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Using online constructor as a means of increasing motivation to study literature

ИСПОЛЬЗОВАНИЕ ОНЛАЙН-КОНСТРУКТОРА КАК СРЕДСТВА ПОВЫШЕНИЯ МОТИВАЦИИ К ИЗУЧЕНИЮ ЛИТЕРАТУРЫ

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Abstract

The aim of this paper - presents the experience in creating a layout of an electronic literature textbook using an online constructor. The "Arctic Robinsonade" plot served as the material for the textbook. The methodological apparatus of the research involves the synthesis of such approaches as hermeneutics and comparative studies. The present investigation is of teaching theory and techniques and digital technologies. The questionnaire surveying method was used to collect the empirical material. Mathematical methods of processing, analysis and interpretation of the pedagogical experiment results were applied in the course of the work. The methods of analyzing differences between independent samples, ranking method, method of testing significance of zero and alternative hypotheses were used for statistic information processing in MS Excel. The results: the capabilities of online constructor Tilda to work on the design of multimedia study aid are determined and described; the model of the chapter in multimedia textbook in native literature is developed; the sections of multimedia study aid are described, the examples of the tasks are given, the efficiency of applying the service of creating websites (online constructor) is established. The developed multimedia product is useful for school teachers and students.

Аннотация

Цель статьи – представить опыт создания макета электронного учебника литературы с использованием онлайн-конструктора. Материалом для учебника послужил сюжет "Арктической робинзонады". Методологический аппарат исследования предполагает синтез таких подходов, как герменевтика и сравнительные исследования. Настоящее исследование разработано на стыке теории и методики преподавания и цифровых технологий. Для сбора эмпирического материала был использован метод анкетного опроса. В опросе приняли участие студенты дневной и заочной форм обучения, специализирующиеся на филологии (т.е. интактные группы). Опрос проводился в два этапа – в ноябре 2021 года и в апреле 2022 года. Применялись математические методы обработки, анализа и интерпретации результатов педагогического эксперимента. Для статистической обработки информации в MS Excel использовались методы анализа различий между независимыми выборками, метод ранжирования, метод проверки значимости нулевых и альтернативных гипотез. Результаты исследования: определены и описаны возможности онлайн-конструктора Tilda для работы над дизайном мультимедийного учебного пособия; разработана модель главы в мультимедийном учебном пособии по родной литературе; описаны разделы мультимедийного учебного пособия, приведены примеры заданий, объяснена практическая значимость изучения сюжета "Арктической робинзонады" и установлена эффективность применения сервиса

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Keywords: Digital Humanities, Online constructor, Arctic robinsonade.

создания веб-сайтов (онлайн-конструктор); сделан вывод о том, что в современных условиях разработка учебных пособий на основе онлайн-сервисов и их реализация абсолютно доступны. Разработанный мультимедийный продукт полезен для школьных учителей и студентов.

Ключевые слова: Цифровая гуманитаристика, Онлайн-конструктор, Арктическая robinsonada.

Introduction

The aim of this paper is to represent the textbook chapter, developed with the help of online constructor, containing multimedia materials to study the plot about the adventures of Mezen "Robinsons" on Spitsbergen described in the story "The Way to Grumant" by K. S. Badigin, a sea captain and conqueror of the Arctic region, and comprehend the educational potential of IT-technologies as applicable to literary education of schoolchildren and students, determine the successfulness degree of the experience in online learning of work of fiction.

The problem of developing competences in the field of using, developing and launching online textbook and online courses in the educational process is an urgent topic of investigation. The relevance is also explained from the point of forming a new education paradigm and applying e-learning in a higher school (Polevaya & Sitnikova, 2021).

The education digitalization is a two-forked process. On the one hand, the application of gadgets attracts to studies and facilitates them, to some extent. On the other hand, students forget about books. This creates the problem: people stop reading.

