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INTERACTIVE TECHNOLOGIES OF UKRAINIAN LITERATURE TEACHING

Summary

The proposed study focuses on the advantages and peculiarities of the use of interactive technologies for teaching Ukrainian literature on diachronic and synchronic dimensions. Among the wide range of interactive technologies tools, it is proposed to consider the characteristics of the project-based learning method and web-quest employment. The use of the interactive book options combining a paper medium (a book) and a game component (an interactive application) seems important when teaching modern Ukrainian literature. Theoretical and practical material lets us state that interactive and information technologies in the modern educational process provide the development of cognitive activity and improvement of independent acquisition of knowledge by students.

Key words: interactive teaching technologies, a method of projects, a web quest, an interactive book.

Introduction

Taking determinism into consideration, and sometimes imperativeness of globalization processes, socio-cultural transformations, any sphere of social life is experiencing the rapid informatization of society. Having faced with the pressure of general social transformations within a situation of new challenges and risks, educational activities have become especially important and relevant. Since the dominant activity in the field of social production is the production, processing, storage, transmission and use of information, a natural consequence is the computerization and informatization of education. At the same time, education as a guarantor of human capital formation has demonstrated the limitations of exclusively economic

growth and increasing the technical power of society. The intellectual potential development of the nation, provided by education, led to a revision of the forms and content of the educational process in order to improve them. The combination of information, communication and interactive technologies in educational activities correlates with the tasks defined by the National Doctrine of Education: to form a person who is oriented in the realities and prospects of socio-cultural dynamics, prepared for life and work in a changing world; to develop creative abilities, skills of independent scientific cognition, self-education and self-realization of the personality [7]. An effective strategy in achieving the outlined goals of education is the use of interactive technologies in the educational process. After all, such technologies are aimed at developing the skills of critical and creative thinking, the development of the individual creative potential and desire for self-realization.

Aim, subject and research methods

The article aim is to outline the peculiarities and advantages of using interactive Ukrainian literature teaching technologies on the example of the teaching project method, web-quest and the use of an interactive book.

The subject of analysis is interactive forms and methods of learning.

To achieve the article aim, theoretical research methods were used including synthesis, comparison, classification, systematization, generalization that enabled us to reveal the theoretical basis of the problem, to formulate the purpose and conclusions of the study, to take into account advanced pedagogical experience.

The appeal to pedagogical modeling (abstraction, analogy, induction, interpretation, planning, prediction) helped to demonstrate the effectiveness of the use of interactive learning technologies when studying Ukrainian literature. Empirical methods such as surveys, interviews, observations, self-observation, self-assessment, provided a collection of empirical material for the publication preparation.

Interactive learning technologies in a harmonious combination with the possibilities of information technologies and Internet services are the basis for a high quality strategy for the implementation of the modern educational process. Didactic advantages and methodological peculiarities of the technologies implementation fell into the circle of scientific interests of such researchers: Mariia Baida, Konstantin Bakhanov, Roman Gurevych, Myroslav Zhaldak, Maya Kademiia, Alla Kramarenko, Nataliia Morse, Valentyna Palamarchuk, Yevheniia Polat, Olena

Pometun, Svitlana Sysoyeva, Nelia Skrypnyk and others. Larysa Kovalchuk in the article "Pedagogical interaction of teachers and students when using new information technologies in the process of pedagogical disciplines learning", based on the National Doctrine of Education, rightly mentions that "the priority of education at the present stage is the introduction of modern information technologies. providing further improvement of the educational process, accessibility and effectiveness of education, preparation of the younger generation for life in the information society" [6, p. 17].

The advantages of interactive learning become apparent when compared with traditional forms of learning. This fact has repeatedly drawn the attention of scientists (for example, the study of Olena Pometun [8]). Interactive technologies ensure the formation of a democratic, equal partnership between all participants of the educational process because under such conditions the teacher acts as an organizer, consultant and facilitator of the discussion. It leads to a situation of success where the student demonstrates mobility and ability to process information flows critically. The use of interactive technologies and Internet services in the educational process contributes to the formation and improvement of information, communication, project and media competencies.

