# Primary Grade Students' Experiences about Lithuanian Language Lessons on the "Minecraft" Platform

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**ABSTRACT:** Based on the experience of Lithuania and foreign researchers and practitioners, the article analyses theoretically the advantages of using Minecraft digital tool in the educational process and highlights the positive aspects of Minecraft lessons. The aim of the study: to determine the factors determining the withdrawal from studies and their relationship with the students' attitude towards studies. Research methods: a qualitative method (student reflections) was used to investigate students' attitudes towards Minecraft lithuanian language lessons. The content analysis method was used to identify students' experiences in terms of the development of general and subject competences in virtual Minecraft lithuanian language lessons. The results of the study will have practical significance in predicting the possibilities of applying Minecraft in the educational process.

**KEYWORDS:** Minecraft lessons, primary classes students, general competencies, subject competencies.

## INTRODUCTION

Drastic changes in different areas of life dramatically alter people's mental and social behaviour, psychological outlook on life, decision-making processes, level of knowledge and understanding, overall skill set and capacity. We can also call this period the knowledge revolution, in which the human brain is both the most important commodity and the most valuable natural resource (H. Arieli, 2021). J. Means (2018) stresses that in the future, humans will live in a fully intelligent physical space, starting with robotic factories, smart cities and other tools created by society. The current world, characterised by terms such as the Internet of Things (IoT), cloud computing, artificial intelligence, big data, is one in which the integration of different technologies (mobile devices, augmented reality, wearable reality, etc.) into the educational process (A. J. Means, 2018; H. Arieli, 2021) is an inevitable and timely process that encourages the search for innovative ways of educating (learning).

L. Stoll (2020) points out that, given the rise of digital technologies, it is also important to rethink teaching methods, content and the educational process, as the use of mobile technologies alone means that the learner is constantly connected to what is happening in the world or in the life of the individual. Digital technologies open up, widen access to information, create new ways of learning, provide opportunities for communication, collaboration, participation and the acquisition of new skills. As technology has become essential in education, digital spaces for teaching and learning in educational institutions have also increased significantly. One such digital space is Minecraft, a game that promises to become a digital learning environment (Y. Baeka, E. Minb, S. Yun, 2020). For example, O. Alawajee, J. Delafield-Butt (2021) found that game-based learning (GBL) is a purposefully engaging form of modern learning. Recently, the use of Minecraft as an educational computer game in both social and academic learning has been increasing. Minecraft is even being used to develop the media literacy skills that children develop through playing the game (M. Dezuanni, 2018). "Minecraft Education Edition, in particular, has been used since 2016 to engage students in a variety of subjects as an open-world game that fosters creativity, collaboration and problem-solving in an immersive environment (L. Hobbs, C. Stevens, J. Hartley, & C. Hartley, 2019). Minecraft is associated with effective learning because it is an active learning that ensures the principle of participatory learning. According to Nguyen (2016), games allow students to learn in a more engaging and hands-on way. However, as Y. Baeka, E. Minb, S. Yun (2020) point out, it is premature to say that Minecraft is effective in terms of educational outcomes, but the use of Minecraft in the educational process has a great potential.

As Minecraft is a socially interactive game based on the principles of openness and cooperation rather than competition (O. Alawajee, J. Delafield-Butt, 2021), this suggests that this computer game is not only important for the acquisition of academic knowledge, but also for the development of social skills. Minecraft can be adapted to different classroom needs, as Minecraft has two creative game modes: creative and survival. Creative mode provides players with a wide variety of resources and there is no risk of loss of life during the game. Also, according to D. M. Díaz, J. L. Saorín, C. Carbonell-Carrera & J. de la Torre Cantero (2020), the creative mode allows for freedom, for the expression of the imagination, where, without any threats, the player is free to move around and build different objects. On the contrary, in the survival mode, players have to defend themselves against possible threats and this game model encourages overcoming challenges and mastering the material presented.

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Minecraft is also important because it allows both educators and students to be active creators of learning content. According to Al-Washmi et al. (2014), the Minecraft platform allows educators to create any custom components in the virtual world, such as building, modelling new objects and locations. This allows for an immersive learning environment that is responsive to students' needs. S. Nebel, S. Schneider, G. D. Rey (2016) point out that Minecraft allows for the practical construction of any object or structure. This, according to Y. Baeka, E. Minb, S. Yun (2020), is seen as a flexibility that promotes creativity and individuality, which are integral criteria for the development of modern personality. It is telling that, when creativity is often overlooked in the educational process or in social life, it is the virtual platform tool Minecraft that allows us to talk about the possibilities of fostering creativity. C. R. Rogers' (2005) thoughts on the lack of creativity that pervades various areas of society are relevant here, while noting that we have recently tended to produce not creative, original thinkers, but stereotypical individuals characterised by regimented group activity and almost unnoticeable group activity. Therefore, according to C. R. Rogers (2005), research on ways of fostering creativity is of paramount importance. A creative product is marked by individuality, born out of the uniqueness of the individual and emerges from human activity, and creativity, according to N. Jackson (2006), is associated with the ability to use imagination, individual insight, intelligence, feelings and emotions to discover new ideas and to transform the essential (N. Jackson, 2006). Research shows that Minecraft digital tool can help to address individuals' lack of creativity and promote individual learner creativity, where the individuality aspect of Minecraft learning is realised in the way that learners engage with the game in unique ways (Marcon, 2013). At the same time, the use of Minecraft also encourages the development of imagination, which is the potential of the individual's uniqueness, forming the individual's ability to imagine a particular object or phenomenon from different perspectives. K. Egan, A. Cant, G. Judson (2014) point out that imagination is at the heart of all learning, which means that Minecraft contributes to one of the most important goals of the education system - to foster creativity and imagination. For example, D. M. Díaz, J. L. Saorín, C. Carbonell-Carrera & J. de la Torre Cantero (2020) point out that Minecraft activities improve students' creativity by initiating activities with three-dimensional spaces and by encouraging divergent thinking.

The research problem is defined by the following questions: what are the experiences of third grade students in primary school about Lithuanian language lessons on the Minecraft virtual platform?

The aim of the study is to identify the second grade students' experiences in terms of the development of general and subject-specific competences in Lithuanian language lessons on the virtual Minecraft platform.

**Objectives:**

1.To analyze the peculiarities of Minecraft application in the educational process from a theoretical point of view, revealing the importance of Minecraft in the formation of various skills of students.

