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T. Igenbay[1*], G. Apeyeva[2], Ali Ilgin[3], 2025.
[1*]Kazakh National Women's Teacher Training University, Almaty, Kazakhstan;
[2]Alikhan Bokeikhan University, Semey, Kazakhstan;
[3]Istanbul University, Istanbul, Turkey.
E-mail: togi_85@mail.ru

APPLICATION OF DIGITAL AND DIFFERENTIATED METHODS IN INCLUSIVE TEACHING OF LITERARY TEXTS IN HIGHER EDUCATION

Igenbay Tokzhan — Doctoral student of the Educational Program 8D01701 – "Kazakh Language and Literature", Kazakh National Women's Teacher Training University, Almaty, Kazakhstan,
E-mail: togi_85@mail.ru, https://orcid.org/0000-0003-2947-5256;
Apeyeva Gulnara — Candidate of Philological Sciences (PhD equivalent), Acting Associate Professor, Department of Philology, Alikhan Bokeikhan University, Semey, Kazakhstan,
E-mail: rkokzhiek@mail.ru, https://orcid.org/0009-0002-1065-5812;
Ali Ilgin — Doctor, Associate Professor, Istanbul University, Istanbul, Turkey,
E-mail: aliilgin@hotmail.com, https://orcid.org/0000-0003-1991-1739.

Abstract. In the context of inclusive education, one of the most pressing tasks is to ensure equal access for all students to the study of literary texts while supporting their individual educational needs. The purpose of this article is to explore the potential of digital and differentiated methods in teaching literary works within an inclusive educational environment and to determine their pedagogical value for developing students' critical and creative thinking. The methodological basis of the study involves the analysis of modern pedagogical approaches, including story-based learning, constructivism, and problem-oriented strategies, as well as the exploration of digital tools and artificial intelligence technologies such as ChatGPT, Google Bard, and EdTech platforms with adaptive learning functions, automated text assessment systems, and interactive educational applications. The employed methodology includes a review of literary sources, pedagogical practices, and modern technologies that allow the adaptation of learning tasks to students' individual needs, the creation of interactive exercises, the construction of plot schemes, the analysis of character actions, and the encouragement of creative writing. The article discusses the advantages of integrating digital and differentiated methods into inclusive education, including personalization of the learning process, enhancement of student

motivation, development of analytical and interpretative skills, and the formation of the ability to independently interpret literary material. The presented findings confirm the promise of introducing innovative approaches into the humanities and emphasize their importance for the effective implementation of inclusive educational practices in higher education.

Keywords: inclusive education, digital technologies, differentiated methods, interactive learning, text analysis, critical thinking, creative thinking

Т. Игенбай[1*], Г. Апеева[2], Али Илгин[3], 2025.
[1]Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан;
[2]Alikhan Bokeikhan University, Семей, Қазақстан;
[3]Стамбул университеті, Стамбул, Түркия.
E-mail: togi_85@mail.ru

ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА ӘДЕБИ МӘТІНДЕРДІ ИНКЛЮЗИВТІ ОҚЫТУДА ЦИФРЛЫҚ ЖӘНЕ САРАЛАНҒАН ӘДІСТЕРДІ ҚОЛДАНУ

Игенбай Тоқжан — 8D01701 – «Қазақ тілі мен әдебиеті» ББП докторанты, Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан,
E-mail: togi_85@mail.ru, https://orcid.org/0000-0003-2947-5256;
Апеева Гулнара — филология ғылымдарының кандидаты, қауымдастырылған профессор м.а., «Alikhan Bokeikhan University» білім беру мекемесі, Семей, Қазақстан,
E-mail: rkokzhiek@mail.ru, https://orcid.org/0009-0002-1065-5812;
Али Илгин — докторы, қауымдастырылған профессор, Стамбул университеті, Стамбул, Түркия,
E-mail: aliilgin@hotmail.com, https://orcid.org/0000-0003-1991-1739.