Much attention is paid to the problem of decreasing interest in reading among young people in modern life. The "functional illiteracy" problem emerged as far back as in the 80s of the XX century. This term is applicable to a person, who is not able to fully and partially perceive the general idea of the text, retell the content, cannot single out the basic idea of the text, and also formulate his/her own opinion about what he/she has read. The UNESCO researchers, who developed this concept, say that functional illiteracy is associated more with an insufficient level of erudition, and not just the ability to read and write. Therefore, an increasing number of teachers, methodologists, librarians, and researchers raise this problem and look for the ways to draw attention to reading every year (Vorontsov, 2009).

The factor of an illiterate, non-reading person has a negative impact even on economic life. Unemployed people are less likely to become those ones, whose intellectual level is high, and the relationship between reading and labor productivity has also been revealed (Kozol, 1985).

It is important to understand the fact that we live in reality that presupposes a strong relationship with the digital world. It is necessary to find a way to take advantage of the positive aspects of our reality, while preserving the foundations of the national centuries-old culture.

Many researchers note that in the modern world the work on the development of interest in reading cannot be fulfilled without the aid of Internet technologies (Arkipova, 2013), (Krylova & Russak, 2014), (Russak, 2015), (Gao, 2023). Productive experience was noted using such tools as websites, social networks, blogs, online quizzes, ratings of books and writers, media travels, book trailers, virtual book exhibitions. These tools make it possible to:

- 1) stimulate a reader's activity;
- 2) create a demand for literature;
- 3) organize interpersonal communication about literature;
- 4) develop the institution of professional and peer recommendations;
- 5) study the features of young people reading activity.

The experience of attracting young people to reading exists in foreign countries primarily in libraries. The introduction of the following innovations gave a positive result.

1. Makerplace in the library. The use of equipment that allows creating something new, such as a 3D printer, a heat press machine for T-shirts, a laser cutter for engraving in libraries. That allows attracting additional classes and increasing the flow of readers (England).

2. Coding clubs. These are clubs, whose work is aimed at teaching teenagers and adults programming, as well as robotics (England).
3. Digital storytelling. This is a project that attracts writers to work, allows the reader to decide for himself/herself into which channel the story plot will guide. This way of reading not only attracts readers, but also contributes to the improvement of thinking (England).
4. A virtual reality. Books are another reality into which a reader gets. Virtual reality may complement this opportunity and see the history. The library also invites readers to create a virtual excursion (USA).
5. Mobile applications. Applications offer such functionality as, for example:
 - library catalog,
 - interactive library recommendations and lists,
 - virtual excursions of the library,
 - calendar of library events,
 - the possibility to read e-books and articles,
 - the possibility to book up a book and others.

These functions make it easier to interact with the library and attract new readers (USA, England, and Europe).

6. Open source libraries. The library's working hours are increased to 24 hours a day, thereby allowing readers to come at a time whenever convenient to them (England) (Garland, 2018).

Thus, the libraries in England, the USA, and Russia are doing extensive work to promote and support reading across the population. It may be said that this is one of the strategic objectives of each state, the task of national security.

At the moment, there are good opportunities for introducing reading to teachers. The pedagogical arsenal of a literature teacher has been replenished through the use of such Internet technologies as webinars, online conferences, online platforms, electronic textbooks, electronic libraries, virtual laboratories and web quests. These learning tools may be supplemented with online constructors, with the help of which it is possible to develop author's tasks intended for a particular student (considering his/her abilities, academic performance, motivation and interests) or a group of students.

Most of the online constructors are designed to consolidate theoretical knowledge, test practical skills, increase motivation for the subject being

studied, as well as to organize independent and group work. Online constructors allow using gamification in the process of teaching various subjects at the school and university level. The primary purpose of such training programs is individualization, intensification and optimization of the educational process.

In this paper, we will consider the capabilities of the online constructor necessary for creating a multimedia literature textbook.

It is worth mentioning that nowadays there are a lot of publications in scientific periodicals, which describe the possibilities of using online constructors in various spheres.

An online constructor is a tool for creating a website without deep programming knowledge. Their purpose may be very different. Using such a program, one can, for example, remotely teach, develop assignments, evaluate students' progress, or quickly select the parameters and the entire content of the product.

The theme of creating such a constructor is represented in many publications. Let us begin with online constructors used in the educational environment.

