The Trend of Tick-Tock Video as a New Tool for Motivating the Educational Activities of Students of Kyiv University of Culture: Analytical and Prognostic Aspect

Svitlana Derkach
Kyiv University of Culture

Irma Vitovska-Vantsa
Kyiv National University of Culture and Arts

Myroslava Melnyk
Kyiv University of Culture

Alexander Matuzko
Kyiv National University of Culture and Arts

Alisa Kolpashchykova
Kyiv National University of Culture and Arts

Kateryna Iudova-Romanova
Kiev National University of Culture and Arts

The present study has been conducted to evaluate the use of TikTok as a new tool for motivating the educational activities in Kyiv University of Culture, Ukraine. Methods: This study uses a qualitative approach, so that researchers can get more detailed information about everything related to the use of the TikTok application in educational activities. Further, a self-designed structured questionnaire contained five questions with 5 options was delivered to consented participants. Scientific novelty: This is a first study from Kyiv University of Culture, Ukarine that makes history by establishing a TikTok Department to inspire young people to be creative, ambitious, and promising. Practical significance: This study concludes that TikTok application can be used as a medium for or motivating the educational activities because it has many advantages and is successful in assisting students and teachers in teaching and learning activities in the 21st century.

Keywords: TikTok video, teaching and learning activities, questionnaire study

INTRODUCTION

In this 21st century, Mobile technology, along with interactive Web 2.0 Internet-based applications, often known as online social media, is becoming more apparent and vivid in our lives. The fourth industrial revolution is bringing the globe closer to employing the most cutting-edge technical solutions. As a result, education is currently instilling evolving technology to create new forms of teaching and learning media, thereby offering knowledge and even furnishing pupils with all of the necessary abilities to navigate the machine age (Adnan et al., 2021). Face-to-face interaction and technology-facilitated instructional approaches in the form of online lectures or e-learning classes, where students complete their work at home, are combined into teaching and learning methods. Peer-group sessions, project-based learning, assignments, and conversations are all part of the classroom teachings (Bilytska et al., 2022; Volodymyrovych et al., 2021). Furthermore, the teacher's role shifts from that of a lecturer to that of a facilitator and coach. In reality, numerous research have looked into the effects of using social media to help learners improve their skills (Solidjonov, 2021; Tkacová et al., 2022).

According to Bartlett-Bragg (2006), in a web-based environment, social networks offer a number of applications that promote group entertainment, academics, interactions and shared spaces for collaboration, social connections, and information exchanges (Yang, 2020). TikTok, also known as Douyin in China, was introduced to social media in September 2016 and swiftly rose to the top of the social sharing universe. TikTok was launched internationally the next year, and it now has about 800 million users worldwide. With more than 45 million downloads in just three months, Beijing-based digital startup Bytedance's app has eclipsed Facebook and WhatsApp as the most popular app worldwide (Zheping, 2018). As the most downloaded application in July 2020, TikTok is one of the most famous social networking sites which targeted youngsters to share their 3 to 60-second-long videos. In addition, you can also share videos made to other applications such as Twitter or Instagram. Limited researches have examined the feasibility of utilizing TikTok for learning.

Ukraine's Kyiv University of Culture makes history by establishing a TikTok Department to inspire young people to be creative, ambitious, and promising (Black, 2021). The goal of this study is to figure out how students can use TikTok to learn new skills. TikTok was chosen as the media by the study to see how effective social media is at motivating educational activities.

