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Using interactive scribe-presentations when teaching Ukrainian

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Using interactive scribe-presentations when teaching Ukrainian

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Abstract. The article is devoted to the urgent topic of using new modern information technologies in lessons in general and in the Ukrainian language lessons in particular. The authors of the article prove that multimedia presentations have become one of the most popular ways of visual accompaniment in the presentation of theoretical material. In the article the authors analyze the results of the external independent evaluation (EIE) of the Ukrainian language and literature from 2015 to 2018 as well as online testing results of students from the Australian, Canadian and Polish diasporas on the level of Ukrainian language proficiency. According to this analysis it is determined that the level of knowledge on this subject deteriorates every year. Relying on these statistics, scientists have proved the need to improve the quality of knowledge using multimedia presentations, which provide more effective perception of educational information by helping students to visualize it. The researchers have proved the effectiveness of using the PowToon service in teaching philological disciplines in the educational process. This article is a practical step-by-step assistant for teachers and academic staff in creating a scribe-presentation. The authors have analyzed in detail the peculiarities of the methodological approaches that are worth using for effective implementation of PowToon and PowerPoint in the educational process (competence (the ability to actualize available knowledge, skills, experience to solve the difficult tasks in professional activities), systemic (forms the relationship in the study of philology disciplines, systematizes and structures complex information, using them in teaching), informative (use of information and communication technologies in the study of philology disciplines). The effectiveness of using online (PowToon) and offline (PowerPoint) services to create multimedia presentations has been compared. The key stages of the scribe and the advantages of the scribe-presentation have been considered. Taking into account that information is absorbed and reproduced better when it is visualized, that is, through visual perception, therefore, it is proved that use of PowToon service is accompanied by positive emotions and high indicators in the students' learning outcomes. It is confirmed by a reflection questionnaire at the end of the lesson. The questionnaire consists of five questions and is evaluated on a 10-point scale. After analyzing the responses to the questionnaire the authors have come to the conclusion that the use of the script-presentations has a better influence on the perception of new visual information; increases the motivation for learning, interest in a subject that prompts subjects of the educational process to develop their creative projects and use their knowledge in everyday life; saves teachers' time while preparing for a lesson; inspires teachers and academic staff to give unusual lessons and provide new interesting teaching ideas, as well as create integrated lessons.

1. Introduction

1.1. Problem statement

In the connection with the global technical process, particularly the constant use of smartphones, laptops, tablets in everyday life, the enthusiasm and interest in paper editions and their use in the process of education decrease. As a result, literacy, the ability to formulate and express thoughts correctly has been declining since school years.

Later on, each student has to pass an external independent evaluation (EIE), the results of which influence on admission to higher educational institutions.

Having analysed the level of the results of EIE on the Ukrainian language and literature, we can conclude that each year more and more students do not gain the minimum number of points to participate in the competition for the future profession. So, in 2015, the percentage of participants who did not score the lowest passing score was 8.4 %, in 2016 – 9%, in 2017 – 7.55 %, in 2018 – 14.5%, and in 2019 it increased to 16 % (see figure 1) [25].
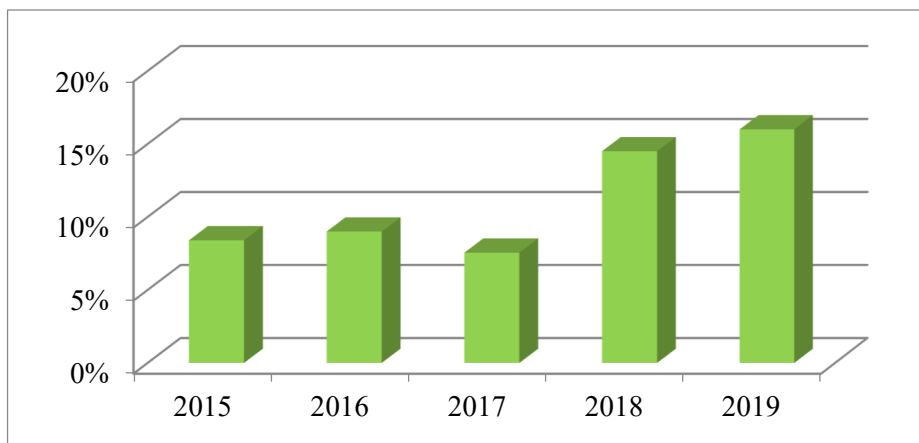

Figure 1. Percentage of participants who have not crossed the limit "pass / fail" on the subject the Ukrainian language and literature.

Moreover, 276 students in the Australian, Canadian and Polish diasporas took online tests on their level of proficiency in the Ukrainian language (see figure 2).
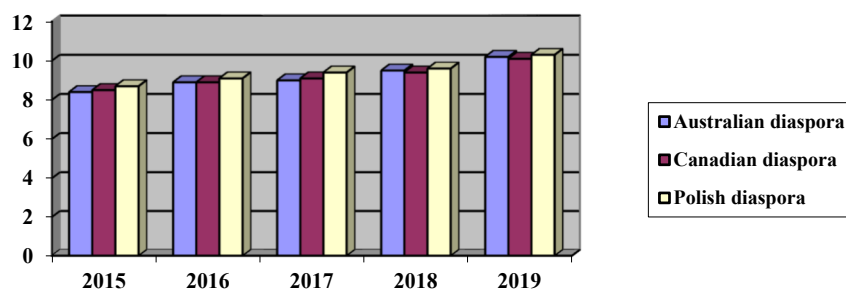

Figure 2. Percentage of students in Australian, Canadian and Polish diasporas who have not scored a minimum on the test.

The testing was conducted from 2015 to 2019 and included checking the level of knowledge in spelling, phonetics, vocabulary, morphology, etc. As the diagram shows, the percentage of students who did not score the minimum number of points increases every year. Subject teachers admit that students'

interest in learning has recently decreased, it is difficult to stimulate them to study and to acquire new theoretical knowledge.

Consequently, teachers and academic staff should use more ideas to motivate their students to study their subjects and stimulate their own level of knowledge. That's why it is necessary to create such activities and lessons that will encourage children to study the subject in depth. These activities can include lessons in the format of trips, quests, excursions, conferences, researches, disputes, etc. While carrying out such lessons it is necessary to apply technologies to visualize educational materials. Such classes can have various aims: from presenting new information to checking knowledge or revision. Smartboards, tablets, smartphones and other modern technologies are worth using to visualize information during the classes [19].

The rapid development of information technologies is a priority direction of the state policy of the developed countries. Computer communications, along with modern learning technologies, can significantly influence on the formation of a new content of education and the modification of organizational forms and teaching methods. Nowadays new educational technologies and modern conditions for the social development require significant changes in the training future teachers as specialists in pedagogical area, raising the requirements for the quality of the educational process can be observed, which certainly influences on the formation of professional training and students' information competence.

The solution of the problem of forming the information competence of the future teacher, his/her readiness for work on the grounds of a deep understanding of modern pedagogical, informational and communication technologies is of absolute practical significance [22]. The creation of alternative type schools, the recognition of the right of every school to have their own unique image and work on authorial programs, require teachers with innovative thinking capable of consciously assuming responsibility for themselves constantly developing personalities and the responsibility for the development of the school as a system, which needs improvement too.

To work more effectively during the lesson the teacher and academic staff needs not only to present the new material, but also to visualize it in an unusual format in order to attract the attention of each student, i.e., to use new educational technologies, for example scribe-presentations. Thus, nowadays taking into account all the aforementioned promising directions we consider it topical to study scribe-technologies to visualize educational material and consequently increase the quality of knowledge and raise the interest in the educational process.

The **purpose of the article** is to analyse the expediency of using PowToon and PowerPoint services while teaching philological disciplines, to consider the peculiarities of their use on the example of the Ukrainian lessons in the 6th form and to prove the topicality of using scribe-presentations.

1.2. Analysis of recent research and publications
Today, high-quality teaching of disciplines is very important in our lives as availability of new educational technologies calls for changing the quality and content of the educational material. The use of the tools and opportunities provided by computer technologies and the Internet helps to achieve high goals.

The problems of using ICT in the educational process and the use of information visualization services in teaching philological disciplines have been researched by Andrii I. Abdula [1], Sara Abou Afach [2], Olga V. Bondarenko [3], Siti Cholifah Fimbriani [6], Olha V. Chorna [4], Elena H. Fedorenko [5], Beth Fuchs [7], Halyna I. Ivanova [8], Yuliya M. Kazhan [9], Alla A. Kharkivska [10], Arnold E. Kiv [12], Olha V. Korotun [13], Svetlana I. Kovpik [14], Tetiana H. Kramarenko [15], Olena O. Lavrentieva [16], Ffion Lindsay [17], Pavlo V. Merzlykin [18], Iryna S. Mintii [20], Yevhenii O. Modlo [21], Pavlo P. Nechypurenko [23], Kateryna P. Osadcha [24], Victoria V. Pererva [26], Halyna F. Ponomarova [11], Natalya V. Rashevska [27], Nina Sarkar [28], Serhiy O. Semerikov [29], Vladimir N. Soloviev [30], Rostyslav O. Tarasenko [31], Viktoriia V. Tkachuk [32], Anastasiia V. Tokarieva [33], Viktoriia O. Ustinova [34], Tetiana A. Vakaliuk [35], Inna V. Vidiborenko [36], Kateryna V. Vlasenko [37], Maryna M. Volikova [38], Tracy Weber [39], Snizhana O. Zelinska [40] and others.