Аннотация. Инклюзивті білім беру жағдайында әдеби мәтіндерді меңгеруде барлық студенттерге тең қолжетімділікті қамтамасыз ету және олардың жеке білім алу қажеттіліктерін қолдау –өзекті мәселелердің бірі болып табылады. Бұл мақаланың мақсаты – инклюзивті білім беру ортасында әдеби шығармаларды оқытуда цифрлық және дифференциалды әдістерді қолдану мүмкіндіктерін зерттеу және олардың студенттердің сыни және шығармашылық ойлауын дамытудағы педагогикалық әлеуетін айқындау. Зерттеудің әдіснамалық негізін қазіргі педагогикалық тәсілдерді талдау құрайды, оған сюжеттік оқыту, конструктивизм және проблемалық-бағдарланған стратегиялар жатады. Сондай-ақ, ChatGPT, Google Bard, бейімделген оқыту функциялары бар EdTech-платформалар, мәтіндерді автоматты тексеру жүйелері мен интерактивті білім беру қосымшалары сияқты цифрлық құралдар мен жасанды интеллект технологияларын пайдалану мүмкіндіктері қарастырылды. Қолданылған әдістеме әдеби дереккөздерді, педагогикалық тәжірибелер мен заманауи технологияларды талдауға негізделіп, студенттердің жеке қажеттіліктеріне сай оқу тапсырмаларын бейімдеуге, интерактивті жаттығулар құруға, сюжеттік схемалар жасауға, кейіпкерлер әрекетін талдауға және шығармашылық жазуды

дамытуға мүмкіндік береді. Мақалада инклюзивті оқытуда цифрлық және дифференциалды әдістерді біріктірудің артықшылықтары қарастырылады. Оларға оқу үдерісін жекешелендіру, студенттердің уәждемесін арттыру, аналитикалық және интерпретациялық дағдыларды дамыту, сондай-ақ көркем мәтінді өз бетінше түсіндіру қабілетін қалыптастыру жатады. Ұсынылған тұжырымдар гуманитарлық білім беруге инновациялық тәсілдерді енгізудің өзектілігін және оларды жоғары оқу орындарындағы инклюзивті білім беру тәжірибесін тиімді жүзеге асырудағы маңыздылығын дәлелдейді.

Түйін сөздер: инклюзивті оқыту, цифрлық технологиялар, дифференциалды әдістер, интерактивті оқыту, мәтінді талдау, сыни ойлау, шығармашылық ойлау

Т. Игенбай[1*], Г. Апеева[2], Али Илгин[3], 2025.
[1*]Казахский национальный женский педагогический университет,
Алматы, Казахстан;
[2]Alikhan Bokeikhan University, Семей, Казахстан;
[3]Стамбульский университет, Стамбул, Турция.
E-mail: togi_85@mail.ru

ПРИМЕНЕНИЕ ЦИФРОВЫХ И ДИФФЕРЕНЦИРОВАННЫХ МЕТОДОВ В ИНКЛЮЗИВНОМ ОБУЧЕНИИ ЛИТЕРАТУРНЫХ ТЕКСТОВ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

Игенбай Тоқжан — докторант ОП 8D01701 – «Казакский язык и литература», Казахский национальный женский педагогический университет, Алматы, Казахстан,
E-mail: togi_85@mail.ru, https://orcid.org/0000-0003-2947-5256;
Апеева Гулнара — кандидат филологических наук, и.о. ассоциированного профессора, образовательное учреждение «Alikhan Bokeikhan University», Семей, Казахстан.
E-mail: rkokzhiek@mail.ru, https://orcid.org/0009-0002-1065-5812;
Али Илгин — доктор, ассоциированный профессор, Стамбульский университет, Турция,
E-mail: aliilgin@hotmail.com, https://orcid.org/0000-0003-1991-1739.

Аннотация. В условиях инклюзивного образования одной из актуальных задач является обеспечение равного доступа всех студентов к изучению литературных текстов и поддержка их индивидуальных образовательных потребностей. Цель данной статьи – исследовать возможности применения цифровых и дифференцированных методов в обучении литературным произведениям в инклюзивной образовательной среде и определить их педагогический потенциал для развития критического и творческого мышления студентов. Методологической основой исследования является анализ современных педагогических подходов, включая сюжетное обучение, конструктивизм и проблемно-ориентированные стратегии, а также изучение возможностей применения цифровых инструментов и технологий искусственного интеллекта, таких как ChatGPT, Google Bard, EdTech-платформы с функциями адаптивного обучения, системы автоматической