Modern literary education, regardless of the level of education, is characterized by modernization and innovative renewal. Apart from dialogism and the development of critical thinking, the potential of personal orientation (existentiality) of literary education, interactivity, intersubjectivity, contextuality, integration and informatization of literature teaching are considered to be productive theoretical principles of modern literary education. Undoubtedly, the proper formation and development of reading competence depends on many factors, among which a special role belongs to literary education. According to Tamila Yatsenko, subject reading competence as an integrated result of educational achievements in its structure is represented by general cultural, literary, interpretive, axiological and creative-speech components [12, p. 6-7]. Thus, reading is understood as an intellectual and emotional activity of the individual, his/her interaction with the book as a source of new knowledge, emotional empathy and aesthetic pleasure. However, it is necessary to state the existence of fierce competition of the paper book with modern e-devices, attempts to push it to the margins of culture. The classic linear text of the book that appeals to the intentional and logocentric matrix of reading, is in a losing position and needs an innovative addition aiming to overcome the broken communication between the recipient and the text, between the reader and the author.

Let us note that the development of communication between the recipient and the text happens due to literary education. Its thoroughness and integrity are achieved owing to the employment of interactive learning technologies. A teacher of philology out of the fundamental knowledge of the subject needs a well-formed didactic competence. The arsenal of the modern teacher currently has a huge pedagogical toolkit of teaching methods. In this respect, the methods of interactive learning technologies are conventionally divided into interactive technologies of cooperative learning, interactive technologies of group learning, situational modeling technologies and technologies of controversial issues. In regard to my own teaching experience, as well as studying the best practices of fellow philologists, we believe that effective teaching methods in literary education are as follows: modeling specific situations, project methods, brainstorming, problem analysis, discussion of the issue in the form of debate, discussion, "decision tree", "aquarium", "carousel", web-quest technology and others. The effectiveness and productivity of these technologies will be demonstrated within the educational component of "Modern Ukrainian Literature".

In order to develop creative abilities of applicants, it is advisable to use the method of projects being an alternative tool to classroom learning. To achieve specific educational goals, the project method as a personal developmental pedagogical technology involves a clear and consistent implementation of the target, motivational, semantic, operational, control and regulatory and reflective components. In addition, as noted by Nataliia Tarapaka and Nataliia Haharina, it is important to adhere to the basic principles that will help to direct activities properly, in particular: predictability; feedback; cultural analogy (focus on the achievements of mankind); self-development; humanization; motivation of educational and cognitive activities; optimization; activity, consciousness and independence [9]. Thus, the project activity is aimed at the development of scientific thinking, improving the cognitive abilities of applicants, because it involves the search and processing of information from various sources, the systematization of a certain amount of knowledge. However, we emphasize that in the process of implementing this technology the teacher stimulates the cognitive activity of applicants and acts as a facilitator, while the initiative, the choice of presentation and argumentation forms remains the prerogative of the applicant. An individual educational project is a means of self-determination that is characterized by individual character, reliance on personal experience, development of reflective skills, various forms of presentation, coordination of individual values, meanings when carrying out intellectual work. In particular, Raisa Shulyhina noted that "the project method is a didactic tool for activating students' cognitive activity, a means of

developing creative thinking and forming personal traits defined in them. The method is based on three vital things such as independence, activity, efficiency "[10, p. 225].

From the idea to the implementation of the project there is an improvement of applicants' critical thinking, cooperation, communication, argumentation, synthesis and stability under a limited time and a specific goal. For example, studying the works of modern Ukrainian writer Yaroslav Melnyk, applicants prepare and defend information projects on the following topics: "Genesis of the genre of anti-utopia in Ukrainian literature", "Genre of anti-utopia in modern Ukrainian literature", "Signs of anti-utopia in the novel by Yaroslav Melnyk or Post-fascism ", "Signs of anti-utopia in the novel "Far Space" by Yaroslav Melnyk ", "Creative work of Yaroslav Melnyk in the discourse of modern Ukrainian fiction "and others. Such projects require the study of a significant number of sources, the use of analysis and synthesis, systematic correction during its preparation. According to their content, information projects are structured clearly. At the first stage of the project, students determine its aim, process various sources of information (scientific literature, media materials, blogs, interviews, literary reviews, etc.), process facts (analysis, generalization, comparison, conclusions). The second stage of the information project implementation involves the choice of results presentation to the student audience (presentation, abstract, report, video, etc.) and design of the collected material in accordance with the requirements. The third stage is the presentation and discussion of the information project. Given the fact that the application of the project method is aimed at meeting the individual scientific interests of the applicant, it is advisable to pay attention to the fact that the effectiveness of its implementation depends on the prior training of the student. High quality project activity directly depends on previously formed competencies, in particular, critical thinking, creativity, communication and teamwork.



