

DIDACTIC COMICS IN PRIMARY SCHOOL: CREATION TECHNIQUES AND USE

The article highlights the urgency of the problem of introducing innovations in the educational process of modern primary school, including information and communication technologies (ICT) and digital resources. The theoretical significance of didactic comics is substantiated, their various types are given. The authors consider comics as a socio-cultural phenomenon and an effective pedagogical tool for primary school students' education and development. The research demonstrated that didactic comics are characterized by vivid visualization, attracts primary school students' attention, increases interest in educational material, and increases memorisation. It has been proved that the comic format enables visual and meaningful demonstration of educational information using minimal artistic and digital means. The method of using comics in the junior high school educational process in the context of teaching different classes is presented. Digital tools for creating interactive comics are offered and pedagogical methods of working with them are given. The following research methods were used: analysis of scientific and methodological literature, the synthesis method, survey, study of the available digital resources and tools for creating comics.

Key words: didactic comics, teachers' digital literacy, digital tools, innovative technologies, primary school.

The relevance of the problem. In the context of digitalization of education, distance learning due to large-scale Russian military invasion of Ukraine, the problem of introducing educational innovations to improve the quality of educational services is becoming more urgent to achieve maximum efficiency in teaching under existing conditions. In addition, the reform of the New Ukrainian School requires updating the content of education, teaching methods and techniques, the use of ICT, involving students in teamwork, implementing the partnership pedagogy principles, and thus - the development of teachers' digital literacy. Therefore, comics are effective means of diversifying the educational process, increasing primary school students' interest, motivation to learn, and the introduction of humorous elements to create a positive moral and psychological environmentn in distance learning.

The didactic potential of comics in Ukrainian educational institutions was somewhat underestimated. At the same time in such countries as the USA, Great Britain, Japan, South Korea, etc, comics were actively introduced.

Therefore, **the purpose of the article** is to substantiate the theoretical significance of didactic comics in the educational process of primary school, to present the methods of their use and describe digital tools for their creation.

Research results

In modern science and practice, comics is the subject of interdisciplinary research in such areas of scientific knowledge as Pedagogy, Sociology, Literary Studies, Aesthetics, Semiotics, History, and others. Comics as an information product is a reflection of the people's culture, their historical heritage, and development level of philosophical thinking.

There are different genres and types of comics: adventure and historical; superhero; fantasy, science fiction; comics for children; humorous; modern novel; criminal; educational. (Belov, 2021, p. 6).

In the scientific literature, there is the concept of "didactic comics", which has become a "real media phenomenon" (Polishchuk, 2021). Until recently comics, in particular educational (didactic), have been mostly the subject of research in Art, Literature, Journalism (Savchuk, 2014; Belov, 2021), today, as an effective pedagogical tool, they play an important role in scientific research (Yurzhenko, 2015; Ostapenko, Solovyova, 2016; Lavrenova, 2020; Polishchuk, 2021).

In the educational process comics promote the development of students' creative abilities because it also uses specific vocabulary to reflect emotional states, which not only contributes to the dramatization of plots, but also adjusts students' perception and managing emotions, developing emotional intelligence. They also serve as an effective means of developing imagination, fantasy, the ability to clearly formulate and express their thoughts, highlight the main idea, opinion, and teamwork.

According to numerous studies, the use of comics in educational activities contributes to individualized learning (79% of respondents) and increases students' motivation for relevant activities (respectively 74%) (Danylenko, 2011, p. 30). The article presents the results of a study of the popularity of comics among primary school students: the majority of respondents (62%) understands the essence of comics and likes to work with them in class, 18% of them can fantasize on the basis of comics.

The rapid development of digital technologies makes it possible to create and use a variety of didactic comics teaching various classes to students. There are various services for creating comics, namely: <https://www.makebeliefscomix.com/>, https://www.canva.com/uk_ua/stvoryty/ko

miksy/, <https://app.pixton.com/#/edu>, <http://www.toondoo.com/>, <https://www.storyboardthat.com/> and others. In this article we have considered only some of them, but the creative teacher has a lot of tools for their professional developments using a variety of digital resources to visualize the educational process to improve teaching. The authors of the article offer some services for the creation of didactic comics and step-by-step instructions for their use in the educational process of primary school for teaching various classes (English, Ukrainian, Science, etc.).

Prospects for further research, the authors consider the study of methodological aspects of the use of didactic comics for teaching Science, Mathematics, Humanities and Art in primary and secondary school, as well as training teachers to use digital services to create didactic comics of various complexity.

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