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METHODS OF DIDACTIC ANIMATION IN TEACHING BULGARIAN LANGUAGE AND LITERATURE AT THE PRIMARY STAGE

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***Abstract:** More and more authors point out the advantages of the animation approach in teaching primary school students. Scientists emphasise the effectiveness of the method both in organizing and conducting extracurricular activities - feasts, celebrations, dramatizations, theatre productions, and in preparing children in English, physical education, etc. It turns out that the issue of the use of animation in the classroom lesson form of teaching Bulgarian language and literature has not been comprehensively considered. With this in mind, a model was modelled for the application of the animation approach in this subject area, containing a complex of lessons with animation elements. The model was tested and the results of the conducted empirical research are very good. The analysis of the research data allows us to draw the opinion that the use of didactic animation increases the motivation of students to learn and favours the effectiveness of learning. The purpose of the report is to present the methods of didactic animation identified in the research model, suitable for application in the classroom lesson form of teaching Bulgarian language and literature at the initial stage.*

***Keywords:** didactic animation, animation approach, methods, training, Bulgarian language and literature, elementary school.*

INTRODUCTION

From the analysis of the studied literature on the application of the animation approach in our country, it is found that commonly used methods that fall within the scope of didactic animation are theatrical and play methods. They find application in organising feasts, celebrations, theatrical performances, dramatizations, and educational performances, which are a characteristic part of the activities conducted in primary school. Successful animation educational practices of the above types are described in the works of R. Vassileva and M. Nikolova (Vasileva, R., 2002; Vasileva, R., 2005; Vasileva, R., 2012; Vasileva, R., 2014; Vasileva, R., 2020; Nikolova, M., 2014; Nikolova, M., 2017). Along with this, in the course of the study and the creation of the template to apply didactic animation, the conceptual foundations of the phenomenon, rooted in constructivist views and the person-centred approach to learning, were revealed. The notion that a characteristic sign of animation practices is the interactive interaction between participants was accepted. Taking into account the research, analyses and statements of the mentioned authors, the distinct conceptual foundations of the model and the author's personal experience, below we present our classification of didactic animation methods suitable for use in teaching Bulgarian language and literature at the primary stage. The methods will be presented, specifying their essential characteristics and giving methodological guidelines for their use.

STATEMENT

Classification of didactic animation methods in the teaching of Bulgarian language and literature in the primary stage:

1. Game methods

1.1. Theatre games

1.1.1. Performance

The essence of the method: improvisational performance, which is not related to "getting into a role", but is mainly aimed at "self-presentation" through various art forms - drama, theatre,

visual and musical art, and dance. This is an unconventional and innovative way to provide a space where participants can freely show others, through game and communication forms, all that excite their personality. By participating in performance practices, primary school students develop qualities such as initiative, self-organisation, artistry, self-confidence, teamwork skills, improvisation skills, etc. (Nikolova, M., 2017).

Requirements: The teacher should prepare the necessary materials in advance: costumes, scenery, music, pictures, and props, taking into account the theme and the students' abilities.

Stages of work:

1) Communication of the theme, location, objectives and duration, which establishes the conceptual framework of the performance. It should be flexible, casual so that it predisposes participants to spontaneity, initiative, creativity and free expression (Nikolova, M., 2017).

2) The actions or states that the actors will experience on stage are fixed in advance, which defines the structure of the performance (Nikolova, M., 2017).

3) Playing the improvisation performance.

4) Analysis and evaluation of the results - feedback from the audience and the teacher.

Specificities of the method application: Since the children's experience in such practices is scarce, the topic to be linked to the performance should be familiar to them, they should have enough impressions and knowledge acquired during their studies or in life. In this case the teacher's prior preparation is very important. If students are having difficulty coming up with specific actions to improvise on stage, he or she should support them with appropriate examples.

1.1.2 Roleplay

The essence of the method: role play is an improvisational form of applying theatre and drama techniques in the classroom. A key point in role-playing games is the existence of a problem, a conflict topic or a critical situation in the daily life of the participants who have to find a solution to it. Other important features are: imaginary characters; a fictional plot with beginning, ending, obstacles and barriers, denouement and ending; game rules; and role reversal. The use of role-playing games in the education of primary school-age students provides opportunities for: the application of the acquired knowledge in new situations, exploration and experimentation of different behavioural models, improvement of communication, cooperation, self-analysis and self-assessment skills (Nikolova, M., 2017).

Requirements: The topic should be relevant to the children, and close to their interests and life experiences.

Stages of work:

1) Preparatory - the objectives, theme, place and time of the game action are defined;

2) Rehearsal - the roles are assigned, the image of the individual characters is built, the sequence of events and the interaction between the characters is determined;

3) Dramatization - acting out the role interactions;

4) Analysis and evaluation of the results - feedback from the audience and the teacher (Nikolova, M., 2017).

Specificities of the method application: If necessary, the teacher assists the children in building the image of the characters by suggesting specific actions or lines, guiding them in terms of expressiveness, stage behaviour, contact with the audience, etc.