Picture 1. A front project slide made by the student Anna Petrovska.



Picture 2. A project slide made by Anna Petrovska.

The use of interactive technologies is effective in the organization of independent work of students improving the quality of individual work. The application of web-quest technology contributes to the proper solution of complex educational tasks. Its methodological substantiation was developed by Bernie Dodge and Tom March in 1995 [2]. The use of this technology makes possible to integrate the possibilities of the Internet into the educational process as much as possible “providing an opportunity to increase students' interest in studying the discipline, accelerate motivation to learn, use different types of information (text, graphics, audio, video, etc.), present various situational tasks visually, develop creative thinking and skills of solving problem situations and form informational culture” [3, p. 171]. The criteria for classifying web quests are the duration of carrying out, subject content and task types. They are divided into short- and long-term; mono- and interdisciplinary. When developing a web-quest, different types of tasks can be used including an analytical task, a journalistic investigation, a mysterious story and scientific research. You can also get the result of a web quest in various forms, such as a poster, photo report, database creation, online interview with a virtual character, presentation, publication of web pages or blogs.

Analyzing and summarizing scientific and methodological research on the web-quest, Tetiana Zubekhina identified its main elements:

Web-quest elements	Characteristic
Introduction	Goal formation, description of the main roles of the participants, work plan, web-quest scenario.
Tasks	A problem or puzzle that needs to be solved. The position to be formulated and defended. Product to be created (abstract, report, presentation, poster, etc.).
Implementation	Detailed description of the main work stages, useful tips for collecting and processing information.
Evaluation	Description of criteria and evaluation of the web quest. Evaluation criteria depend on the type of tasks.
Conclusions	A short and content description of what the students learned by completing the quest.
Used resources	Links to sites that have been used to create a web quest.

Teacher's comments	The quest value. Age category of participants. Expected results. The process of organizing work on a web quest. Necessary resources for the work.
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Picture 3. The main web-quest elements proposed by T. Zubekhina [3, p.172].

The organization of individual work of students in the process of studying disciplines within the modern literary process is associated with the search and critical analysis of information from various sources. Diversification of individual work organization forms helps to maintain students' interest and attention to the study of the material. Thus, the use of web-quest technology is productive when studying the achievements of the Zhytomyr prose school. Students summarize and catalog information about its representatives, conduct online interviews with the heroes of literary works of the Zhytomyr prose school, prepare presentations about the importance of the Zhytomyr prose school in the literary process. This technology can also be used in the study of other literary groups, such as: "Bu-Ba-Bu", "Lu-Ho-Sad", "Red Fira". Thus, a well-formed didactic competence of a teacher of philology with a priority of interactive technologies contributes to high quality literary education. After all, the cognitive interest of students is not lost, information culture is formed, critical thinking skills are improved and research competence is developed.

At the same time, we also emphasize that communication between the reader and the author. It is extremely important in literary education. The establishment of such communication is based on the main ideas of Umberto Eco that are reflected in the study "The reader's role. Research on the semiotics of texts". The author draws attention to the importance of the text semiotic strategy "to make your text communicative, the author must believe that the ensemble of codes he relies on is the same as the ensemble of codes shared by his potential reader" [4]. The author must not only capture but also retain his reader. Only under such circumstances the harmonious effectiveness of the triad "author - text - recipient" will be restored. One possible solution to this problem is an interactive book that combines paper and a game component: «An interactive book can fulfil this function being a traditional information medium. It is related to a game employing a tablet or smartphone. Gadgets provide an interaction with some interactive book elements. It enables a reality modelling. That's why a reader can communicate both with the author who generated the text and characters going beyond the generated text. They become a part of alternative reality» [11, p. 48].

Ukrainian interactive books are primarily related to children's books publishing. In 2012, the Kyiv publishing house A-BA-BA-HA-LA-MA-HA created an interactive book "The

Snow Queen" in three languages having an audio version that makes possible to improve your reading skills. It also promotes intellectual development because it contains coloring pages, puzzles of three levels.