2. To investigate primary school students' experiences of Lithuanian language lessons on the Minecraft platform.

**METHODOLOGY**

Empirical research is carried out using the methodology of qualitative research, applying the strategy of action research. A number of different qualitative methods will be used in the implementation of the action research:

1) students' reflection in writing, in order to determine the students' experience in developing general and subject competences in lithuanian language classes, using Minecraft. Students completed reflections in each lesson while working on the Minecraft platform. Reflections consist of three questions: a) How did I do in this lesson? b) What did I like the most? c) What did I not really like?

2) three lithuanian language lessons prepared and conducted on the virtual Minecraft platform. A more detailed description of these lessons is presented in Figure 1.
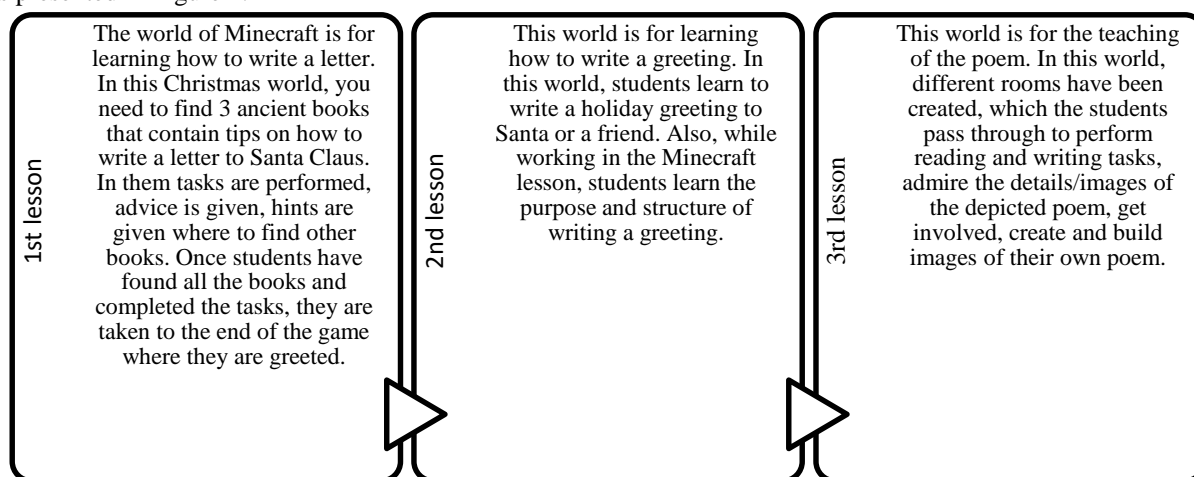
| 1st lesson | The world of Minecraft is for learning how to write a letter. In this Christmas world, you need to find 3 ancient books that contain tips on how to write a letter to Santa Claus. In them tasks are performed, advice is given, hints are given where to find other books. Once students have found all the books and completed the tasks, they are taken to the end of the game where they are greeted. | 2nd lesson | This world is for learning how to write a greeting. In this world, students learn to write a holiday greeting to Santa or a friend. Also, while working in the Minecraft lesson, students learn the purpose and structure of writing a greeting. | 3rd lesson | This world is for the teaching of the poem. In this world, different rooms have been created, which the students pass through to perform reading and writing tasks, admire the details/images of the depicted poem, get involved, create and build images of their own poem. |
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**Figure 1. Model of three lithuanian language lessons in virtual „Minecraft" platform**

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The study involved 26 second-grade students who answered the questions after each Minecraft lesson (3 lessons). The inductive content analysis method is used for qualitative research data analysis, where in order to describe a phenomenon, one moves from individual cases (various signs, characteristics) to common knowledge and conclusions. As noted by V. Žydžiūnaitė and S. Sabaliauskas (2017), inductive qualitative content analysis is characterized by the following stages: coding, data grouping, categorization and abstraction.

**RESEARCH RESULTS**

The data of three reflections related to the development of competences were analyzed and summarized. 4 competences were distinguished - categories, which are presented in Figure 2.
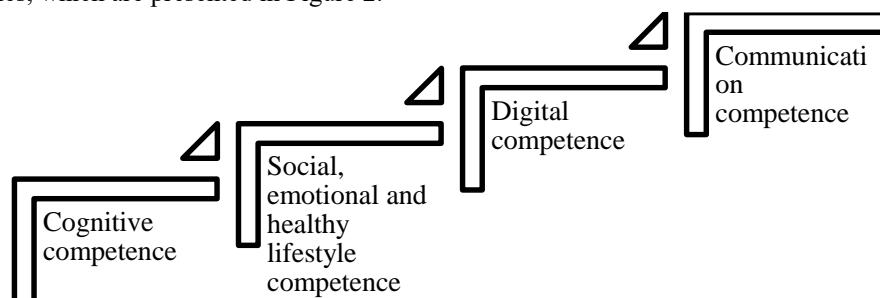


**Figure 2. Evaluation of second-grade students of virtual Lithuanian lessons in Minecraft, associating it with the development of competences**

The competences presented in Figure 2 are distinguished according to the Lithuanian Language and Literature General Education Framework, which contains these competences and their descriptions:

**Cognitive competence** includes subject knowledge and skills, critical thinking, problem solving, and learning skills.

**Social, emotional and healthy life competence** includes self-awareness and self-esteem; social awareness and relationship-building skills; responsible decision-making; and care for physical and mental health.

**Digital competence** includes communication and collaboration in virtual space, creation of digital content, selection and evaluation of information, problem solving, media literacy.

**Communication competence** includes message creation, delivery and communication interaction, as well as analysis and interpretation.