In the research "Using Rowtoon and Rrezi Online Services in History Lessons" Vidiborenko uses a variety of online services for the modern information presentation in history lessons [36].

According to Abou Afach, Kiwan and Semaan, the usage of technology in education, including video presentation tools, helps students to be more motivated, to feel comfortable in the classroom, and read clearer concepts. Today, the growth of technology is inevitable, and it plays a major role in education. Its impact includes a creative learning environment that gives teachers more control over their learning choices, thus improving learning outcomes [2].

Sarkar, Ford and Manzo believe that the application of technological tools to involve students into school classes and out-of-school activities promotes better information perception [28].

Fimbriani proves that implementing scribe-presentations (video presentations) had a positive influence on improving the quality of writing. Students' grades were gradually getting higher. In general, students were more interested in the information presented with PowToon and were more active in class [6].

In the context of our research Fuchs' work is worth mentioning as it indicates that PowToon as a free resource for animated presentations was used to create "an animated" story similar to a cartoon in order to emphasize students' learning outcomes [7].

Weber claims that it is possible to use PowToon in any subject. It can be applied during English lessons to dramatize Romeo and Juliette from students' point of view; in a Culture lesson to demonstrate how to fix an engine or how fertilize the crops/plans correctly, and even during Industrial Art lessons in order to demonstrate welding methods [39].

Thus, after analysing the results of the external independent evaluation, scientific researches of the leading scientists, methodological, scientific and pedagogical literature, we have not found any methodological tutorials, recommendations, guidelines, which reveal the expediency of using scribe-presentations to visualize educational material with the help of the service PowToon. It accounts for the relevance of this research.

2. Theoretical basis of the study

The research is based on the following approaches: competence (the ability to refresh available knowledge, skills, experience to solve the difficult tasks in professional activities), systemic (forms the relationship in the study of philology disciplines, systematizes and structures complex information, its usage in teaching), information (use of information and communication technologies during philology disciplines studying).

In the epoch of ICT multimedia presentations created in PowerPoint, Prezi, GoAnimate, PowToon and others are often used for visualization. Let's take a closer look at the most popular PowerPoint presentations and lesser-known online services for creating a PowToon scribe-presentation.

PowerPoint is a Microsoft Office application, it is intended to accompany a report where the material is displayed in the form of charts, diagrams and graphic objects that can be displayed as slides through an interactive whiteboard or other device. This support is called a presentation.

PowToon is a cloud service designed to create scribe-presentations. That is, creating animated presentations using ready-made templates to visualize the report. Ready works can be uploaded to YouTube. The continuous development of the information support system in connection with technical support ensures high quality of the educational process. Thanks to this service you can also improve knowledge of English.

In order to create a scribe-presentation for a philology lesson, we used the PowToon service for the topic "Nouns as the Notional Part of Speech", subject "Ukrainian language" for the 6th form of secondary educational institution.

At first, you need to login to https://www.powtoon.com and sign up for this service. To do this, you will be offered several options (see figures 3 and 4). One of the options is to enter your own data or sign up with the help of social services.

Next, you will be redirected to PowToon homepage, where you will be prompted to select a blank slide or one of the templates to create your own presentation (see figure 5). A blank template can be

used if you are familiar with ICT. With a readymade template it's easier to work, even if you do not know how to work with your computer at all or you are bad at it.
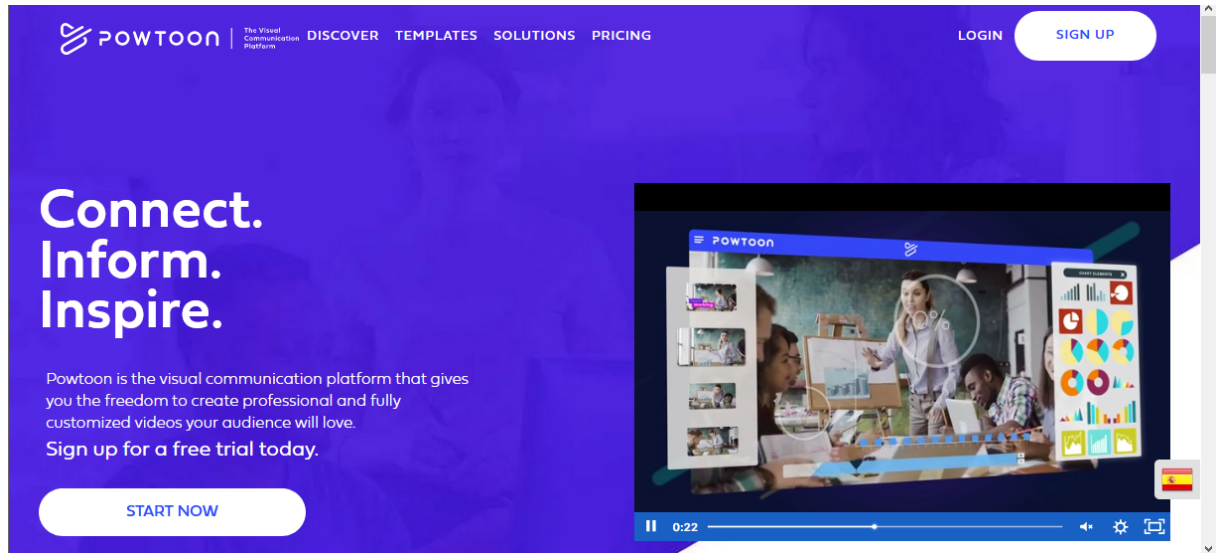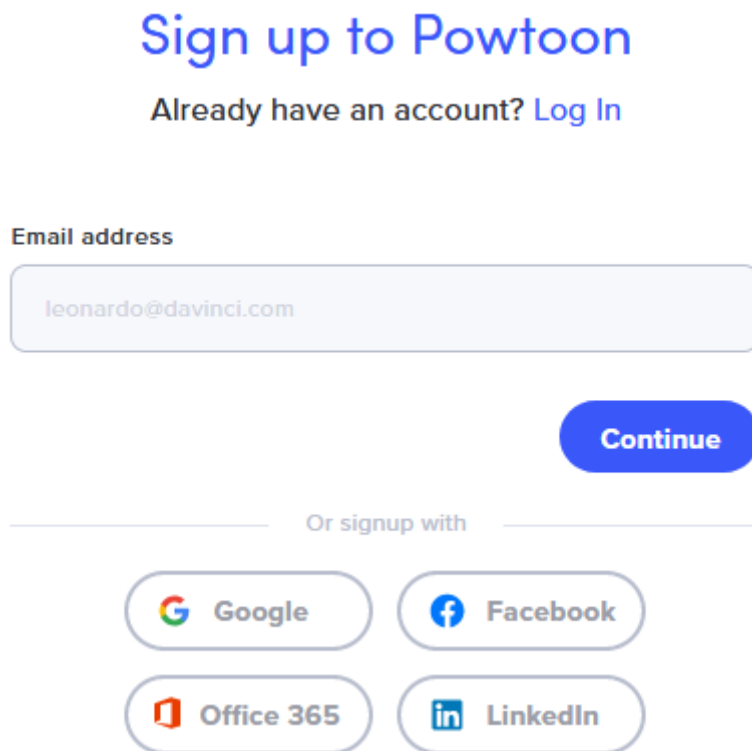

Figure 3. PowToon homepage.

Fig. 4. Site registration page.

