues in teacher curricula involves additional attention to learning opportunities, digital citizenship, and a code of ethics related to data use. Classroom application is one of the areas of research conducted by innovative educators.

Educational robotics [Papadakis S., Kalogiannakis M., 2022]. It has become popular all over the world among a wide range of students, including preschoolers. Although the impact of robotics technology in classrooms has been thoroughly studied, much less is known about preschool teachers' perceptions of how robotics technology affects learning and how it is used in the classroom. This is problematic because we know that teachers' perceptions have a great impact on their teaching practice. This study used data from a survey conducted among 102 students of the Faculty of Preschool Education at a university in Greece. A questionnaire developed by the researchers was used

as a data collection tool. At the end of the study, it was found that the attitude of future preschool teachers towards the use of educational robotics in preschool classrooms was positive, although they lacked relevant knowledge. These results are discussed in terms of their educational significance.

The rapid spread of COVID-19 has forced many countries to take stringent containment measures, moving all didactic events to a virtual environment. However, integrating technology into learning can be difficult, especially in some countries. The present study analyzes how the two main factors of the technology adoption model, namely the perceived usefulness and perceived ease of use, combined with the self-efficacy of online teaching, were related to the intention to use technology for learning. We proposed a moderated moderation model in which perceived usefulness was the main predictor, and self-efficacy and perceived ease of use were moderators of the intention to use technology for learning [Menabo L. et al, 2021].

The purpose of this article [Rogers P.L., 2000] is to study barriers to technology adoption based on literature and data from two studies (the first with teachers and the second with higher education teachers in the public system). The product of this research is a visual representation, a model of the interaction and interdependence of elements that contribute to the creation of barriers to technology adoption. The model is expected to clarify internal and external obstacles and serve as an aid to curriculum developers and designers for future and future teachers as they plan to successfully introduce new technologies into the curriculum.

In the article [Vakaliuk T.A. et al, 2021] the necessity of developing and implementing the distance learning course "Cloud technologies in the educational process in quarantine conditions" is substantiated. It was noted that the purpose of the course was to familiarize teachers of general secondary education institutions, college teachers, vocational and higher education institutions with the main possibilities of using cloud technologies to ensure the educational process in a distance learning environment. The list of topics that students are familiar with is given: basic concepts, models of cloud services, architecture and proposals from leading cloud service providers; cloud services in the work of a teacher, features of working with mail; cloud storage as an alternative to replacing conventional storage devices; the ability to create documents with access rights to multiple users; the ability to create online surveys using cloud technologies; opportunities for creating presentations using cloud technologies; cloud-based tools for creating smart maps; website creation tools; cloud-based learning management systems (for example, Google Classroom). The features of the proposed distance learning course and the difficulties that students have encountered in completing certain tasks are identified and described.

Intellectual analysis of educational data and learning analytics are two interrelated and rapidly growing fields of research aimed at extracting meaningful information from educational data and improving the quality of learning [Kostopoulos G. et al. 2022] Predicting student learning outcomes is one of the most significant challenges these fields face. An effective solution to the predictive problem involves training a supervised learning algorithm on a given set of labeled data. The difficulty of obtaining enough labeled data in many practical tasks has led to the development of new approaches to machine learning, which are commonly referred to as weakly supervised learning.

Digital technologies, including virtual learning environments (VL) and social media (SM), are widely used in higher education (HE), but little is known about the role of these tools in students' achievement of higher education goals. This study [Lacka E. et al., 2021] is the first to examine student effectiveness by identifying direct links between the inputs and outputs of higher education, taking into account the use of technology. Based on the theory of service productivity, a two-step approach is applied to empirically examine whether the use of VL and SM increases students' effectiveness in achieving higher education goals. At the first stage, a number of inputs and outputs of higher education were identified, perceived by students of higher education through structured interviews. At the second stage, a survey revealed how the use of technology has changed the transformation of inputs and outputs. Our results show that students feel better without relying on digital technology. While VL can improve students' achievement of higher education goals through additional inputs,

students using SM are the least effective. This encourages further work to develop more diligent use of VL and SM in higher education settings.

