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The Effect of Digital Stories in Teaching Historical Texts in Literature Class

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Abstract

In this study, the effect of digital story applications on students' achievement, attitude and learning retention in teaching the works of literary figures who produced many literary works during the independence period of Kazakhstan was examined. In the study, pre-test-post-test model with control group from quasi-experimental models was used. In the study, Kabdesh Zhumadilov's "Daraboz", "Prometei alauy", Uzakbai Dospambetov's "Kyzyl zholbarys" and "Abylaidyn aq tuy", which came to the fore in the Kazakh Literature course during the independence period, Mukhtar Magauin's tetralogy "Shingis Khan", Raphael Niyazbek's novel "Kosem" and Tursinkhan Zakenuly's "Atilla" were taught with digital stories (experimental group) and lecture method (control group). After six weeks of experimental applications, the experimental group students who applied digital stories achieved a high level of achievement, learning retention and positive attitudes in the literature subjects of the Independent Period of Kazakhstan. Based on the results of the study, suggestions for the teaching of literature and language courses and new research are put forward.

Introduction

The impact of literature on society is of great interest to researchers today as it has been throughout the history of sociology. Works of art hold a mirror to the world by reflecting nature, people and life. In a way, art is a reflection of reality. The idea that there is a relationship between art and reality has existed throughout history because there is a close connection between art and human, nature and life. However, the answer to the questions of what kind of reality art reflects and what reality is has always existed in a different way. There are three views on how art reflects reality: 1. that art reflects the phenomenon as it is, 2. that art reflects the general or the essence, 3. that art reflects the ideal (Moran, 1994; Wolff, 2017).

Those who argue that literature should be handled from a sociological perspective as social elements take precedence over aesthetic structure have in any case ignored the fact that aesthetic elements also have a social character. However, literature, which uses language, which has a social character, as a tool, is a social institution.

Traditional elements such as symbolism and meter can only emerge within a society and reflect it. In a broad sense, literature is a social reality, "even the inner or subjective world of nature and man are subjects of literary 'imitation'" (Wellek-Warren, 1983). Literature can convey the aesthetic experiences of the lived world, it can bring to light different ways of living, the way of life of social life by transforming them into stories. It can test them with a critical eye (Harrington, 2004; Lepenies, 1988).

This is the only way to distinguish between fiction, reality and the author's ideal. In addition, a researcher who is familiar with the author's understanding of art can grasp the degree of reality of a fictional society in the work. For this, it is also necessary to evaluate the aesthetic elements in the texture of the work. Because literature, which is a part of culture, is created under certain social conditions and within social relations (Poovey, 1999; Van Rees, 1984). The quartet of 'artist-work-reader-society' is of great importance in the formation of literature (Moran, 1994; Zhou, 2010). It is not possible to deal with them in isolation from the culture and the context in which society lived at the time.

Literature, as a branch of art, reconstructs and reshapes life. A poet, a writer reorganizes life in his/her own world in the "writing process". Through this process, a literary work is created. The literary work expresses life. "Writers, poets, travelers, painters bring poverty, wealth, joy and sadness, separation and reunion to the level of consciousness by reworking them." (Taşdelen, 2013). In every work of art, there is the artist's own period and the worldview of that period. We can understand the world of material and spiritual values of a society through works of art. Literary works are our most important basis in this regard. Because literature also transmits culture. We establish the link between the past and the future through literary works. Literature has a very important contribution to the formation of national consciousness. The knowledge offered by literature is variable and transformative. It does not offer precise data like human sciences (psychology, sociology, history, geography, archeology). A literary work sometimes contains a complex structure within itself. Its language can be objective or subjective or abstract-concrete. This language offers rich associative possibilities to the reader through connotation (Aslan, 2016; Broomans, 2021; Enciso, 1994; Meylaerts, 2006; Şengül & Sünbül, 2015).

Through literature, society establishes a link between the past and the future and transfers cultural values to future generations. While fulfilling this function, two different aspects of literature are emphasized. The first of these is those who consider literature as the expression of personal feelings and experiences and look at it from an aesthetic point of view. The second is those who see literature as a means of expressing social realities and solving social problems. A literary work reflects the spirit and worldview of its period. In the formation of this spirit, the political paradigms in the country and the perspectives of the literary figures of their time play an important role (Asif & Akhtar, 2018; Balcı & Sünbül, 2016; Kang, 1993; Onega, 2014).

