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**DIGITAL TOOLS FOR HOME TASK MANAGEMENT: ARE THEY HELPING OR
HINDERING STUDENT PRODUCTIVITY? A CASE STUDY OF 4TH-YEAR STUDENTS AT
SHAKARIM UNIVERSITY**

Abstract. In the digital age, home task management has evolved with the integration of platforms such as Trello, Google Classroom, Moodle, Gamma, and AI-powered applications. This study examines their impact on fourth-year students at Shakarim University, assessing their role in productivity, organization, and time management. A mixed-methods approach, including surveys, academic performance analysis, interviews, and experimental studies, was employed. Findings indicate that Google Classroom is the most widely used platform (80%), followed by Trello (45%), Notion (30%), and Moodle (25%). While 68% of students reported improved time management, 50% faced distractions from social media. Gamma was beneficial for structuring academic content, though some students found its learning curve challenging. The study emphasizes the need for digital literacy training and a balanced approach to task management for optimal academic performance.

Key words: home task management, digital tools, productivity, google classroom, trello, gamma, time management.

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**ҮЙ ТАПСЫРМАСЫН БАСҚАРУДЫҢ САНДЫҚ ҚҰРАЛДАРЫ: ОЛАР СТУДЕНТТЕРДІҢ
ӨНІМДІЛІГІНЕ КӨМЕКТЕСЕДІ МЕ, ӘЛДЕ КЕДЕРГІ КЕЛТІРЕ МЕ? ШӘКӘРІМ
УНИВЕРСИТЕТІНІҢ 4 КУРС СТУДЕНТТЕРІНІҢ МЫСАЛЫНДА**

Аннотация. Цифрлық дәуірде үй тапсырмаларын басқару Trello, Google Classroom, Moodle, Gamma және жасанды интеллектке негізделген қосымшалар сияқты платформалардың интеграциясымен айтарлықтай өзгерді. Бұл зерттеу олардың Шәкәрім университетінің төртінші курс студенттеріне әсерін қарастырып, олардың өнімділік, ұйымдастыру және уақытты басқарудағы рөлін бағалайды. Зерттеуде аралас әдістер қолданылды, соның ішінде сауалнамалар, академиялық үлгерімді талдау, сұхбаттар және эксперименттік зерттеулер. Нәтижелерге сәйкес, Google Classroom ең көп қолданылатын платформа болып табылады (80%), одан кейін Trello (45%), Notion (30%) және Moodle (25%). Студенттердің 68%-ы уақытты тиімді басқаруға қол жеткізгендерін айтса, 50%-ы әлеуметтік желілердің алаңдататын әсеріне тап болған. Gamma академиялық мазмұнды құрылымдауда пайдалы деп танылды, дегенмен кейбір студенттер оны үйренудің күрделілігін атап өтті. Бұл зерттеу цифрлық сауаттылықты арттыру және академиялық жетістіктерге қол жеткізу үшін үй тапсырмаларын басқаруда теңгерімді тәсіл қолданудың маңыздылығын көрсетеді.

Түйін сөздер: үй тапсырмаларын басқару, цифрлық құралдар, өнімділік, Google Classroom, Trello, Gamma, уақытты басқару.

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**ЦИФРОВЫЕ ИНСТРУМЕНТЫ ДЛЯ УПРАВЛЕНИЯ ДОМАШНИМИ ЗАДАНИЯМИ:
ПОМОГАЮТ ОНИ ИЛИ ПРЕПЯТСТВУЮТ ПРОДУКТИВНОСТИ СТУДЕНТОВ? НА ПРИМЕРЕ
СТУДЕНТОВ 4 КУРСА УНИВЕРСИТЕТА ШАКАРИМА**

Аннотация. В цифровую эпоху управление домашними заданиями значительно изменилось благодаря интеграции таких платформ, как Trello, Google Classroom, Moodle, Gamma и приложений на основе искусственного интеллекта. Данное исследование рассматривает их влияние на студентов четвертого курса Шакаримского университета, оценивая их роль в повышении продуктивности, организации и управлении временем. В исследовании использовался смешанный метод, включающий опросы, анализ академической успеваемости, интервью и экспериментальные исследования. Результаты показывают, что самой популярной платформой является Google Classroom (80%), за ней следуют Trello (45%), Notion (30%) и Moodle (25%). 68% студентов отметили улучшение управления временем, однако 50% сталкиваются с отвлекающими факторами, такими как социальные сети. Gamma оказалась полезной для структурирования учебного материала, но некоторые студенты отметили сложность освоения этой платформы. Исследование подчеркивает важность цифровой грамотности и необходимости сбалансированного подхода к управлению домашними заданиями для достижения высоких академических результатов.