проверки текстов и интерактивные образовательные приложения. Используемая методика включает обзор литературных источников, педагогических практик и современных технологий, позволяющих адаптировать учебные задания под индивидуальные потребности обучающихся, создавать интерактивные упражнения, строить схемы сюжета, анализировать действия персонажей и поддерживать творческое письмо. Рассматриваются преимущества интеграции цифровых и дифференцированных методов в инклюзивное обучение, включая персонализацию учебного процесса, повышение мотивации студентов, развитие аналитических и интерпретационных навыков, а также формирование способности к самостоятельной интерпретации художественного материала. Представленные положения подтверждают перспективность внедрения инновационных подходов в гуманитарное образование и их значимость для эффективной реализации инклюзивной образовательной практики в высшей школе.

Ключевые слова: инклюзивное обучение, цифровые технологии, дифференцированные методы, интерактивное обучение, анализ текста, критическое мышление, творческое мышление

Introduction. Modern inclusive education aims to ensure equal access for all students to the educational process and to create conditions that promote successful learning regardless of individual characteristics. In the humanities, particularly in the study of literature, these goals become especially relevant, as literary texts require not only comprehension of content but also the ability to analyze and interpret characters' actions and motivations, as well as to develop one's own creative and critical interpretations.

Traditional methods of teaching literature, including reading, discussion, and essay writing, do not always effectively address the diverse educational needs of students. From a pedagogical perspective, the organization of the educational process in higher education requires a learner-centered approach that takes into account students' individual characteristics and learning needs (Slastenin, Isaev, & Shiyanov, 2020). This necessitates the implementation of innovative approaches that provide personalization of the learning process, stimulate the development of critical and creative thinking, and promote active student engagement in educational activities

In recent years, the pedagogical use of digital technologies and artificial intelligence tools has increasingly been interpreted not as a replacement of traditional instruction, but as a means of pedagogical mediation and differentiation. In the context of this study, tools such as ChatGPT, Google Bard, and adaptive EdTech platforms are considered exclusively as didactic instruments that support analytical work with literary texts, facilitate guided interpretation, and assist in structuring students' independent reasoning rather than generating ready-made content.

From a pedagogical perspective, the integration of digital and differentiated methods supports constructivist and problem-based learning approaches. According to Bruner, learning is a process in which the student actively constructs knowledge,

using prior experience and new situations to interpret information. Problem-based learning promotes the development of critical thinking by encouraging students to propose alternative solutions to plot situations and to formulate their own interpretations of the text (Hmelo-Silver, 2004: 240).

The purpose of this article is to explore the potential of applying digital and differentiated methods in teaching literary works within an inclusive educational environment and to determine their pedagogical potential for developing students' critical and creative thinking. The relevance of the study is determined by the need to develop innovative approaches that ensure individualized learning, increase student motivation, and foster skills of independent analysis of literary material (Mankeyeva et al., 2010: 17).

Thus, the study is aimed at identifying effective strategies for integrating digital and differentiated methods into inclusive education, which contributes to improving the quality of education in the humanities and creating conditions for the successful study of literature by all categories of students.

Research materials and methods. In recent years, pedagogical science has shown increasing interest in the study of inclusive education and the use of digital technologies in the learning process. Modern research emphasizes the importance of integrating innovative methods to ensure equal access to knowledge and to support the individual educational needs of students. According to studies by M. M. Mukan and S. A. Tazhibayeva (2020), the implementation of differentiated methods increases the effectiveness of learning, stimulates students' active participation, and develops their critical thinking skills (Polat & Bukharkina, 2010: 64).

The theoretical framework of the present study is based on constructivist and problem-based approaches, as well as the concept of story-based learning. Constructivism views the learning process as the active construction of knowledge by the student through experience, observation, and situational analysis (Baltabaeva, 2010:37). Problem-based learning stimulates critical thinking, encouraging students to analyze information, develop reasoned solutions, and independently interpret learning material (Hmelo-Silver, 2004). Story-based learning, as noted by modern researchers, contributes to a deeper understanding of literary works, as it allows students to structure events, trace cause-and-effect relationships, and analyze the actions of characters.

The foundations of digital and differentiated learning are rooted in the ideas formulated in the works of E.S. Polat and M.Yu. Bukharkina (2010), who emphasized that information technologies create conditions for active, independent, and learner-centered education. These ideas correlate with the learner-centered approach, in which education is viewed as a process of personal development and self-determination, rather than the transmission of uniform knowledge (Bondarevskaya, 2000). Digital tools ensure variability and adaptability of learning tasks, which is particularly important in an inclusive educational environment.