In the twentieth century, poets and other artists became known in different parts of the world with new communication opportunities. Art and artists needed the media to survive, and art media needed the support of artists to survive. These years also witnessed the meeting of art with technology. Since the 2000s, digital technologies have paved the way for the digital interaction of literature and art. In other words, as technology has developed, the meaning of literary art and the way it is conveyed have changed and will continue to change

(Abblitt, 2019; Daly, 2004; Goody, 2011; Yang, 2023).

Kazakh literature has undergone a very important and dynamic development process since 1991. During this period, a rich and multifaceted production of genres such as independent, prose, long stories, short stories, investigative publications, satire, fantasy, lyric, poetry, drama, produced in a free environment with the contributions of a certain group of literary figures (Berikbolova, Abiyir & Aydogdu, 2014; Lazzat, Ayzhan & Aliya, 2019; Beisenova, Seralimova & Abdrakhmanova, 2023).

The post-independence Law on Languages of the Republic of Kazakhstan, which entered into force on July 11, 1997, brought about significant changes in literature. According to the main articles of this law: The state language of the Republic of Kazakhstan is the Kazakh language. The state language is the language used in all parts of the state, in all spheres of social relations, in the conduct of administrative, legislative and judicial affairs, and in the issuance of official documents. It is the duty of every citizen of the Republic of Kazakhstan to learn the state language, which is recognized as the most important factor in uniting the people of Kazakhstan. The Government or Local Executive Bodies of the State are obliged to develop the state language of the Republic of Kazakhstan, to strengthen its international prestige, to provide all necessary regulatory, material and technical means for all citizens of the Republic of Kazakhstan to learn the state language freely and free of charge, to provide assistance to Kazakhs outside Kazakhstan to preserve and develop their native language (Boranbayeva, 2004; Law on Languages of the Republic of Kazakhstan, 1997).

With the gaining of independence, developments in Kazakh literature accelerated. Strict censorship in the publication of literary works was abolished. The works that the pen owners thought and wrote freely began to reach their readers without any restrictions. Literature, which took into account the class difference and struggle in the Soviet period, took a step towards becoming national literature. Historical events, personalities and periods that were either not emphasized at all or given incomplete or distorted narratives during the Kazakh Soviet literature period were re-evaluated. Their place and importance in Kazakh history and literature in particular and in Turkish history and literature in general were emphasized. National values, which have not been seen much in Kazakh literature before, have been emphasized again. Kazakh literature began to enrich and develop both in terms of subject and content, style and language (Ibragim, 2013; Kudaibergenova, 2017; Lazzat, Ayzhan & Aliya, 2019).

"Daraboz" (1994, 1996), "Prometei alauy" (2002) by Kabdesh Zhumadilov, "Kyzyl zholbarys" (2000), "Abylaidyn aq tuy" (2004) by Uzakbai Dospambetov, Mukhtar Magauin's tetralogy "Shingis Khan", Raphael Niyazbek's novel "Kosem" and Tursinkhan Zakenuly's novel "Atilla. Balkan tauga bargandar" are prominent authors and works. In these works, in the context of the continuity of the artistic tradition, the position of the authors in a historical work, the concept, worldview, artistic traditions are quite different from the previous periods. Trying to determine the modernity and novelty of these works in Kazakh literature is important for students and the curriculum of the course.

We can mention some literary figures who came to the fore with their works during the independence period.

Kabdesh Zhumadilov is a famous Soviet and Kazakh writer. He is the author of the short stories and novels "Geese are flying", "Sary Dzhailyau", "Convex glass", "Saigulikter", "Kokeikesti" and "Lover of happiness", "Land of fathers", "Fate", and "The Last Nomad". He is also the author of the linguistics "Daraboz" about Kabanbay Batyr. Zhumadilov has a collection of poetry collections, novels, short stories and articles, including the period of Kazakh independence (Gulim, 2021). Another distinctive literary figure is Uzakbai Dosbambetov. Dospambetov focused on the concept of "Eternal Country" in Kazakh literature and art during the independence period. In his works, he tried to renew and revitalize the concept of "Eternal Land", which was established in the intellectual world of Kazakh communities many centuries ago. In the current era of globalization, in order to preserve the national identity of the Kazakh people and to promote its long history and culture to other countries, he focused on reusing and reviving the concept of "Eternal Land" in his literary works, which was ancient in Turkic culture (Dospambetov, 2018; Ismakova et al., 2019).