The analysis of the students' reflections highlighted the success criteria they identified in their Minecraft lessons. The results of the study are presented in Figures 3, 4, 5 and 6.
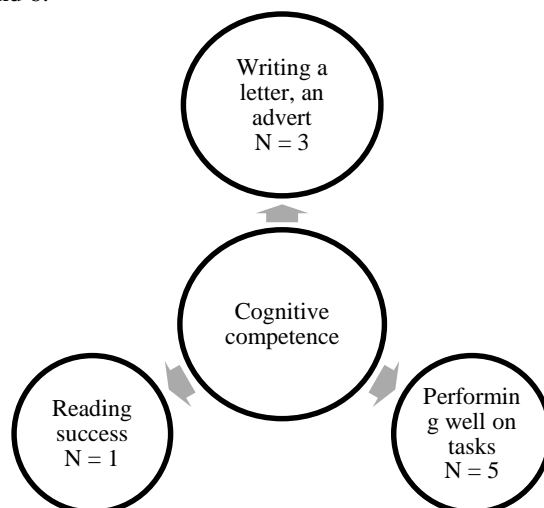


**Figure 3. Students' insights into what they did well in Minecraft lessons in relation to the Cognitive Competence**

Based on the participants' experiences, the theme "Cognitive Competence" is identified. It consists of the following sub-themes: "Success in writing a letter, an advertisement", "Success in reading". According to the data, the sub-theme 'Successful in writing a letter, an advertisement' shows that the participants in the study are developing their learning skills through the Minecraft application, using writing techniques. The subtheme 'I was good at writing a letter' (No.3, No.14). As can be seen, the participants of the study

accept this way of presenting the tasks in the principle of integrating the English language practice tasks in the digital platform of the game Minecraft. The sub-theme "I was good at reading" shows that the child experienced success in the digital space by successfully applying reading techniques: "I was very good at reading" (No. 6).
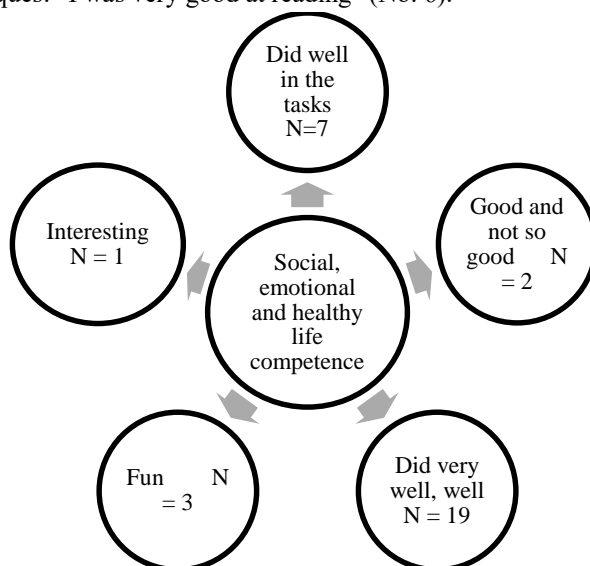


**Figure 4. Students' insights into how they performed in Minecraft lessons in relation to Social, Emotional and Healthy Lifestyle Competences**

The theme is "Social, emotional and healthy lifestyle competences". The sub-themes are: 'Did well on tasks', 'Did well and not so well', 'Did very well', 'Had fun', 'Had fun', 'Had fun'. The sub-theme 'Did well on tasks' shows that the participants were successful in reading, writing, reading fiction (prose and poetry) and completing digital tasks in virtual space. They reflect on and evaluate their success in completing the tasks: 'I was very successful <...> in completing the tasks' (No. 6, No. 1, No. 4, No. 7, No. 16); 'I was most successful in completing the tasks created by the teacher' (No. 10); and 'Doing the tasks' (No. 16). The next sub-theme 'Good and not so good at the tasks' shows that two pupils distinguish that they succeeded in some of the tasks, and also mention challenges and obstacles encountered during the tasks: 'Good and not so good' (No. 11); , 'Half good' ( No. 6). The sub-theme "Did very well" shows that a high proportion of respondents (N = 19) experienced and reflected on success: 'I did very well in this lesson'. (N = 4, N = 19, N = 20, N = 14, N = 4); "I did well" (N = 2, N = 9, N = 26, N = 2, N = 6, N = 9, N = 12, N = 16, N = 17, N = 18); "I did well" (N = 17); "I did well in this lesson" ( N = 5, N = 8, N = 13, N = 15); "I did very very well!" (No. 7). The sub-themes 'I had fun' and 'I felt fun' show that informants recognise and name the positive emotions they felt throughout the work: 'I had <...> fun' (No. 2); 'I had <...> fun' ( No. 6); 'I felt fun' ( No. 17).  The sub-theme 'It was fun' shows that although children of this age do not yet specifically identify what they were interested in, the game platform or the tasks, they were interested in and intrigued by the activities: 'I had a lot of fun' (No. 1).
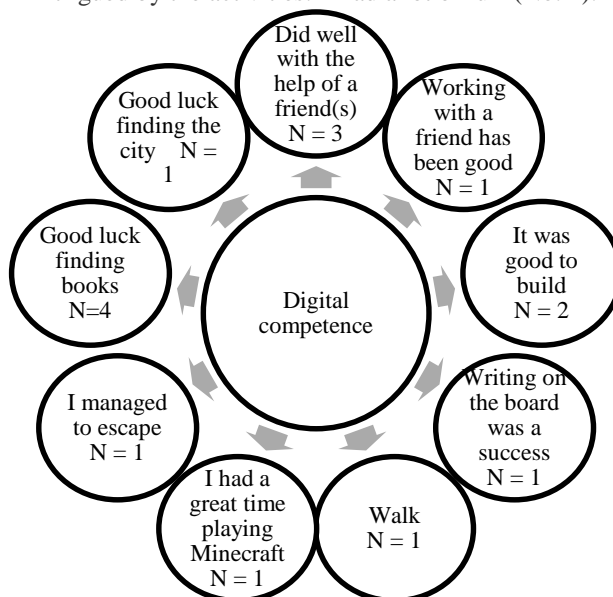