According to Polat and Bukharkina, the use of ICT promotes a shift from the transmission of ready-made knowledge to collaborative meaning-making and the

creation of educational situations in which each student can demonstrate individual abilities and choose a personal strategy for mastering the material (Polat & Bukharkina, 2010: 74). This directly correlates with the concept of inclusive education, which takes into account the diversity of students and their cognitive abilities.

The ideas presented in the works of Polat and Bukharkina have been reflected in modern digital learning practices, particularly in the use of artificial intelligence tools (such as ChatGPT, Google Bard, and others) in teaching literary texts. These technologies make it possible to automate literary analysis, create interactive assignments, identify character motivations, and stimulate the development of critical, analytical, and creative thinking (Rincon-Flores & Gallardo, 2023: 55).

EdTech platforms with adaptive learning features individualize the educational process by offering tasks that correspond to each student's level of knowledge and providing automated feedback (Luckin et al., 2016). Interactive applications visualize the plot structure of literary works, promote collaborative learning, and foster the development of text analysis skills.

Systematic reviews from recent years also show that the integration of digital and differentiated methods significantly increases students' motivation, develops analytical and interpretive skills, and contributes to the formation of creative thinking (Holmes et al., 2019: 42). An important aspect is the ability to adapt learning to different categories of students, including those with special educational needs, which emphasizes the significance of these approaches for inclusive education.

As noted by O.K. Shevchenko and M.S. Mirzoev (2024), modern digital transformation in education involves rethinking the role of the teacher, who becomes not only a transmitter of knowledge but also a moderator of students' individual learning trajectories. In the context of inclusive education, this is particularly important, since digital technologies make it possible to adapt the learning process to the abilities and needs of each student. According to the authors, the key directions of digital pedagogy include the implementation of adaptive platforms, interactive tools, and artificial intelligence systems that ensure flexibility, accessibility, and differentiation of learning. These approaches directly correspond to the objectives of the present study, which is aimed at exploring the application of digital and differentiated methods in teaching literary works (Shevchenko & Mirzoev, 2024: 22).

According to Shevchenko and Mirzoev, digital transformation contributes to the shift from reproductive to productive learning, where the priority is given to the development of critical and creative thinking, communication skills, and research activity. Thus, the use of AI tools (such as ChatGPT, Google Bard, and EdTech platforms) can be viewed as the implementation of the principles of digital pedagogy focused on inclusivity and the individualization of education. Therefore, the analysis of contemporary literature confirms the necessity of introducing digital and differentiated methods into the teaching of literary works (Mankeyeva et al., 2014: 15). The scientific novelty of this study lies in the comprehensive integration of constructivist, problem-based, and story-based approaches with modern digital

technologies and AI tools to create an adaptive inclusive educational environment. This integration promotes the development of critical and creative thinking among students and establishes conditions for personalized mastery of literary material. The methodological basis of this study is a comprehensive analytical approach that includes a systematic analysis of modern pedagogical practices, theoretical concepts, and the possibilities of digital technologies in inclusive education. The main focus is on examining the integration of constructivist, problem-based, and story-based approaches with the use of digital and differentiated methods for teaching literary works.

The research is conducted in a theoretical and practical framework, which involves not only the review and analysis of academic literature but also the examination of pedagogical practices and the use of interactive and digital tools in the educational process. This approach makes it possible to assess the potential of digital technologies for the personalization of learning, increasing student motivation, developing critical and creative thinking, and adapting assignments to individual educational needs.

To achieve the objectives of the study, the following digital tools and artificial intelligence technologies are considered:

1. ChatGPT – used for generating concise summaries of literary works, creating interactive questions, analyzing characters' actions and motivations, and supporting creative writing.

2. Google Bard – enables the creation of supplementary materials for text interpretation and the generation of analytical and critical questions, contributing to a deeper understanding of literary works.

3. EdTech platforms with adaptive learning – provide individualization of the learning process, automatic feedback, and task selection according to students' knowledge levels and educational needs.

4. Automated text-checking systems – assist in evaluating the logic, argumentation, grammar, and style of written works, supporting textual analysis.