Another prominent literary figure of the Kazakh independence period is Magauin. The subjects of Magauin's stories written during the independence period are very diverse. The Kazakh society in the transition period when each country had to take care of itself after the collapse of the Soviet Union, the material and moral difficulties it faced, human values in the period when materialism came to the fore, the psychology of the younger generation, the truth about the past, national identity, language, such difficult issues are the main themes that Magauin focuses on. The essence of ethnocultural information in Mukhtar Magauin's novel "Difficult Years" and its potential in the formation of national values are analyzed. Based on specific examples, the nature of ethnocultural information in the novel and the methods of its interpretation are analyzed. In particular, the artistic role of ethnocultural knowledge in creating expression in Magauin's works is analyzed. The importance of analyzing the ethnocultural information given in the novel is presented in connection with modern socio-social needs. The work points to the importance of studying national history and national values for the revival of national self-awareness while preserving the national code and national identity (Osanova, 2021; Telgaraeva, Yildiz & Esembekov, 2019).

Considering the effects of the independence period on the political and social life of Kazakhs, we can mention three prominent aspects of the literati who created works during this period. Firstly, they are literary and historical figures who witnessed the social, political and cultural issues faced by the Kazakh people in the 20th century and felt it in their hearts. Secondly, the literati of this period are an important bridge in terms of the period, environment and sources of nourishment, as they are both a representative of the literary and intellectual accumulation that preceded them, as well as a transmitter of literary products, especially contemporary literary products, to the Kazakh intellectuals after them. Thirdly, the literati of this period are also national and spiritual guides of Independent Kazakhstan. In short, in the novels, stories, poems and advice of great literary figures, there is a clear call to the people to do good, truthfulness, art, culture, work and production, education, science and catching up with the times (Aben et al., 2021; Sabyrova, 2021; Söylemez, 2021).

When describing the artistic image of a person in literature, the author describes his appearance, actions, character, typical features indicating the differences of that environment and era, as well as his distinctive features (especially his behavior, appearance, speech habits) (Baltymova et al., 2020). In this respect, Niyazbek, one of the poets of

the Kazakh independence period, is a remarkable figure. Niyazbek was distinguished as a poet who raised his voice against injustice and could not remain silent in the face of persecution and oppression.

There have been great changes in the theme of the works of Kazakh literary figures in the period of independence. From the first years of the independence period to the present day, a continuous national rise is noticeable in Kazakh literature. It is observed that the literary figures of this period made significant contributions to the process of building national identity through literature. During this period, Kazakhstan's national religious, moral and cultural values, which were damaged during the Soviet period, were addressed and these values were raised: Literary figures of this period brought up forbidden topics and some historical facts that were never possible to mention in the past, and reflected their artistic, literary and cultural perspectives on these issues in their works (Baran, 2021; Khamraev & Shagimoldina, 2022; Kudaibergenova, 2017; Ospanova, 2021).

In this study, the works of Kazakh literary figures who produced literary works at national and international level during the independence period were taught in lesson activities with digital stories. The narration of literary contents transferred to the digital environment provides written, visual and auditory communication and thus helps to make the desired message more permanent. Digital storytelling, which emerged as a result of combining traditional storytelling with multimedia elements, is a few minutes of stories that are created by combining elements such as text, music, graphics, voiceover, and video to provide information on topics such as personal stories and historical events (Banazewski, 2005; Jakes & Brennan, 2005; Meadows, 2003; Robin, 2006).

Digital educational materials have a wide range of uses. This diversity adapts to the needs and learning styles of teachers and students, transforming traditional classroom environments into a more effective and personalized learning experience (Reinders & White, 2010). Digital educational materials are educational resources that use technology to present information to students and help them develop skills (Derewianka, 2003). Examples of digital educational materials include digital stories, e-books, online courses, videos, e-lectures, animations, simulations, games and applications. These materials, which exist in many structures and types, allow teachers to provide customized lessons in accordance with students' interests and learning styles. Digital educational materials provide many positive uses for students and teachers (Liarokapis & Anderson, 2010; Paskevicius & Hodgkinson-Williams, 2018; Rozo & Real, 2019). On a different dimension, digital educational materials allow students and teachers to learn by communicating and collaborating with others (Gold et al., 2012). This makes a significant contribution to the objectives of literature courses.