Science, technology, Engineering, and Mathematics (STEM) skills constitute an essential meta-discipline for success in the 21st century. Education in the era of industry 4.0 can be improved through the introduction of immersive technologies such as virtual (VR) and augmented reality (AR). VR can support creative student-centered learning and teaching methods in STEM, such as game learning, game learning (gamification), and serious gaming. Serious quest rooms are digital interactive, live adventure games with a pedagogical rationale. In this article [Mystakidis S. et al. 2021] examines the perception of K-12 school teachers of digital educational quest rooms for STEM education in a VR environment. Twenty-eight Greek teachers answered the questionnaire after experiencing a cost-effective digital science-themed quest room. The results show that teachers reacted positively to the VR quest room, appreciating its value for learning. Moreover, they strive to participate in professional development activities and use game-based learning methods.

Since the beginning of the technological revolution, higher education institutions have been constantly striving to introduce technology through digital transformation methods. The transition from a traditional education system to an e-learning system is fraught with problems related to information and communication technologies (ICT) and operational risks. Operational risks in the field of ICT mainly hinder the effective use of e-learning systems. In the higher education system, the main sources of operational risks are teachers' experience in e-learning, resilience to change, and the quality of the learning management System (LMS). This study attempts to assess the impact of operational risks on the implementation of e-learning in higher education institutions [Syed A.M. et al. 2021]. We used a quantitative research plan using a self-completed questionnaire and used the least squares structural equation modeling (PLS-SEM) method to analyze the data. The results showed that the implementation of e-learning is positively influenced by the experience of teachers in the field of e-learning and the quality of LMS. However, the resistance of teachers is not only negatively related to the introduction of e-learning, but also has the opposite effect on the quality of LMS. The research has important practical and theoretical implications, which are discussed at the end.

The international evidence base shows that digital technologies of a healthy lifestyle, such as exergames, mobile applications ("apps") related to health, and wearable devices for health, are increasingly being used in educational institutions [Goodyear V.A. et al., 2019].

Students need to acquire competencies that will allow them to study independently and be ready to face an uncertain and changing world. Technology can be useful in helping students meet the current and future needs of society. In this review of the current state of affairs, the authors [Hernandez de Menendez M. et al., 2020] report on technologies that are transforming engineering education, in particular, virtual and augmented reality, 3D printing, drones, the Internet of Things, robots, artificial intelligence, holograms, wearable devices, virtual laboratories and blockchain.

The problem is that the education system does not meet the challenges of the digital economy. The digital economy requires competent personnel, for whose training it is necessary to improve the education system and specialized training, to adapt didactic programs in accordance with digital challenges. The aim of the author [Gromova T.V., 2021] is to promote the introduction of information technologies in the framework of digitalization in the education system and professional training of students by increasing the effectiveness of the educational process. This is done by analyzing and identifying the distinctive features of a teacher of distance and traditional learning systems, revealing the essence of the main models of distance education, and elements of the work of a distance learning teacher. The research methods included both empirical (observation, comparison, etc.) and theoretical (analysis, synthesis, modeling, etc.). The article examines the objective factors of the integration of information technologies into the higher education system, the interrelation of information technology functions with their methodological and communicative potential in education.

## **Methods**

According to scientist Ron Oliver, if information technology is introduced into the classroom, students will become interested in the subjects they are studying. While maintaining the quality of education in education, this study used several digital tools and programs, each of which was aimed at developing the creative abilities of students in the process of conducting classes of artistic labor [Shindler L.A. et al., 2017].