METHOD

Study Design

This study uses a qualitative approach, so that researchers can get more detailed information about everything related to the use of the TikTok application in educational activities. To evaluate the use of TikTok as a new tool for motivating the educational activities in Ukraine, students/participants from Kyiv University of Culture, Ukraine were recruited through email, WhatsApp and Viber using convenience sampling method as described previously (Murphy et al., 2017). From estimated sample size of 365 students, 250 consented to participate in this study. Links to fill out electronic questionnaires in the form of Google form were sent to 365 recipients via email, WhatsApp and Viber. The participant's demographic profile (age group, gender distribution) was also recorded. Further, a self-designed structured questionnaire based on a five-point Likert scale was designed. The final questionnaire contained 5 questions with 5 options: strongly agree, agree, disagree, strongly disagree and neither agree nor disagree. Question 1 was related to the level of satisfaction with the list of disciplines. The question 2 was related to level of satisfaction with the contents. The question 3 was related to the professional level of work of the teaching staff. The question 4 was related to level of material and technical support of training. Whereas, the question 5 was related to the level of organization of the educational process.

Data Collection and Analysis

The data from questionnaire was collected and subjected to analysis for the determination of effectiveness of TikTok as a new tool for motivating the educational activities in Kyiv University of Culture, Ukraine.

RESULTS

The 250 students consented to participate to participate in this study. The demographic data showed that there were 70% participants from age group 17 years while, 30% were from age groups 18-21 years as presented in Figure 1. Similarly, the sex-wise distribution showed that there were 20% male and 80% females in this study (Figure 1). However all the students participated in the study were unmarried and 100% unfinished the higher education. The 5% of the participants were active social media users who mainly create their own content and do not consume someone else's. While, 40% were passive users who mainly consume other people's content and 35% were active-passive create their own content and consume someone else's. However, 20% were inert who do not create their own content and do not consume someone else's (Figure 1).

At the faculty of TikTok Kyiv University of Culture there are students who simultaneously study the following educational specialties: journalism (public relations and advertising; journalist), hotel and restaurant business (manager of hotel and restaurant business), cultural studies (event manager), design (graphic advertising designer; web designer; clothing and accessories designer; textile designer; interior designer (3D modeling); landscape designer), management of sociocultural activity (fashion industry manager; fashion business manager), international relations, public communications and regional studies (international relations, political scientist-analyst), audiovisual art and production (TV presenter and presenter; TV journalist; film actor; film and television director; sound director; film and television operator; advertising photographer; photojournalist), stage art (theater and film actor; theater and film director; director of pop and mass festivals) and choreography (choreographer of modern choreography; teacher choreographic disciplines; ballet dancer). Among the specialties prevail (up to 80%) journalism, hotel and restaurant business, culturology, design, management of socio-cultural activities

In the TikTok faculty teaches the following disciplines: choreography, production and creative technologies, time management, trend service, social communications, directing, the actor's art, visual communications, stage broadcasting, style and styling, marketing, improvisation, screenwriting, imageology and the art of communication. All these disciplines were important for creating really decent content.

The results of questionnaire for evaluation of effectiveness of TikTok as a new tool for motivating the educational activities in Kyiv University of Culture, Ukraine showed that most of the participants (97%) showed strong agreement with the list of the disciplines. For question 2, 99% of the participants showed strong agreement with the level of satisfaction with the contents. In question 3, 95% respond with strong agreement that level of work of the teaching staff was Professional while, 3% were Agree, 1% were Disagree and 1% were neither agree nor disagree. For question 4, which was related to the material and technical support of training the participants response was strongly agree (96%) and agree (4%). In question 5, 93% of the participants responds strongly agree to the level of organization of the educational process while, 4% were agree, 1% were disagree and 2% were Neither agree nor disagree (Table 1).