5. Interactive educational applications – allow for the visualization of plot structures, the construction of graphic models of events, and the creation of interactive tasks for both group and individual text analysis.

The research methods include:

- Analysis of scholarly literature and pedagogical sources devoted to inclusive education, differentiated methods, and digital tools;
- Systematization and comparison of approaches to the use of AI and digital technologies in literary education;
- Analysis of the possibilities for integrating digital tools with traditional teaching methods in an inclusive educational environment;
- Theoretical and practical interpretation of the results of applying digital and differentiated methods in teaching processes, based on recent pedagogical examples and research.

The use of these methods makes it possible to identify the pedagogical potential of digital and differentiated technologies, assess their capacity for personalizing

learning and developing students' critical and creative thinking, as well as substantiate their significance for inclusive teaching of literary texts.

The analysis of modern pedagogical literature and practical approaches to teaching literary works in an inclusive educational environment demonstrates the significant potential of applying digital and differentiated methods. In particular, the integration of artificial intelligence tools such as ChatGPT and Google Bard, as well as EdTech platforms with adaptive learning, helps create conditions for the personalization of the educational process while taking into account the individual needs of students.

Results and Discussion. Theoretical analysis shows that the use of digital tools contributes to a deeper understanding of literary texts. Interactive applications and plot visualization systems enable students to structure events, trace cause-and-effect relationships, and analyze the actions and motives of characters. This is especially important for students with diverse educational needs, as digital technologies allow individualized pacing, provide prompts, and support independent text exploration.

Differentiated teaching methods enhance the effect of personalization by allowing instructors to adapt tasks according to each student's level of difficulty, perception style, and interests. Combined with digital tools, this creates an inclusive educational environment in which every student can actively participate in the learning process, develop analytical skills, and form personal interpretations of literary works.

The analytical review of pedagogical practices indicates that the introduction of digital and differentiated tools creates conditions for structured intellectual engagement with literary material. In particular, the use of AI-supported questioning and interactive platforms encourages students to justify interpretative positions, compare alternative readings, and articulate personal judgments. Within inclusive groups, this approach contributes to a gradual increase in learners' confidence and participation, especially among students who experience difficulties in traditional discussion formats.

An important aspect is the impact of digital and differentiated methods on student motivation. Interactive assignments, visual plot schemes, and instant feedback increase engagement, make the study of literature more accessible and interesting, and help strengthen students' confidence in their abilities.

Thus, the results of the theoretical analysis confirm that the integration of digital and differentiated methods into inclusive literature teaching ensures:

- personalization of the learning process;
- development of critical and creative thinking;
- increased motivation and student engagement;

creation of conditions for the successful mastery of literary material by all categories of learners.

The application of innovative methods not only improves the quality of the educational process but also contributes to the implementation of the principles of inclusive education by providing equal opportunities for all students and supporting their individual educational needs.

The proposed methodology has received practical confirmation through the

analysis and interpretation of Saken Zhunisov's short stories included in the university course on modern Kazakh prose. The research was conducted within the framework of literary analysis classes using digital tools and artificial intelligence technologies.

The main goal of the practical stage was to identify the pedagogical potential of digital technologies in developing students' analytical, interpretive, and communicative skills, including those studying in an inclusive environment. Below are examples of how specific tools were applied.

1. Using ChatGPT for interpretation and plot analysis

When studying the novel "Жапандағы жалғыз үй" ("The Lonely House in the Steppe"), ChatGPT was used to create concise summaries, highlight key episodes, and identify the main conflict line. By generating analytical questions such as "What does the image of the deserted house symbolize?" and "Why does the protagonist remain alone?", students learned to formulate analytical tasks and construct their own interpretations of the text.

Additionally, AI was employed to simulate a dialogue with the main character, allowing students to explore the protagonist's motivation, emotional state, and inner contradictions. This form of digital interaction proved highly effective in inclusive groups, as visual and auditory perception of the text through digital communication helped students with different cognitive styles engage more actively in discussion.

2. Google Bard as a tool for literary interpretation

In the analysis of Saken Zhunisov's short story "Сақау бәтеңке" ("The Worn-Out Shoes"), the digital tool Google Bard was used to enhance interpretive analysis and develop students' critical thinking. With Bard's assistance, students generated alternative interpretations of key images in the work – old shoes, labor, poverty, and human dignity – encouraging deeper reflection on the moral and social dimensions of the story.