**Figure 5. Students' insights into what they did well in Minecraft lessons in relation to the Digital Competence**

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The theme is "Digital Competence". The following sub-themes were identified: 'Good at helping my friend(s)', 'Good at cooperating with my friend', 'Very good at building', 'Good at writing on the board', 'Good at walking', 'Very good at playing Minecraft', 'Good at escaping', 'Good at searching'. The sub-theme "I was very good at building" shows that the informants were already able to create digital content using the Minecraft education edition platform in the first lesson: "I was very good at building." ( No. 8); "I was good at building" ( No. 8; No. 12; No. 15; No. 13); "Good, because I liked building" (No. 10); "Very good, because we were building" (No. 11); "I was very good at building the house." ( No. 3); "I had the best time building the house" (No. 2; No. 14). The sub-theme "I was good at writing on the board" shows that participants use digital tools skillfully to learn the subject of Lithuanian language and literature in an effective and constructive way, not only reading but also writing in the digital space: "I was good at writing on the board when you open it and you need to do a task." ( No. 3). The sub-theme "Walk" shows that participants felt success when they successfully mastered the functions of the app: "Walk" ( No. 23); "Fly" ( No. 15). The sub-theme "I was very good at playing Minecraft" shows that informants refer to learning Lithuanian language and literature in these lessons as a game: "I was very good at playing Minecraft" (No 8). The sub-theme 'I was able to escape' shows that participants developed problem-solving skills, faced challenges and felt successful in overcoming them: 'I was able to escape' (No 16). The highlighted sub-theme 'I was lucky to find' shows that the learner did all the tasks carefully in order (he could only find the next book after receiving clues from the last one): 'I was lucky to find the books, there were tasks there', No 25. The sub-theme 'I was good at finding the city' shows that it is important for informants to be well oriented in the world: 'I was good at finding the city' (No 16).
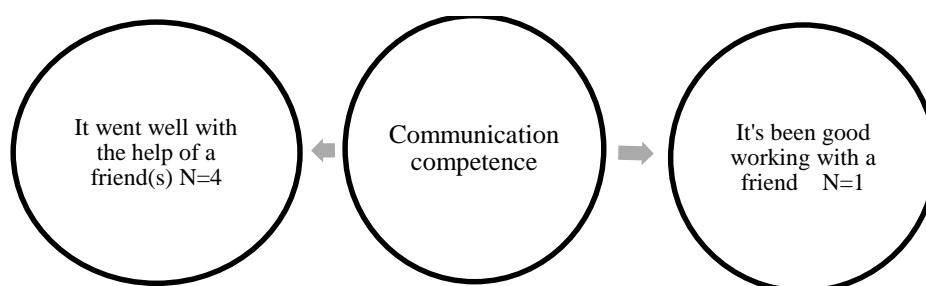


**Figure 6. Students' insights into what they did well in Minecraft lessons in relation to the Communication Competence**

The theme is "Communication Competence". The sub-themes are: 'It was good when a friend helped', 'It was good to cooperate with a friend'. The sub-theme "I did well with the help of a friend" shows that on this platform, through virtual communication in pairs, in a group, or through real-life discussion of issues, participants are successfully developing their skills in message delivery and communication interaction: "I did well because my friends helped me" (No. 4); "I did well in this lesson because my friends helped me" (No. 16, No. 3, No. 4). The sub-theme "I was able to collaborate with a friend" shows that the students were successful in developing communication and collaboration skills, and that there was a communication interaction that was important to the participant, which he/she identified as a success. The respondents' answers show that the students communicate and collaborate safely and ethically in the virtual space of Minecraft.

In response to the second reflection question, the second year students highlighted the reliability criteria shown in Figures 7, 8, 9 and 10 in relation to the competences-topics discussed.
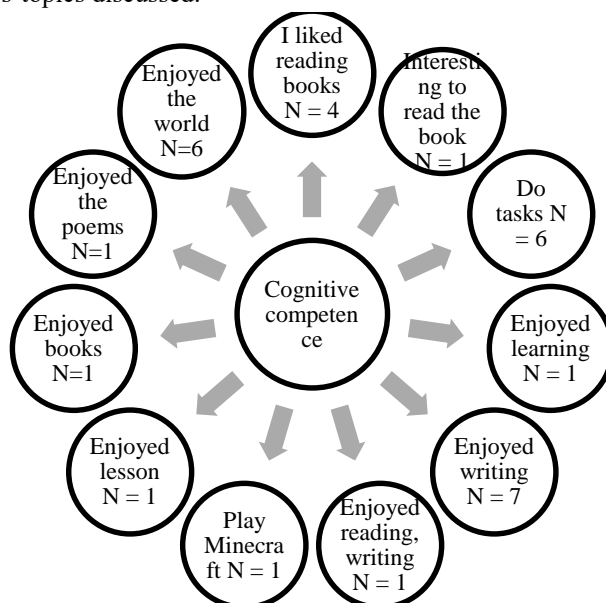


**Figure 7. Students' insights into what they liked about Minecraft lessons in relation to the Cognitive Competence**

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The next question to which the respondents answered was: What did you like about this lesson?. The highlighted topic was "Cognitive Competence". The sub-themes were: 'I liked reading books', 'It was interesting to read a book', 'I liked learning', 'I liked reading, writing', 'I liked playing Minecraft', 'I liked the lesson', 'I liked the world', 'I liked the books', 'I liked the poems'. The sub-theme 'I liked reading books' shows that pupils monitor their language activities and indicate that they liked reading. However, the answer does not reveal why the activity was enjoyed or whether it was because the informant enjoyed the virtual reading itself, found the information interesting or liked a different way of presenting the reading: 'I really liked reading books' (No 1, No 6, No 8). The sub-theme 'It was interesting to read the book' shows that participants shared their opinions and impressions of the experience of reading the work: 'It was interesting to read the book' (No. 13). Metacognitive skills are evident in the sub-theme 'I liked writing', where the learner not only observes the linguistic activity, but also performs the writing tasks independently: 'I liked writing the most.' (No 4). Another important aspect is that pupils like writing in the virtual book: 'I liked writing in the book' (No. 6, No. 4); '<...> I liked writing' (No. 6, No. 18); 'I liked writing a greeting the most' (No. 8); 'When we were writing the greeting' (No. 17). The sub-theme "Enjoyed reading and writing" indicates that the lesson was very much about pupils' achievement and - including the ability to read in a variety of ways the fiction and non-fiction texts recommended in the Programme and chosen according to their needs and interests, to use print and digital information sources appropriately and responsibly, to produce written and digital texts - and that it is important for the pupil to have a positive attitude towards the activities they enjoyed, even if they do not discuss what they liked and why they enjoyed them: "Reading, writing" (No 2). The highlighted sub-theme "Doing tasks", where the child does not identify one specific activity, indicates the active involvement of the pupils in the activities of the lesson, as they were "<...>very interesting" (No. 3); "I liked doing the tasks." (No. 8); "I liked that we did the tasks" (No. 13); "I liked doing the tasks the most" ( No. 14); "I liked going into the room and doing the task" (No. 3); "Doing the task "s (No. 7). The sub-theme "Enjoyed learning" indicates that the respondents liked the integrated lithuanian language lesson with information technology: "I liked learning the most" (No. 2). Another sub-theme is "I liked the world". Informants' observations show that students like this way of presenting teaching/learning material. The sub-theme 'Liked books' indicates that students like a different way of presenting the reading material in class. In the virtual space, they read like a real book by turning the pages, where they can create their own text: "I liked the books in this lesson." (No. 4). The sub-theme 'Enjoyed the lessons' shows that pupils like innovation and moving forward with information technology, so 'lessons in a different way' are really needed: 'Liked the lesson' (No 17). The sub-theme 'Liked the poems' shows that students liked the content of the teaching/learning: 'Poems all' (No. 1).