The impact of digital stories on reading skills is determined by a combination of many factors. These factors include the presentation, content and interaction features of digital books and the reader's own skill level. Digital stories can have an impact on reading skills. Especially with interactive features and multimedia content, they attract readers' attention and increase their reading motivation (Picton, 2014). With the interactive features and multimedia content of digital stories, students can have a learning experience in accordance with their interests and needs (López-Escribano, Valverde-Montesino & García-Ortega, 2021). For example, visual and audio content helps students to better understand the text, while dictionary and vocabulary features contribute to the development of language skills.

Reinders (2011), on the other hand, considers the digital story as an electronic form of traditional storytelling and states that at least two of the elements such as text, audio, music, video, photos, screenshots, other images and other digital media elements must be present in digital stories. The elements of the digital story, which are mentioned in three types: personal digital stories, educational digital stories and historical digital stories, are as follows (Lambert, 2006): 1. Point of View 2. A Compelling Question 3. Emotional Content 4. Economy 5. Voiceover 6. Music 7. Pacing / Rhythm.

There is a break with classical traditions in the works of Kazakh literary figures. Works combining elements of various genre forms are widespread: novel-essay, novel-story, novel-fable, novel-fable, poetic novel, novel-multilingual, etc. Modern literature of Kazakhstan is characterized by intensification of experiments at the level of content and form. There are radical changes in the centuries-old literary tradition (Lazzat, Ayzhan & Aliya, 2019; Smagulov, 2018). It is believed that teaching modern Kazakh literature with a technology-based approach will make a significant contribution to students' learning of literary products such as poetry, texts, stories and novels.

Recently, a deep understanding of the practical and theoretical material has accumulated in the field of Kazakh literature and a comprehensive study of modern theoretical concepts continues at a new level. Although there are studies on the use of digital stories in literature courses, it is curious how the use of digital stories will affect students' academic achievement and attitudes towards the course in teaching artistic literary products in Kazakh literature, especially in the post-independence period. For this reason, it is thought that this research can contribute to the literature in terms of concretizing historical and artistic products in literature education with digital stories. Creating creative, autonomous, technological and independent learning environments in literature courses will facilitate the learning processes in this field and will give the opportunity to use different methods and techniques throughout the process. In this context, answers to the following questions were sought in the study:

- To what extent does the use of digital stories in teaching historical and artistic texts in literature course affect students' achievement?
- To what extent does the use of digital stories in the teaching of historical and artistic texts in literature course affect students' attitudes towards the course?
- To what extent does the use of digital stories in the teaching of historical and artistic texts in literature course affect students' learning retention?

Method

The study was designed according to the pretest-posttest control group model, one of the quasi-experimental designs. In this context, pre-test and post-test were applied to the experimental and control groups before and after the experimental procedure. It is the method that provides the most precise results among experimental researches in terms of applying comparable procedures (Ross & Morrison, 2013; Thyer, 2012). Since the study is about determining the effect of a variable whose effect will be measured within certain conditions, rules and time by applying it to the experimental group and comparing the results with the control group, pretest-posttest control group experimental design, one of the quantitative research methods, was used in the study. While one of the

groups constitutes the experimental group, the other is used as the control group. Measurements are made before and after the experimental process in both groups. In this context, in the study, in the experimental group, the works of Kazakh literary figures of the Independence period were carried out with digital stories and related activities. In the control group, the works of Kazakh literary figures of the Independence period were carried out within the scope of the existing curriculum routine. The stages of the experimental implementation of the research and related activities are shown in Table 1.

Table 1. The Stages of the Experimental Implementation of the Research and Related Activities

| Stages of Experimental Procedure | Activities carried out |
|---|--|
| Pre-Application | Determination of experimental and control groups - Application of the 'Attitude Scale towards Literature Course' to the experimental and control groups. - Application of the achievement test on the subject of 'Literary figures and works of the Independence Period' to the experimental and control groups |
| Experimental Application | Preparation of lesson plans and learning materials based on digital stories Application of learning materials based on digital stories |
| Post-application | Application of the 'Attitude Scale towards Literature Course' as a post-test to the experimental and control groups. - Application of the achievement test on the subject of 'Literary figures and Their Works in the Independence Period' to the experimental and control groups as a post-test Application of Attitude Scale towards Literature Course to the experimental and control groups. - Application of the retention test on the subject of 'Literary figures and Their Works in the Independence Period' to the experimental and control groups |

After a 20-day break from the post-test measurements applied after the experimental applications of the study, the achievement test was applied to the participants as a retention test. During this 20-day period, no experimental application was carried out in the experimental and control groups.