The experience in developing a program using simple technologies is described based on foreign and national experience in the motivation effectiveness in the use of online gaming constructors for teaching schoolchildren. The author called it as "the constructor of universal didactic games" (Zhemchuzhnikov, 2014). He gave instructions and guidelines for creating and editing game sets for approbation of school education. Creating constructors may be easier with the help of ready-made tools. Intuitively comprehensible online creation tools are provided by Google. Unlike other constructors for beginners, these tools are simple and accessible, aimed at the convenience of representing materials. Although, they have a drawback – a ready-made design in the form of a website. It is not clear what the internal content is, where and how to prepare the initial elements of the course – texts, tables, multimedia materials, etc. (Borkovoy, 2016).

The task of introducing online forms into the educational process requires the use of new pedagogical technologies and skills. It is necessary to be able to create tasks, construct them in an interactive form, and create an adaptable algorithm that gives an independent assessment of the student training quality via the

Internet. This possibility is provided by the program “Online constructor of interactive tasks” (Navodnov et al., 2016).

As it is known, children perceive the world through the game. Didactic games are one of the active methods of cognitive activity. N. G. Gimatdinova writes about the choice of an interactive training program: “Given the current conditions for organizing the educational process, when e-learning using distance learning technologies is being introduced into traditional learning, the teacher is faced with the task of selecting digital tooling for developing didactic games for students” (Gimatdinova, 2021). The author gives a detailed overview of specialized national and foreign online constructors that allow developing didactic games for the mathematical background of schoolchildren, revealing the functional capabilities and recommendations for working with playgrounds.

Teachers need to work with several constructors for the learning process to remain comprehensive, interesting and deep.

It is reasonable to use resources with basic types of interactivity, such as interactive posters. Interactive posters are modern multifunctional teaching aids. When developing posters, a teacher, who is proficient in information technologies, may use, in addition to programming languages, modern website builders that facilitate the development of learning content using the example of popular builders such as Tilda Publishing, WordPress, etc. (Tsilinskaya, 2021).

Children of all ages love not only solving riddles and puzzles, but also playing computer games. Online constructors are suitable not only for play-based learning, they may be gamified. The main purpose of such curricula is to optimize the educational process, allowing the teacher to develop author’s assignments designed for each pupil individually (Nazarova, 2018).

Online educational activity tools increase student motivation and interest. They have a vast scope of application from conducting lectures and practical classes to writing scientific projects. These include online poll constructors, online whiteboards, quests, quizzes, presentations, etc. to help one learn the material. A similar idea about the need for digital technologies is expressed in the use of online services in teaching master degree students (Gerasimova, 2019). The transformation of the educational process should be taught and learned, and

information technologies should be applied in practice. The methodological aspects of teaching students, the choice of online constructors and the use of their functionality to create interactive electronic educational materials and practical work is presented by the example of using the Flippity online constructor (Puchkova, 2020).

Online constructors have not only a playing format in training. The demand for developing websites for various tasks has grown with the development of information technologies. Large projects cost a lot of money and time. Companies that find it financially difficult to create a website can resolve the issue on their own via contacting the most popular constructors Tilda, WIX, 1C-UMI. The platforms are ideal for creating small projects. However, the choice of website functionality on a free basis is little (Kiseleva, 2019). As was already mentioned, online constructors provide an opportunity to build a website for both a novice and an experienced webmaster. In a contemporary society, every stable company must have a representative website that will provide information support to the company. An interactive website is a set of communication tools between the website audience and the company. The best constructors make it possible to create a decent website and promote it on the Web even on a free basis. SetUp, Wix and Ucoz call attention among the numerous online constructors, which stand out against a background of the business rivals of free constructors with a user-friendly interface (Sannikova & Olenkova, 2015).

The life success largely depends on the use of modern technologies. The number of users, who have mobile devices, is growing every day, with the aid of which one can quickly access various information; install useful programs, games, etc. Mobile versions have their own online constructors. These platforms have all the things needed to create applications that are not so different from those made for a computer (Azhiniyazova, 2021).

