

## THE WAYS OF FUTURE JOURNALISTS' WORKING WITH MEDIA CONTENT FOR MEDIA INDUSTRY TRENDS RESEARCH

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**Purpose.** The analysis of the work forms with the media content of the future experts in the field of journalism.

**Methodology.** To determine the characteristics and effective forms of work, contributing to the development of the media materials complex analysis skills, the ability to identify trends and patterns of the media sector development, the methods of generalization and systematization of scientific statements have been used. **Finding.** Studying of the most effective forms of work for the journalists' professional competence formation has found out that the training sessions for this specialty student should be focused on the analysis of particular media content in order to detect characteristics and general trends in the media development. The forms of work with media content help students acquire skills in the use of theoretical material for solving practical professional problems; formation evaluation skills, selection and retrieval of basic and additional information; skills development and clear statement of professional tasks, the ability to develop multi-dimensional approach to the problems, identify trends in the development of the media industry. The paper describes such an effective form of training sessions organization as lecture-visualization, «round table» seminar, «press conference» seminar, practical exercises using training techniques, role playing games, professional situations simulation, as well as project work (individual and group) and so on. Special attention has been paid to the forms of educational work, contributing to the future journalists creative skills development, including those working on a text, as well as on the visual material that is relevant in terms of the media convergence. Modern journalist should be prepared to work in the media, bringing together the press, radio and television, which, of course, bring new demands on the organization of the journalistic profile educational process. **Originality.** The paper contains characteristic of the main types of classes (lectures, seminars and practical classes) that are most effective for the future professionals in the field of journalism professional skills formation. The examples of interactive learning technologies have been described. The expediency of various forms of periodicals content analysis in order to develop journalists' professional competence has been proved. The importance of a systematic approach to the organization of the future journalists' work with media content has been emphasized. **Practical value.** Paper submissions may be used for the educational process organization. **Conclusions.** Educational process for future journalists can be directed to the analysis of the publication concept, categorization, genre palette, illustrations, title complex, methods of influence on audience, content and forms of journalistic text, media design.

**Key words:** forms of educational work, future journalists, media content, media industry trends.

## ФОРМИ РОБОТИ З МЕДІАКОНТЕНТОМ МАЙБУТНІХ ЖУРНАЛІСТІВ З МЕТОЮ ВИЗНАЧЕННЯ ТЕНДЕНЦІЙ МЕДІАГАЛУЗИ

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Розглянуто форми роботи з медіаконтентом студентів спеціальності «Журналістика». Охарактеризовано основні різновиди занять (лекційних, семінарських і практичних), які виявляються найбільш ефективними для формування професійних вмінь і навичок майбутніх фахівців у галузі журналістики. Описано приклади використання інтерактивних технологій навчання. Доведено доцільність різноманітних форм аналізу контенту періодичних видань з метою формування професійної компетентності майбутніх журналістів. Розглянуто заняття, які спрямовані на аналіз концепції видання, рубрикації, жанрової палітри, ілюстративного матеріалу, заголовкового комплексу, прийомів впливу на аудиторію, змісту та форми журналістського тексту, оформлення видань. Підкреслено важливість системного підходу до організації роботи майбутніх журналістів з медіаконтентом.

**Ключові слова:** форми навчальної роботи, майбутні журналісти, медіаконтент, тенденції медіагалузі.

**PROBLEM STATEMENT.** Journalism continues to change, getting the development of new technological capabilities of the virtual character. Accordingly, the demands on journalists' training increase. In this context, the main task of higher education is becoming the universal education, competitive, ready to provide ongoing training of professionals in demand of the labor market.

Trends associated with changes in the informational environment determine the need for journalists' train-

ing, and special attention is paid to the search for new methodological approaches.

Since the complex of theoretical knowledge has remained virtually unchanged and changed mainly practical aspects of its implementation, the methods of professional training must be at the center of special study.