The study group of the research consisted of 2nd year students studying in the Kazakh Literature department of a university in Kazakhstan in the 2022-2023 academic year. The research was conducted in two sections, one experimental and one control group. A total of 63 students, 31 in the experimental group and 32 in the control group, were included in the study. While forming the experimental and control groups, the scores of the students from the pre-test questions were used as a criterion to ensure impartiality. Seventeen of the students in the experimental group were female and 14 were male. The control group consisted of 17 female and 15 male students.

Implementation of the Study

Necessary official permissions were obtained before the implementation process. The implementation process of the study consisting of two stages was handled in two parts: pre-research preparation and implementation process. First of all, the researchers implemented the lesson plans prepared in line with the opinions of 5 digital stories field experts and Kazakh language literature lecturers as a pilot study in the literature department of a university in Kazakhstan in the fall semester of the 2022-2023 academic year. During the pilot study, the works of Kazakhstan independence period literary figures based on digital stories were carried out by the researchers for 7 weeks. As a result of the pilot study, necessary corrections were made in digital stories and lesson plans based on the opinions of instructors and students. In the spring semester, the actual implementation of the research was started. During the experimental process, the researchers acted as observers and observed all literature lessons based on digital stories.

The stories were selected from Kabdesh Zhumadilov's "Daraboz", "Prometei alauy", Uzakbai Dospambetov's "Kyzyl zholbarys" and "Abylaidyn aq tuy", Mukhtar Magauin's "Shingis Khan" tetralogy, Raphael Niyazbek's novel "Kosem" and Tursinkhan Zakenuly's "Atilla. Balkan tauga bargandar", which came to the fore during the independence period in the Kazakh Literature course. The transformation of the selected works into digital stories was completed by the lecturers and students of the Computer Education Department of the relevant university as a project assignment within the scope of "Multimedia Design and Application". Students were informed about the digital story. In the first stage, the reading passages to be used by the students were selected from the authors and works they preferred. Then they were asked to create scenarios for these reading passages. They were asked to select and determine the visuals they would use in the light of these scenarios. Then, the reading passages were vocalized and edited in the "Audacity" program. They created a storyboard on how to use scenarios and other multimedia tools. Then, products were obtained by making the necessary combinations with the MS Movie Maker program based on the storyboard. The implementation phase of the research lasted seven weeks in the experimental and control groups, with two two-hour lessons per week.

Before the pretests were administered, the experimental group students were given detailed information about digital storytelling. The control group students were given explanations in the form of the course application presented under normal conditions. The students in the experimental group were taught the reading passages of the literary figures and their works to be covered in the course with the materials created with digital storytelling. The control group students were taught the same literary figures and their works in the same way as in the curriculum.

During the implementation period, the students in the experimental group were shown these digitized stories on a weekly basis. Each week, a different reading passage was read to the students who watched the digitalized story of that week, and their weekly course achievements and achievements were measured. The students in the control group were presented the above-mentioned reading passages orally within the course flow. After the application, the process was completed by applying the data collection tool developed by the researchers to the students in the experimental and control groups.

Data Collection Tools

In this study, achievement test and attitude scale about Kazakhstan Independence period literary figures were used as data collection tools.

Achievement Test (Kazakhstan Independence Period Literary Works Achievement Test)

An achievement test consisting of 28 questions was prepared in line with the opinions and suggestions received from the lecturers working in the Department of Kazakh Literature. The questions in the achievement test were created and selected based on the works of Kabdesh Zhumadilov's "Daraboz", "Prometei alauy", Uzakbai Dospambetov's "Kyzyl zholbarys" and "Abylaidyn aq tuy", Mukhtar Magauin's "Shingis Khan" tetralogy, Raphael Niyazbek's novel "Kosem" and Tursinkhan Zakenuly's "Atilla. Balkan tauga bargandar". The achievement test was applied to 138 students attending the 3rd year of the Kazakh Language Literature Department. The validity and reliability of the test was calculated over 138 people. The items in the test were reviewed and 3 questions were removed from the test because the item discrimination power index was below 0.29. After the preliminary analysis, the final version of the achievement test consisted of 25 questions. The average difficulty of the test was determined as 0.57. The KR-20 reliability value of the test was found to be 0.85. The achievement test covering the works of Kazakhstani literary figures of the independence period was administered to the experimental and control groups as pre-test, post-test and retention test.

