

**Nykyporets Svitlana Stepanivna**

Lecturer at the Department of Foreign Languages  
Vinnytsia National Technical University, Ukraine

**Hadaichuk Nataliia Mykolaivna**

Lecturer at the Department of Foreign Languages  
Vinnytsia National Technical University, Ukraine

**Medvedieva Svitlana Oleksandrivna**

Lecturer at the Department of Foreign Languages  
Vinnytsia National Technical University, Ukraine

**SCRIBING TECHNIQUE FOR TEACHING A FOREIGN LANGUAGE FOR  
STUDENTS OF NON-LINGUISTIC UNIVERSITIES**

***Annotation.** This article tells about a new type of information presentation - “scribing”, as well as about its implementation in the educational process. Different types and advantages of using the scribing technique also described. Also the options for using the scribing technique in English lessons for students of non-linguistic technical universities are considered. The article also gives a review about authors worth paying special attention to when studying this research work. The work indicates the relevant use of modern technologies in the learning process.*

***Key words:** scribing, teaching technology, pedagogical technology, information visualization, graphic information facilitation, formation of cognitive interest, learning process.*

Modern educational standards challenge the teachers of the English language of higher educational institutions not only to form students’ foreign language communicative competence, but also to develop in them the willingness and ability to constantly improve this competence on their own. To achieve this goal, teachers are in constant search and study of modern technologies for teaching English. But before talking about modern technologies for teaching the English language, it is advisable

to understand what a "teaching technology" is. This concept entered pedagogy in the mid-50s XX century, [1] which, in turn, was due to the emergence of a new technological approach to the organization of the educational process. Then this concept was associated with the use of technical teaching aids. Today, along with this concept, concepts such as "pedagogical technology" and "educational technology" are often used, while a clear distinction between these concepts has not yet been established. [2]

In their studies, such scientists as V. P. Bespalko, M. V. Klarin, B. T. Likhachev, V. M. Monakhov, G. K. Selevko, S. A. Slastenin, etc. explain the idea. Scientific views of scientists do not always coincide, which indicates the diversity of the concept of "teaching technology" ("pedagogical technology"). Based on the above, let's look at a few examples. V. I. Bogolyubov studied the term "pedagogical technology" (from "technology in education" to "pedagogical technology") [3]. At the same time, V. P. Bespalko interprets "pedagogical technology" as a system of means and methods of reproducing theoretically proven processes of education and upbringing, which make it possible to successfully achieve the set educational goals. He also understands "pedagogical technology" as a project of a pedagogical system used in the learning process [4]. In turn, B. T. Likhachev believes that pedagogical technology is a set of psychological and pedagogical goals that are able to determine a special set of forms and methods, as well as methods and techniques of teaching, educational means; it acts as an organizational and methodological tool of the learning process [5].

Thus, we come to the conclusion that the "teaching technology" ("pedagogical technology") is a consistent logical system of teacher's actions, which is focused on achieving the goals set by the teacher and is implemented through the use of modern technologies of the pedagogical process, which meet the requirements of the modern world.

In a modern higher educational institution, interactive teaching methods are increasingly used, such as: brainstorming, round table, seminar, case study, business

and role-playing game, group discussion, etc. The use of scribing visualization technique in English classes at the university is gaining in popularity. [6]

Scribing (from the English “scribe” – to sketch out sketches or drawings) is the visualization of information using graphic symbols that display its content and internal connections. The scribing technique was invented by British artist Andrew Park. [7]

This process takes place in real time in parallel with the spoken speech. The creation of vivid images evokes in the listener visual associations with the spoken speech, which ensures a high percentage of information assimilation. American teacher Paul Bogush was one of the first to introduce scribing in schools. [8]

Scribing can be manual, computer and application. The voiceover talks about something, the hand in the frame draws images that illustrate the oral story. In such scribing, as a rule, sheets of paper or a presentation board, colour pencils, markers, felt pens, brushes and paints, as well as appliqué elements are used.

Computer scribing can be created using *PowToon* and *VideoScribe*. The *PowToon* online service allows you to create scribe videos using a library of ready-made characters, upload and use pictures, overlay an audio track. Registration required (you can use a Google, Facebook or Twitter account). The finished video can be immediately uploaded to *Youtube*. Free use of the service allows you to create animated presentations with a resolution of 480, lasting up to 10 minutes, with a limited number of presentation styles.

*VideoScribe* allows you to select the background colour and texture, font, and the variant of hand holding the pencil or brush. In application scribing, ready-made images that correspond to the spoken text are superimposed or pasted onto an arbitrary background in the frame. Magnetic scribing is a type of application, where the finished images are attached with magnets to a magnetic presentation board.

The duration of the videos depends on the idea of the authors and ranges from 45 seconds to 10 minutes. The *7-plus-minus-two* rule applies here. The best length for a scribe presentation is 5 to 9 minutes [9].

Many researchers emphasize the following advantages of using the scribing technique in the learning process:

- visualization helps students to organize and analyse information correctly;
- it promotes memorizing and tracing the relationship between blocks of information;
- the teacher can attract the attention of students, providing them with additional information, and highlight the main points when analysing a particular topic;
- develops critical and creative thinking;
- at the same time various senses are involved: hearing and sight, as well as imagination, which contributes to better understanding and memorization;
- promotes the development of communication and collaboration skills.

Fukalova L. notes that the advantage of video scribing is that the video can be used repeatedly. Using this technique, the teacher can attract the attention of students, providing them with additional information, and highlight the main points in the analysis of a particular topic [10].