FIGURE 1
DEMOGRAPHIC PROFILE OF THE STUDY PARTICIPANTS FROM QUESTIONNAIRE STUDY
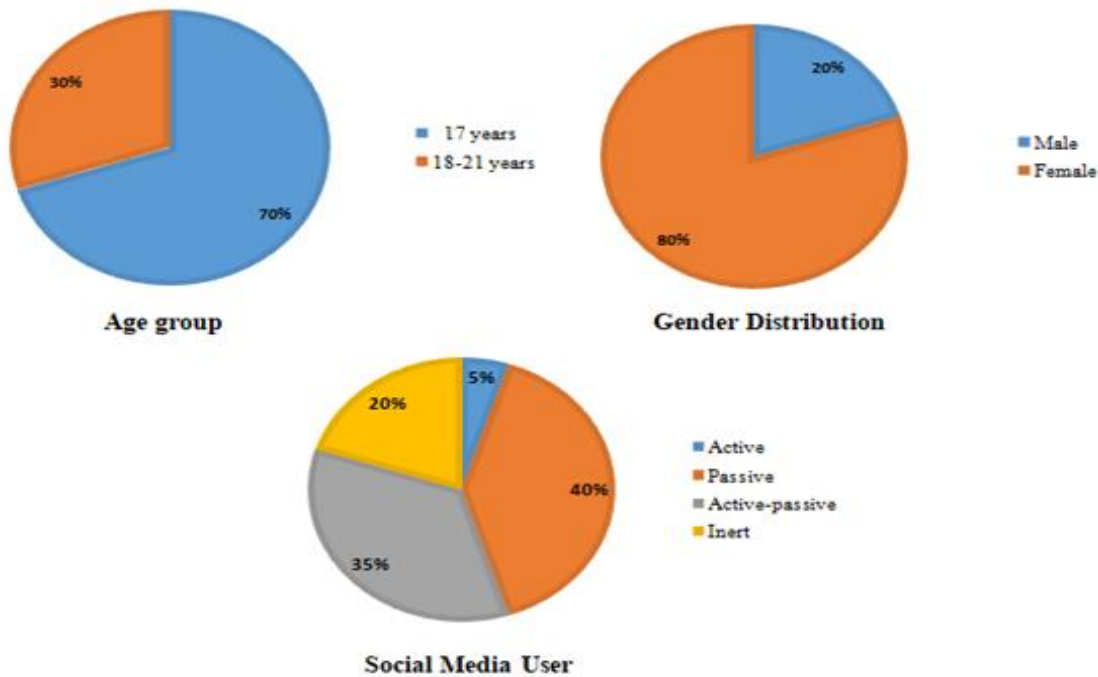
TABLE 1
RESPONSE OF QUESTIONNAIRE STUDY FOR EVALUATION OF EFFECTIVENESS OF TIKTOK AS A NEW TOOL FOR MOTIVATING THE EDUCATIONAL ACTIVITIES IN KYIV UNIVERSITY OF CULTURE, UKRAINE

Q. #	Questions	Responses (%)				
		SA	A	DA	SD	NAND
1.	Level of satisfaction with the list of disciplines	97	2	0	0	1
2.	Level of satisfaction with the contents	99	1	0	0	0
3.	Professional level of work of the teaching staff	95	3	1	0	1
4.	Material and technical support of training	96	4	0	0	0
5.	Level of organization of the educational process	93	4	1	0	2

SA = strongly agree, A = Agree, DA = Disagree, SD = Strongly disagree, NAND = Neither agree nor disagree

The study limitations includes that there were limited number of questions in the designed questionnaire and population size must be expanded to a variety of educational fields.

The results of the survey suggest that university students are "morally" ready to use social networks, namely TikTok video, for educational purposes.

Nevertheless, this situation only emphasizes the urgency of the problem and requires substantiation of the role of "adults", that is teachers of higher education institutions - in the process of formation of digital literacy of students.

If we turn to the professional Internet discourse of teachers, we will see that many teachers have long and successfully used social networks not only for feedback with students, but they also organize project activities, share useful content, etc. The possibilities of learning through social networks confirm the rapidly developing educational trends at the intersection of Social Learning and E-Learning 2.0 technologies. As

we know, social networks were not created as an educational platform. For most participants of networking it is a space of free communication, self-expression and self-presentation.

It is important to note that on the way to concretizing these competences we started from the universally recognized concept of digital literacy (UNESCO), while actively involving students in the research. Young people leave some platforms and "populate" new ones when something becomes more popular. Consequently, it is appropriate to point out that the rapid changes in the world of networked digital communications compel regular updating of digital literacy measurement indices.