In 2014, the Odessa publishing house Gutenbergz developed an interactive application "Gadgetarium". It enables people not only to read information, but also move objects by means of a gadget (mobile phone, tablet). In such a way, the student from a passive acquirer of knowledge becomes an active participant of the educational process. In 2017, this publishing house also developed the educational platform "Pidruchnyk.ua" containing interactive school textbooks.

A number of interactive children's books are also worth noting. Thus, the first interactive fairy tale was a book in a multimedia format "Kotyhoroshko". Interestingly, the audio version of the tale is voiced by professional actors. Ukrainian folk tales continue to be a good platform for creating an interactive book ("Fox and Crane", "Cat and Mouse" - developed by ZZWolf Official, "Glove" - publishing house "Bohdan"). Author's books for children and about children include an interactive version of Svitlana Dorosheva's book "Mom hurries home", an appendix in Ukrainian, English, Russian "Come to visit" based on "Books" by Olha Cherpanova and Katia Halytska.

The illustrations were made by Olha Dehtiarivna, a joint project of the couple the Lavrenishynny "Liuba Zhuzha" and others.

In 2011, an interactive book "for adults" was published. First of all, it is Olena Zakharchenko's audiobook and the book "Crack 69" from Corleon Global Publishing House.

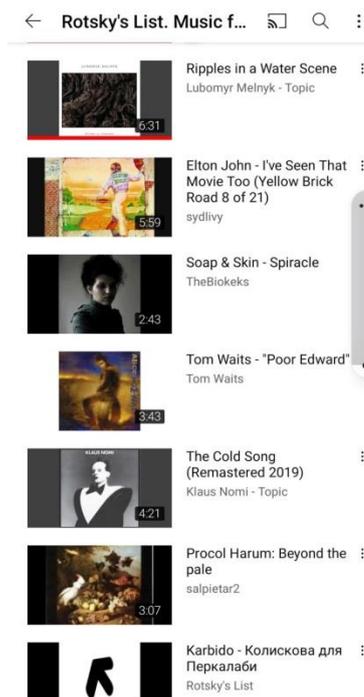
In 2019, a book with an interactive application by Max Kidruk "Until the light goes out forever" was published by the Family Leisure Club Publishing House. In the preface to the novel, the author states: "Bringing fragments of text outside the main block allows you to create a truly nonlinear plot. The novel was linear in one way or another, but now with a mobile application, its structure becomes tree-like: branches are added that describe supporting characters, reveal invisible connections, show this or that episode from a completely unexpected side" [5, p. 6]. Thus, Max Kidruk offers the reader eight icons that are scattered throughout the text letting you visualize the places where the events develop in the novel. In addition to the icons of the place, he introduces into the text four more important marks, under which "hidden" "... four bonus stories that give great depth to the main story..." [5, p. 6]. Also, one of the icons sends the reader to the Facebook site, where he can communicate with the hero of the previous novel by Max Kidruk "Do not look back and be silent."



Picture 4. Interactive icons from Max Kidruk's novel.

Yurii Andrukhovych also offered a novel with interactive accompaniment. In 2021, Merydian Chernovits Publishing House published the novel "Radio Night" containing a QR code for accessing the music program Rotsky's List. The author offers the reader a list of musical compositions for nothing listening. We have a double game because, on the one hand, in the novel Joseph Rotskyi not only tells his story on the night air, but also accompanies it with musical compositions in accordance with his own mood. In the first address, he creates an atmosphere that attracts the listener because it is a radio for those who: "reached the limit / crashed into a dead end / see nothing ahead / do not sleep at night / never sleep at all / do not sleep and think / lie motionless with open eyes" [1, p. 11-12].

Joseph Rotsky's biography also appears through the prism of the author's vision: "The International Interactive Biographical Committee (IIC) is an institution so influential and respectable that I have been fighting for the right to become its corresponding member for two decades," he instructed me to write an extended and commented biography of Joseph Rotskyi "[1, p. 13]. This role of the omniscient narrator, which is taken over by the narrator of the story / the author himself suggests that Yurii Andrukhovych offers the reader musical tracks that correspond not only to the mood of the protagonist but also himself. By the way, the previously mentioned Max Kidruk accompanies each of his books with a list of musical works recommended for listening while reading.