1.1.3. Theatrical play

The essence of the method: theatrical games approach dramatization as a method used in the education of primary school students. What is different about them is that they are distinguished by greater freedom, both in terms of the participants in the dramatization and the choice of the moment to be reproduced on stage. In view of this N. Ivanova points out that a literary work of art can be presented in its entirety through a theatrical play, but only its individual parts can be performed as a monologue, dialogue, improvisations, or a separate episode can be realized as a theatrical play-etude (ref.: Nikolova, M., 2017). Theatre games provide a wide field for students to express themselves. They provide students the opportunity to show and improve

their skills, qualities and abilities such as artistry, organization, initiative, improvisation, creativity, etc.

Requirements: The teacher supports the children, encourages them to improvise, and guides them to express the main idea of the work - the lesson. It is desirable to choose works that have a high educational value.

Stages of work:

1) Preparatory - the purpose, the theme and the moment to be reproduced on stage are determined; roles are assigned; the behaviour and lines of the individual characters and the development of the plot are discussed; materials are prepared if necessary - props, costumes, scenery, etc.

2) Dramatization - acting out the stage work;

3) Analysis and evaluation of the results - feedback from the audience and the teacher.

Specificities of the method application: The application of the method does not necessarily require prior rehearsals and preparation of special theatre-acting skills, but emphasizes the independence and creativity in the student's performance.

1.2. Didactic games

The essence of the method: didactic games are games with rules that facilitate the acquisition of knowledge and skills in the learning and cognitive process, stimulate the activity of students and contribute to their development - intellectual, moral, emotional, physical, etc. Didactic games also have their own distinctive characteristics, among which are: game (cognitive) content, game (didactic) task, game rules, game action and game goal. Cognitive content is related to specific knowledge that children need to acquire, consolidate or improve, as well as to their experiences and skills. It corresponds directly to the didactic task that must be solved through the game action in order to achieve the final result (the game goal). The game action is subject to game rules that are required to be strictly followed by all participants.

Stages of work: The transformation of learning tasks into didactic games is a favourable opportunity to apply the animation approach in the teaching process. In these cases, the pedagogical activity goes through the following stages:

1) Preparatory: Formulation of the objectives, according to the educational content of the learning task; specification of the rules, actions and conditions necessary for the implementation of the game activity; definition and provision of the game materials, and if necessary their production;

2) Game organization;

3) Analysis and evaluation of results.

Specificities of the method application: It is important to note here that when a small number of children are involved in the game, the teacher should plan another task or activity for the rest of the class. Otherwise, children very often lose interest, get distracted, and start making noise, which adversely affects the discipline and results of the learning process.

Another essential point that needs to be approached carefully is the increased emotionality in children during games. It is due to both the joyful feelings and the satisfaction of fun, and the disappointment of loss, the bitterness of failure. Therefore, when didactic games are applied in regulated teaching time, it is necessary to balance the ratio between play and learning activities.

2. Interactive methods

2.1. Brain (mind) map

Essence of the method: A brain map is a method used to illustrate human thoughts and reasoning on a particular topic, issue, phenomenon, idea, term, etc. in a generalized form. This way of working facilitates the processes of perception, understanding, and memorization of information taught, and makes it possible to make sense of and analyze the logical connections between the individual fragments of knowledge. The brain map is composed of graphical symbols and text. It is usually based on one guiding concept that is located in the centre of the mind map. It is recommended that it is not written in words but in the form of an image. From it

go lines in different directions that delineate the interrelationship between it and the other concepts that emerge in the course of the thinking process. Emerging ideas are written down with keywords or also presented through images. The use of the method promotes the development of students' thinking processes - analysis, synthesis, induction, deduction, generalization, classification, etc.

Requirements: The mind map should illustrate the most important information related to the topic. In drawing up the mind map it is desirable to use: different colours and images; letters and lines of different sizes; volumetrically drawn words; arrows, numbering, symbols, signs; diagrams; schemes, etc. The richer and more colourful the map, the more impactful it is and the easier it is to remember the information.

Stages of work:

- 1) Targeting and selecting an appropriate topic from the course content;
- 3) Announcing the topic to be worked on with the mind map;
- 4) Specifying the tasks and instructing the students regarding their performance;
- 5) Determine the timing, means and manner of execution (compilation, completion, analysis) of the mind map;
- 6) Form groups if set as a team task;
- 7) Present the mind maps and discuss the information in them;
- 8) Analysis and evaluation of results.

Specificities of the method application: It should be borne in mind that when the method is applied for the first time, students may find it difficult if they are given the task of producing a brain map independently. It is desirable that the teacher periodically illustrates the learning material by means of mind maps, so that the adolescents get used to the way the information is presented in them and can use them without difficulty. Initially, a ready-made brain map can be used for them to reflect on by considering, analysing, interpreting the information, then a task to complete (fill in) part of it, and finally to compile one independently.