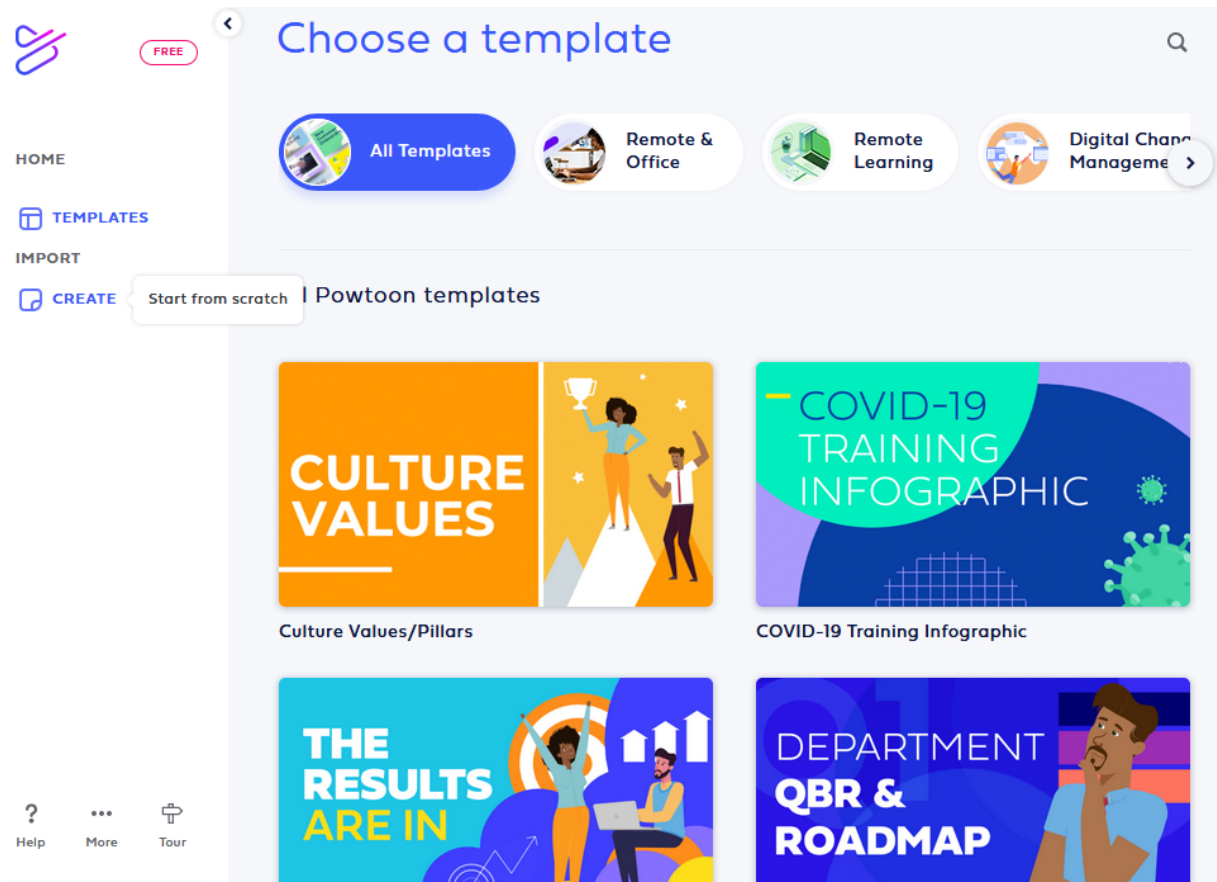We have chosen a ready-made template for our lesson. Next, we will adjust it to our topic (see figure 6).
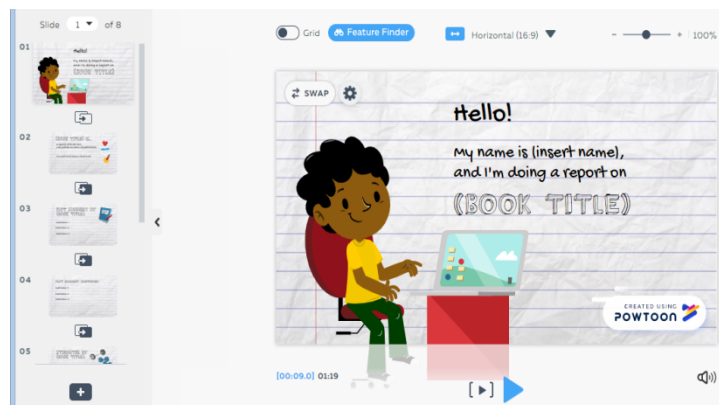
Figure 5. The page to select a template.

Figure 6. A ready-made template chosen.

Another important point is that you will first need to switch from edit mode to create mode. To do this, click on the Edit Mode button, and then select Create Mode. After that, you will see additional options on the right side for editing your presentation. With this additional menu you can change the scene that is to change one slide to another ready-made one (see figure 7).

Next you can change, choose a new one, simply choose a colour, or download your presentation background. Since we have already chosen a template, we leave it (see figure 8).

The next step is to work with the text, particularly how to create or edit it. To do this, you will be prompted to add Title, Subtitle or Body Text, or use ready-made templates for the text in the Text Tab (see figure 9).
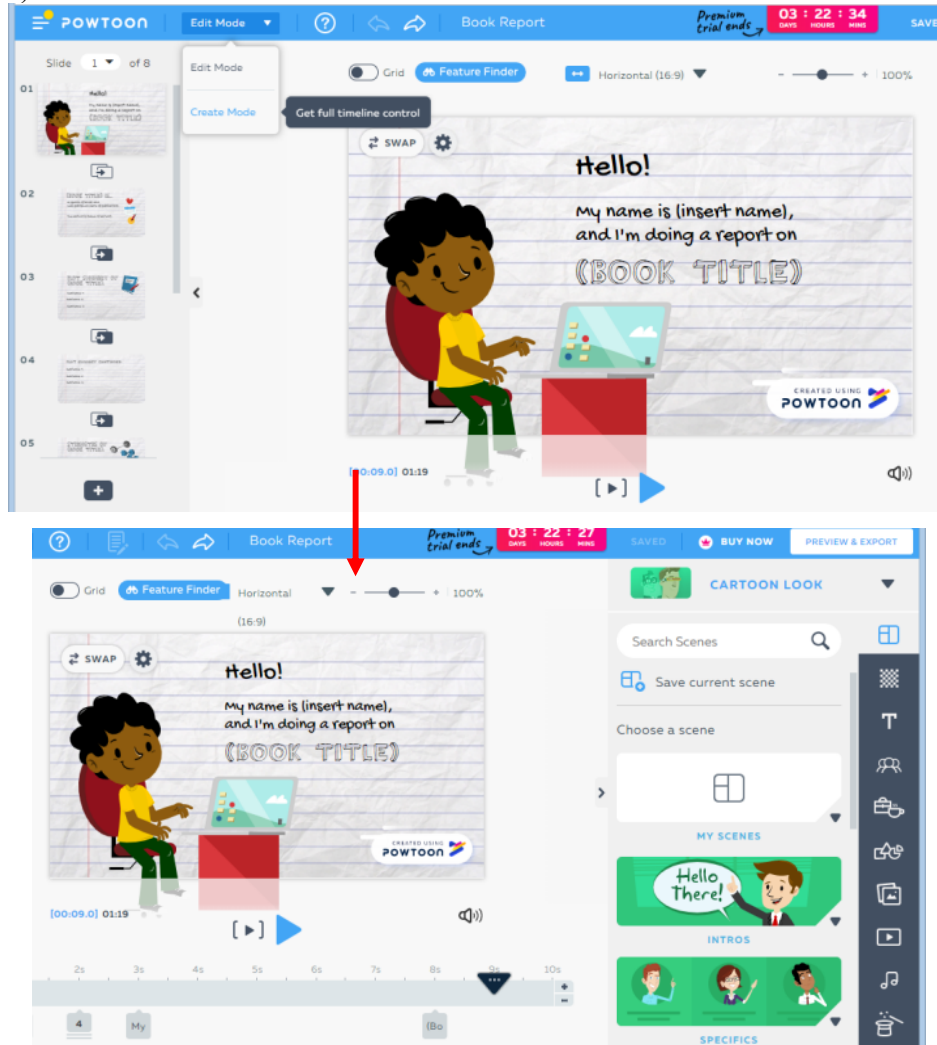

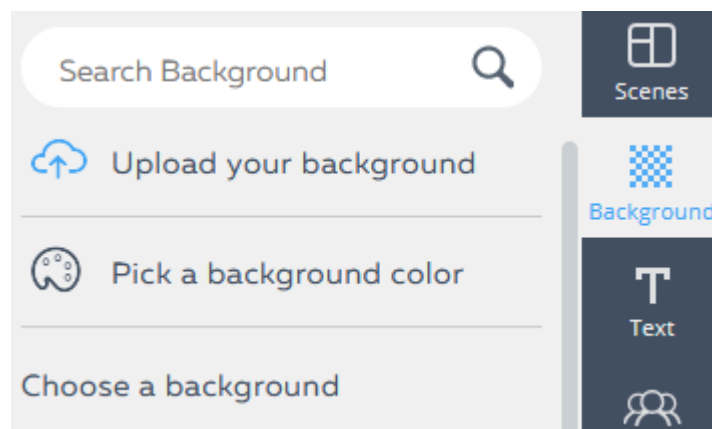**Figure 7.** Switch from editing mode to creation mode.

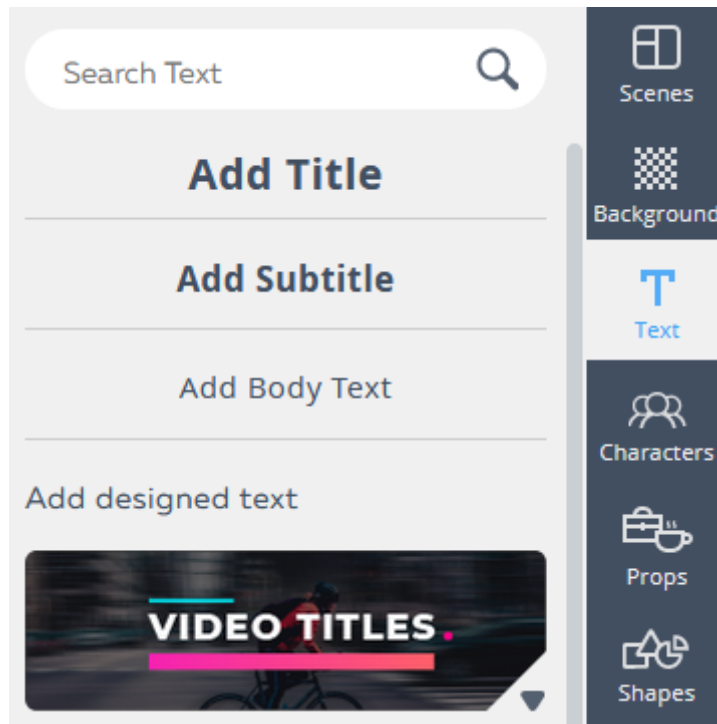**Figure 8.** Select the background of the presentation.