The list of tools and programs used is as follows:

1. Graphic editors - designed to create creative works on graphics and design (CorelDRAW, Adobe Photoshop...).
2. 3D modeling programs (SketchUp, Tinkercad) - development of students' skills in the field of art and design by creating three-dimensional models.
3. Multimedia tools (Adobe Spark, Canva) - tools for the presentation and visualization of artistic creativity.
4. Interactive whiteboards and visual aids - diversify the learning process and attract the attention of students.

One of the main methods used in the study was the analysis and synthesis of research methods, that is, these methods were used to differentiate the data encountered within the subject and present the main and relevant data. Also, using the case study method, subject-oriented comparison work was carried out. The main methods of using digital technology in teaching artistic labor lessons: First, at the stage of explaining a new lesson, the use of various resources such as animation, videos, websites and games, sound files, graphic images makes traditional subjects more interesting. Secondly, a large stock of objects necessary for the preparation of reports, presentations, theses, etc. when organizing individual educational activities of a student. Third, the organization of observations through digital technologies. Fourth, use when performing practical work. Using digital technology, it is possible to plan a tour of the art museum or give students the opportunity to enjoy an interactive platform.

## **Results and discussion**

Many scientists conducted their own research on the subject of the study and achieved relevant results. An outstanding scientist in the field of pedagogy V.P.Bespalko noted the importance of enriching the educational process with information and technological means. He noted that through digital technologies, students can develop their creativity, increase the ability to work independently [Bespalko V.P., 2017]. In order to observe the accuracy of the effectiveness of the use of digital technology proposed in the above scientific works, I tried to conduct artistic labor lessons in general education schools using digital technology and without the use of digital resources. The purpose of this work-what opportunities will students have in conducting drawing lessons using digital technology? Accordingly, what obstacles are encountered in a lesson conducted without the use of digital resources?

To get answers to such questions, the course of the study was as follows. To conduct the study, a lesson was held on the first day using digital technology. In addition, during the lesson, we focused on monitoring the main features and effectiveness of the use of Information and communication technologies. In the course of the lesson, two main goals were set: the teacher's competence in the use of programs focused on information and communication technologies in teaching artistic labor lessons; control over the consideration of types of programs focused on the means of Information and communication technologies used in the development of students' creative competencies. Before the start of classes, students were divided into groups according to the special program "Qazmath". As part of this program, students wrote names related to natural changes and chose names related to the topic for division into groups. This was able to arouse the interest of students at the beginning of the lesson. In particular, through the 3D virtual museum "Emaze" got acquainted with the rich heritage of the Kazakh people. When performing individual and group tasks, it was proposed to create a project using the digital programs "Canva", "Tinkercad", "Adobe Spark". Feedback was provided through

the “Mentimeter” platform to determine the results and needs of the lesson through a quick analysis and visual presentation of students' answers.

The Interactive Software Resources used had a great impact on the students' mastery of the topic. In addition, the achievements of the teacher through the use of digital technology and conducting classes of artistic labor in a fully equipped study room according to the case. study method were as follows (Figure 1).