The tool enabled students to perceive the symbolic meaning of "Сақау бәтеңке" not merely as an everyday object, but as a metaphor for life's trials and human resilience. Google Bard suggested several analytical perspectives:

– Social-psychological – the shoes as a reflection of human destiny;

– Ethical – the hero's moral choice in the face of hardship;

– Existential – self-discovery through overcoming life's deprivations.

To develop analytical thinking, Bard generated discussion questions such as:

- "What does the old pair of shoes symbolize in the hero's fate?"
- "How does labor help preserve human dignity?"
- "Can material poverty be seen as a sign of spiritual wealth?"

These questions were used in group discussions that included students with special educational needs. As a result, every participant had the opportunity to express their opinion, compare various viewpoints, and construct a personal interpretation of the text.

The use of Google Bard created an inclusive environment for collaborative literary analysis, where students worked at their own pace, received adapted explanations, and accessed supplementary materials. Thus, the digital tool became not just an aid,

but a pedagogical resource that fostered conscious reading, interpretation, and moral reflection.

3. The use of EdTech platforms for differentiated learning

At the stage of studying the short story "Сонарда", adaptive learning platforms such as Google Classroom, Moodle, and Nearpod were employed to distribute tasks according to the individual preparedness level of students. These platforms allowed the instructor to adjust the complexity, format, and pace of assignments, ensuring accessibility and engagement for all learners, including those in inclusive settings.

For students with a high level of literary competence, assignments were designed to analyze the symbolism of hunting, the imagery of nature, and the philosophical subtext of the story. They explored how Saken Zhunisov, through the depiction of a winter landscape and the protagonist's internal monologues, reveals the theme of spiritual quest and unity between man and nature.

Students who experienced difficulties in perceiving literary texts were offered interactive quizzes, visual plot diagrams, and chronological maps of events created using digital tools. These tasks helped them comprehend the sequence of events and the character's development through visual perception. The adaptive learning system automatically adjusted the level of assignments based on students' responses, making the process of literary analysis flexible and motivating. This format proved highly effective in inclusive education settings, as each student was able to demonstrate their strengths, receive feedback at their own pace, and gain a deeper understanding of the aesthetic and ideological dimensions of the story.

4. Automated assessment and editing of written works

As part of the analysis of the novella "Өткен күндер белгісі" ("Traces of the Past"), students wrote short essays on themes of memory, moral choice, and intergenerational continuity. For reviewing and editing the texts, automated systems such as WriteFull and Grammarly were used. These tools not only identified grammatical and stylistic errors but also evaluated coherence, logical structure, and the expressiveness of the author's voice.

Such technologies enhanced students' awareness of language precision and stylistic clarity while supporting the development of academic writing skills – an essential component of literary education in the digital and inclusive learning environment.

The use of automatic correction tools contributed to the development of students' reflective writing skills and their awareness of the role of linguistic means in conveying the emotional and moral content of a literary work. While working with digital tools, students analyzed how word precision and intonation influence the interpretation of key episodes in the story – such as memories, the protagonist's inner dialogue, and descriptions of the native land.

This approach enhanced students' personal engagement with the text, allowing them to independently identify semantic accents and compare their interpretations with the author's stylistic techniques.

Methodological conclusion: the integration of automatic editing systems into the

process of literary analysis has proven to be highly effective in developing language competence, critical thinking, and aesthetic perception of the text, particularly in the context of inclusive education, where supporting students' independence and confidence is of great importance.

5. Visualization of Plots and Characters

As part of the study of Saken Zhunusov's novel "Заманай мен Аманай", students used applications such as StoryboardThat and MindMeister to create visual maps of characters, plot lines, and emotional connections. These digital tools enabled students to vividly represent the tragic story of the protagonists, uncover the motives behind their actions, and trace the development of the conflict between personal feelings and social circumstances.

The use of MindMeister helped students build associative maps reflecting the key themes of the novel – love, duty, fate, and moral choice. Each group presented its own diagram, where lines and nodes symbolized the characters' inner experiences, the social context, and the author's perspective on the events.

