

Use digital technologies and innovative methods to improve reading skills for higher education students

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The article focuses on the issue of enabling and enhancing students' reading skills using innovative methods and digital technologies. The article explores how modern technologies can stimulate and improve reading, contributing to the active involvement of students in the learning process. The quality of the professional training of future language teachers and the possibility of its implementation under the current conditions of digitisation depend on what they read and how they read it. In particular, the essence and algorithm of applying such innovative technologies as conceptual and figurative reading, collective immersion in a literary text, advertising, colour reading, anti-books, flashbacks are discussed. It was noted that these tools allow students to actively engage with the text, increase their understanding of the information, and improve concentration and memory. It is proved that conceptual and imaginative reading and collective immersion in a literary text activates various sensory channels, in particular visual imagination, which helps the reader to understand the text more deeply, focus on details, activate emotional and cognitive reactions, and develop creative thinking. It is emphasised that conceptual and imaginative reading and collective immersion in a literary text can be especially useful when reading fiction, descriptions of places or complex concepts, where visualisation can help to understand and remember information. It can help build a common identity, strengthen social connections and empathy between group members. The article points out that the use of strategies and promotional items can catch the attention of students and make the learning process more engaging and ensure more active participation. A possible approach consists in creating "publicity campaigns" for specific literary works or authors. This may include creating posters, advertising slogans, anti-books, etc. That will attract students' interest and inspire them to read the book. It is proved that the use of digital technologies and innovative methods to improve the reading skills of students contributes to the formation of professional skills of future language teachers who are able to implement them in their future activities.

Keywords: reading, digitalisation, advertising, flash books, conceptual and imaginative reading, collective immersion in a literary text, anti-books.

Introduction. The problem of reading in the modern scientific space is understood by researchers as a key one, since the information society is dominated by the availability of information, the results of search, extraction, analysis, and processing of certain data. Hence the significant increase in requirements for the ability to process and comprehend texts, to use their content to achieve personal and professional goals. In many ways, this is determined by the level of development of reading abilities and the formation of reading competences.

Reading activities shape and develops a personality, is a tool for education and the dissemination of culture. Reading is an indicator of the integrity of a specialist's communicative and professional competency.

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Reading is especially relevant for future language teachers, as a competent specialist is someone who is able to absorb information productively, transform it into their own knowledge and actively use it to solve various tasks in their professional activities. Reading helps higher education students to see and understand the world and themselves. However, interest in reading among youth is steadily declining. The TV, computer, phone, and social media are competing with reading, activating perception and attention, but not developing the mental processes of memorisation, reflection, imagination, and speech that are essential for learning and work. Early immersion in mass visual culture shapes young people's clip thinking, fragmentation of knowledge acquisition, superficial perception of information, instability of attention, and delegation of solving their own tasks to various intellectual devices. A small vocabulary leads to a lack of comprehension of the meaning of many words, and the usual lack of using dictionaries, it is impossible to solve this problem. The students' lack of understanding of the construction of different grammatical constructions does not allow them to perceive the structure of the sentence as a whole. As a result, the understanding of the text is lost, which is more complex than simple statements, and higher education students are unable to productively perceive and process large amounts of information. It is clear that higher education institutions are attracting applicants with a high level of preparation, but even they do not have functional reading skills, are unable to understand the text, highlight the main points, and determine the sequence of events. As we can see, the decline in the level of functional literacy of higher education students is primarily associated with a decrease in interest in reading, and, as a result, a complication of the acquisition of professional knowledge. The students' lack of understanding of the construction of different grammatical constructions does not allow them to perceive the structure of the sentence as a whole.

That is why there is a need to consider the use of digital technologies and innovative methods to improve the reading skills of higher education students. In addition, the very essence of reading has changed, as it has become inextricably linked to the use of Internet resources. All this encourages the widespread use of various new information technologies and work programmes which promote the development of information skills.