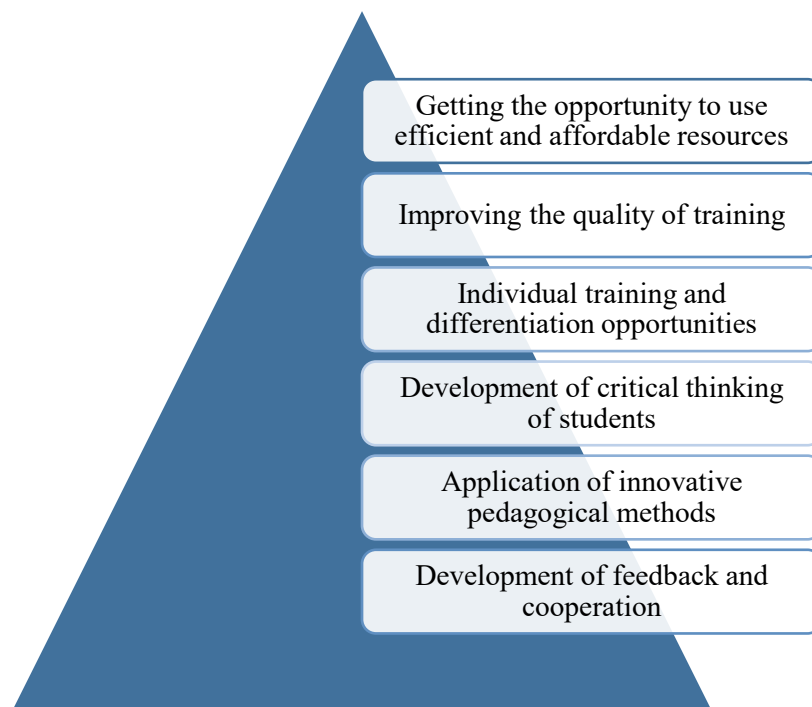


Figure 1. Achievements achieved by the teacher through the use of digital technology

Accordingly, the opportunities that students achieve during the educational process are also determined (Figure 2). That is, students can gain active, high-performance competencies using digital learning resources.

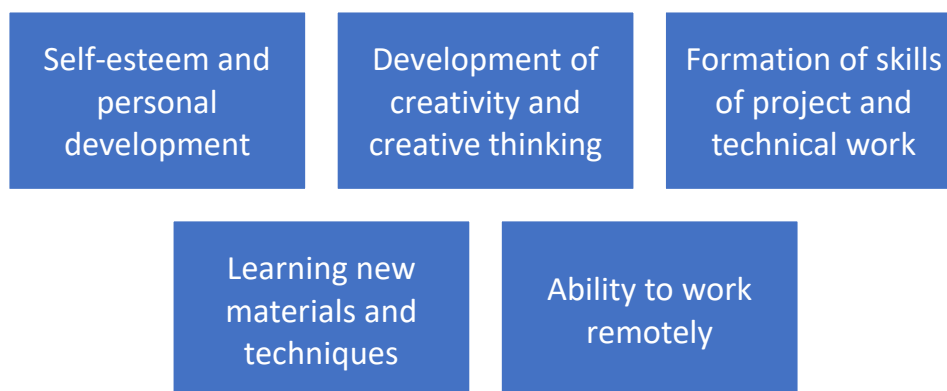


Figure 2. He opportunities that students get through the use of digital technology in the lesson of artistic labor

Another point to note is that the purpose of this study is to encourage the active use of digital technology and focus on increasing educational activity with the help of modern devices in teaching artistic labor lessons.

Returning to our study above, during the lesson, the teaching materials were often transmitted using paper, textbooks, notebooks and other traditional tools. The lesson was held in a traditional format.

Since all the emphasis in the educational process is on the professional competence of the teacher, in this educational process the teacher was able to conduct classes using various methods. However, the level of interest of students was relatively low from the previous group. In this regard, we note the disadvantages of conducting classes without digital tools (Figure 3).

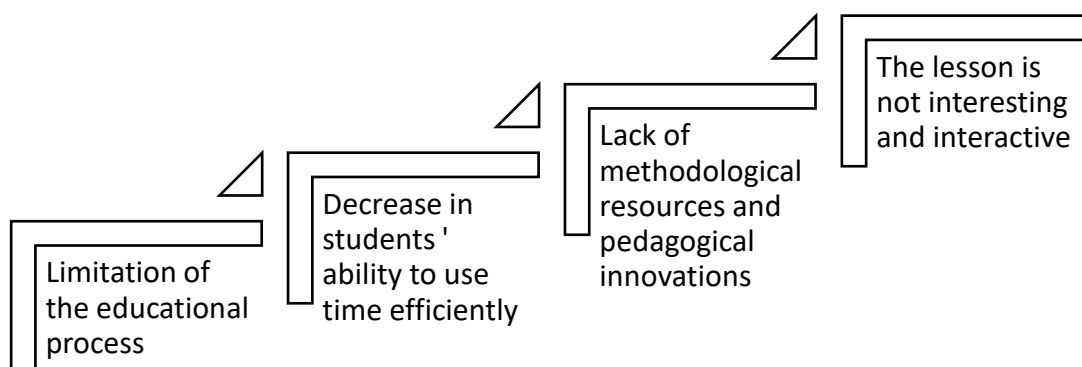


Figure 3. Disadvantages of conducting artistic labor lessons without the use of digital technology