Figure 9. Button for creating or editing text.

In our case, we don't need the text "*My name is (insert name), and I'm doing a report on ...*", so it's deleted and we write our own. To do this, you must first click on the figure with the text so that it is encircled with a dashed line and press the Delete button or right-click on the selected text and find the Delete (see figure 10).
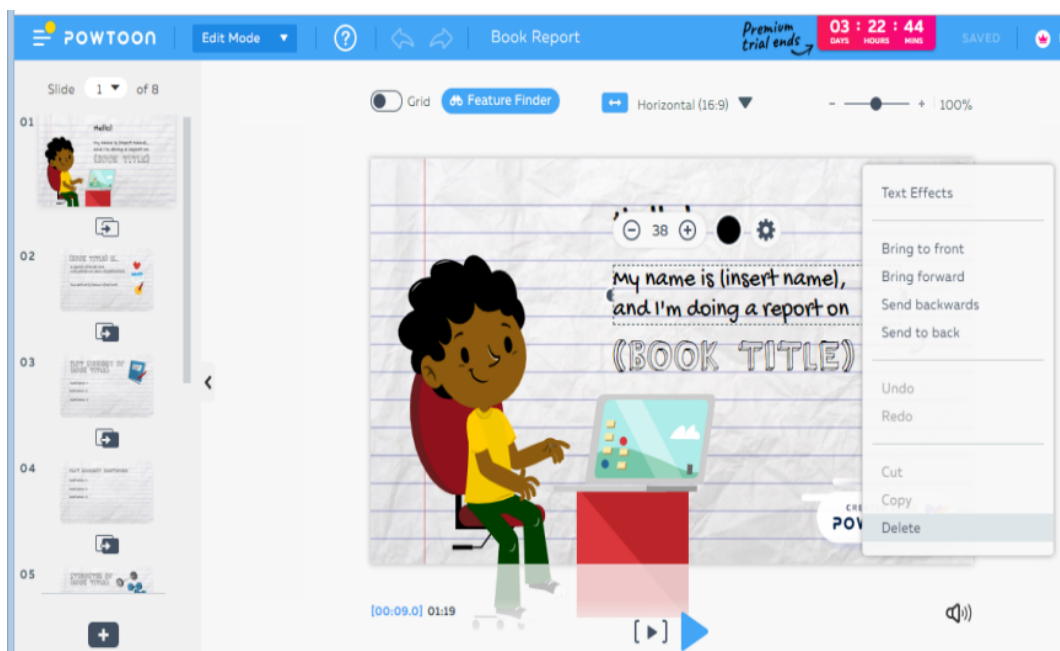

Figure 10. Deleting the text.

To write a new text, we chose a Text Cloud from the Text Elements as if our hero was expressing his/her thoughts (see figure 11).
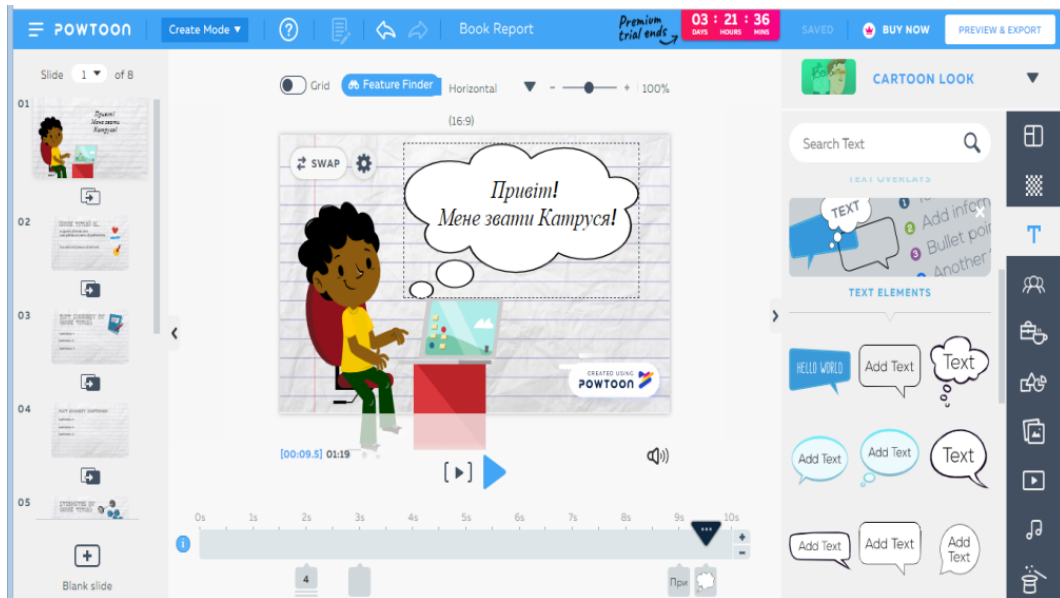

Figure 11. Selecting the text design.

If you click on the text in the cloud, a dialog box will appear to change the font, colour and size. If

you want to change the colour of the font, click the circle with title Colour   and the colour palette opens. In order to save the selected colour, you need to click on a circle with a plus, as shown in the figure below (see figure 12). After that, the selected colour will be saved at the bottom of the tab to find it sooner.
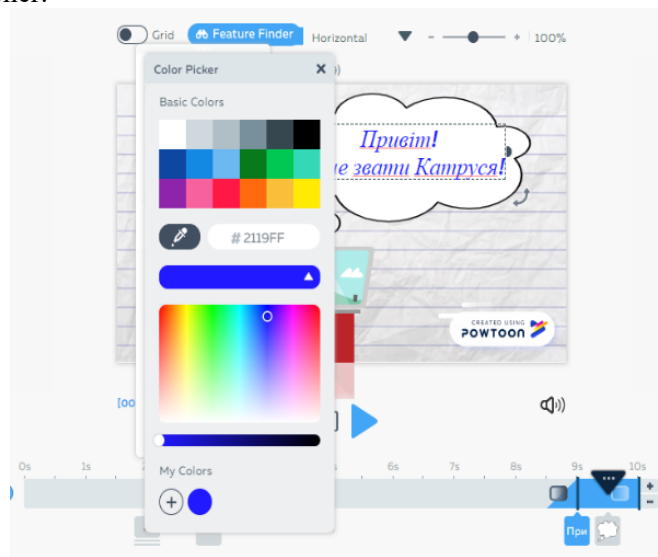

Figure 12. Fixing the selected colour.

Next, if you click on the Settings button , you will have another dialog box for editing text, where you can choose the style of writing, landmark, text transparency, and the most interesting how the text will be reproduced on the slide. To do this, select Effects in the dialog box and you will be prompted to select the effect of the text output (see figure 13).
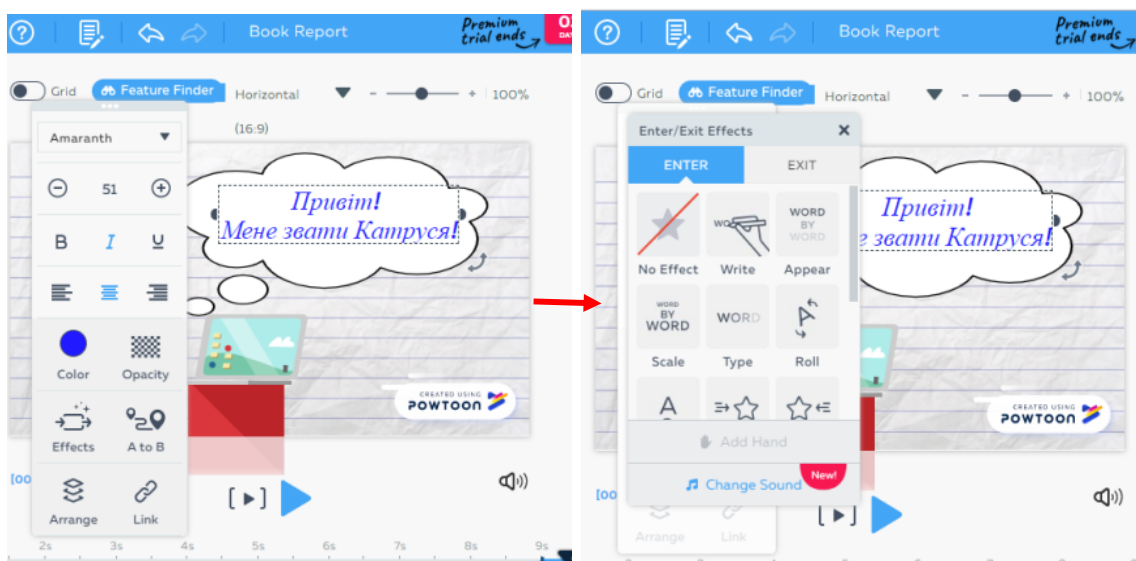

Figure 13. Selecting the effect for text output.