Communication competence. The following sub-themes were identified: 'I liked helping' 'I liked being helped' 'I saw others', 'Meeting the whole class', 'Meeting other friends', 'I liked working with friends', 'I liked seeing friends', 'I liked people'.
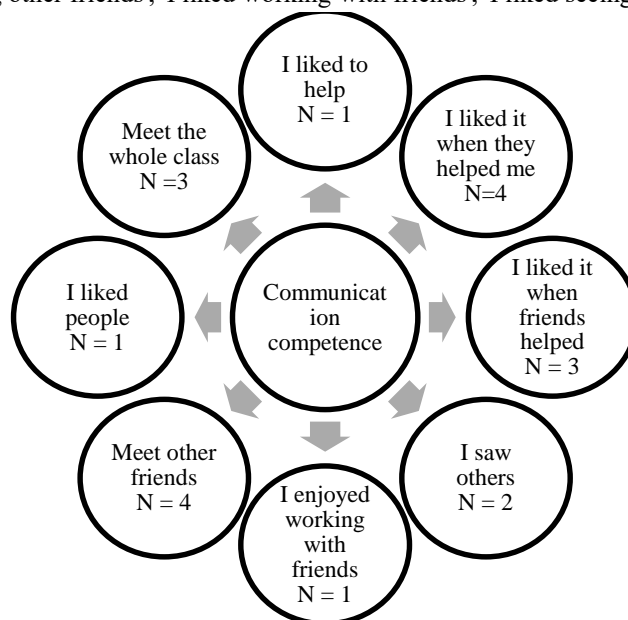


**Figure 8. Students' insights into what they liked about Minecraft lessons in relation to the Communication competence**

The sub-theme 'Liked helping' shows that students who have played the game are willing to share their experiences: 'Liked helping the girls to understand the game and how to go' ( No. 1). Another sub-theme "I liked being helped" shows that the pupils felt good during the game because they received help and advice: "<...> and I was told by Austie to put on my leather shoes." (No. 7); "I liked it when Austie gave me advice" (No. 2). The sub-themes 'To see others' and 'To meet the whole class' show that pupils like to feel part of a group, to see other children in the virtual world, especially when the other members of the group have the same goal: 'To see others' (No 9). The sub-themes 'I liked being helped by my friends', 'I liked seeing my friends', 'Meeting other friends' 'I liked working with my friends' show that informants like not only to see and meet, but also to do activities with their friends: 'I liked

being helped by my friends' (No. 9). "I liked meeting my friends" (No. 10); "I liked building with my friends" (No. 13); "It was very good and I liked working with my friends <...>" (No. 1); "It was nice to see them" (No. 7); "I liked playing with my friends." (No. 17); "Meeting Adu and the others and learning to build" ( No. 11); "Most of all, I liked doing everything with my friends" (No. 1). The sub-theme "Liked the people" shows that the animated characters the students turn into are liked: "Liked the people." (No. 26). The theme is "Digital Competence". The sub-themes are: 'Liked learning to build', 'Liked building the house', 'Liked building', 'Liked building the train', 'Liked building the cubes', 'Liked building the box', 'Liked building the gifts', 'Walking around the rooms', 'Growing flowers', 'I liked walking around the world', 'I liked hanging the board', 'I liked flying', 'I liked rebuilding what was destroyed', 'On this platform', 'Looking at my world', 'I liked looking'.
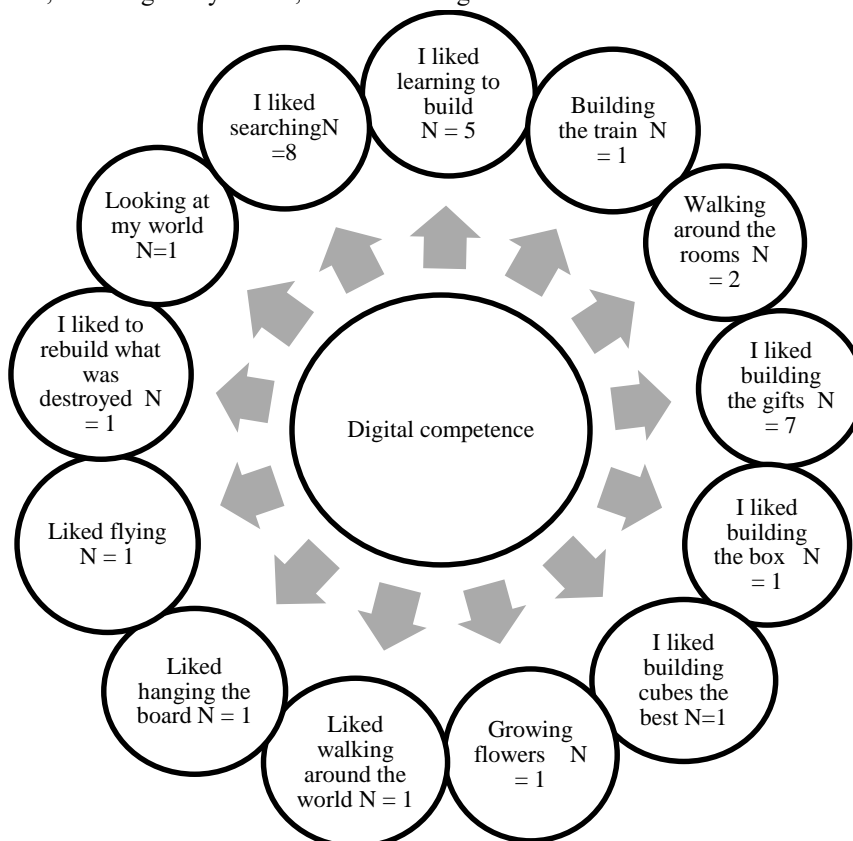