The issue of developing reading skills has been relevant since ancient times. K. D. Ushynsky can be considered the founder of the methodology of thoughtful reading, who believed that it is not enough to understand the text, it is necessary to create such conditions so that students can also feel the work of art (Ushynsky, 2017). Recently, scientific and methodological journals have been actively discussing this problem, suggesting various methods and ways to overcome the reading crisis. Some scholars propose creating a specific reading environment at school (Slyzhuk, 2003; Shulyar, 2001), others offer various methods of reading, analysing and interpreting works of art (Betsenko, 2019); new school curricula and textbooks are being created, based on the task of forming a thoughtful reader (Yatsenko, 2021). However, almost no one pays attention to the fact that this is a completely different generation of children who require a completely different vision of teaching methods.

Formulation of the problem. Therefore, the purpose of the article is to explore innovative methods to encourage reading and their practical application in school literature classes.

The main part. To improve educational quality, teachers use innovative technologies, methods and tools for teaching and learning. Reading technology is an optimal program of cognitive actions when working with a text, saving time, helping to learn and retain knowledge more quickly, and encouraging a culture of reading. The algorithm of actions performed while reading activates the reading activity, becomes the basis for memorising and subsequent reproduction of the readings, increases reading efficiency, performs reading functions, and frees up space for creativity. Based on this algorithm, students define reading goals and tasks, evaluate what they have read, improve their mental abilities, formulate textual judgements in their own words, and thus develop their speech. According to the tasks defined for each specific situation, each type of reading, one or more reading technologies are chosen, one of which can dominate.

Individual culture is closely linked to the culture of reading and speaking. Words have a strong energy and can influence the speakers both positively and negatively, the situation-oriented discourse, and realize and regulate the power of words in communication. The violation of the relationship between imagination and verbal thought causes a loss of intellectual ability. The loss of interest in reading is due to the fact that the brain has difficulty or cannot draw an image of the written word at all, which subconsciously gives a feeling of futility to the reading process itself. Words play a key role in understanding the text, as they define the relationship between objects and life phenomena, establish time-causal relationships, express moral rules, requirements for behaviour, etc. Since words are social in nature, they cannot be replaced by things, but they can replace the things we talk about. The thoughts described in a text may not always be transmitted by words, but it is possible to evoke similar thoughts and emotions in the speaker. Words, which capture the experience of all humanity, are used as an internalization tool – the transfer of external activity into the inner consciousness. Through internalization, the human psyche is able to work with images of objects that are not presently in its field of vision. A person transcends the present moment, moving freely in mind in the past and in the future, in

time and space. The incarnation of mental actions in a physical product, the creation of an image, is called outsourcing.

The active use of media tools in the educational process has led to the use of all done pictures of students, do not use their own imagination, and function with the terminology, concepts, and foreign language words without understanding their significance. It gives the illusion of understanding.

Digitization has become a precondition for the formation of a new reading culture, taking into account the particularities of screen text, visuals, polyphony and hypertext. Understanding a book and its social impact occurs directly during reading. Under the new socio-cultural and economic conditions, screen reading has appeared, which requires information and media education. Electronic reading (screen) is primarily commercial, educational, communication and very seldom entertaining. The use of communication and information resources requires some financial skills and knowledge related to the procurement and maintenance of electronic devices. However, printed books remain as important and in demand as electronic sources.

Conceptual and imaginative reading, also known as visual reading or reading with imagination, is reading that involves creating mental images, visualizing and linking text to specific images and ideas. In a conceptual and imaginative reading, the reader imagines the pictures, events, places or characters described in the text, based on his/her imagination and his/her ability to create visual representations.

Conceptual and figurative reading consists of replacing "reading with the words" with "reading with concepts, emotional images and semantics". It is this type of reading that teaches students to ask questions, seek answers and better understand each other and others in the communication process. In conceptual and figurative reading, mental activity is activated and, as a result, imagination, emotions, experience and knowledge are also activated (Shulyar, 2001).