Next we'll need to change the character. This can be done using the tab with different categories, which is located on the right side of the page (see figure 14). Or, as in our case, click on a character and a menu will appear above it (see figure 15).

You can also change the body position and the character's emotions using the additional menu. For example, if on the first slide, the girl greets us, waving her hand, on the next we can choose her being happy or having some good idea, or she' can be upset, or thoughtful, etc. (see figure 16).

One of the main points is the Time Scale. With the help of it, we choose how long one object should act on the slide and the sequence according to which everything will happen (see figure 17). If you added a new object and it is not where it was planned, it can easily be moved from one scale point to another, you only need to select the desired object with the left mouse button and drag it to the right place, without releasing the button.

Next, if there is not enough time on the slide to demonstrate all the information or there is some spare time, you can prolong or shorten it with the help of the additional buttons that are at the end of the time scale (see figure 18).

After you put everything on the slide you can see how a complete picture everything looks. This can be done with the help of two buttons that are above the time scale. Using the triangle, in grey brackets, you can view the entire slide, and the blue triangle will give you the opportunity to view any part on the slide (see figure 19).

The next step is to switch to another slide. It can also be very interesting and exciting, which will attract students' attention. To do this, on the left side of the screen, you see a list of slides and there is a small button between them, which allows you to change the transition from slide to slide. When you click on it, a dialog box opens to work with the transitions (see figure 20).
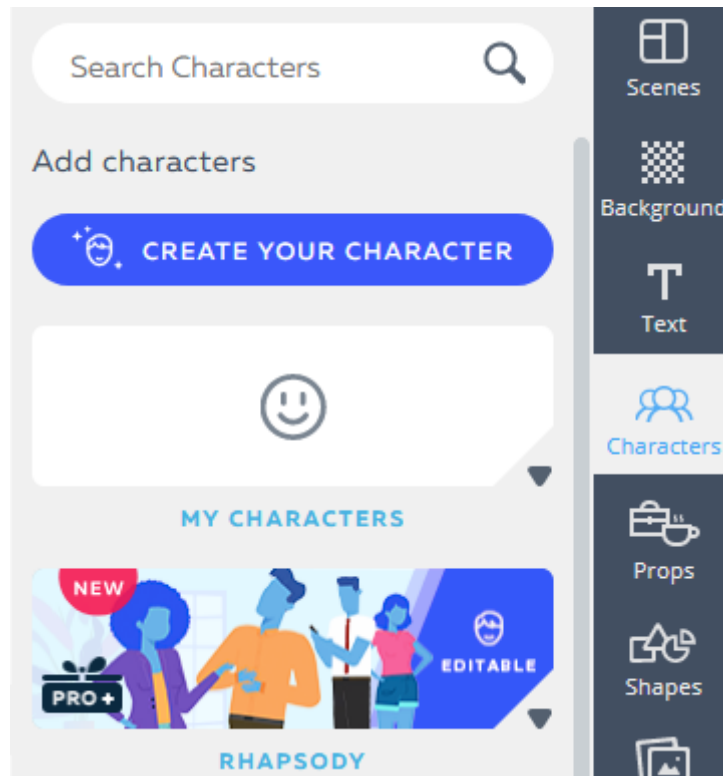
Figure 14. Changing the character using the additional menu on the right.
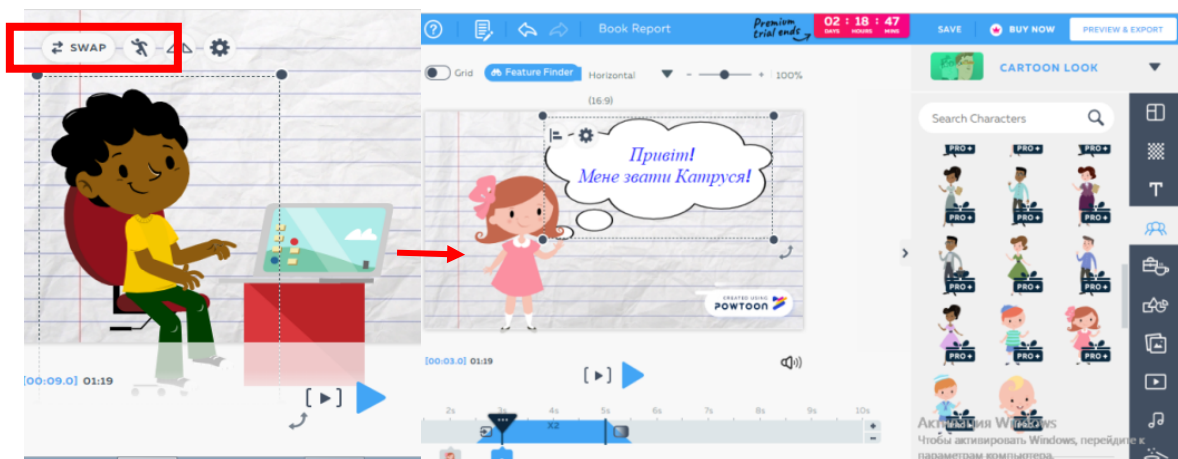

Figure 15. Swap Character menu.

Additionally, to create a bright and exciting presentation, you can use the standard props and shapes that are in the tab on the right. There are many categories in which there are animated and non-animated objects (see figures 21 and 22).

You can also add standard pictures or upload your own. To do this, you need to click on the image icon on the tab on the right and click + Add image (see figure 23). Then a dialog box appears asking you to upload a new image from your computer or from any other service. And then it will appear on your slide (see figure 24).
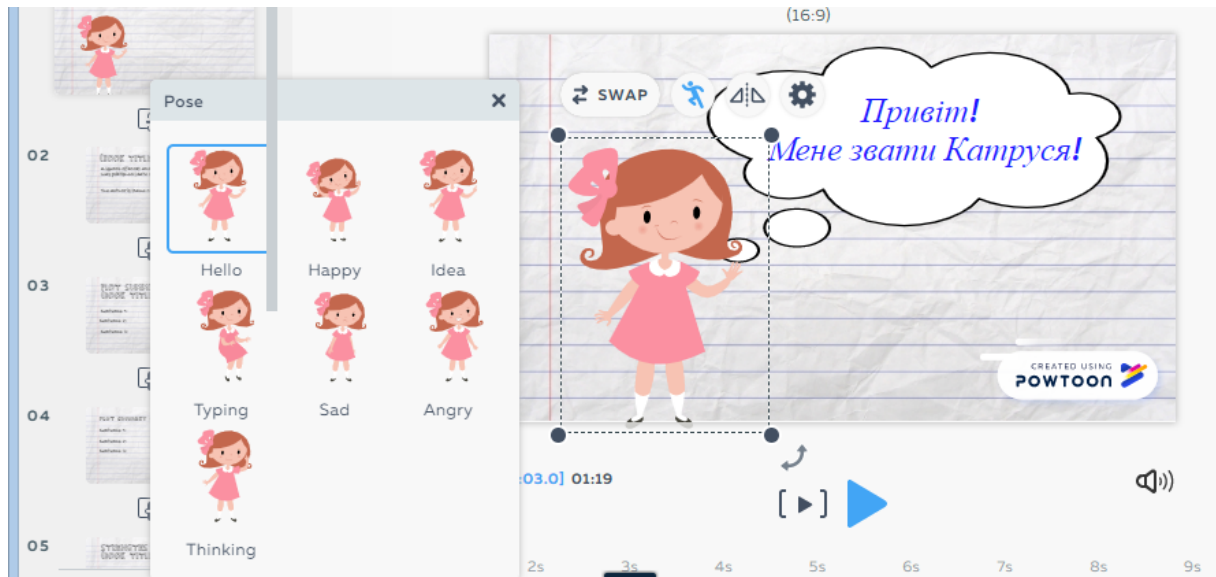
Figure 16. Menu for changing body position.

