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Gamification, coaching, scribbling, storytelling in Ukrainian literature classes: innovative potential and effectiveness of application

Gamificación, coaching, scribbling, storytelling en las clases de literatura ucraniana: potencial innovador y eficacia de la aplicación

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Abstract

The article is devoted to the peculiarities of the application of innovative technologies and methods in the lessons of Ukrainian literature. The article aims to highlight the main characteristics, content, and practical importance of the innovative potential of gamification, coaching, scribbling, storytelling, their impact on improving the quality of teaching. To evaluate the effectiveness of the application of these innovative methods, the article applied theoretical and empirical methods, including the study of professional literature and the conduct of scientific and pedagogical experiment in the lessons of Ukrainian literature in the seventh grade of secondary school. As a result, confirmation of the effectiveness of such innovative teaching methods as gamification, coaching, scribbling, storytelling was obtained. The scientific novelty of the study lies in the demonstration of the emergence of the effect of complementarity in the application of these

Resumen

El artículo está dedicado a las peculiaridades de la aplicación de tecnologías y métodos innovadores en las lecciones de la literatura ucraniana. Para ello, el artículo presenta la justificación, el desarrollo y la prueba experimental de la eficacia de la gamificación, el coaching, el scribbling y el storytelling en la enseñanza. Para evaluar la eficacia de la aplicación de estos métodos innovadores, el artículo aplicó métodos teóricos y empíricos, incluyendo el estudio de la literatura profesional y la realización de un experimento científico y pedagógico en las clases de literatura ucraniana en el séptimo grado de la escuela secundaria. Como resultado, se obtuvo la confirmación de la eficacia de tales métodos de enseñanza innovadores como la gamificación, el coaching, los garabatos y la narración de historias. La novedad científica del estudio radica en la demostración de la aparición del efecto de complementariedad en la aplicación de estos métodos en el aula, lo que permite aumentar la

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methods in the classroom, which makes it possible to increase the effectiveness of their application. The practical value of the research consists in the fact that its results and conclusions can be used in pedagogical activity aimed both at training students and professional development of specialists in the field of pedagogy.

Keywords: gamification, innovation, coaching, education, scribbling, storytelling.

Introduction

The stages of modern school development are characterized by an intensive search for new techniques and methods of teaching subjects and its implementation in the theory and practice of the educational process. Pedagogical innovations are the result of a continuous search for original and non-standard solutions to a variety of pedagogical problems. The product of this search is educational technologies, original educational ideas, forms and methods of teaching, non-standard approaches. The product of innovative activity is the growth of pedagogical excellence, the level of its culture, thinking, worldview. The very implementation of innovative processes is a mechanism of intensive development of education and pedagogy.

Ukrainian teachers have recently been actively applying modern approaches such as gamification, coaching, scribbling, and storytelling in the lessons of Ukrainian literature. In this regard, the need arose to review the experience of applying these approaches. This is the purpose of this study, which is to highlight the peculiarities of the application of modern approaches such as gamification, coaching, scribbling, and storytelling in the lessons of Ukrainian literature and to identify their innovative potential and effectiveness of their application. Achieving this goal required focusing on the following main tasks of the study, the implementation of which is outlined in the relevant sections of this article:

1. Review of the literature on the use of gamification, coaching, scribbling, and storytelling approaches in literature classes, and in particular in Ukrainian.
2. Improvement of the methodology for the implementation of these approaches.
3. Justification of the expediency of applying these approaches.
4. Revealing, by comparison, the innovative potential of these approaches and the effectiveness of their application.

eficacia de su aplicación. El valor práctico de la investigación consiste en que sus resultados y conclusiones pueden utilizarse en la actividad pedagógica dirigida tanto a la formación de los estudiantes como al desarrollo profesional de los especialistas en el campo de la pedagogía.

Palabras clave: gamificación, innovación, coaching, educación, scribbling, storytelling.

Literature Review

The old-school paradigm in education is being replaced by an innovative one. The prospect of improvement within the school is seen in vocational education, where it is possible to teach Ukrainian literature of the school cycle. This leads to significant changes in approaches to learning. An important aspect of these changes is, as Khrykov (2018) notes, a focus on students' independent work, engaging them in exploratory activities, teaching them to analyze processed material.

Analysis of the quality of students' knowledge in recent years proves that the educational process requires serious changes and approaches to teaching methods. In this regard, there is a need for the greater interest of both students and teachers themselves in improving the quality of education. In recent years, Ukrainian universities are moving to a new level of education, introducing new approaches to teaching. The teacher in this approach acts as a moderator, applying the technique of targeting at the result. Reducing the classical, conservative workload requires a restructuring of the evaluation system, ways of getting feedback, reevaluation of the use of teaching methods.