Scribe presentations are various: business videos, videos on social topics, promotional videos, messages on the topic, stories about books, self-presentations, etc. [11] Let's consider the options for using the scribing technique in English lessons for students of non-linguistic technical universities.

With the help of scribing, you can “film” the plots of educational films. This technique is suitable for explaining new material and checking what has been learned. It can be used as a means of generalizing what has been learned, like “brainstorming” and reflection in class. You can leave part of the video without watching and ask students, working in groups, to predict (complete) the story. As homework, you can offer students a group project: think over and use their gadgets to film video scribing on one of the topics studied. For example for students of power engineering of Vinnytsia National Technical University topics may be as follows: “How do generators supply current”, “Environmental Impacts of Renewable Energy Technologies”, “Power engineering of the future”, “Non-traditional renewable

sources of energy” or “Stray voltage”. You can arrange a competition for the best video and thus increase the motivation of students. This technique contributes to the development of teamwork skills, where each student gets the opportunity to reveal their talents, realize their abilities, choosing one or another role (artist, director, editing director). In the process of creating a video, students use electronic devices for non-game purposes. Thus, they acquire skills that can then become part of their professional activities.

Scribing has a number of advantages, which allows you to use it in any lesson and on any topic to explain new material and check what you have learned:

- ✓ checking homework (to tell about the material of the previous lesson, using scribing);
- ✓ formulating the topic of the lesson, setting the goal of the lesson (find the connection between the images and determine the topic of the lesson; determine what we will do);
- ✓ disclosure of the topic, search for a problem;
- ✓ generalization and consolidation of the material (scribing consists of images that appeared during the lesson at different stages, the students generalize the material and draw conclusions from them);
- ✓ organization of group work (drawing up a scribing on a given topic from the proposed images, comparing group drawings);
- ✓ creative homework (drawing up a print or electronic drawing on a given topic);
- ✓ building the structure of the lesson (scribing can contain a consistent reflection of the structure of the lesson with a name, purpose or problem).

Scribing reflects the depth of students’ understanding of the topic being studied. Its use on the practical lesson contributes to:

- development of logical, figurative and associative thinking, imagination;
- the manifestation of non-standard thinking and creativity;
- development of communication and regulatory skills;
- the formation of skills in working with information;
- increasing curiosity and motivation for the subject under study.

Thus, scribing is a methodological technique that in practice allows embodying a change of priorities in the teacher's activities, dictated by the goals of the modern education system – not only to teach, but to create conditions for an independent creative search for a student.

The uniqueness of scribing is also in the fact that as a result, the teacher receives a unique video, which was developed by the whole class. The teacher engages students in the development process, increasing their interest in the lesson, and receives a promotion product that will help you to vividly tell about the educational material, to interest students. In the course of work, students share their thoughts, ideas, “immerse themselves” in the study of the material and thus begin to work better with it in the future.

One day, a whole series of videos or drawings are created and it replenishes the teacher's “piggy bank”. To increase the interest of students in learning English, the best works can be posted on various sites, or you can hold a school competition for the best video or drawing made using the scribing technique.

In Ukraine, the use of scribing for educational purposes is becoming widespread. In the year of the large-scale launch of 3G in Ukraine, one of the mobile operators invited schoolchildren to create Internet content about what high-speed mobile technologies are for. 107 students took part in the festival under the guidance of teachers from 9 regions of Ukraine. The best works of the participants demonstrated creativity, a desire for innovation, an active life position, and a desire to learn. [9]

So, as we see, the use of the scribing technique, as well as other methods and techniques that contribute to the formation of cognitive interest in students, has a positive effect on the educational process.

## References

1. Educational technology. Available at: [https://en.wikipedia.org/wiki/Educational\\_technology](https://en.wikipedia.org/wiki/Educational_technology)

2. Jamil, M.G., Isiaq, S.O. Teaching technology with technology: approaches to bridging learning and teaching gaps in simulation-based programming education. *Int J Educ Technol High Educ* 16, 25 (2019). <https://doi.org/10.1186/s41239-019-0159-9>
3. Боголюбов В. И. Педагогическая технология: эволюция понятия (1991) *Советская педагогика* (9), с. 123-128
4. Беспалько В. П. (1989) Слагаемые педагогические технологии. Available at: <https://obuchalka.org/2012091567007/slagaemie-pedagogicheskoi-tehnologii-bespalko-v-p-1989.html>
5. Лихачев Б. Г. (2010) Педагогика. Available at: <https://tinyurl.com/убазуехм>
6. The scribing manual. (2019) Available at: [https://intranet.ecu.edu.au/\\_\\_data/assets/pdf\\_file/0019/21376/scribing\\_manual.pdf](https://intranet.ecu.edu.au/__data/assets/pdf_file/0019/21376/scribing_manual.pdf)
7. Andrew Park. Available at: <https://www.thersa.org/events/speakers/andrew-park>
8. Blogush. Available at: <https://blogush.edublogs.org/about/>
9. II Всеукраїнський скрайбінг-фест. Скрайбінг – новітня техніка презентації. (2016) Available at: <http://osvita.ua/school/scribing/51803/>
10. Фукалова Л.В. (2017) Применение современных технологий обучения в среднем профессиональном образовании. *Наука через призму времени*. (5). – с. 113-117.
11. Скрайбінг: описание и инструменты. Available at: <https://nitforyou.com/scribe>
12. Scribing. Available at: <https://youtu.be/bRLjDiJoi2s>