Figure 17. Time Scale.
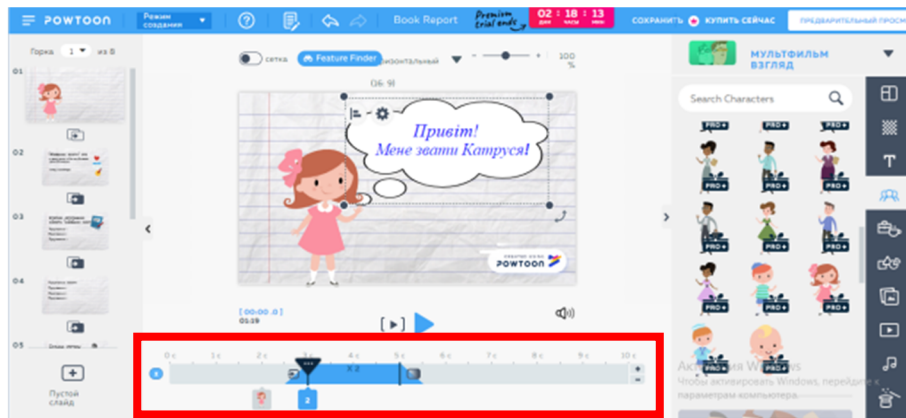

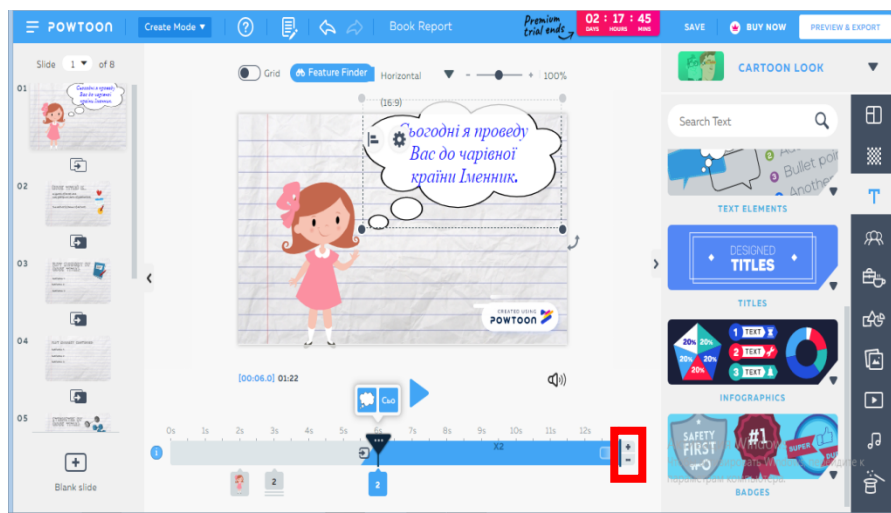**Figure 18.** Buttons to prolong or shorten the time on the slide.

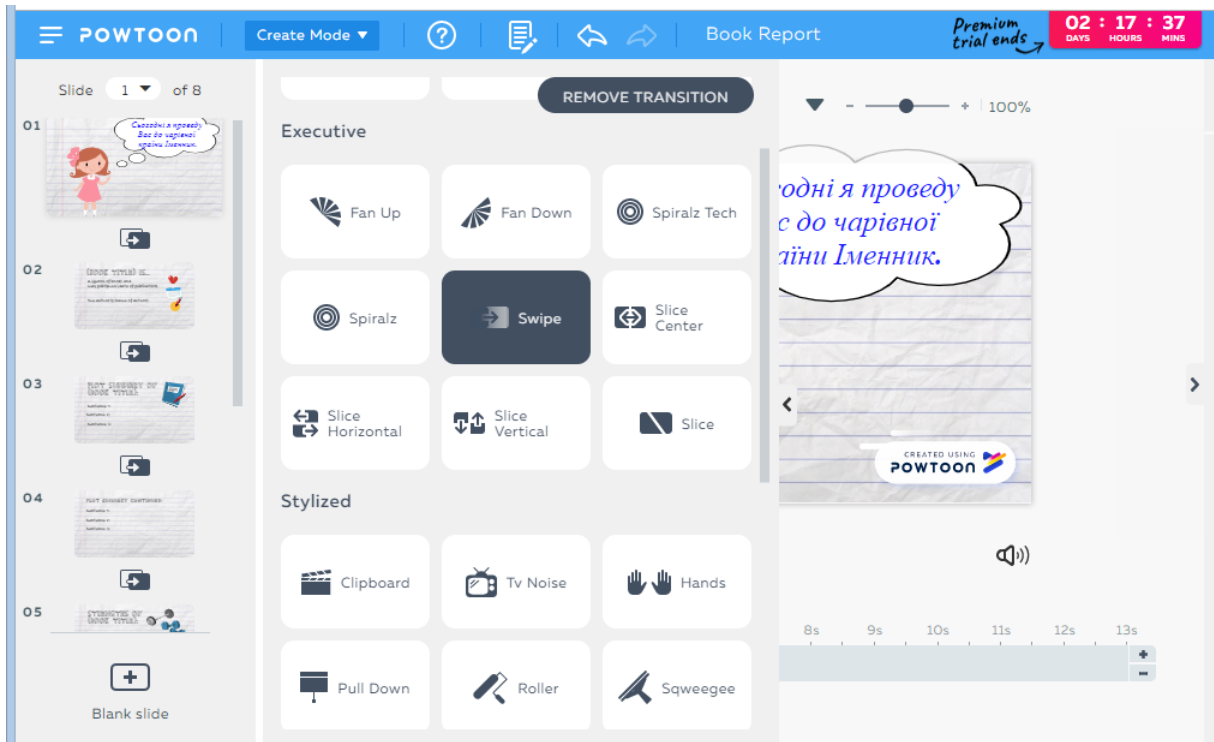**Figure 19.** Buttons for viewing a slide or a part of it.

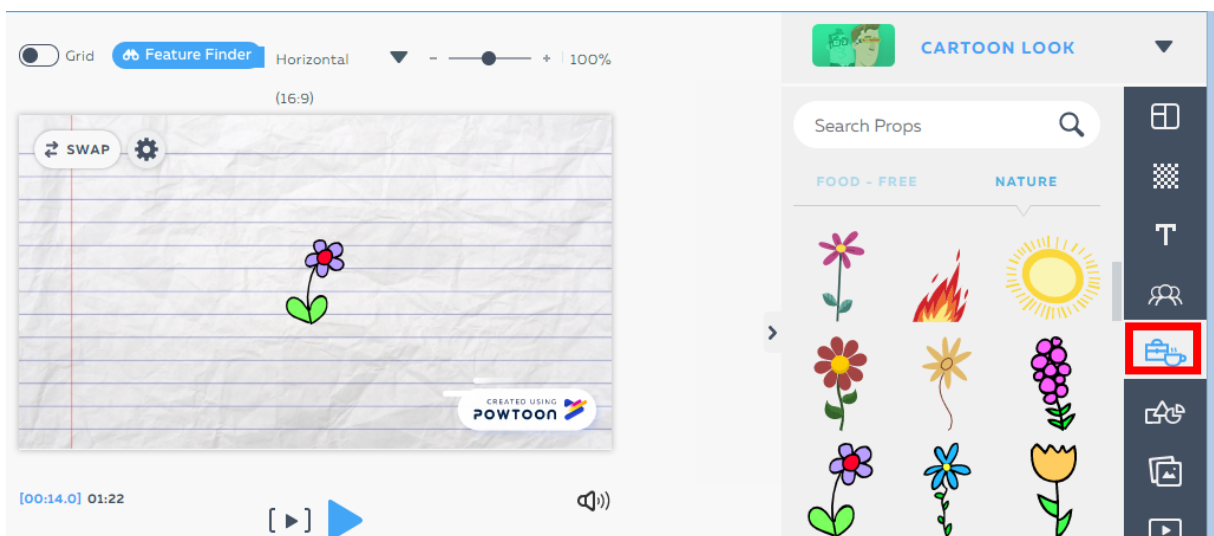**Figure 20.** Examples of transitions between slides.
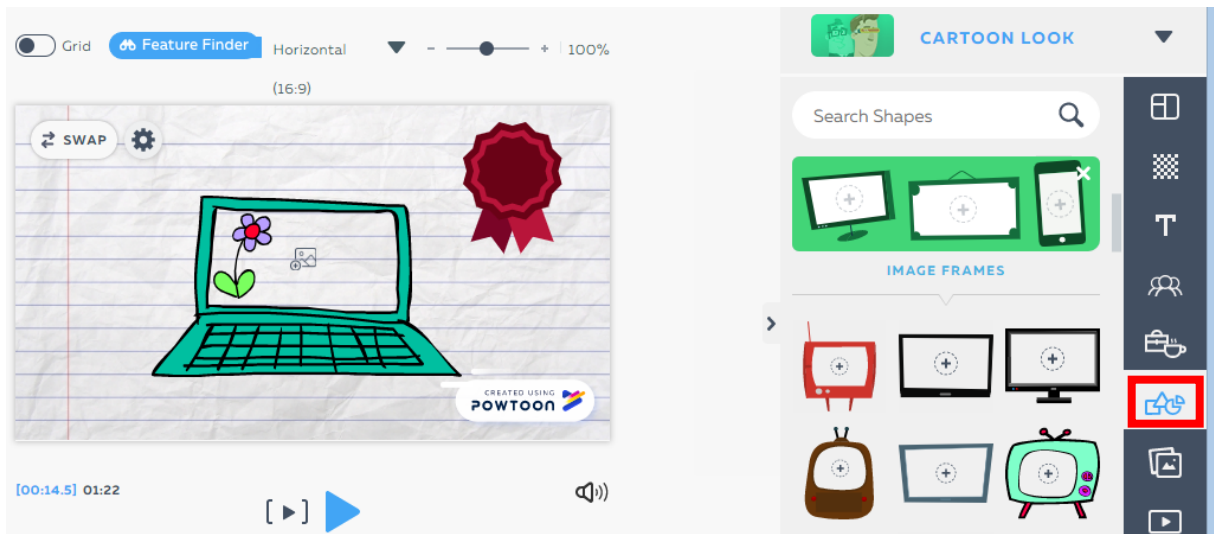

Figure 21. Examples of props.