Today, it is no secret that complementing the usual format of training with digital technologies creates new skills in students, increases academic performance and motivation. The innovative teacher not only actively uses the proposed platforms and services, but also creates the content themselves. In addition, we perfectly understand that the main subject of the educational process was and will always be the teacher. Only he will be able to correctly build the educational trajectory of his students, build educational content and effectively conduct the educational process in an interesting way.

Digital competence is aimed at developing students' ability to safely, responsibly and critically use digital technologies not only in the educational context, but also in the field of work and interaction with society.

The results of the study show that the use of digital technologies in the lessons of artistic labor has brought a new level to the educational process. However, when introducing this innovation, several problems may arise. First of all, teachers' lack of skills in the effective use of digital tools or lack of time to master these tools can prevent them from conducting a full-fledged lesson. In this regard, it is necessary to organize special training courses and trainings. Secondly, the lack of the necessary digital tools and equipment in all schools is also a big problem. Therefore, it is necessary to carry out systematic work to provide the necessary infrastructure in educational institutions. In general, the use of digital technologies in art classes is effective and will allow further modernization of the educational process in the future. This research work proved that in the future, digital tools will expand their scope and play an important role in the field of Education.

## Conclusion

In the XXI century, technology has made a quantum leap. It has become a fashionable word for today's generation. In recent years, digital transformation has been recognized in various areas of life, a striking example of this is the field of Education. In the world of Generation Z, everything is personalized, so it is relevant for them to choose knowledge on an individual trajectory. The use of digital technologies in the modern educational process is one of the most important and effective ways to improve the quality of training. In the research work on the discipline of artistic work, the role and importance of digital tools in the development of students' creative abilities were revealed.

As it turned out in the course of the study, the use of digital technologies contributes to the active participation of students in the educational process, develops their creative thinking, and increases their interest in obtaining new knowledge. Digital tools such as graphics, design, 3D modeling and Multimedia allow students to realize their ideas, develop practical skills and develop aesthetic taste.

In addition, digital technologies create favorable conditions for teachers to diversify their methods, apply learning strategies adapted to the individual needs of each student.

Thus, the introduction of digital technologies in the educational process helps to develop students' critical thinking skills, improve their self-education skills, fully revealing the creative potential of students in teaching the subject of artistic labor. Thanks to these innovations, the educational process meets modern requirements, becomes effective and interesting.

In general, the use of digital technologies opens up great opportunities and prospects in the field of education and contributes to the introduction of new pedagogical methods and strategies. This, in turn, raises the level of knowledge of students and lays the foundation for their future success in the creative field.

Therefore, there was a need to create a new flexible, interactive, digital education system that will allow everyone to learn and acquire new competencies throughout their lives using various smart technologies (computer programs, educational applications, multimedia, etc.) and smart devices (smart board, smart screen). The integration of digital technologies into the educational process in teaching artistic labor lessons has great potential to change traditional educational practices, which stimulates activity, personalization and cooperation between students. Through the strategic selection and implementation of educational technologies, educators can create dynamic learning environments that prepare students for the digital world and equip them with the skills necessary for the future. However, it is very important to balance the use of technology with effective pedagogy and careful consideration of the individual needs of students. Using the power and benefits of digital technology, it is possible to improve the quality of learning, increase digital literacy, and enable students to become active participants in their education.