In preparation of a conceptual and figurative reading lesson, the teacher must read or re-read the text, formulate the main idea, the main meaning of the text, identify the conceptual and semantic groups within the text, prepare questions for each chosen semantic part of the text, interpret the text, combining individual facts into one whole, and construct a chain: visual and verbal perception – sensation – feeling – conceptual and verbal image.

The first stage of such a lesson should be an expressive reading of the text aloud by the student, followed by the teacher. It should be followed by an explanation, a clarification of the essence and the meaning of certain outdated concepts, terms, words and phrases found in the text. The next step is to identify the causes of what is happening in the text and to anticipate potential solutions to problems. After that, we can ask students to rewrite the text or parts of it, and then summarize the material they have read and draw conclusions.

The use of conceptual and imaginative reading increases the interest of students for reading, reduces the complexity of understanding the content of the program material, and improve their ability to understand and interpret what they read. In this way, conceptual and imaginative reading stimulates the research and implementation of new ideas, motivates interest in reading, develops speech, imaginative and logical thinking, imagination, and encourages the cognitive, emotional and aesthetic enrichment of the person.

Another exciting innovative technology to enhance reading skills is the technology of collective immersion in a literary text. This technology is actively used in schools, but in higher education institutions, its main purpose is the professional and personal training of specialists.

Collective immersion in a literary text, also called group empathy, is a phenomenon experienced by a group of individuals and experience the emotions created by an artwork together. It can happen by reading a book together, watching a movie or play, or discussing a work (Mikhno, 2008).

As we have already noted, reading is more than simply putting letters and syllables together to form words. Creating images, thinking, reading, writing, speaking are means of existence of consciousness, a form of interpersonal communication, important mechanisms inherent only to people of intellectual activity. The technology of collective immersion in a literary text requires the teacher to know the fundamentals of suggestopedia, which contributes to a strong concentration of attention, to improve the creative skills of students in higher education (Mikhno, 2008: 146). The use of the technology of collective immersion in a literary text is realized through psychological, didactic, artistic means, especially, artistic reading. The teacher reads aloud the material studied or an excerpt from a fictional work, which leads the students to perceive the text in a non-standard way. The very nature of literary reading involves immersion into the text, which characterizes reading as an activity that promotes the development of qualities and social connections. Literary reading gives a student of higher education the possibility to become an accomplice of action, to reflect on the fact that before, by reading a work, they have not noticed all its beauty, meaning and originality. The teacher activates the moral and ethical thoughts and feelings of the students. During the suggestive influence, the imagination of the students works intensively, thus provoking emotional experiences, revealing new facets of problems in the already known material. The creative assimilation of the content of a literary work permits the students to understand the idea of the work, determine their attitude towards events, the behavior of the characters, and assess them in light of current moral and cultural norms. Each generation has its own heroes and ideals,

emblematic figures of the period, so that the perception of literary works is in constant evolution. A fictional work, while remaining identical, acquires new meanings through interaction with new realities.

When preparing a class using collective immersion in a literary text, the teacher should choose an extract from a literary text, read the extract quietly and out loud several times, study the history of the creation of the literary text, to become familiar with the interpretation of the work by the literary critics, to put in evidence the main idea, the meaning of the work, create their own concept of the work, which will become the basis for interpretation, analyse the text, reflect on the content and form of the text.

In the class, we first read a literary text, then we establish the logic of the text. Then we determine the meaning of the events of the work and identify the contradictions and relationships in the characters' behavior. In the following step, we analyse the actions of the characters, the means and the methods of their implementation, assess the actions presented in the work from the point of view of the writer, the characters and the reader, and whether these actions are consistent with cultural norms that have developed over a period of time. And in the final phase, we have a discussion, summarize the results, and do a collective reflection.