The trends in the development of online constructors for creating tests are outlined in foreign publications. The experience of using Word Quiz Constructor (WQC), a Java application designed for automatic creation of test assignments from the Academic Word List (Coxhead, 2000) with various online and offline resources, is described in Ralph Rose (Rose, 2020). Construction in social networks such as the creation of online communication groups for young people is being actively researched. The concept of their identity is considered. In this

regard, it is argued that young people not only stage their own identity, but are also co-constructors of each other's identities through emotional communications (Larsen, 2016). People are united by different cultures. In online role-playing games, participants produce data, thus creating new material, for example, playing in the Middle Ages. Game mechanics combined with fun give users a sense of the past, solve social and adaptational problems. The trend is widely represented in Massively Multiplayer Online Games (MMOG). The problem of introducing gamification into learning is widely discussed at the global level. This is noted in the publications of scientists from different countries (Oliveira et al., 2023), (Wulantari et al., 2023), (Alzahrani & Alhalafawy, 2023), (González-González et al., 2023), (Araújo & Carvalho, 2022), (Demirbilek et al., 2022). A study conducted by scientists from Portugal concludes that there is a lack of empirical evidence of the effectiveness of introducing game elements into education (Jarnac de Freitas & Mira da Silva, 2023). In this paper, we are trying to make up for the noted lack of data.

Thus, a brief review of publications shows that there are a vast number of online constructors for

creating websites that demonstrates the productivity of this technology from a practical or fact-finding standpoint.

Methodology

The developed layout of the multimedia textbook chapter was tested in the student audience. Two groups of students in the amount of 20 persons each took part in the experimental work during the academic year 2021–2022. The first group, the control group, studied the material in the traditional form organized as lectures in the institute auditorium. The other group, the experimental group, undertook training with the new multimedia textbook. Experimental hypothesis: it is required to test the effectiveness of using a new multimedia textbook.

To process the results, we applied the Mann-Whitney U-test from the family of nonparametric methods for analyzing differences with due regard for the allowable error level $\alpha = 0.05$.

Thus, the results of testing a group of students are presented in the table below considering the calculation of the rank sums for both samples (Table 1).

Table 1.
Data on testing groups of students

S No.	Experimental group	Control group	REG	RCG
1	11	7	36.5	8.5
2	11	10	36.5	31.5
3	8	9	17	25.5
4	11	8	36.5	17
5	8	8	17	17
6	10	8	31.5	17
7	9	6	25.5	3
8	9	6	25.5	3
9	8	6	17	3
10	7	7	8.5	8.5
11	8	8	17	17
12	8	9	17	25.5
13	10	6	31.5	3
14	12	10	39.5	31.5
15	12	9	39.5	25.5
16	9	8	25.5	17
17	10	7	31.5	8.5
18	11	7	36.5	8.5
19	8	6	17	3
20	7	10	8.5	31.5
			515	305

After the procedure for ranking all values of both samples and calculating the rank sums for the samples, it is necessary to calculate U_1 using the formula:

$$U_1 = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - \sum R_1$$

$$U_1 = 20 * 20 + \frac{20_1(20_1 + 1)}{2} - 515 = 136$$

The next step is to calculate U_2 using the formula:

$$U_2 = 20 * 20 - 136 = 284$$

Thus, the criterion U is equal to the smaller number from the pair U1, U2, i.e. U = 136.

Significance assessment will be fulfilled as follows. For a sample of n=20 (relatively large sample), it is necessary to calculate the asymptotic (approximate) value of p through the normal distribution using the formula:

$$z = \frac{(U - \frac{n_1 n_2}{2})}{\sqrt{(\frac{n_1 n_2 (n_1 + n_2 + 1)}{12})}}$$

$$z = \frac{(136 - \frac{20 * 20}{2})}{\sqrt{(\frac{20 * 20 (20 + 20 + 1)}{12})}}$$

$$= -1,930069965$$

From z, we calculate the p value using the Microsoft Excel function NORMAL STANDARD DISTRIBUTION: p = 2*(1-NORMAL STANDARD DISTRIBUTION (ABS(z);1)) = 0.053598169.