Ключевые слова: управление домашними заданиями, цифровые инструменты, продуктивность, Google Classroom, Trello, Gamma, управление временем.

Introduction.

Students in the digital age are depending more and more on technology to do their academic work. How students organize, monitor, and finish homework has changed as a result of digital technologies like Trello, Moodle, Google Classroom, Gamma and AI-powered apps. Although these tools promise increased efficiency, it is yet unclear how much of an impact they will actually have on student productivity [1; 15]. Traditional pen-and-paper study techniques are becoming less popular as a result of the incorporation of these digital platforms into academic routines. These days, a lot of students depend on cloud-based resources to access their assignments easily across several devices. The huge amount of internet content makes it difficult for some people to stay focused, while others find this shift to be advantageous. Furthermore, the automation of some study chores by AI-powered apps has raised questions about whether these tools actually improve learning or encourage dependency. Despite the benefits of digital technologies, each person's study habits will determine how effective they are. Academic results are frequently better for students who adopt a disciplined approach to their digital workflow. The availability of several online resources, however, might overwhelm learners and decrease their productivity if they are not properly guided. To guarantee maximum productivity, the difficulty still lies in striking a balance between conventional teaching strategies and new technology. In Russia, studies have examined students' digital skills and attitudes towards technology in education. Research

indicates that Russian higher education students are active digital users with high confidence in their digital skills. However, challenges such as digital inequalities and the need for effective integration of technology into learning processes persist [2; 46].

In order to determine whether digital tools help or hinder academic progress, this paper examines how fourth-year Shakarim University students manage their home tasks.

By examining the advantages and disadvantages of various tools, this article seeks to demonstrate how they affect home task management. The objectives of this study are to: (1) determine which digital tools are most frequently used by Shakarim University fourth-year students; (2) evaluate how well these tools improve productivity and task management; (3) investigate the difficulties students encounter when utilizing digital platforms for academic work; and (4) offer suggestions for maximizing the use of digital tools for task management at home. The ability of students to plan, prioritize, and finish assignments before the due date is known as "home task management." While ineffective task management frequently leads to stress and poor performance, effective task management promotes academic success.

By providing functions like task scheduling, reminders, collaboration, and immediate feedback, digital technologies seek to facilitate this process. Academic content organization and review can benefit greatly from the interactive approach to organized presentation creation offered by programs such as Gamma. Assignment submission is made easier by platforms like

Google Classroom, and organized preparation is made possible by programs like Notion and Trello [3; 58]. But there are issues with over-reliance on technology, possible diversions, and how well digital organization works in comparison to conventional techniques.

Methods and research results.

Academic success depends on efficient home work management, and digital tools have changed the way students organize, track, and finish their tasks. This study looks into how AI-powered apps and digital platforms like Trello, Google Classroom, Moodle, Gamma, and others can increase student productivity.

A variety of techniques were used in order to accomplish the goals of the study. Shakarim University fourth-year students were surveyed to determine the most popular digital tools for managing household chores. Preferences, usage frequency, convenience, and challenges faced were all included in the survey. Students who actively use digital platforms and those who use more conventional approaches were compared, and performance indicators like student happiness, timely assignment completion, and

high-quality submissions were assessed.

Teachers' and students' in-depth interviews provided qualitative information about how digital technologies affect learning. The discussions looked at how people view technology, as well as its benefits and drawbacks. Moreover, observational studies were carried out to evaluate aspects like task completion timeliness, stress levels, happiness, and engagement in order to compare pupils utilizing digital tools to traditional ways. Last but not least, an examination of digital platforms including Trello, Notion, Google Classroom, Gamma, and AI-powered apps helped identify how they may boost student productivity.