Using StoryboardThat, students created illustrative panels – mini-comics and visual scenes that depicted important episodes such as the meeting of Zamanai and Amanai, the conflict between tradition and personal feelings, and the tragic denouement. This method allowed students with different learning styles – including visual and kinesthetic – to gain a deeper understanding of the work's meaning and express their own emotional response to the events. Collaborative work on visual projects developed communication and interpretive skills while fostering inclusive interaction within the group: each participant contributed to the collective creative vision of the literary work, increasing motivation and engagement.

Methodological conclusion: the visualization of plots and characters through digital tools provides not only structural comprehension of the text but also develops aesthetic perception, figurative thinking, and emotional empathy among students, making this method an effective element of inclusive literary education. The use of digital and differentiated tools in the study of Saken Zhunusov's works – particularly the novella "Өткен күндер белгісі" ("Signs of Days Gone By") and the novel "Заманай мен Аманай" ("Zamanai and Amanai") – has shown that artificial intelligence technologies can be organically integrated into the humanities, preserving their substantive and aesthetic nature.

The use of tools such as ChatGPT, Google Bard, EdTech platforms, WriteFull, Grammarly, as well as StoryboardThat and MindMeister, has not only increased the efficiency of the educational process but also implemented the principles of inclusive and differentiated learning. These technologies contributed to the creation of a learning environment in which each student could demonstrate individual abilities and actively participate in collective text discussions.

The analysis results showed that the use of digital tools:

- ✓ led to a noticeable increase in students' engagement and participation, as observed during classroom discussions, written assignments, and collaborative digital activities. These changes were identified through qualitative pedagogical

observation and comparative analysis of students' learning behavior before and after the introduction of digital tools.

- ✓ enhanced learners' ability to argue and formulate independent judgments;
- ✓ improved understanding of symbolism, subtext, and the author's perspective;
- ✓ stimulated critical and creative thinking;

in inclusive groups, helped reduce anxiety and build confidence when discussing complex literary works.

Of particular importance is the fact that From a didactic perspective, adaptive digital platforms allowed the instructor to vary task formats, levels of complexity, and modes of interaction, which is particularly relevant for inclusive education. Such variability supports students with different cognitive preferences and learning needs, ensuring that engagement with literary texts occurs through multiple channels of perception and interpretation.

In summary, it can be stated that digital tools do not replace traditional forms of literary text analysis but rather complement them, expanding the pedagogical space and creating conditions for personalized and meaningful engagement with literature. The works of Saken Zhunusov, with their deep humanistic orientation and multilayered symbolism, proved to be an ideal material for testing and applying such innovative approaches.

Conclusion. The conducted theoretical and practical analysis has shown that the application of digital and differentiated methods in the inclusive teaching of literary texts possesses significant pedagogical potential. The integration of artificial intelligence tools such as ChatGPT, Google Bard, as well as adaptive EdTech platforms, automated text-checking systems, and interactive learning applications, contributes to the creation of conditions for personalizing the educational process and addressing the individual learning needs of students. The use of digital and differentiated approaches fosters the development of critical and creative thinking, the formation of analytical and interpretive skills, and stimulates independent and creative activity among learners. Visualization of narratives and interactive assignments enable students to gain a deeper understanding of a literary work's structure, establish cause-and-effect relationships between events and characters' actions, and formulate their own artistic interpretations.

The implementation of these approaches in inclusive education ensures equal opportunities for all students, including those with special educational needs, while supporting the principles of individualization and variability of the educational process. The combination of digital and differentiated tools creates a flexible learning environment in which every student can progress at their own pace, receive timely support, and fully realize their creative potential. The scientific and practical significance of this research lies in substantiating a comprehensive approach to the integration of innovative technologies into the process of teaching the humanities. This opens new opportunities for literature educators – from the creation of adaptive and interactive learning tasks to the enhancement of student motivation and the quality of educational outcomes. The prospects for further research are connected

with conducting empirical studies aimed at evaluating the effectiveness of integrating AI tools and digital platforms, exploring their impact on the development of critical and creative thinking, and developing methodological recommendations for applying digital instruments in teaching literature within an inclusive environment.

In the future, it seems advisable to consider the adaptation of educational materials for students with different cognitive characteristics, which will allow for a more complete realization of the potential of digital and differentiated approaches in humanitarian education.

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