Picture 5. Audio application of music tracks to Yurii Andrukhovych's novel.

The focus group of higher education students who participated in the proposed experiment during the study of the discipline "Modern Ukrainian Literature" was divided into two micro-groups. The micro group № 1 was offered to read novels by Max Kidruk and Yurii Andrukhovych without the use of interactive tools. Students of the micro group № 2 used interactive applications.

The survey after the experiment revealed that the visualization of the scene, the ability to communicate with the hero of the novel on Facebook (the novel "Until the light goes out forever") and musical accompaniment (the novel "Radio Night") gave readers a sense of reality. A space of trust between the author and the reader has been formed - the interactive application and gadget are redirected from the imagination the text appeals to, to the photo or music almost in real time.

Research results

The use of interactive technologies when studying Ukrainian literature makes possible to express the educational process. Observations and surveys of students, self-assessment let us state that the use of interactive technologies, in particular the project method, web-quest technology in combination with the introduction of an interactive book or book products with interactive applications improve learning, significantly increase motivation, intellectual and emotional activity of students.

Conclusions

The use of interactive and information technologies in the modern educational process provides the development of cognitive activity and improvement of independent knowledge acquisition by students. The emphasis is also shifted to the student because the quality of the mastered material depends on his initiative, the level of information competence formation. The growing capabilities of the Internet, the production of new types of modern Internet services, rapid modernization and informatization of the educational space are accompanied by the problem of finding reliable information, assimilation of a huge amount of information. The formation of information culture is based on the skills of critical and creative thinking, the ability to find ways to solve problems in general. The importance of literary education does not require additional justification or explanation. At the same time, the problem of non-reading adds relevance to literary education because talking about high quality literary education beyond reading seems pointless. The intellectual and emotional activity of the student with the book competes with other sources of information. Therefore, the modern educational activity of the philologist, on the one hand, focuses on solving the problem of non-reading, and on the other hand - aims to develop the research and creative potential of the student. High quality literary education appeals to the developed reading competence. Its purpose is to establish communication between the reader and the text. The fascinating book world keeps its reader owing to the effective work of a philologist. The implementation of modern information and network technologies into the educational process requires the renovation of traditional teaching forms and methods with innovative interactive technologies. Let us note that the didactic competence of the teacher-philologist is based on the principle of the golden ratio because it is only necessary to give priority to one of the technologies, so we will immediately have new problems.

The quality of learning acquisition is significantly improved when using interactive learning technologies that eliminate the inactivity of the student. The effectiveness and productivity of interactive technologies implementation within own pedagogical activity was tested during teaching the educational component "Modern Ukrainian Literature". However, in order to ensure the development of creative and cognitive abilities of students, it is appropriate to organize training through the method of projects making possible, on the one hand, to meet the individual interests of students, and on the other hand to improve information retrieval and critical thinking skills, ability to present research results and demonstrate a tolerant attitude to

the opinion of others. Web quest technology is a bit more complicated to use. It requires a pre-formed high level of information competence of both the teacher-philologist and the students. Creating a web-quest is a labor-intensive process and requires a lot of effort, but the results of this technology show an increase in motivation to learn, develops skills to find a solution to the problem, prepares to work in the information environment.

Overcoming the broken communication between the reader and the author is based on changing the text format. The interactive accompaniment of the book enhances communication between the text and the reader, creates a sense of reality of what is written. Such books are just beginning to appear but are quickly gaining readers. In his work, the modern Ukrainian writer Max Kidruk addresses the understanding of current social issues, namely adolescent bullying, alienation in the family between the older and younger generations and domestic violence. They are fixed as a norm of behavior etc. At the same time, his reader is not only immersed in complicated social problems acquiring soft skill skills when reading the book, but also enjoys multi-level communication with the text (traditional paper media, gadget, the ability to visualize the plot with book trailers). Yurii Andrukhovych also offered his reader an interactive accompaniment in the form of a QR-code referring to selected music tracks that allow you to feel the story of the protagonist more deeply as well as to understand his personality. Involvement of such books in the educational process, the analysis of genre peculiarities and creativity in general, representatives of the modern Ukrainian literary process by means of interactive technologies contribute to improving the quality of literary education.

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