The current stage of the information society development brings changes in the development of journalism. Journalism of the information age, compared to the previous stage, is characterized by flexibility, respon-

siveness and interactivity, variety of genres and styles. Publications on the Internet, for example, do not require any review and editing, which in turn exacerbates the problem of training journalists for publication in the electronic media. In recent decades, the role of the mass media (including electronic) has increased in society, and the number of media, capable for satisfying a variety of readership needs has increased greatly. Also, demands for the reliability of the information appearing in the electronic media have increased.

Future journalists' professional training is very important because, as it was pointed out by J. Fruktova, «these specialists in today's globalized world have a monopoly of the main resource of the present information, so that they outline the limits of acceptable and unacceptable, moral and immoral, fashion and outdated, standard and non-standard, divide the world into «us» and «them», combine family and professional community, build a bridge between generations or deepen the abyss of misunderstanding between them, define national identity as well as the principles of international cooperation, produce and destroy social stereotypes and, consequently, create a media picture of reality, paving life guidance to the vast majority of citizens in states, regions, continents. They demonstrate vertex achievements of individuals, communities, national, ethnic associations, produces modern myths, create idols, demonstrate models». [2, p. 33].

Future journalists' training is considered in the studies by A. Kalinichenko [4], P. Luzan [5], T. Panina [6], N. Volkova [7], L. Zaitseva [8], devoted to the issues of preparing students for their future professional activity by implementing of training innovative technologies. Technological aspects of media sphere specialists' professional training, including the principles for selection of training content, are discussed in the works by J. Fruktova [2; 3]. Forms of students' work with media content are systematized in research by I. Chemeris [1].

The purpose of the article is to identify effective forms of work for the formation of journalists' professional competence by analyzing periodicals. Classes can be directed to the general differences analysis of foreign and domestic media, features of newspaper categories, genres and types of texts, photographs and drawings, titles, leads, social and cultural and sociolinguistic concepts of journalist domestic and foreign terminology, techniques of impact on the audience, critical analysis of content and journalistic text forms, appearance of editions.

**EXPERIMENTAL PART AND RESULTS OBTAINED.** Methods of future journalists' profile training is based on an integrated approach, which consists of the close interaction of verbal, visual and practical methods of training and education.

The program combines such forms as a lecture on the theory, psychological games, trainings, interviews, press conferences, tours and meetings with professionals, practical work on writing articles and producing newspapers in the creative laboratory.

Active formation and development of future journalists' cognitive abilities takes place while working on creative tasks and publications. Method of independent practical work allows to teach high school students to extract and select the facts, to work with various sources of information, to make their own generalizations and conclusions, give explanations, use and express previously received information in writing, to express their thoughts, to learn to communicate, to think and act logically, to train your memory and observation.

The advantage of this method is that it allows you to make the process of future journalists' education living and entertaining; consider their commitment to action, allows the teacher approach to every student and solve a wide variety of educational and training objectives.

Forms of work with future journalists include:

- work in creative workshops (journalist comprehension skills in a practical environment of real Media);

- work in master-groups (work in a creative team under the guidance of a lecturer, the result of which can be as an independent real creative project, and a virtual project on creation of a technological media);

- creative circles – artists' studios (involve interdisciplinary projects, which provide continuity and connections between disciplines, and a high level of interaction and relationships);

- intensive model, involving provision of practical knowledge mastering obtained as a result of the theoretical acquaintance with the subject;

- media research laboratory (monitoring, forecasting, technology);

- course intensives, allowing work in a group of students from different courses and different directions that allows the integration of specializations within the graduate training (workshops «The educational newspaper», «The educational radio programs», «The educational TV program»);

- research activities under the guidance of a lecture, as well as independent research group.

Innovations include the game forms of training, discussion and research training methods. Among the methods of the students' creative work organization the methods to stimulate students' independence are highlighted:

- the release of an experimental paper, experimental television and a radio newspaper; experimental network newspapers;

- students' participation in the analysis (monitoring) of modern media system;

- students' activity in the monitoring media infrastructure systems;

- co-creation in the system of student-lecturer to create a modern edition (the media).