Collective immersion in a literary text is perceived not from an informational as well as an emotional point of view, but from a cognitive, aesthetic and educational point of view. In the cultural and educational environment of an institute of higher education, students gradually become literate and educated participants in professional, cultural, social and political contexts. Creative awareness of the content of texts, their imaginative perception affects the quality of the study of humanities and other subjects studied by students of higher education.

In the context of the intensive digitalization of society, the increasing human dependency on the information and communication environment, the role of technologies that help students navigate in the information space quickly and effectively increases. One of these technologies is advertising, which acts as a familiar and understandable intermediate between the producer and the user, as a tool to influence mass consciousness and social behavior.

Since the end of the 20th century, advertising technologies have been in active use in all fields of activity, including education. This is primarily due to the ability of an advertised product to influence the minds of the target audience, encourage them to act, change their perceptions of the environment, and shape the culture of the modern person. And since the 19th century, advertising has found a place in the area of education. Advertising technology should be seen as a type of technology for teaching student development. Its principal characteristics include: problematizing learning; changing the level of learning disadvantage; activation of students' rational and emotional realms; variation in tasks (Kohut, 2005: 298).

One of the didactic tasks of advertising technology is the formation of students' socio-cultural and professional competence. It is of great importance in the motivational stage of the cognitive activity of the students, because it affects the emotions, the feelings, the behaviour of the individual, stimulates the attention.

That is why the advertising technology is extremely effective in the process of forming professional competences of future language teachers, whose training involves the readiness of students for cultural and educational activities, organization of cultural space, development of creative abilities, ability to use modern methods and technologies of teaching and diagnostics, ability to identify and form cultural needs of various social groups. In particular, advertising technology can be effective in stimulating the reading interests of future language teachers who are professionally responsible for the level of reading culture of schoolchildren.

One of the techniques of advertising technology in teaching students is the development and creation of a layout of an advertising text for the distribution of a book among peers. The aim of this task is to immerse students in a creative process that will motivate their reading activity, as well as to imitate a professional activity in order to develop the professional skills of language teachers as future motivators and organisers of students' reading activity.

Firstly, you should familiarize students with the basic requirements for an advertising text, in particular: take into account the age and psychological characteristics of the target audience when choosing a book and promotional tools; brevity; emotionality; creativity; the effectiveness of the visual means chosen (illustrative, graphical, etc.) in influencing consumer perception.

In accordance with the chosen work of art, propose possible principles for constructing an advertising text. This can be an annotation, creation of an advertising message, including an SMS message, a poster (poster board, poster), a book cover, a book publisher's logo, a review, writing a blog post, an advertising article, a magazine interview, a long read, etc.

The most common means of advertising literary works are a plot summary, the main task of which is to introduce the reader to the hero, genre, and content of the work: "*The proposed book tells the story of Tertullian Masim Afonsu, a history teacher who lives a lonely and boring life until one day he discovers that he has a double. After this unexpected discovery, the hero decides to find this man...*" (Jouze Saramagu, *The Double*); "*The proposed book reveals the problems of social and racial inequality, interaction between man and society, faith and religion, self-interest and nobility, greed and humanity, geopolitics through the prism of the adventures of the irrepressible Tom Sawyer and his friends in a balloon across*

the uncharted expanses of the African continent" (Mark Twain, Tom Sawyer Abroad). In the process of composing such an advertising text, future language teachers go from reader to writer, mastering the skills of the writing profession and developing creative thinking.

An advertising text can also be structured as a review, which uses standard means of influence, including positive evaluations ("unique style", "genius of his/her time", "artist", etc.), figurative comparisons ("hero – the universe"), and ring composition. For example: *"Hryhorii Skovoroda was a Ukrainian writer, philosopher, and representative of the Baroque era. All of his works are unique treasure troves of wisdom and knowledge. The writer's "Kharkiv Fables" are written in a unique author's style, which can be recognised by reading his fables such as "The Bee and the Hornet", "The Cuckoo and the Thrush" and others. Skovoroda was a genius of his time, a man whose personality was no less interesting than his works, which will be re-read by generation after generation"* (H. Skovoroda, "Kharkiv Fables").