**Figure 9. Students' insights into what they liked about Minecraft lessons in relation to Digital Competence**

The highlighted sub-theme "I liked learning to build" shows that students like to learn on this platform: "I liked learning to build". (No. 2). The sub-themes 'I liked building the house', 'I liked building', 'Building the train', 'I liked building the cubes', 'I liked building the box', 'I liked building the gifts' show that students liked building with the popular 'minecraft' blocks. Pupils particularly like it when they can build things in the world in different sizes and shapes, which can be planar or three-dimensional: 'I liked building' (No.4, No.7); 'I liked building the house' (No.6, No.10, No.12 ); 'I liked it because we were building' (No. 9), 'Building a train' (No. 14); '<...> I really liked building presents' (No. 26, No. 4, No. 23, No. 20, No. 19); 'I liked building Christmas presents' (No. 16), 'Building a train' (No. 14); 'I liked building cubes the best' (No. 2); 'I liked building the box' (No. 4). The sub-themes 'Walking around the rooms' , 'Liked walking around the world', 'Liked flying' show that informants liked 'walking around the rooms' (No 17); 'going through the maze' (No 15), 'flying' (No 11). The ability of pupils to use this digital tool in the very first lesson is observed in the tasks. Walking and flying were the first things pupils mastered, as well as the cubes. Of course, the world itself, which was created for them, is also attractive to them. The sub-theme 'Growing flowers' shows that they enjoy the aesthetic creation of the world: 'I liked growing flowers' (No 26). The sub-theme 'Liked hanging the board' shows that students enjoy using their newly learned things on the Minecraft platform. The sub-theme 'Liked to rebuild what was destroyed' shows that some children, who had not yet mastered all the basic functions, demolished buildings or parts of the world they had created even though they did not want to do so. However, another part of the pupils who were able to rebuild reconstructed what had been destroyed: 'I liked to rebuild what had been destroyed' (No 12). The sub-theme 'Looking at my world' shows that the student is critical of his/her work and likes to look at his/her work: 'Looking at my world' (No. 2). The sub-theme "I liked searching" shows that students like the intrigue, the excitement, which encourages them to search for hidden books, tasks, tables and, when found, to complete the tasks. The completion of the tasks becomes a kind of prize for the pupils: 'I liked looking for books' (No 13, No 14, No 3, No 9, No 6), 'I liked looking for the tasks' (No 2, No 11), 'I liked looking for the tables the most' (No 5).

The study also sought to find out what students disliked about Minecraft in Lithuanian language lessons. The disliking criteria are shown in Figures 10, 11, 12 and 13.
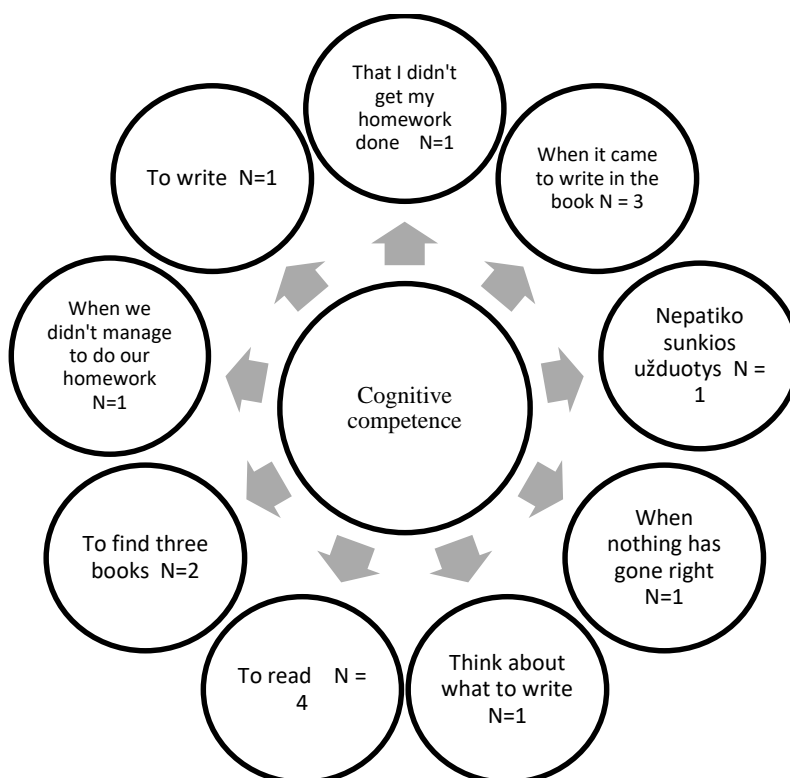


**Figure 10. Students' insights into what they didn't like about Minecraft lessons in relation to Cognitive Competence**

Theme "Cognitive competence". The sub-themes are: 'Not being able to do my homework', 'When I had to write in a book', 'I didn't like the hard assignments', 'When nothing went right', 'Thinking about what to write', 'Reading', 'Finding three books', 'When I didn't get to do the assignments', 'Writing'. The sub-theme "When I didn't get my homework done" shows that students felt disappointed if the construction was not completed. The moment of completion is very important for the pupils, when they can be happy with the result. The sub-themes 'When I had to write in the book', 'Thinking about what to write', 'Writing' show that some children did not like the tasks related to writing. Some mentioned that they did not like thinking, others singled out writing in a book, and others mentioned that they simply did not like writing: "When I had to write in a book" (No 16, No 9, No 2). Given that these were the first lessons and the children's keyboarding skills were not yet up to scratch, one of the reasons why they did not like to write could have been a lack of numeracy skills. The sub-theme 'Disliked hard tasks' shows that some children expected easier tasks, similar to other Minecraft platform type tasks, where they just run, fight and do not require thinking: Disliked hard tasks (No 12). The sub-theme 'When nothing went wrong', highlighted after the first lesson, indicates that the informant has not yet mastered Minecraft: 'When nothing went wrong' (No. 8, 18). The sub-theme 'Reading' indicates that the child does not like tasks related to reading: 'I did not like reading' (No. 6, No. 11), 'Reading a book' (No. 19), 'Reading' (No. 5). The sub-theme 'Find three books' shows that the child still had difficulties in the first lesson to navigate and move around in the Minecraft environment: 'Find three books' (No.20, No.4). The sub-theme 'When we didn't manage to do the tasks' shows that some pupils lacked digital and language skills: "When we didn't manage to do the assignments" (No.3).
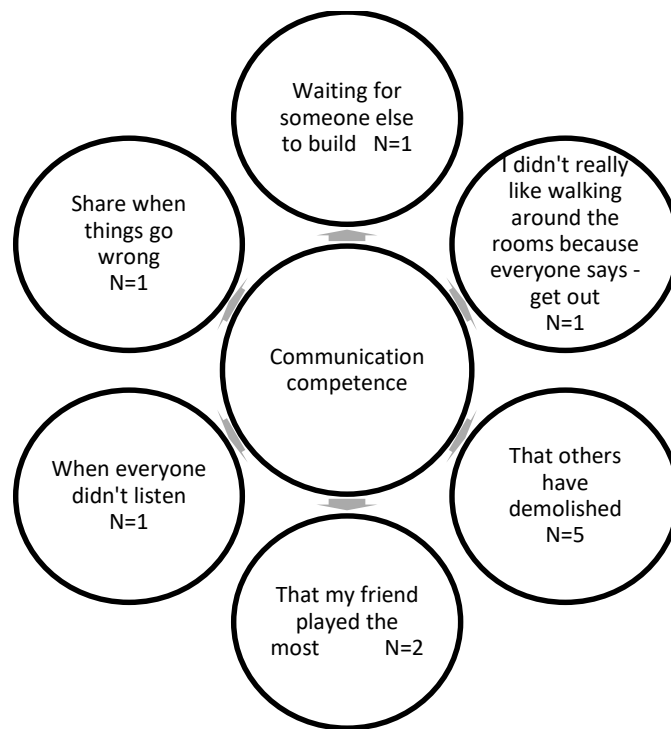
**Figure 11. Students' insights into what they didn't like about Minecraft lessons in relation to the Communication Competence**