The interactive learning technology in the form of lectures-visualization is a very effective kind of future journalists' training. The lecture is conducted with the use of technical means and implements visual representation of educational information that promotes better

adoption and assimilation of the material, particularly activates and enables a deeper understanding of the nature of media content.

This form of lectures serves as a basis for a future-oriented self-educational activity, demonstrates examples of work with information, as well as its utility and rationality as compared to traditionally accepted forms. This type of lectures also implements a didactic principle of accessibility: the ability to integrate visual and verbal information perception. As it is known, in the perception of the material difficulty causes the representation of abstract concepts, processes, phenomena, particularly theoretical. Visualization allows to overcome this difficulty largely and to give a clear concrete form to abstract concepts.

The advantages of visualization is systematization and concentration of teaching material content, the selection of the most important elements, imaginative presentation and perception of the material as a whole, the use of methods of analysis, synthesis of information. In preparation for the lecture basic requirements for visual material should be observed: the problematic use of various forms of visual aids (pictures, video) to support the physiological requirements for presentation and perception.

For example, lecture-visualization is applied when considering the «Manipulative technologies in the media» theme. During the presentation of the lecture material we used pieces of feature and documentary films, TV shows, promotional videos, photos, promotional materials and more. Visualization exemplifies the theoretical material, helps students to identify types of manipulation, to highlight trends of modern media.

Interactive training is a well-organized feedback of subjects and objects of study, a two-way exchange of information between them. We consider that interactive teaching technologies are appropriate in dealing with media content because they promote student involvement to solve practical professional situations, problems, to discuss professional issues. Among these technologies the most effective for practical seminars on professional-oriented disciplines are plot-role-playing, simulation and situational games.

Thus, a workshop on «The practice of media content» is held in the form of seminar-press conference. A seminar on «Television content» includes plot-role-playing game, «Interview with the writer». We note the significant activity of students during these sessions. We use this form (training plays) to achieve educational and training tasks of stimulation and motivation of interest in teaching. Game situation activates the internal positive incentives and motives; interest in cognitive activity.

Seminar in the form of «round table» on «Leading the trend of media industry» topic was held in order to enhance independent thinking of students, to form skills of scientific analysis and synthesis. Students learn to synthesize ideas and opinions on the problem. The main objectives of class were mobilization and activation of the participants to specific topical issues. All roundtable

participants expressed a personal position given in the discussion, therefore, studied the wide variety of views to discuss the problem. Roundtable provided an opportunity to examine the problem from different perspectives, to discuss controversial issues for focusing on obscure issues and to reach a consensus.

Specific features of the workshop are: personification of information, polyphony and pluralism.

To achieve positive results and create a work environment in the organization of «round table» it is necessary to choose the optimal number of participants (maximum 20 persons), strictly adhere to the regulations of performances. The results of the lesson showed students' understanding of modern media trends. Material provoked lively discussion.

Seminar in small groups is appropriate for the analysis of textual materials (journalistic texts) in aspects of finding a certain vocabulary, syntax analysis, identification of individual author's style attributes. During this seminar in order to improve the comfort of students in joint educational activities we take into account their personal wishes concerning the composition of small groups to which they had come in. According the plan of seminar students had to analyze journalistic work about recent trends in American journalism. We were determined time to prepare, and then was held discussion on each of the proposed answers.

Workshop with using of creative tasks contains writing by students their own journalistic material on the theme «Development of online journalism in Kremenchuk» or «Most popular Kremenchuk sites». This choice of subjects is due, firstly, relevance, and, secondly, presenting an independent view of problems or questions based on the material and arguments elaborated according to the chosen approach, expressing author point of view, the subject of personal subjective assessment considerations enables non-standard (creative), original coverage of the material.

Among the material requirements were: clear statements of the nature of the problem, independent analyze using analytical tools and concepts discussed in the framework of discipline, conclusions summarized the author's position on the problem.