Any book begins with a cover. In the classroom, when talking about a work, the teacher will definitely draw the attention of future language teachers to the appearance of the book: colour, presence or absence of illustrations, font used for the title or author's name, discuss the title itself, etc. This stage of studying a work of fiction can become more interesting for students and encourage them to read or at least get acquainted with the work if you use the method of creating a book cover in the form of an antibook.

In English, the word "antibook" means "not a book". There are many types of anti-books, but we will focus on one: a false cover of a book. The teacher shows students a book with a completely different cover than the actual one. For example, when studying Lesya Ukrainka's Forest Song, we can wrap the book with a cover that says "Forest Song (a 17,000-word extravaganza without the letter "i")", or I. Kotliarevsky's Natalka Poltavka. Kotliarevsky can have a fake cover like this – "How to marry a rich man? (Instructions for girls from I. Kotliarevsky); or "Aeneid" – "Travelling around Europe for a penny (travel notes by blogger Aeneas)", etc.

Such anti-book covers, created by students themselves as a preliminary task for their classmates to study the work of a particular writer, attract interest and encourage them to look inside the book and read at least a few pages. In addition, the teacher can build his or her story about the work itself or the history of its creation from the opposite, so to speak. For example, when considering "Do Oxen Roar When the Manger Is Full?" by Panas Myrnyi, the teacher shows the students a book with the title "A Journey Through the Underworld of Poltava Region, or Never Talk to a Taxi Driver" on the cover and asks the students what they think this work is about, what genre it is, who the main character might be, where the events take place, etc. The teacher can decipher the second part of the title by telling the story of the novel's creation, or perhaps the future language teachers themselves will offer options for how the idea for the work came about.

It is clear that such tasks will encourage students to pay more attention to the titles of works, to think about them, what the author wanted to tell us through the title. It should be noted that Panas Myrnyi, not knowing such a technique as a false cover, also created his own anti-book cover for the novel *Do Oxen Roar Like Manger's Bells*, using an allegorical biblical expression.

It would be equally interesting to ask students to create a fake cover for the books they are reading or for the works they are studying. In order to create such a cover, you first need to read the work, highlight the main point, the essence of the work.

Among the best practices of promotional extracurricular activities of the students is the long-term socio-cultural project "Reading at the University", which aims to solve the problem of youth reading and create a single educational space in higher education institutions. Such a project consists of holding various events, organising thematic exhibitions and "corners" aimed at student readers, providing the educational environment of higher education institution with symbolic artefacts. In particular, an exhibition of fake covers created by students can be organised in the classrooms or the library of the higher education institution, which can be seen by students of other courses, and this can also be a way to encourage reading. In addition to the exhibition, you can hold a competition for the most successful version of the fake cover; or at the last lesson at the end of the year, hold a competition "Guess the title of the work". Special attention should be paid to the space of university classrooms, where you can place advertising posters, banners, book installations, special stands about reading ("Successful people read") with book recommendations from the best students of the course, or with advertisements for popular works of fiction among the target audience developed by the students themselves.

The Colourful Reading project is similar to the book installation method. The teacher or students make a selection of books with a certain colour in the title. For example, to dedicate such a selection to the seasons. For example, in autumn, yellow, red, and brown colours prevail, so we select works with these colours in the title: Vasyl Barka's *The Yellow Prince*, Irena Karpa's *The Yellow Book*, Max Fry's *The Yellow Metal Key*, or Charles Perrault's *Little Red Riding Hood*, A. Green's *The Scarlet Sails*, Stendhal's *The Red and the Black*. In winter, you can choose blue, blue or white: Mykola Voronoi's *The Blue Lady*, Lesya Ukrainka's *The Blue Rose*, or V. Stefanyk's *The Blue Book*, Maurice Maeterlinck's *The Blue Bird*, Charles Perrault's

The Blue Beard, or Ilarion Pavliuk's White Ashes, Jack London's The White Click, V. Drozd's The White Horse Whisperer, etc.