"Communication competence". The following sub-themes were identified: 'Waiting for a couple to park', 'I didn't like walking around the rooms because everyone said to go out' , 'Being disrupted by others', 'Having a friend who played most of the time', 'Disliking Olivia and even a little bit of August', 'When everyone didn't listen', 'Sharing when things didn't go well'. The subtheme 'Wait for a couple to park' shows that the informant does not feel comfortable waiting for a couple, does not cooperate: 'Wait for a couple to park' (No 6). The sub-theme "I did not like walking around the rooms because everyone says 'go out'" indicates that the relationship with others is very important to the informant. Interest in the rooms and the information they contain decreases when the relationship is not good in his/her opinion. The sub-theme 'That others were tearing down' shows that the informant is critical and negative about actions that are done intentionally or not and thus spoil the game: 'I didn't like it when everyone was tearing down, tearing down' (No. No. 12); "I didn't like it when someone demolished" (No. 16); "I didn't like it when other people demolished the house" (No. 6); "John demolished the libraries" (No. 13), "I didn't like it when someone hammered the board" (No. 15). The sub-theme 'That friend played most' indicates that the informant did not like the unequal sharing: 'That friend played most' (No 14). However, he refers to the completion of tasks as play. The sub-theme 'When everyone did not listen' shows that the atmosphere in the classroom is very important to the pupil. This sub-theme emerged during the first lesson, when the students had many questions, had not yet mastered the functions, and the internet connection and technology were not working smoothly: 'When everyone was not listening' (No 1). The sub-theme "Sharing when things went wrong" shows that the skills of communicative interaction are still developing. Students paired those with Minecraft competences (Explanation: There are usually two versions of Minecraft for general use: Minecraft Bedrock edition and Minecraft Java edition) with students who have not played at all or not played enough to help them. Therefore, it was a challenge for them to share, especially if they had to overcome obstacles: 'Sharing when things go wrong' (No 7).
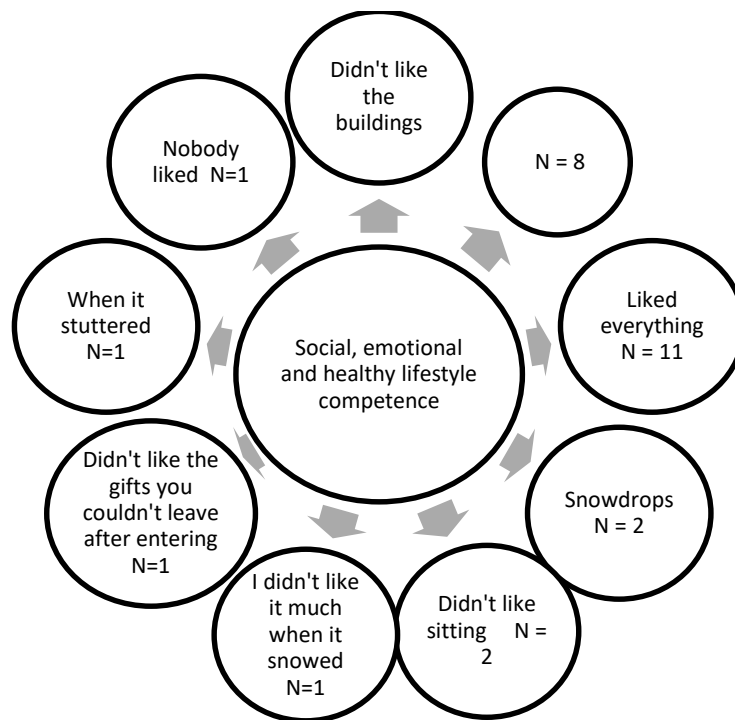
**Figure 12. Students' insights into what they didn't like about Minecraft lessons in relation to Social, Emotional and Healthy Lifestyle Competence**