For the purpose of objective evaluation the student's works were coded. The seminar had elements of role-playing game; one of the students played the role of the employer (editor in chief) who elected staff for their media. This form of employment made it possible to create in pursuit of favorable psychological atmosphere in which everyone felt comfortable and not afraid to make mistakes in the process of mastering new skills in professional activities and to determine the degree of preparation of students to classes and learned knowledge.

From the situational training technology we used exercises with specific content which concerned student's future careers. The special attention was paid to solving professional problem situations, allowing future specialists master the basic components of theoretical and practical professional thinking. We believe that the

specific professional tasks of journalist demand the professional thinking like consistency, differentiation, integration. They are subsequently ground, which formed the professional skills of future specialists. Professional tasks used in teaching students not only reflect the content of future professional activity, but also acted as a means of mastering. In the process of solving such problems formation and development of professional thinking of future specialists occurred.

Creative tasks can be divided into:

- situational games (oral);
- copyright simulation (written);
- artistic (involving, in addition to oral and written elements of art, music, theater arts).

Among the professional nature situations may be the following: advertising, interviews, reports, conferences, press-conferences, round tables, debates, talk shows, version and so on.

Situational game brings the desired effect only when it is based on theoretical knowledge, a clear understanding of the area of activity, which it imitates, and is a logical continuation of the educational process, which passes into the practical behavioral completion stage. The effectiveness of didactic games depends on the systematic using, focus on the game program in combination with conventional didactic exercises.

To effective form of practical training organization is the use of design technology, which requires students to develop the project on one of the themes (alone or united in groups). In the practice of modern pedagogy are the following types of projects: research, creativity, adventure, information, practical-oriented and so on.

Design technology refers to a group of active teaching methods. In the course of the media project, students gain skills of active communicators. The main activity is not a passive consumption of information, but independent work, targeted individual activities, learning by doing.

Important factors for project activities of journalists are as follows: sufficient knowledge of the exploring theme, the motivation to solve problems; independence of the selection of presentation of information material and the presence of creative abilities; a sense of liability and an understanding of the social significance of the result.

We have selected practical-oriented type of projects: these projects are distinguished clearly defined from the very beginning practical result of its members; thus necessarily result oriented on professional interests of the participants. This project needed well-designed structure, even the scenario of all its members, with certain functions of each of them; clear terms of participation in formation of the final product. It is particularly important to organize coordinating work on different project stages, to correct joint and individual efforts, to design presentation of the results and their possible implementation in practice, to organize systematic external evaluation project of students.

We have found the following advantages of using this type of projects:

- development of students' cognitive skills and creative thinking;
- all students are most engaged performing a specific task; acquire certain skills to construct their own knowledge, skills, helping them to believe in themselves;
- improving the ability of students to navigate the information space;
- integration of knowledge of different disciplines.

The specifics of the media discourse found in certain categories, subjects and objects of examination, functions are characterized by:

- short duration, topical themes, ideas and interpretations of reality;
- focus on performance;
- modern linguistic embodiment of various functional styles, types and genres.

It is inherent evaluative, the core of which is the socio-political, domestic and media language, journalistic vocabulary. We apply some communication strategies, tactics, techniques influence the recipient.

Analysis proved the feasibility of periodicals in order to develop professional competence of journalists. Thus, a systematic study of the press:

- increases awareness (general erudition in various fields of politics, economy, culture, interpersonal relationships, values, technology, medicine, etc.) that directly affect the competitiveness of graduate students in the labor market;
- develop the ability to analyze, criticize, predict socio-political and economic developments; communicate, be patient to someone else's point of view;
- makes it possible to improve mental processes (memory, attention, imagination, thinking, feeling and perception) and features (attitudes, values, attitudes);
- helps to learn the language in a modern version of its application that allows you to expand the circle of potential business partners, access to other alternative sources of information;
- creates professional competence, introducing features of the newspaper discourse, its structure, genres; providing professional advanced materials to improve the professionalism of future specialists in media industry;
- makes a habit of self-study of newspaper text and increases the frequency of requests for future media professionals to periodicals;
- increases students' learning motivation, interest in the profession.

