

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
H. S. SKOVORODA KHARKIV NATIONAL PEDAGOGICAL UNIVERSITY**

**Mid-West State University – UNICENTRO (Brazil)
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and Social Policy (the United Kingdom)
Supporting Ukrainian Editorial Staff (France)**

CONFERENCE PROCEEDINGS
**I International Youth Scientific &
Practical Conference**
LEARNING & TEACHING:
during War and Peace
(Kharkiv, Ukraine)
10 November, 2022

KHARKIV – 2022

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QUEST TECHNOLOGIES IN THE VISUALIZATION PROCESS AT THE UKRAINIAN LITERATURE LESSONS IN GENERAL EDUCATIONAL ESTABLISHMENTS

Aim. At the current stage, quest technologies are actively used in the educational process. A quest is a variant of the game, in which players must follow step-by-step instructions, solve pre-prepared individual or collective tasks, and, in the end, receive a reward – a treasure, an artifact, or knowledge. In addition, a quest is considered as a literary plot in which the hero must pass certain tests, complete tasks, overcome obstacles and reach the goal, an example of which can be artistic texts from ancient literature (myths about Hercules, the Argonauts, Perseus, etc.) and up to modernity (fantasy literature, novels, for example, “Quest” by B. Akunin, S. Derkach, “Bread Quest” (“Khibnyi kvest”) by O. Fomin, etc.)

Results. As a pedagogical technology, the quest is a well-thought-out model of joint pedagogical activity in designing, organizing, and conducting the educational process with clearly defined goals, and diagnosis of current and final results, which has certain stages with distinct procedural characteristics.

The following types of quests can be used at the lessons of Ukrainian literature in General Educational Establishments:

– *video quests* – interactive video (for example, a final lesson based on Taras Shevchenko creative heritage in the form of a video quest (the 9th grade));

– *escape room* – a game that consists in finding an exit from a certain room or several rooms by completing tasks and receiving hints (in the 5th-8th grades while learning adventure literature or works about numerous adventures and children's tricks);

– the *quest in reality* is related to the immersion of players in the storyline, which is based on the artistic text being studied (a famous movie, a computer game). Among its varieties, researchers single out action quests (active actions of players aimed at achieving a goal) and horror quests (provide participants with thrills);

– *quest-performance* (while learning detective and fantasy literature, for example, when studying “The Devil’s Soul, or the Enchanted Treasure” by V. Arieniev, etc. (in the 8th grade));

– *single tasks* of a search nature, which require the participants to activate intellectual, critical, and creative thinking (literary puzzles, puzzles, crosswords, etc.).

Conclusions. Today, quest technologies are an innovative educational activity aimed simultaneously at the development of students' intellectual, creative, and critical abilities and skills. The quest is characterized by special principles of its creation, a successful combination of play and learning, contributing to the growth of interest in the educational topic and education results consolidation. It takes different forms at the lesson – from setting a problematic task and how to solve it to designing a whole lesson in the form of a quest with changing locations and the ability to move.