The theme is "Social, emotional and healthy lifestyle competence". The sub-themes were: 'I didn't like buildings', 'I liked everything', 'Snowdrifts', 'I didn't like sitting', 'I liked everything', 'I didn't like snow', 'I didn't like presents you couldn't get out of when you walked in', 'When it was cold', 'When it was necessary not to kill what you couldn't kill', 'The ark', 'Sitting', 'I didn't like anything'. The sub-theme "Did not like buildings" shows that the environment is important to children. Although pupils want a variety of tricks and tension in the game, they do not like buildings or parts of buildings that frighten them. As many as five informants mentioned the red eyes of the hare: 'I didn't like the hare's eyes very much' (No. 1), 'I was frightened by the hare' (No. 2), 'I didn't like the hares very much because their eyes were red' (No. 2). 3), 'I did not like the rabbit very much because its eyes were red and I was scared' (No 4), 'I did not like the hare with red eyes very much, it scared me' (No 5), and I did not like the static gift because 'it was so red' (No 16). The pupils did not like the polar bear: 'I did not like the polar bear very much' (No 5), the chest: 'I did not like the chest very much' (No 19) and the house: 'I did not like the house very much' (No 5). However, the informants do not mention why they do not like it. The sub-theme "I liked everything" shows that it is still difficult for students of this age to identify specific things, but it shows that the informants feel good because they: "I liked everything" (No. 6, No. 14, No. 3, No. 17); "I liked everything!" (No. 7, No. 8); "There was nothing I did not like" (No. 13). The sub-themes 'Snowdrifts' and 'I didn't like the presents you couldn't get out of' show that students do not like insurmountable obstacles because it makes them sad: 'I didn't really like the snow, because sometimes you got snowed in' (No. 3); 'When I fell into a snowdrift' (No. 15); 'I didn't like the gifts you couldn't get out of' (No. 10). The highlighted sub-theme 'I did not like sitting' indicates that informants felt uncomfortable working in groups on a single computer: '<...> I also did not like sitting' (No 6); 'Sitting' (No 5). The subheading "I didn't like it much when it snowed" is excluded. Heavy snow may have obstructed vision: 'I didn't like it much when it snowed' (No 9). The sub-theme 'When the little men were screeching' is excluded. It is known that technical problems and poor internet connection made students feel uncomfortable: 'I didn't like it when the little people were squawking' (No 8); 'I didn't like it when the computer was squawking' (No 14). The highlighted sub-theme 'Nothing liked' indicates that the child still has difficulty in identifying specific objects or tasks that are not trustworthy: 'Nothing liked' (No 8).
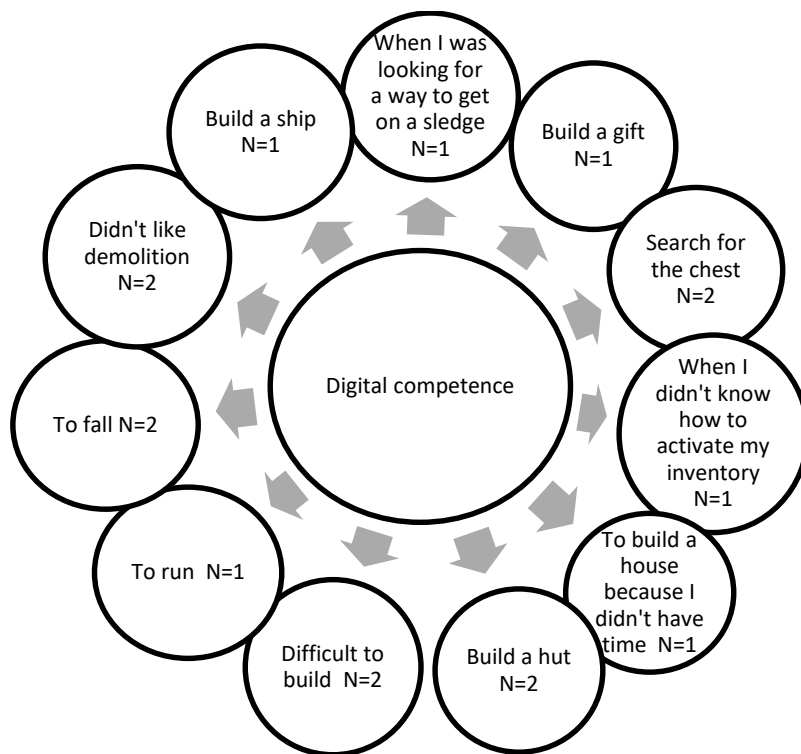
**Figure 13. Students' insights into what they didn't like about Minecraft lessons in relation to Digital Competence**

The theme is "Digital Competence". The following sub-themes were identified: 'When I was looking for how to climb on the sled', 'When I didn't know how to start the inventory', 'Building a gift', 'Didn't like looking for books', 'Looking for the chest', 'Building a house', 'Building a hut', 'Difficult to build', 'Running', 'Falling down', 'Disliking to demolish', 'Building a ship'. The sub-themes 'When I was looking for how to get on the sled', 'When I didn't know how to start the inventory', 'Building at first' show that students do not like it when they are still learning how to use the functions of the software and that this hampers the smooth running of the work: 'When I was looking for how to get on the sled' (No. 1); 'When I didn't know how to start the inventory' (No. 19); 'Building at first' (No. 2). The sub-themes 'Building a gift' and 'Building a hut' indicate that the informants did not like the following activities: 'Building a gift' (No. 1); 'Building a hut' (No. 26, No. 20). The highlighted sub-theme: 'Search for the chest' indicates that not all students read the clues carefully, which led to the problem of finding all the chests containing books: 'Search for the chest' (No. 2); 'Did not like searching for the books very much' (No. 17). The sub-theme "To build a house because I didn't have time" is highlighted. The informant does not like the activity itself, but the lack of time to fully implement the idea: "To build a house because I didn't have time" (No 15). The sub-themes "It is difficult to build", "Running" indicate a lack of skills: "It is difficult to build" (No. 4); "To run" (No. 14). The sub-theme 'Falling' indicates that students did not like falling down the stairs: "Falling" (No 14, No 23). In the Minecraft Education edition platform, the lessons were not designed to promote students' competitiveness, but some students were in a hurry to complete the tasks, and by rushing and falling down the stairs, they had to repeat the action again, which distanced them from completing the next task. The sub-theme 'I did not like to demolish' was highlighted, indicating that pupils were still lacking skills, and therefore accidentally knocked down minecraft blocks or objects: 'I did not like to knock down the building' (#2); 'When I knocked down the door by accident' (#17). The sub-theme 'Building a ship' was excluded. The pupils had to create the buildings, but they chose what they would create. The informant did not like to build, so maybe the task was difficult for him: 'Building a ship' (No. 13).

**CONCLUSIONS**

Minecraft is a socially interactive game based on the principles of cooperation, which is also important for the development of academic and social skills. Lessons on the Minecraft platform can be tailored to the different needs of students, personalising the educational process. Minecraft virtual lessons also allow for teacher initiative, where the teacher can be an active creator of learning content.

Minecraft allows us to talk about the possibilities of fostering creativity. In recent times, we tend not to educate creative, original thinkers, but stereotyped individuals. The Minecraft digital tool can help to address the lack of creativity in individuals, to stimulate the individual creativity of the quantitative learner. At the same time, Minecraft also promotes the development of imagination, which is the potential of the individual's uniqueness, forming the individual's ability to imagine a particular object or phenomenon from different perspectives.

**Primary Grade Students' Experiences about Lithuanian Language Lessons on the "Minecraft" Platform**

The results and reflections of this study show that the respondents found the material created by the authors on the Minecraft platform engaging, interesting and meaningful, which is often not the case for primary school pupils in lithuanian language classes. The pupils mastered the rules of the Minecraft Education Edition platform and were able to complete the tasks. The majority of respondents were successful and enjoyed learning on the platform. These lessons not only broadened the students' knowledge, but also the "different" way of learning encouraged them to take a different approach not only to new tasks, but also to tasks that they are already familiar with: reading, writing, creating.

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