All of this fully applies to lessons in Ukrainian literature. However, as Mykhailov & Volkova (2018) and Liakhotska et al., (2018), in addition to purely methodological and organizational aspects, the process of teaching Ukrainian literature is significantly affected by changes in the worldview of children and students at school age, which are reflected in their attitude to the artistic text and the features of its reading and perception. Children today perceive the text differently and use other reading and decoding strategies. These reasons, according to Kuzan & Hordiienko (2019), require a revision of the ways and methods of teachers. The use of innovative technologies becomes a necessity for positive learning and the development of domestic education in general.

In this regard, we agree with the assessment given by Pereiaslavskva & Kozub (2021) to the training course "Gamification in the educational process at school" at Luhansk Taras Shevchenko National University, according to which it is a good example of improving teaching skills and bringing the Ukrainian educational process to a new, more modern level. In the process of preparing this course, the subject of study was introduced, normative documents, educational standards were created, educational documentation was developed, the necessary literature, methodological recommendations, etc. were written. This course was supported and approved by the European Commission. Program standards were developed not only for university programs but also for lyceums and colleges. The course program reveals instructions for learning the basics of game methods, as well as for the implementation of game mechanics and modern technologies in the pedagogical process.

The theoretical basis of the gamification method was laid in the field of business (Grobelny, Smierzchalska, & Czapkowski, 2018), but it is successfully used in other fields related to communication, in particular in education (Jacobs, 2018), for which special methods Meer, 2018; Meer, 2019) were developed. These methods and techniques, adapted to the lessons of Ukrainian literature, were the basis of the methodology of this study.

Methodology

The methodology of effective organization of school subjects with the introduction of innovative methods carries not only theoretical significance but also a whole complex approach. Still, pedagogy is a practically oriented, experimental science. Therefore, the main value of methodological aspects is the practical implementation and application of innovative technologies in the lessons of Ukrainian literature. In order to get the results, lessons in different classes (groups) were conducted and analyzed, taking into account different ages. In these lessons were used methods: gamification, coaching, scribbling, and storytelling.

The main methodological innovation of the practical part of the study was the use of four methods at once in one lesson, followed by a comparison of this lesson with the classical version. The teacher developed an innovative lesson plan beforehand, taking into account the necessary stages to be studied. The basis of the experiment were the lessons from the school program for the students of the seventh grade on

Ukrainian literature. Directly at the lessons, a game atmosphere was created, which caused the emotional interest of almost all the students in the class. After the lessons were finished, the levels of achievement achieved through the use of innovative technology were compared with the levels achieved in the lessons conducted without it. For this purpose, grades from the school register were used. The control part of the practical study included a control test of the students' knowledge, with special attention paid to the topic used in the experiment.

Results and Discussion

The subject of Ukrainian literature is part of the basis for the formation of communicative competence. In addition to gaining knowledge of the subject itself, teaching, in general, is also aimed at the development and education of students. But still, the main goal is to form a personality filled with knowledge and spirituality, the ability to use freely and competently the native language, the achievements of Ukrainian authors. Therefore, this subject can be considered one of the key subjects in the school program. For a more modern, interesting, effective teaching of subjects, productive interaction with the class, teachers are increasingly turning to innovative methods of teaching, which have the common name of SMART-education. One such link that is rapidly spreading and is a trend of the primary process among applicants of different categories is gamification (Azouz & Lefdaoui, 2018). As noted by Kuzan, H., & Hordiienko (2019), the term refers to the implementation of the learning process in the immediate context of play. Gamification can act as the main, and additional method of organizing and conducting a lesson, as a form of learning work, as well as a holistic organization of the learning process.

For a creative and interesting lesson of Ukrainian literature in the format of gamification it is necessary to follow the basic rules and components of the methodology. According to this methodology, the main scene is action. The student or a group of students needs to perform a task to achieve the goal. Particular attention should be paid to the execution and observance of the rules voiced by the teacher. This orientates students to honest and fair assessment, feedback from the teacher, achievement of a positive result. Characteristic elements of the game should be its course and the roles performed by students, components of the game, its dynamics. An obligatory condition is the limitation of time.

A good example is the object game "Find". The students are asked to find among visually highlighted on the table or in the form of a presentation (in combination with the scribbling teaching method) objects (flowers, musical instruments, books, writing materials, etc.) that are associated with the characters of the work studied in the lesson. This method helps students to develop their creative imagination, thinking, to penetrate into the essence, role, feeling of the hero, as well as to tell why, in their opinion, these particular objects are chosen.