As an indicator of the effect size (in our case, the effect size is an indicator of the hypothesis confirmation), we use r_{effect}, which is calculated as per the formula:

$$r_{\text{effect}} = \frac{|z|}{\sqrt{(n_1 + n_2)}}$$

$$r_{\text{effect}} = \frac{1,930069965}{\sqrt{(20 + 20)}} = 0,305170857$$

The effect size is estimated using the following set of criteria (J. Cohen): <0.1 – no effect; 0.1 ≤ <0.3 – weak effect; 0.3 ≤ <0.5 – average effect; 0.5 ≤ – strong effect.

Let us review the results based on the calculated indicators. U1 = 136, U2 = 284, U = 136, calculation of p is fulfilled via z-value, z = -1.9; p = 0.05; r = 0.31 (mean effect, r = 0.31 < 0.5).

Conclusion: U = 136, p = 0.05, the effect is average (r = 0.31 < 0.5), therefore there is the reason to assert that there are differences between the groups in terms of the “Arctic Robinsonade” plot mastering level. Consequently, the pedagogical experiment showed that the use of the multimedia textbook when studying the “Arctic Robinsonade” plot has a positive effect and allows increasing the level of mastering the material being studied.

Results and Discussion

Description of the multimedia study guide layout based on the online constructor

The paper is based on the following hypothesis: the process of forming students’ motivation to study literature will be more effective if teachers use modern multimedia aids in literature classes and consider the following factors that influence the formation of positive motivation: a situation of success, an emotional atmosphere, a variety of working practices, differentiated approach, etc.

The study of the “Arctic Robinsonade” literary plot using the tools of the multimedia textbook created based on the Tilda online constructor contributes to the pursuing of the following objectives:

educational ones – to introduce the history of the survival of the Mezen fishermen in the Arctic via referring to literary texts, to teach how to work with a literary text according to a given algorithm, teach the techniques of cognitive circuit technology, help students to move from simply mastering the book content to a deep perception of the text at the semantic content comprehending level;

developing ones – to promote the development of knowledge and abilities to work with a literary text, enrich the vocabulary of students and their ideas about the small motherland;

pedagogic ones – to promote the formation of a cultural and patriotically-minded personality, who knows the history and traditions of his/her native land, and the country as a whole.

When mastering the theme, students comprehend such problems: the responsibility of a person for his/her actions, the relationship between human and nature, human and the state, the conflict between the capital city and the province. The diversity of world cultural experience is revealed through the knowledge of Pomorye authentic culture. While achieving this, the role of the book is invaluable, the significance of the “Arctic Robinsonade” fiction books, which transfers the experience of previous generations, their view of the world and human to the reader with the help of the fascinating plot, original characters, and an original display of past events.

The research being pursued presupposes the description of the chapter layout of the electronic multimedia textbook regarding studying the “Arctic Robinsonade” fiction books. This plot is

based on the real event of the 18th century – a six-year wintering of fisherman hunters in the Arctic on one of the islands of Svalbard. The following texts are included into the system of fiction books, conditionally united under the name the “Arctic Robinsonade,” the primary source of the plot is the book by Peter Ludovic Le Roy “The Adventures of four Russian sailors brought by a storm to the Island of Svalbard” (1760) – an artistically processed interrogation-interview of surviving fishermen; novel by Z. S. Davydov “Beruny” (1933); story by K. S. Badigin “The Way to Grumant” (1953); story by S. B. Radzievskaya “The Island of Courage” (1981).

The layout of the textbook chapter is based on the material of Konstantin Badigin’s story “The Way to Grumant.” The study of the story is significant from the standpoint of students mastering the features of the individual-author’s image of the Pomor fishery, and the North Russian mentality.

A layout of the multimedia textbook chapter concerning the study of the Mezen “Robinsons” plot is presented in the Internet in free access <http://arcticway.tilda.ws/>. The figure shows the title page of the textbook layout (Fig. 1) and a QR code for a rapid transition to the textbook website (Fig. 2).