Attitude Scale

The Kazakh Language Literature Attitude Scale used in the study was developed by the researchers and used in the research in line with the expert opinions. The Attitude Scale is a 5-point Likert-type scale coded as 1- Strongly Disagree 2- Disagree 3- Undecided 4- Agree and 5- Strongly Agree. The validity of the scale consisting of a total of 20 items was tested by exploratory factor analysis. There are 14 positive and 6 negative sentences in the scale, which has a one-dimensional structure. For the reliability of the Attitude Scale Towards Kazakh Literature Course, internal consistency and two-half reliability analysis were performed and the reliability coefficients of the scale were calculated as .83 for internal consistency and .84 for two-half reliability. According to these results, it can be said that the reliability coefficients of the attitude scale are sufficient.

Data Analysis

SPSS 25.0 statistical program was used to analyze the data obtained from the experimental and control groups before and after the application. Since parametric test assumptions were met in the study, independent sample t-test analysis was used to determine whether the groups showed a statistically significant difference in terms of pretest scores. Analysis of covariance was used to determine whether there was a significant difference between the posttest scores of the groups and the pretest scores were taken under control. In research models with pretest - posttest control groups with covariance analysis, when focusing on the effect of the application (process), the common effect of the pretest can be controlled and only the effect of the application can be tried to be reached.

The significance level was accepted as .05 to comment on the analyzed data obtained.

Findings

The comparison of the pre-test attitude and achievement scores of the experimental and control groups are presented in Table 2 and Table 3. Table 4, Table 5 and Table 6 show the findings of the analysis of covariance (ANCOVA) performed on the post-test and retention scores of the study.

Table 1. Comparison of Pre-Test Achievement Scores of Experimental and Control Groups on "Kazakh Literature Topics in the Independence Period

| Pre-Test | Group | N | Mean | Std. Deviation | t | P |
|--------------------|--------------|----------|-------------|-----------------------|----------|----------|
| Achievement | Experimental | 31 | 11.39 | 2.36 | -0.31 | 0.760 |
| | Control | 32 | 11.56 | 2.17 | | |

Table 2 shows the findings of the pre-test achievement test applied to the experimental and control groups before the experimental procedures of the research. According to the analysis, a t value of 0.31 was calculated between the mean scores of the two groups. According to this value, there was no significant difference between the pre-test achievement scores of the experimental and control groups before the experimental procedures. It is seen that the achievement of the experimental and control groups in the Kazakh Literature of the Independence Period before the research applications were equal to each other.

Table 3. Comparison of Pre-Test Attitude Scores of Experimental and Control Groups towards Kazakh Literature Course

| Pre-Test | | N | Mean | Std. Deviation | t | p |
|------------------------------------|--------------|----------|-------------|-----------------------|----------|----------|
| Attitude towards the course | Experimental | 31 | 3.34 | 0.36 | -0.75 | 0.46 |
| | Control | 32 | 3.41 | 0.41 | | |

Table 3 shows the findings of the pre-test attitude scale applied to the experimental and control groups before the experimental procedures of the study. According to the analysis, a t value of 0.46 was calculated between the mean pre-test attitude scores of the two groups. According to this value, there was no significant difference between the attitude scores of the experimental and control groups towards the literature course before the experimental procedures. The attitudes of the students in the experimental and control groups towards the Kazakh Literature course before the research applications show a similar distribution.

Table 4.a shows the corrected post-test mean scores of the experimental and control groups after controlling the pre-test achievement scores. Table 5b shows the results of Covariance analysis performed on the post-test achievement scores of the Independence Period Literature course. When the ANCOVA data analysis in the table is analyzed, there is a significant difference between the post-test academic achievement test scores adjusted according to the pre-test (pretest) Independence Period Kazakh Literature achievement test scores [$F=11.03$, $p=0.000$).