Now the introduction of new technologies in education not only makes the educational process more relevant in the modern world, but also opens up new opportunities for training in remote and hard-to-reach areas of Kazakhstan.

However, digital transformation does not imply the use of only information and communication technologies. Digitalization involves a qualitative change in the content and organization of the educational process, taking into account the changing requirements for the role function of the teacher, as well as the forms, methods and technologies of training that meet the requests of modern students who attribute themselves to the digital generation.

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### **Көркем еңбек сабақтарын оқытуда цифрлық технологияларды қолдану**

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#### *Аннотация*

Бұл мақалада кәсіби білім беруде ақпараттық технологияларды қолданудың қажеттілігі мен маңыздылығы қарастырылады. Авторлар білім беру процесінде қолданылатын ақпараттық технологиялардың негізгі түрлеріне тоқталады. Бейнелеу өнерінде студенттердің шығармашылық қабілеттерін ашу және олардың әрқайсысының қабілеттерін ашу арқылы цифрлық технологиялар кәсіптік білім беру процесінде қажетті құралға айналады. Сандық ресурстар мен құралдар дизайн объектілерін, графикалық деректерді және шығармашылық жұмыстың басқа нәтижелерін жасау кезінде оқу процесін жеңілдетеді, яғни білім беру процесінің сапасын жақсартуға ықпал етеді. Қазіргі уақытта білім беру онлайн курстардан виртуалды сыныптарға дейінгі цифрлық технологияларды енгізуге байланысты айтарлықтай өзгерістерге ұшырауда. Тәрбиешілер мен оқытушылар білім берудің тиімділігін арттыру үшін осы құралдар мен ресурстарды пайдаланудың бірегей мүмкіндігіне ие. Оқу үдерісіндегі цифрлық трансформация оқу сапасын жақсартуға, студенттердің үлгерімін арттыруға және тіпті болашақ мансап кезеңдерінде табысқа жетуге көмектесетін қуатты жаңа құралды ұсынады. Бұл мақалада білім берудегі цифрлық трансформация процестері қарастырылады, білім беру технологиялары саласындағы заманауи үрдістер, олардың артықшылықтары, сондай-ақ білім беру мекемелерінде цифрлық бастамаларды табысты іске асырудың негізгі стратегиялары талданады. Авторлар оқытушының цифрлық білім беру ортасындағы өзгеретін рөліне назар аударады.

*Түйінді сөздер:* технология, білім, цифрлық, білім беру, процесс, заманауи технологиялар.

### **Использование цифровых технологий в преподавании уроков художественного труда**

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#### *Аннотация*

В данной статье рассматривается необходимость и важность использования информационных технологий в профессиональном образовании. Авторы остановятся на основных видах информационных технологий, используемых в образовательном процессе. В изобразительном искусстве, раскрывая творческие способности студентов и раскрывая способности каждого из них, цифровые технологии становятся необходимым инструментом в процессе профессионального образования. Цифровые ресурсы и инструменты облегчают процесс обучения при создании объектов дизайна, графических данных и других результатов творческой работы, то есть способствуют повышению качества образовательного процесса. В настоящее время образование претерпевает значительные изменения в связи с внедрением цифровых технологий, начиная с онлайн-курсов и заканчивая виртуальными классами. Воспитатели и преподаватели имеют уникальную возможность использовать эти инструменты и ресурсы для повышения эффективности образования. Цифровая трансформация в учебном процессе предлагает новый мощный инструмент, который поможет улучшить качество обучения, повысить успеваемость студентов и даже добиться успеха на будущих этапах карьеры. В данной статье рассматриваются процессы цифровой трансформации в образовании, анализируются современные тенденции в области образовательных технологий, их преимущества, а также ключевые стратегии успешной реализации цифровых инициатив в образовательных учреждениях. Авторы акцентируют внимание на меняющейся роли преподавателя в цифровой образовательной среде.

*Ключевые слова:* технология, образование, цифровой, образовательный, процесс, современные технологии.

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