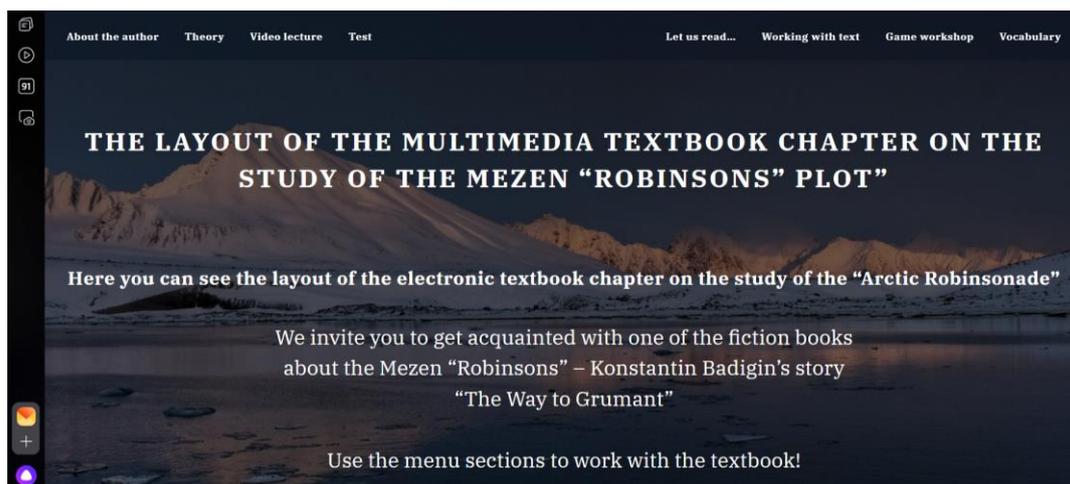


Figure 1. Screenshot of the multimedia textbook layout cover page



Figure 2. QR code for quick access to the textbook website

The chapter of the electronic textbook titled “The Story of K. S. Badigin (1956) “The Way to Grumant” includes 8 sections:

- 1) About the author
- 2) Theory
- 3) Video lecture
- 4) Test
- 5) Let us read
- 6) Working with text
- 7) Game workshop

8) Vocabulary

The first section of the chapter is intended to introduce students to the biography of the writer. The “Theory” section introduces the basic issues of the story – what events formed the basis of the author’s narration and what happened to the Pomors back in 1743; a reference is also given to who the Mezen “Robinsons” were, and the description of the Arctic artistic chronotope is given.

Watching the video lecture and solving the test assignment helps to consolidate the information from the “Theory” section. To proceed to completing the tasks of the test, one must click on the appropriate button on the textbook webpage. The test completion results are automatically sent to the teacher by e-mail, which reduces the time for checking homework.

The “Let us read...” section includes a hyperlink to the literary text. Having clicked on the relevant button of the textbook main menu, the user links to the Litmir.ru website, where the full text of the story is presented.

The “Working with text” section is necessary for organizing search work on the original. The section contains the fragment of text, as well as QR code to the page of the book for rapid transition to the fragment from a smartphone. Students perform tasks according to the special algorithm of 16 steps.

The “Game workshop” section contains a number of creative tasks. This section is aimed at consolidating the material covered; the work is organized in an interactive format.

The “Vocabulary” section contains literary terms used in the theoretical part of the textbook.

Thus, the multimedia textbook may be successfully used to organize classroom-based and remote activities of students when studying fiction books about the adventures of Russian sailors in the Arctic. The textbook is freely available in the Internet.

The theoretical material of the textbook is systematized in such a way that students can gradually immerse themselves in the study of the “Arctic Robinsonade” key plot. The set of tasks presented in the experimental textbook provides a progressive and systematic acquaintance with the material and makes the learning process fascinating and interesting. The use of the electronic textbook contributes to awakening the interest of various aged readers in literature about the Russian North.

Description of pilot and experimental work

The research was pursued in two directions: training the control group within traditional and experimental conditions – using a textbook created based on the online constructor. The pilot work regarding studying the effectiveness of using the online constructor in the study of literature included the following stages:

Statement stage. At this stage, the survey poll was conducted to determine the level of students’ motivation. The questionnaire survey was conducted remotely using the Google Forms tool (Form for determining the level of motivation of students to study the plot of Mezen “robinsones”). The survey results showed that the average level of motivation to study the “Arctic Robinsonade” plot prevails in the experimental and control groups (44 and 52%, respectively). 38 and 24%, respectively, had a high level of motivation.