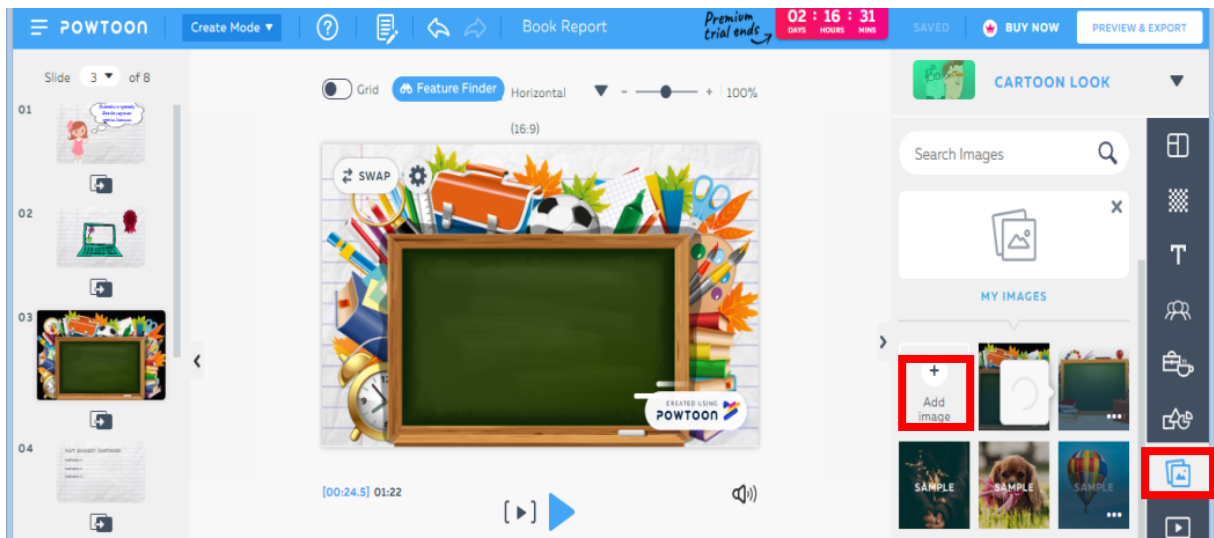**Figure 22.** Examples of shapes.
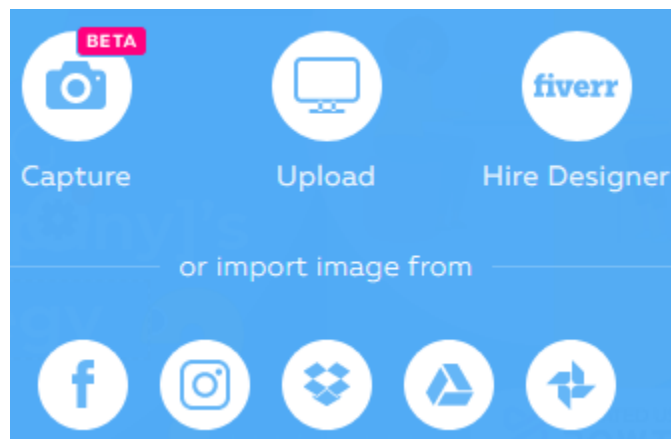

Figure 23. Uploading your own picture.

Figure 24. Dialog Box to choose the source for uploading the picture.

Another effective element of presenting information is the addition of a video. You can also choose from here or upload your own. We used the Video Tale about the Noun, which was also created in PowToon and uploaded it to our presentation. In our case, all the video did not fit on one slide, so the program split into several slides automatically (see figure 25).
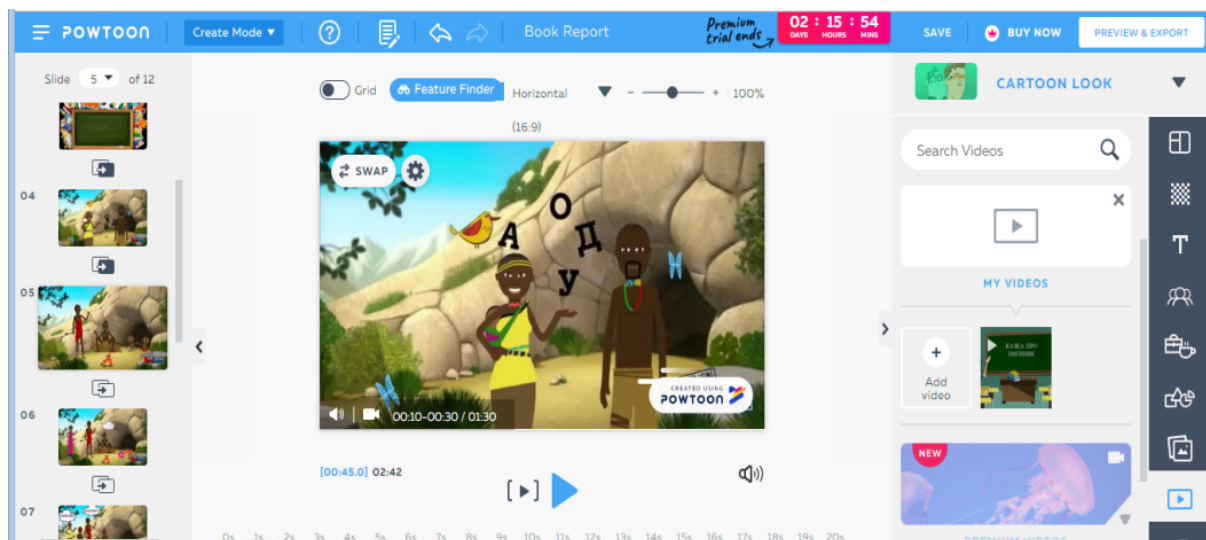

Figure 25. A fragment of the video tale about the Noun.

And at the end, to give the presentation a brighter impression, you can add music and special effects (see figure 26).

After you have created the presentation, you can download it. To do this, click the Preview & Export button and you will see a window for previewing and saving the presentation. There will also be two options either as a slideshow or a video. Then you should press Export and you will be asked what way you want to save it (see figure 27).

3. Results of the study

On the grounds of the developed presentations, lessons were conducted in two groups of 6th form. The first group, consisting of 18 students, learned with the presentation created in PowToon, and the second group, consisting of 17 students, worked with PowerPoint. The experiment identified the effectiveness of PowToon and PowerPoint services their influence on information perception by the students. During the lessons, the group working with the PowToon presentation appeared to be more active and interested. It was explained by original template and attractive design of the presentation. Unlike PowerPoint, where the presentation looks more business-like, PowToon is complemented by animated characters, ready-made vivid patterns, a variety of ideas and special effects to create a spectacular presentation. The animations help the teacher and academic staff to interest the students in studying the material and focus their attention on the educational process.