Important new information about digital task management was uncovered by the study. With 80% of students using it, Google Classroom was the most popular platform. Trello, Notion, Moodle, and Gamma were next in line. Sixty percent of students said that automatic planners and reminders helped them be more disciplined, and seventy percent said that cloud-based access to assignments was convenient.

Table 1 describes the key findings of the study.

Aspect	Key findings
Most used platforms	Google Classroom (80%), Trello (45%), Notion (30%), Moodle (25%), Gamma (20%)
Benefits of digital tools	Improved time management (68%), reduced stress (52%), cloud-based access (70%)
Challenges faced	Distractions from social media (50%), technical issues (35%), digital literacy struggles (20%)
Productivity comparison	Digital users completed tasks 20% faster, but 15% preferred traditional methods

In general, students expressed satisfaction with digital task management; 68% said that these tools helped them manage their time better, and 52% thought that digital platforms lessened the stress that came with doing chores at home. However, an excessive dependence on technology caused 40% of learners to struggle with attention.

Despite the benefits, students found it difficult to use digital tools efficiently. While

35% of the respondents experienced technical difficulties including platform breakdowns or challenges with internet connectivity, half of the respondents reported being distracted by social media and notifications. Furthermore, 20% of students found it difficult to adjust to new tools because they lacked sufficient digital literacy.

According to productivity comparisons, students who used digital tools finished assignments 20% more quickly on average.

However, because they reduced screen time and distractions, 15% of students who preferred handwritten notes and paper-based planning felt that conventional approaches were more beneficial for their learning style.

Gamma, an interactive tool for organizing content and presentations, was also studied. Thirty percent of students said that Gamma helped them better absorb and retain information, and it was especially helpful for organizing and evaluating academic materials. However, 10% of students believed that the adoption of Gamma was hindered by the learning curve.

The study produced a number of recommendations for maximizing the usage of digital tools. Offering digital literacy classes could aid in the development of students' abilities to use these platforms effectively. Diverse learning preferences may be accommodated by a well-rounded strategy that blends digital and conventional teaching techniques. Promoting the adoption of apps with distraction-free modes may reduce procrastination.

Lastly, giving students individualized advice on how to choose the best time management techniques would increase their academic output even more.

These results show that although digital tools can greatly increase productivity, their usefulness varies depending on personal study habits, digital literacy, and distraction management skills.

Main Provisions.

This research highlights key assertions and findings related to home task management in the digital age. The study confirms that digital tools significantly influence students' ability to organize and complete assignments efficiently. While there is an increasing dependency on cloud-based platforms, their effectiveness varies based on students' digital literacy and self-discipline.

The current situation demonstrates a widespread integration of platforms like Google Classroom, Trello, and Gamma into academic routines. However, challenges such as digital distractions, technical barriers, and adaptability issues remain prevalent. The need to balance traditional and digital methods is essential to

prevent over-reliance on technology.

The study underscores the necessity of developing structured strategies for effective home task management. These include fostering digital literacy skills, implementing structured workflows, and offering guidance on selecting appropriate tools. The research findings provide insights into optimizing the use of technology to enhance academic performance while mitigating its potential downsides.

Conclusion.

This study emphasizes how important digital tools are for fourth-year Shakarim University students' home task management. Distractions and technological problems are among the drawbacks of platforms like Google Classroom, Trello, Notion, and Gamma, even though they provide ease, greater organization, and better time management. The results indicate that students who strategically use digital tools into their workflow report feeling less stressed and more productive. But if technology is used excessively without moderation, it can result in inefficiencies and a loss of focus.

It is crucial to give students sufficient instruction in digital literacy and promote well-rounded study habits that combine digital and conventional approaches in order to guarantee the best possible use of digital resources. Institutions must think about putting mechanisms in place to reduce distractions and encourage effective work management. Students can use digital technology to improve their academic performance while reducing any potential negative effects by finding the ideal balance. Future studies could examine the long-term effects of digital task management on student performance as well as the changing function of AI-powered educational apps.

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