Formative stage. At this stage, exercises and tasks from the textbook were developed and tested based on the Tilda constructor: annotated reading, survey, testing, watching a video, working with a text fragment according to the algorithm, a game workshop, working with vocabulary.

Control stage. At this stage, a repeated questionnaire was carried out to determine the level of motivation to study the “Arctic Robinsonade” plot after the training work. The analysis of the results showed the effectiveness of using the multimedia textbook applying the online constructor. The students from the experimental group had a considerable increase in the motivational sphere level. Besides, positive trends were identified in the formation of skills while working with the literary text, its analyzing and interpreting.

The multimedia textbook may be considered as one of the factors in the positive learning motivation formation due to its characteristics: interactivity and accessibility for students, the inclusion of hypertextual information, links, video-, audio- and various photographic materials, as well as instant feedback tools.

Conclusion

The existing fact of decrease in motivation for learning from one level to another cannot have a positive impact on the positive dynamics of knowledge quality. The same goes for studying literature. In this regard, the problem of increasing motivation for studying literature is very relevant.

The interest in the subject and the desire to master it largely depend on the technologies used by the teacher. There are many ways to encourage students to study their native literature, and one of them is multimedia aids that compensate for the lack of textbooks on the subject.

The use of such textbooks, being modeled with the help of special constructor programs in teaching literature, is one of the most important aspects of improving and optimizing the educational process, enriching the arsenal of tools and methodological techniques that allow diversifying the forms of work and making the class interesting and memorable for students.

Using online services allows customizing learning depending on the pace and depth of the course. Such a differentiated approach gives an excellent positive result, since it creates conditions for the successful activity of each participant of the course, causes positive emotions and, consequently, affects their academic motivation.

A modern teacher should effectively apply information and communication technologies in the educational process. The use of online constructors in the classroom and after classes is an effective factor in the development of students' motivation.

Students have the opportunity to apply their knowledge and skills within new conditions and they love it. A multimedia textbook based on an online constructor allows perceiving the material with enthusiasm. The process of mastering the material is much faster and easier.

The purpose of the experimental work was to substantiate the reasonability of using a multimedia aid while teaching literature. The research was performed based on a northern university. The students of 1-2 years of studies took part in the research. The total of 40 persons took part in the experiment. There were twenty students in the experimental and control groups.

So, we considered the aspects of applying the online constructor functionality to create interactive electronic study materials in the conditions of education digitalization. The attention is concentrated on the use of Tilda constructor in practical activities of literature teachers. The required minimum of information about this service is presented and pluses and minuses of using the online constructor are considered. The stages of work for introducing this resource into the teaching practice of future literature teachers are described. The description of practical work prepared for classroom teaching in the frameworks of historic and literary courses is given.

The main conclusion to be made is that the creation of study aid based on online constructor

is a manageable task for teachers of humanities. The application of such study aid at literature classes motivates students to study works of fiction not included into the main program in literature.

In further research it is necessary to more carefully consider the potential consequences of introducing the study aid into the school and university practice of teaching the course in native literature, for example, the didactic capabilities of the online constructor intended to study the history of sailing of Pomor "Robinsons" at the classes of native history and regional studies.

Tilda is a convenient constructor of websites for teachers. Specialists test its capabilities in different areas of knowledge: supplementary education in primary schools, foreign languages, mathematics, physics, advertising and PR-education, etc. The main advantage of our multimedia product is the opportunity to implement the learner-centered approach in the study process organization, to use additional information sources. Besides, the electronic textbook has a number of significant advantages in comparison with the classical textbook. First of all, this is step-by-step mastering of the course. Second, this is the organization of step-by-step work with the literary text. Third, this is the variety of tasks and ways of their completion. The multimedia textbook helps to effectively and quickly master the study material about the peculiarities of poetics of works of fiction of the "Arctic Robinsonade"; it allows students to get properly prepared and successfully pass credit tests on supplementary course.

Thus, the experimental results, as well as the comparison of the data before and after, indicate that the hypothesis was confirmed and the objective stated at the beginning of the research was achieved.

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