The algorithm of work with the media text is the following: the word – phrasal unity – extra-phrasal unity – text. We define the approximate total sequence of it: photo / illustration / text – the genre / topic / strategy (theory) – creative tasks, providing a system of exercises, teaching methods, forms of work.

The system of exercises contains pretext, text and post-text tasks. It is responsible for the training of diagnostic, procedural and content control and correcting stages of teaching and learning of students.

The object of the exercises is to transform the theoretical knowledge acquired high school students in professional skills. The classes in journalism are used as reproducing and creative exercises. The purpose of reproducing exercise is to contribute to the consolidation of acquired knowledge, skills and abilities; creative – to improve the abilities of future journalists. The effectiveness of the exercises is to develop the culture of speech, logical thinking, memory and attention of the future journalists.

To ensure the quality of future journalists' training to their educational program several kinds of practical work are provided.

Among the most significant and productive the following can be considered:

- work in the editorial offices and other institutions in need of the services of a journalist;
- planning training session as part of the production process (simulation game).

It is especially necessary to emphasize the active implementation in the educational process of new technological methods of training with the help of computers, allowing students to bring their practices to the real working conditions of modern version of the convergent media. Among them are:

- internet simulation system of educational space of journalism students, which leads to the emergence of open multimedia systems of integrated education;
- internet forums discussion as part of technological methods of training;
- online games as a technology, defining the purpose of the development of the professional independence of students-journalists based creative individuality of each of them;
- preparing the network of the electronic newspaper as a technological technique used in teaching of future journalists.

To control the quality of the educational process we use testing and analysis of the creative works of students.

Diagnostic means of students' knowledge assessment include testing, module tests, the cycles of control and independent work, providing control over the system of assimilation of knowledge by the student. Programs of intermediate control and final certification, as well as tests contain questions and tasks aimed at consolidating of professional competencies.

The effectiveness of teaching journalism in high school largely depends on the organization of practice. The training should be based on the principle of continuous practice of students, which is based on a combination of a summer internship and current practice, fits into the educational process.

**CONCLUSIONS.** 1. The proposed forms of work with media content contribute to students acquiring of skills in the use of theoretical material to analyze practical problems; the skills any media evaluation, selection and search of basic information; development of skills to formulate questions and requests to develop multivariate approaches to problems, identify trends of the media industry.

2. The quality of profile training of future journalists in many respects depends on the practices which they receive in the course of training. Only practical work and creating their own printed materials can provide students with a strong assimilation and fixation of professional knowledge and skills.

3. The specific use of all the above forms of work lies in the fact that high-quality specialized education of future journalists is possible only with complex methodical approach that meets all the educational and training objectives of professional education.

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**ФОРМЫ РАБОТЫ С МЕДИАКОНТЕНТОМ БУДУЩИХ ЖУРНАЛИСТОВ  
С ЦЕЛЬЮ ОПРЕДЕЛЕНИЯ ТЕНДЕЦИЙ МЕДИАОТРАСЛИ**

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Рассматриваются формы работы с медиаконтентом студентов специальности «Журналистика». Охарактеризованы основные разновидности занятий (лекционных, семинарских и практических), которые оказываются наиболее эффективными для формирования профессиональных умений и навыков будущих специалистов в области журналистики. Описаны примеры использования интерактивных технологий обучения. Доказана целесообразность различных форм анализа контента периодических изданий с целью формирования профессиональной компетентности будущих журналистов. Рассмотрены занятия, направленные на анализ концепции издания, рубрикации, жанровой палитры, иллюстративного материала, заголовочного комплекса, приемов воздействия на аудиторию, содержания и формы журналистского текста, оформления изданий. Подчеркнута важность системного подхода к организации работы будущих журналистов с медиаконтентом.

**Ключевые слова:** формы учебной работы, будущие журналисты, медиаконтент, тенденции медиа.

Стаття надійшла 2.03.2017.