The entire digital technology industry (not the other way around) works to "serve" the needs of participants in the virtual-network culture. That is, new educational technologies and methods are needed now, where the teacher is the moderator, and the sources of knowledge are the students themselves and high-quality Internet resources. The study limitations includes that there were limitated number of questions in the designed questionnaire and population size must be expanded to a varity of educational fields.

DISCUSSION

After presenting the results, you are in a position to evaluate and interpret their implications, especially with respect TikTok is one of the most widely used social media sites nowadays. It's causing quite a stir among the youth. The programme features intriguing and user-friendly elements, as well as amazing effects. When creating content, users can include a range of hot music and hashtags. It's a video platform with a wide range of video content. TikTok is a social media platform that allows people to express themselves freely via creativity and innovation. Duets, sharing, and challenges with people all over the world are just a few of the options accessible in TikTok. As a result, TikTok's broad use as a social media platform will provide students with a useful learning tool. Students can learn any language facts and abilities again and over again. In the classroom, TikTok is a great tool for students and teachers (Pratiwi et al., 2021). Gupta and Bashir (2018) stated that social media serves four key goals. They served as a source of amusement, sociability, information, and academic value. TikTok is a social media platform that allows users to publish short videos of their content. It's the newest social media software that allows users to make intriguing films and communicate with others in comments or private chat rooms (Deriyanto & Qorib, 2019).

One of the first TikTok departments was established at Kyiv University of Culture in Ukraine to encourage young people to be innovative, ambitious, and promising. We used a questionnaire survey to examine TikTok's use as an innovative tool for boosting educational activities in this study. A total of 250 students agreed to participate in the study. According to the data, 70% of the participants were the age of 17, with the remaining 30% being between the ages of 18 and 21.

The results of the current study's questionnaire revealed that the vast majority of participants (97%) agreed strongly with the list of disciplines. In response to question 2, 99% of the participants expressed high agreement with the content's level of satisfaction. In issue 3, 95% of respondents strongly agree that the teaching staff's job is professional, whereas 3% disagree, 1% disagree, and 1% neither agree nor disagree. Participants responded strongly agree (96%) and agree (96%) to question 4 on the material and technical support for training (4%). In response to question 5, 93% of participants highly agree with the level of structure of the educational process, compared to 4% who agree, 1% who disagree, and 2% who neither agree nor disagree. These findings matched those of Ferstephanie and Pratiwi (2021), who used 25 students in the tenth grade to investigate the impact of TikTok on the development of students' drive to talk. They discovered that when students used the TikTok app for learning, their scores improved quickly and were higher than their pre-test. We also mentioned that TikTok was used to boost learning abilities. Similarly, Adnan et al. (2021) observed a favourable response to TikTok's utility, with the majority of respondents giving positive feedback on its use in their language learning process. According to Yang (2020), students showed a significant desire to be directed and supported by their teachers in order to use Tik Tok effectively for English learning. Classroom action research employing the Tik Tok App boosted students' learning activities and speaking skills, according to Herlisya and Wiratno (2022). Dilon (2020) on the other hand, found very little negative influence with the usage of the mobile application Tiktok, since the app appears to be of greater concern to viewers of users than real users.

CONCLUSIONS

1. TikTok is one of the most famous social networking sites with a wide range of video content that allows people to express themselves freely via creativity and innovation.
2. In the classroom, TikTok is a great tool for students and teachers.
3. This is a first study from Kyiv University of Culture Ukraine that makes history by establishing a TikTok Department to inspire young people to be creative, ambitious, and promising.
4. In this qualitative study, an overall positive response was observed in learning the educational activities using TikTok videos as a new tool.
5. It can be concluded that TikTok application can be used as a medium for or motivating the educational activities because it has many advantages and is successful in assisting students and teachers in teaching and learning activities in the 21st century.

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