It is important that in the lessons of Ukrainian literature the use of a game form of teaching is possible at different stages. For example, you can effectively and at the same time interestingly check the homework or repeat previously studied material, to familiarize students with the topic, goals, objectives of the lesson. When using this method, it is easy for the teacher to lead students to the main point in the topic, to introduce, teach them to analyze, compare, summarize and consolidate the material studied. Most importantly, such lessons relax and unload students, but at the same time teach them to express themselves (Myronenko et al., 2018).

It should be noted, however, that the application of gamification in the classroom, as, in fact, any teaching method, has its advantages and disadvantages. The advantages should include self-education of students, the impetus to independent work, cooperation in groups, acquisition of useful practical skills, encouragement, and interest in the subject, creative thinking, and formation of imagination. The disadvantages can include: psychological aspects (students take defeat in the game seriously), a lack of understanding of the need to set time limits.

The effectiveness of gamification is especially evident in the younger grades. For elementary school students, the game form is perceived better. Using this method, the teacher achieves the goals of the lesson better and faster. After all, the productive work of each student is aimed at the result of the whole class.

Another innovative teaching technique is coaching. This technique is borrowed from the business world. The main purpose of its application is to identify and realize the potential of the student's personality, to build his faith and self-confidence, which will ultimately bring success (Pavlova, & Tertytsia, 2020). Coaching is based on the interaction of educational

aspirants to develop their own strengths through interest, confidence, and potential.

The traditional technique of using coaching in the classroom is to ask a large number of questions at various stages. Moreover, all the questions should be thought through by the students themselves. They set goals and objectives for themselves and, with the teacher's help, achieve them. In turn, using the method of coaching, the teacher should make sure to create a comfortable physical and psychological environment for students, as well as an atmosphere of trust. This will promote discovery, the formation of independent search skills, and the improvement of students' responses.

In practice, both group (team) and individual coaching can be used. For example, the Kaidasheva Family (Nechui-Levytskyi, 2020) exercise, *The View of the Other*. Students are given the roles of the characters in a work about which they must express their opinions. The exercise aims to teach students to listen, understand and adequately perceive the point of view of others, as well as to make decisions, develop independence and confidence in their own abilities.

When summarizing the results, you can offer to create a work based on the pyramid. Line 1 of the pyramid - 1 word (hero name); Line 2 - 2 words (hero description); Line 3 - 3 words (scene description); Line 4 - 4 words (problem description); Line 5 - 5 words (first event); Line 6 - 6 words (sixth event); Line 7 - 7 words (denouement). Such techniques with the help of powerful stimulation of thinking allow to form in applicants of education constructive skills, goal setting, ways and methods of its achievement, a search of the necessary information, satisfaction, and assessment of own result.

Scribbling is storytelling with the help of illustrations. An elementary example of scribbling is the illustrated reproduction of information with chalk on a blackboard (facilitation). So, scribbling is the addition of illustrations to a story, revealing the key content of what is being said (Vitomir, 2019).

The great advantage of this technique is an effective motivator, attracting the attention and concentration on the element of the lesson of the entire target audience. Especially relevant is the use of scribbling at the beginning of the study of a new topic. Graphic material allows you to interest students, to grasp the main and important points of the topic. Good results are also obtained

by doing homework according to this method. For example, creating their own presentation on the topic and then demonstrating it. You can, for example, ask students to try to draw a story on the theme "Life Eternal" by Ivan Franko (Franko, 2020). Or graphically deconstruct poems by Lina Kostenko (Kostenko, 2019). When performing visual illustrations, the teacher should offer students an outline (Volkova, 2017) containing the idea, analysis of the main images for the drawings, supporting visualization elements, scenario, time.

Scribbling is divided into two main groups: video scribbling and presentation scribbling. Types of reproduction scribbling are drawing (drawing by hand), applique (reproduction of a drawing by applique technique), computer (use of computer services and programs, Internet). Among the practical activities, students use scribbling presentations more often. To make the lesson more effective, the teacher uses video scribbling. It helps to activate the learning and cognitive activity, to interest students, to achieve the easier perception of the educational material, to systematize knowledge (Khrykov, 2018).

Lessons in Ukrainian literature require students to constantly read works, to be able to comprehend them, understand the purpose of each work, and sometimes even experience and sympathize with the characters. The teacher, in turn, requires students to analyze what they have read logically. The method of Storytelling, which focuses on oral communication, creativity, and critical thinking, helps them do this.