2.2. Drawing an idea

Essence of the method: the method gives students the opportunity to express their views and ideas on a topic, an issue, an idea or a problem in a non-traditional way in the form of a drawing. It is recommended to use the method before children have acquired specific knowledge and ideas about the object, subject, phenomenon, concept, etc. This allows a deeper understanding of the learning material, because first the children have to draw their ideas related to it, i.e. make assumptions about the object of knowledge, try to find connections, similarities, dependencies, regularities between it and what has already been learned, and then the teacher introduces them to its real characteristics. The use of the method provokes students' imagination, develops their creative abilities and their skills of comparison, association, idea generation, finding cause-effect relationships, etc.

Requirements: It is not desirable for the teacher to provide a preliminary commentary that guides students to ideas and examples of what to draw on the given topic.

Stages of work:

- 1) Targeting and selecting an appropriate topic;
- 2) Preparation of necessary materials and setting;
- 3) Announcing the topic of drawing without mentioning specific examples, samples and models;
- 4) Communicating the task completion time;
- 5) Form groups if set as a team task;
- 6) Present and discuss the main ideas in the drawings;
- 7) Assessment, summary and conclusions.

Specificities of the method application: The drawings should remain prominently displayed in the classroom for some time. Once students have fully completed their study of a particular topic, they can revisit their drawings and make changes by adding more objects, elements, details, colours, or adjusting some of the images, etc.

2.3. Methods of the projects

The essence of the method: the aim of project-based learning is for students to independently prepare and present a specific fragment of the learning content by searching, researching, interpreting, analysing, systematising, summarising, evaluating, etc. the necessary information on the topic set by the teacher. The final product of the project activity can be a board on which specific data, presentation, model, poster, drawing, logo, text, etc. are presented. The implementation of the task can be individual or group. More often than not, the method is applied as a team activity, and the work of the project is distributed among the participants. In this way, each student takes personal responsibility and contributes to the end result. Collective activity implies the active participation of children, which is observed in the discussion of different ideas and ways of their implementation, in the distribution of tasks among them, in the choice of appropriate materials and techniques, in the definition of the activities to be carried out, etc. The project method is a prerequisite for the formation and development of important key competencies in students such as learning skills, initiative and entrepreneurship, social skills, ability to express themselves through creativity, etc.

Requirements: Choosing a topic that is relevant and intriguing to children is important. On the one hand, the topic should provide an opportunity for adolescents to apply the knowledge they have acquired so far, and on the other hand, it should imply the acquisition of new knowledge.

Stages of work:

- 1) Determination of project goals and objectives;
- 2) Choosing an appropriate topic;
- 3) Workflow planning and expected outcomes;
- 4) Determination of the time that will be required to implement the project activity;
- 5) Formation of working groups if it is to be implemented as a team activity;
- 6) Project implementation;
- 7) Presentation of results;
- 8) Analysis and evaluation of results.

Specificities of the method application: Due to the poorer cognitive experience of students at this age, the teacher must direct them to appropriate sources of information, to different ways of carrying out the project activity, to accurately plan the sequence of their work to achieve the expected results. If the project work has a longer duration, the teacher may set a time for consultation.

2.4. Quiz

Essence of the method: The quiz is a method of learning that is implemented as a competitive game. In it, students have to answer a variety of questions united around a common theme. For each correct answer, the participant receives an incentive prize - a point, token or other. At the end of the event, winners are announced. These are usually the children who gave the most correct answers. The quiz can be organized in several different rounds, subject to different topics, rules or conditions. It provides an opportunity for every student to express themselves and show their knowledge. The method provokes students' mental activity and willingness to participate, enriching their knowledge, skills and experience.

Stages of work:

- 1) Defining didactic objectives;
- 2) Choosing an appropriate topic;
- 3) Determine the number of rounds in the quiz;
- 4) Formulating the rules and conditions under which it will take place;
- 5) Jury selection;
- 6) Preparation of the necessary materials, means and setting for its conduct;
- 7) Quiz organization;
- 8) Determination of winners;
- 9) Assessment, summary and conclusions.

Requirements: It is desirable to clarify in advance the place of the quiz in the lesson system, given the thematic distribution of teaching content and the need for prior preparation. It is important that the children have a knowledge of the chosen subject area in order to be able to participate actively. From this point of view, the quiz is more suitable for consolidating, systematizing, summarizing the learning material.

Specificities of the method application: During the quiz, the teacher must ensure that all students strictly follow the rules. If deviations from the originally announced rules are allowed, this may lead to conflict situations, breach of discipline and failure to achieve the expected results of the exercise. At the end of the quiz, it is a good idea to reward all participants for their efforts with certificates, badges or other gifts.

CONCLUSION

In conclusion, it can be stated that the leading circumstances in the selection of appropriate methods and techniques through which to implement didactic animation in the education of primary school students are the teacher's goals and objectives, the level of development of the students, their cognitive abilities, their age and individual characteristics and interests, the experience acquired.

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