Table 4a. Corrected Post-Test Score Averages of Experimental and Control Groups Regarding "Kazakh Literature Subjects in the Independence Period

| Group | Mean | Std. Deviation | Corrected Mean |
|--------------|-------|----------------|----------------|
| Experimental | 18.97 | 2.61 | 19.04 |
| Control | 17.28 | 3.11 | 17.21 |
| Total | 18.11 | 2.98 | |

Table 4b. ANCOVA Results of the Experimental and Control Groups' "Kazakh Literature Subjects in the Independence Period" Post-Test Achievement

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|-------------------------------|-------------------------|----|-------------|-------|------|---------------------|
| Corrected Model | 262.81 | 2 | 131.40 | 27.43 | 0.00 | 0.48 |
| Intercept | 167.62 | 1 | 167.62 | 34.99 | 0.00 | 0.37 |
| Pre-Test Achievement | 218.02 | 1 | 218.02 | 45.51 | 0.00 | 0.43 |
| Groups (Experimental-Control) | 52.81 | 1 | 52.81 | 11.03 | 0.00 | 0.16 |
| Error | 287.42 | 60 | 4.79 | | | |
| Total | 21215.00 | 63 | | | | |
| Corrected Total | 550,222 | 62 | | | | |

As a result of the analysis of the data, it was decided that the difference between the groups was significant by looking at the effect size (eta-square value). Effect size indicates how much of the total variance in the dependent variable is explained by the independent variable. Eta-squared value, which is the effect size index, is 0.16. The independent variable explains only 16 percent of the total variance in the dependent variable. Eta squared takes a value between 0 and 1. A small effect size of 0.01 is interpreted as a small effect size for 0.06 and a medium effect size for 0.14 is interpreted as a large effect size (Huitema, 2011). This value is 0.14, which is the limit for large effect size. This shows that there is a significant difference in terms of achievement between the experimental group in which the digital storytelling method was used and the control group in which only the lecture method was used while teaching the subjects of Kazakh Literature of the Independence Period.

Table 5a shows the adjusted post-test mean scores of the experimental and control groups after controlling the pre-test attitude scores. Table 5b shows the results of the Covariance analysis performed on the post-test attitude scores of the Literature course.

Table 5a. Post-Test Corrected Attitude Scores of Experimental and Control Groups towards Kazakh Literature Course

| Group | Mean | Std. Deviation | Corrected Mean |
|--------------|------|----------------|----------------|
| Experimental | 4.03 | 0.39 | 4.05 |
| Control | 3.71 | 0.39 | 3.69 |

When the ANCOVA data analysis in Table 5b is analyzed, there is a significant difference between the post-test

(post-test) attitude scores adjusted according to the pre-test (pretest) Kazakh Language Literature attitude scale scores ($F=6.66$; $p=0.000$). As a result of the analysis of the data, the Eta square value, which is the effect size index, is 0.10. The independent variable explains only 10 percent of the total variance in the dependent variable. The Eta squared value of 0.10 is interpreted as a large effect size. This shows that there is a significant difference in attitudes between the experimental group in which the digital storytelling method was used and the control group in which only the lecture method was used while teaching the subjects of Kazakh Literature of the Independence Period.

Table 5b. ANCOVA Results Regarding Post-Test Attitude Scores of Experimental and Control Groups towards Kazakh Literature Course

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|------------------------------|-------------------------|----|-------------|-------|------|---------------------|
| Corrected Model | 3.20 | 2 | 1.60 | 12.25 | 0.00 | 0.29 |
| Intercept | 4.83 | 1 | 4.83 | 36.97 | 0.00 | 0.38 |
| Pre-test Attitude | 1.53 | 1 | 1.53 | 11.71 | 0.00 | 0.16 |
| Group (Experimental/Control) | 1.98 | 1 | 1.98 | 15.12 | 0.00 | 0.20 |
| Error | 7.84 | 60 | 0.13 | | | |
| Total | 953.43 | 63 | | | | |
| Corrected Total | 11.04 | 62 | | | | |

Table 6 shows the findings of the retention test applied to the experimental and control groups after the experimental procedures of the research.

Table 6. Comparison of the Retention Test Scores of the Experimental and Control Groups on "Kazakh Literature Topics in the Independence Period

| | | N | Mean | Std. Deviation | t | p |
|-----------|--------------|----|-------|----------------|-------|-------|
| Retention | Experimental | 31 | 16.00 | 2.39 | 2.130 | 0.037 |
| | Control | 32 | 14.69 | 2.49 | | |

According to the analysis, a t-value of 2.130 was calculated between the mean retention scores of the two groups. According to this value, a significant difference was found between the retention test scores of the experimental and control groups after the experimental procedures. The attitudes of the students in the experimental and control groups towards the Kazakh Literature course before the research applications show a similar distribution. This shows that there is a significant difference in terms of achievement between the experimental group in which digital storytelling method was used while teaching the subjects of Kazakh Literature of the Independence Period and the control group in which only lecture method was used.