Each course can be given a task to make a list of books according to a particular colour, and then share this list or post it in the library. All of this can be presented in the form of either a book installation, a multimedia presentation, or a flash book (Innovatsiyni formy populyaryzatsii, 2022; Ushynsky, 2017).

A flash book is another interesting method of encouraging reading, a book flash mob on the Internet. Participants in this flash mob post fragments of texts or excerpts from their favourite books, or quotes they like, personal opinions about a particular work, character, or quoted on their social media pages. A prerequisite for such a flash mob is the reaction of its participants, classmates, a teacher/teachers of a higher education institution, students of other courses should leave a comment, post a similar post on their page, or make a post. Such a flash mob can be held within one course and one work, or a large-scale university-wide flash mob on one or more works on a particular topic.

The results of such a flash book can be discussed in literature classes and at meetings of university clubs, or a discussion or roundtable can be held as part of the summing up of the Reading at the University project.

Conclusion. Thus, reading is a means of teaching, upbringing and development of students, the absence of which makes it impossible to transform science, culture and education. Fluency in reading affects the intensity and quality of learning, the professional and personal development of future language teachers, and the formation of their social maturity. Innovative reading technologies enhance the motivational, cognitive, and activity level of future language teachers, expand the conceptual and categorical apparatus of reading, provide quality training, develop creative abilities, specify values orientations, and enrich the culture of the individual. The introduction of the technologies and methods into the practice of professional training of philology students is carried out through a variety of tasks aimed at mastering basic knowledge and skills in creating an advertising product. Innovative methods of improving students' reading skills help to create a positive impression of reading a book, develop thinking and speech, imagination, activate memory, imagination, imaginative thinking, and, most importantly, encourage students to read and learn.

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Використання цифрових технологій та інноваційних методів для поліпшення читальських навичок здобувачів вищої освіти

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Статтю присвячено проблемі активізації та удосконалення навичок читання здобувачів освіти засобами інноваційних методів та цифрових технологій. Обґрунтовано, що сучасні технології стимулюють і поліпшують читання, активно залучуючи студентів до освітнього процесу. Зокрема, обговорюються сутність та алгоритм застосування таких інноваційних технологій, як понятійно-образне читання, колективне занурення в художній текст, рекламування, кольорове читання, антибуки, флешбукинг. Зазначається, що окреслені інструменти дозволяють здобувачам освіти активно залучатися до тексту, розширюючи їхнє розуміння інформації, удосконалюючи концентрацію і пам'ять. Доведено, що понятійно-образне читання та колективне занурення в художній текст активізує різні чуттєві канали, зокрема зорову уяву, що допомагає читачеві глибше розуміти текст, зосереджуватися на деталях, активує емоційні та когнітивні реакції, а також розвиває креативне мислення. Наголошено, що використання таких технологій є корисним при читанні художньої літератури, описів місць або складних концепцій, де візуалізація допомагає сприйняти, зрозуміти і запам'ятати інформацію, сприятиме формуванню спільної ідентичності, зміцнюватиме соціальні зв'язки і співчуття між учасниками освітнього процесу. Автори зазначають, що використання рекламних стратегій та елементів робить процес навчання гнучким та цікавим. Одним із можливих підходів зазначено створення «реklamних кампаній» для конкретних літературних творів або авторів. Це включає створення постерів, рекламних слоганів, антибуків тощо, які зацікавляють здобувачів освіти і покликані формувати культуру читання.

Ключові слова: читання, цифровізація, рекламування, флешбуки, понятійно-образне читання, колективне занурення у художній текст, антибуки.

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