At the end of the lesson, a reflection questionnaire was conducted in each of the groups. It included five questions asking students to express their opinion using a 10-point scale. The first question 'Have you been interested in acquiring new material?' got 88% of positive answers in the first group and 82% in the second one. The question 'How comfortable emotionally did you feel at class?' the maximum points were given by 83% and 76% respectively. 88% and 65% of students awarded 10 points to the question 'Have all the new rules and practical tasks been clear to you?'. The next questions 'Have you been excited by presenting the material in this way?' and 'Would you like to have such lessons as often as possible?' were positively answered by 95% and 88%, 95% and 88% respectively (see table 1)
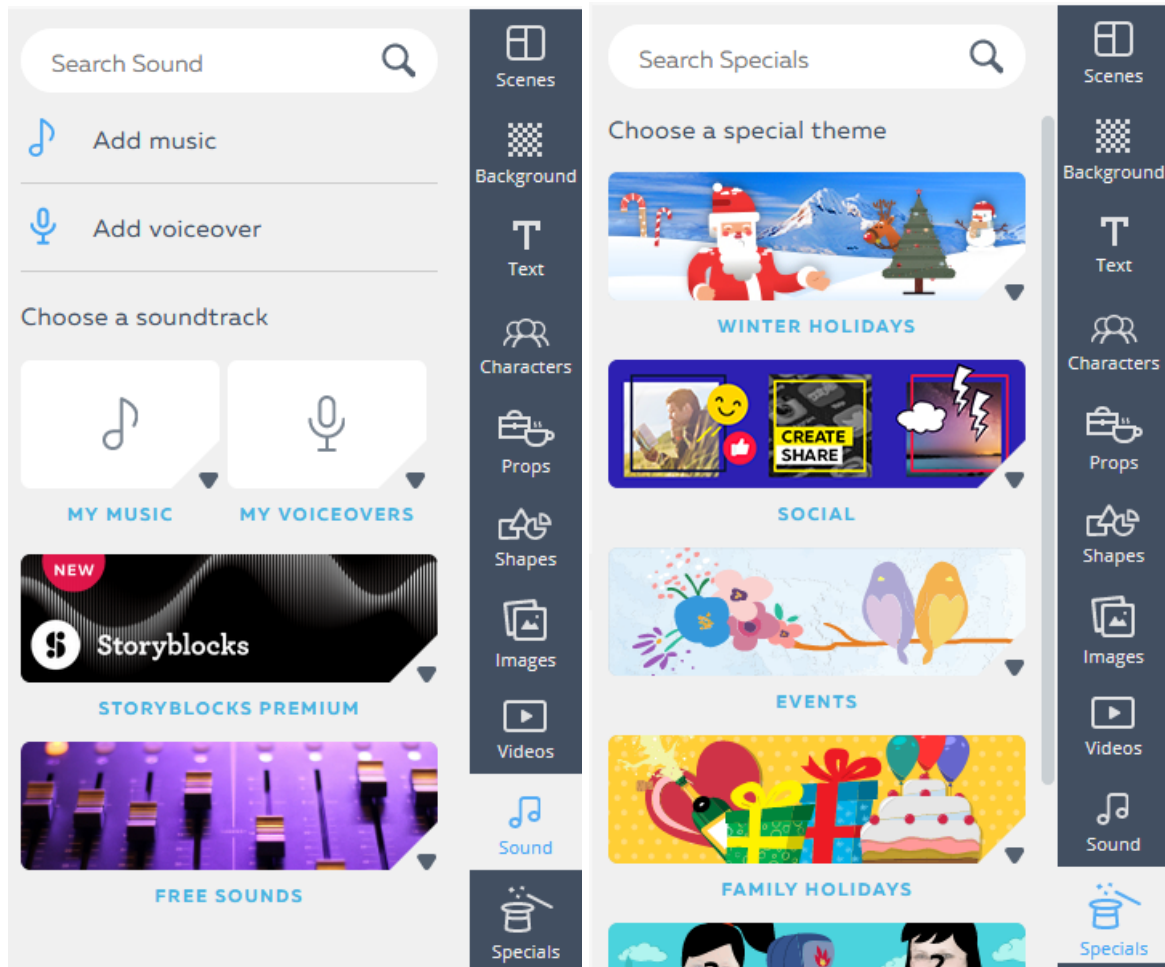
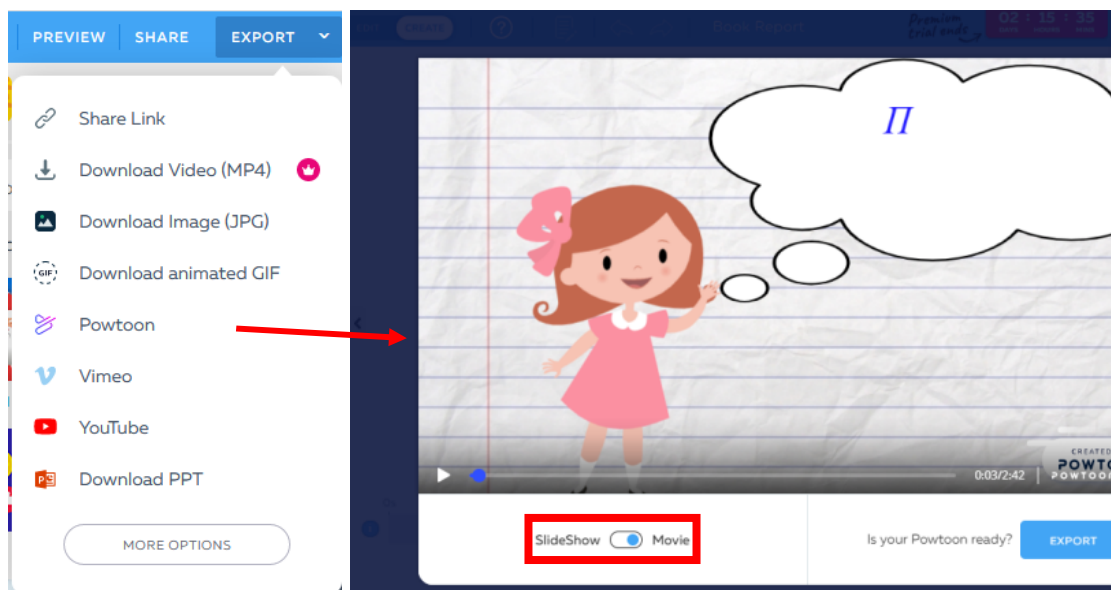**Figure 26.** Buttons for uploading music and special effects.

Figure 27. Steps and ways for saving the scribe-presentation.

Table 1. Student's answers.

Questions	The first group (18 students)		The second group (17 students)	
	students	%	students	%
Have you been interested in acquiring new material?	16	88	14	82
How comfortable emotionally did you feel at class?	15	83	13	76
Have all the new rules and practical tasks been clear to you?	16	88	11	65
Have you been excited by presenting the material in this way?	17	95	15	88
Would you like to have such lessons as often as possible?	17	95	15	88

The results of this questionnaire are presented in the diagram below (see figure 28).
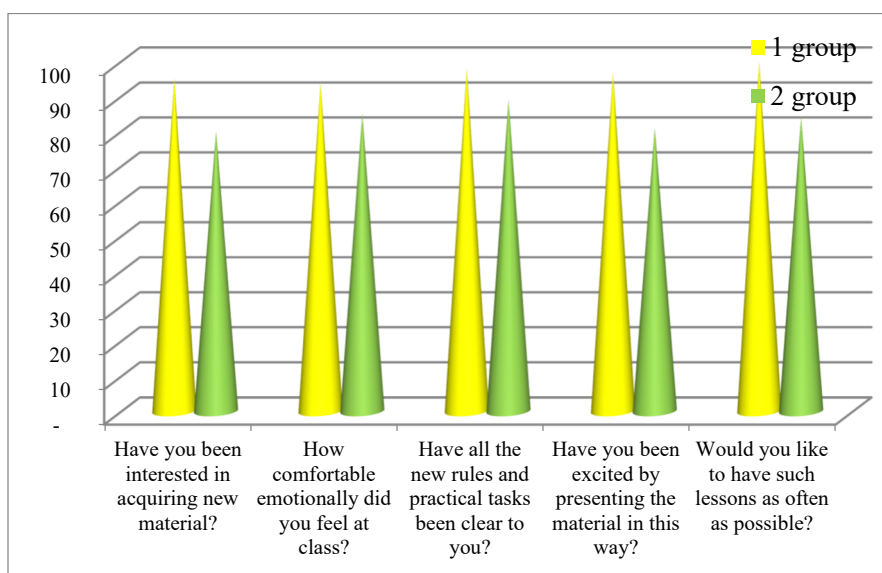

Figure 28. Comparative diagram of the reflection questionnaire of two groups.

The pedagogical experiment also involved 95 students. The experimental group consisted of 44 participants and the control group of 55 participants. During their pedagogical practice the students of the experimental group used the presentations developed in PowToon while the students of the control group used PowerPoint.

Prior to the pedagogical practice we hypothesized that the quality of learning and pupils' interest in the Ukrainian language and literature would significantly increase if to apply competence, system, information and methodological approaches and to provide visualization of the educational material.

We also determined the criteria to assess the level of professional competence of future teachers - information-cognitive (involves the quality of presentation and information acquisition (information competence), personal-motivational (to determine the level of students' abilities to learn ways, techniques, methods aimed at the formation of interest to teaching a particular subject).

Therefore, we made one more assumption that the material presented with the help of PowToon service would appeal to pupils more that the usage of the ordinary PowerPoint presentations.

To evaluate the probability of the results obtained during the experimental work, not percentage but quantitative data were used (table 2). The hypothesis of the research was tested with the Pearson T-criterion: $T = 11,3 > T_{crit} = 9,21$ ($\alpha = 0,01$, $\nu = 2$).

Table 2. Complex evaluation of the effectiveness of using PowToon and PowerPoint in the educational process (comparative analysis).

Level of formation	Experimental group (E1) (44)		Control group (C1) (51)	
	Initial data	Control check	Initial data	Control check
High	10	25	12	14
Medium	28	17	33	33
Low	6	2	6	5

Thus, having analyzed the obtained data, we can conclude that the use of both services contributes to the visualization of the educational process. However, the pupils while studying the Ukrainian language and literature as well as the students while getting ready for classes appeared to be more interested in PowToon service, because its use promotes creativity, imagination, spatial and critical thinking, encourages participants of the educational process to search for new ways to solve the problems they faced, etc.

4. Conclusions and perspectives for further studies

Summarizing all of the abovementioned and taking into account our own experience of work, it is proved that application of scribing technologies (scribe-presentations) provides for the visualization of the educational material and as a result pupils perceive information better as it is directed to different channels. Presented visual training material increases the quality of knowledge, raises students' cognitive activity, their interest in the educational process, promotes compehensive development, creative approach in learning, critical thinking, creativity, etc.

The hypothesis of the research was proved by the conducted pedagogical experiment. Namely, the use of scribe-presentation as a kind of visual presentation is better suited for training, idea presentations, project creation and ensures higher quality of learning.

In our opinion, the advantages of scribing are: efficiency – having spent less time on preparation, it is possible to explain the material perfectly and convey the idea originally in a more accessible form; creativity in theoretical material visualization; transformability – complex information becomes more comprehensible with the help of scribe; interconnection – communication with the audience throughout the lesson, etc.

The use of scribe-presentations helps to memorize educational material more effectively, it promotes creativity, and also corresponds to the principles of comprehensive learning. Application of scribe technologies in the Ukrainian language lessons often triggers positive emotions, love for the motherland, respect for the achievements of the Ukrainian people and the language characteristics of the students, as well as contributes to raising the quality of knowledge and motivates to learning.

The promising area of further researches is a wider range of PowToon application, as well as the expedient use of other modern scribe-presentations in the Ukrainian language lessons, different projects, in order to increase students' motivation to learn the Ukrainian language.

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