The term storytelling refers to the technique of presenting information in the form of an interesting story (Khrykov, 2018). This methodology takes on the corresponding functions:

- educational (to form knowledge, skills, and abilities);
- stimulating (allows to inspire, interest students);
- uniting (development of friendly relations);
- utilitarian (cooperation of successful and unsuccessful students);
- influential (allows confidence to form necessary beliefs);
- communicative (effectiveness of unification).

In the lesson, the teacher uses narration in text form, video, audio, photos, and their combinations. The method was applied through the exercise "I am a hero". The students were

asked to choose a hero from a story or read work from the curriculum and prepare a story "I am a hero (character)" according to the appropriate points.

Why does the student associate himself or herself with the chosen hero? How did he or she affect the situation? How might he or she have changed it? What is the significance of the hero of the piece? What would the hero look like in the present and future? Such an exercise helps the teacher immerse students in the time of events, analyze the literary work and its characters, sympathize and criticize, that is, develop not only communicative skills but also emotional intelligence.

For more effective research of the topic of modern game forms of lessons, a comparative analysis of the methods used in the practical part was carried out. The comparison was based on finding and highlighting the main common aspects. It was found that the main common feature of all the methods used is that the students act as "players". This increases the dynamics of the lesson, as so-called scenarios, goals, and rules emerge that require more attention and reaction. The mechanics of the lesson, that is, the appearance of new elements (drawings, charts, diagrams, and tables) are brought to a new level. The most valuable thing is that students have the opportunity to create everything themselves. Equally important are the aesthetic, psychological, and social aspects. Playful experiences contribute to the positive dynamics of the students' mood, understanding of their importance, the interaction of the student with the class and the teacher.

As a practical application of all the studied objects at once (gamification, coaching, storytelling, scribbling) was a lesson of Ukrainian literature on the theme Vasily Symonenko "Do you know that you are human? Universal Values and Ideas" (Symonenko, 2017). The lessons were held based on seventh grades (two groups - A and B).

The first lesson was conducted according to the classical scheme, which includes a topic, a goal, a homework check (oral form of answer), the teacher's narration of new learning material, a check of the consolidated result (question-answer form), and homework (Kostenko, 2019).

In the second lesson, the teaching methods were changed by innovative methods. After announcing the topic and goal, students played the game "Finish the sentence" (an example of

the application of the gamification method). The teacher started with “V. Symonenko was born in...”, “The future poet studied in...”, “The collection published during the poet's lifetime was called...”, and students continued the sentence by answering questions. The tasks were both individual and group. This set the class up for interesting and rich work and gave the students a relaxed mood.

The second step was to set goals for the year. Each desk had a piece of paper on which the students had to add something of their own to certain goals. In the lesson, the teacher took into account the voiced sentences. This technique allowed the students to express their own attitude to the problems raised in the work, to make their own conclusions based on a comparison of literary works.

The teacher was in constant contact with the students while covering the main material, and the story was structured in such a way as to push the listeners forward (Nezhynska, & Tymchenko, 2017).

Group work then took place. The first group performed an ideological and artistic analysis of the poem according to the plan: theme, idea, artistic means of the poem. The second group filled in the table, adding their own words by association. The results were discussed.

To summarize the results, the method “Interview of a journalist” was applied. Several students were chosen for the role of a journalist, who moved freely around the classroom and interviewed classmates. The following questions were asked: “We visited you in class to find out if you like poetry”, “What impression did V. Symonenko's poetry “You know you are human” make on you, “What social credo of the lyrical hero is traced in the poetry? How was it with Symonenko?” (Symonenko, 2017).

Another interesting moment was the stage of selecting epithets to the utterance “Great man”. Children very actively and emotionally discussed this topic with the teacher. The testing of knowledge took place in the format of self-assessment and assessment by students of each other.

Every step of the innovative lesson was carefully thought out in advance. Thus, we investigated that in the first lesson the students did not actively perceive the new material. They were lifeless, confused, and unemotional. Only 10% of the children listened attentively to the teacher.

The second lesson had the opposite result. The students were focused and the teacher, using different methods, constantly kept the students focused and working. The activity was about 100%. The results obtained during the experiment, in general, confirm the theoretical provisions outlined in the literature we reviewed. However, certain refinements were made, primarily concerning the specifics of combining such different approaches as gamification, coaching, scribbling, and storytelling. It was found that these approaches complement each other.

Conclusions

As a result of the study, it was concluded that innovative technologies in the teaching of Ukrainian literature have common features and goals that contribute to the development of students. This gives the prospect of effective learning, aimed at quality results. Analyzing practical research, innovative methods, such as gamification, coaching, scribbling, and storytelling, it turns out that they increase the relationship with the teacher and peers, develop students' creativity, self-improvement, and evaluation skills, increase the productivity of mastering the subject.

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