Discussion

In this study, Kabdesh Zhumadilov's "Daraboz", "Prometei alauy", Uzakbai Dospambetov's "Kyzyl zholbarys"

and "Abylaidyn aq tuy", which came to the fore in the Kazakh Literature course during the independence period, The effects of teaching Mukhtar Magauin's "Shingis Khan" tetralogy, Raphael Niyazbek's novel "Kosem" and Tursinkhan Zakenuly's "Atilla. Balkan tauga bargandar" with digital stories were examined. According to the findings of the research, it was seen that digital story application in teaching the works of literary figures of the Kazakh Independent period was effective on students' achievement, attitude towards the course and learning retention. Teaching Kabdesh Zhumadilov's "Daraboz", "Prometei alauy", Uzakbai Dospambetov's "Kyzyl zholbarys" and "Abylaidyn aq tuy", Mukhtar Magauin's "Shingis Khan" tetralogy, Raphael Niyazbek's novel "Kosem" and Tursinkhan Zakenuly's "Atilla. Balkan tauga bargandar" with digital stories provided a rich learning environment and had a very high impact on students' achievement. The use of digital stories in literature and language classes can contribute to improving students' language skills, increasing their critical thinking skills, and increasing their interest in learning (Girmen & Kaya, 2017; Tobin, 2012; Vinogradova, 2017; Wang & Zhan, 2010). Digital stories can be used in the Kazakh Literature course, such as Kabdesh Zhumadilov's "Daraboz", "Prometei alauy", Uzakbai Dospambetov's "Kyzyl zholbarys" and "Abylaidyn aq tuy", which came to the fore during the independence period, It provided an opportunity for students to create and share their own stories about Mukhtar Magauin's tetralogy "Shingis Khan", Raphael Niyazbek's novel "Kosem" and Tursinkhan Zakenuly's "Atilla. Balkan tauga bargandar". The realization of the activities by combining different media elements (text, audio, video, pictures) contributed to the success of the students. Digital stories give students the opportunity to use and develop their language skills. Students practiced language skills such as storytelling, character development, writing dialogues about literary figures of the independence period. According to the researchers' observations, students developed their information technology skills by using various digital tools while creating the stories of the literati of the independence period, and at the same time, they created lasting learning (Hung, 2019). The digital stories provided an opportunity to express their feelings, thoughts and stories about Kazakhstan independence-era literary figures and their works, which also contributed to their communication skills.

Another finding of the study is the effects of digital story implementation on students' attitudes towards the course on the works of Kazakhstan independence period literary figures. According to the analyses, the experimental group students who received digital story applications developed higher levels of positive attitudes towards the literature course compared to their peers who were taught with the lecture method. Teaching literature course with digital stories provides students with a more interactive and attractive learning experience (Akay, 2018; Alderbashi, 2021; Huitema, 2011; Nam, 2017; Tyrou, 2022). This increased students' interest in the works of Kazakhstan independence period literary figures, positively affected their attitudes and made learning more enjoyable. Digital stories contributed to making sense of different artistic directions, perspectives and modes of representation of literary figures. This, in turn, helped students to gain a broader worldview and to be sensitive to Kazakh literature and cultural diversity.

As a result, in the Kazakh Literature course, Kabdesh Zhumadilov's "Daraboz", "Prometei alauy", Uzakbai Dospambetov's "Kyzyl zholbarys" and "Abylaidyn aq tuy", Mukhtar Magauin's "Shingys Khan" tetralogy, which came to the fore during the independence period, Teaching Raphael Niyazbek's novel "Kosem" and Tursinkhan Zakenuly's "Atilla. Balkan tauga bargandar" with digital stories positively affected students' cognitive and affective learning products. However, the effective use of digital stories in literature courses requires careful

planning and design in accordance with student needs. It is also important to integrate them with traditional teaching methods to provide a balanced learning experience. Based on the results of this study, future research could be designed using both qualitative and quantitative research paradigms. More digital story applications can be included in Kazakh Literature curricula.

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