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THE EFFECTIVENESS OF EXTRACURRICULAR WORK ORGANIZATION OF THE FUTURE JOURNALISTS: SEARCHING AND INTERPRETATION OF MEDIA CONTENT

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Purpose. The paper studies the application of innovative pedagogical technologies in the organization of extracurricular work of «Journalism» specialty students. **Methodology.** The complex of pedagogical methods and innovative technologies that contribute to the extracurricular work effectiveness of the future specialists in the field of journalism is described. **Results.** Analyzing the basic skills of the future specialists the main requirements for the students independent work organization in higher educational establishment are identified. **Originality.** The systematic approach to the organization of independent work in the course of future journalists training is highlighted. The necessity of the future journalists' independent work organizing on the basis of professional orientation with the use of modern information technology that promotes activation of educational activity and the formation of readiness for professional work is proved. **Practical value.** Proper use of ICT contributes significantly to improvement of the motivation of students. Search, analysis and transformation of information on the Internet allow teaching the student to collect, evaluate, synthesize and apply information in practice.
Key words: extracurricular work, future journalists, pedagogical methods and innovative technologies.

ЭФФЕКТИВНОСТЬ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ БУДУЩИХ ЖУРНАЛИСТОВ: ПОИСК И ИНТЕРПРЕТАЦИЯ МАТЕРИАЛОВ МЕДИА

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Изучено применение инновационных педагогических технологий в организации самостоятельной работы студентов специальности «Журналистика». Проанализированы комплекс педагогических методов и инновационных технологий, способствующих результативности организации самостоятельной работы будущих специалистов в области журналистики, а также литература, посвященная данной проблеме. Выявлены основные аспекты данного вопроса. На основе анализа базовых умений будущего специалиста выделены основные требования к организации самостоятельной работы студентов высших учебных заведений. Обоснована необходимость организации самостоятельной работы будущих журналистов на основе профессиональной направленности с применением современных информационных технологий, что способствует активизации учебной деятельности и формированию готовности к профессиональной деятельности. Проанализированы составляющие самостоятельной работы, ее сущность и роль в процессе подготовки будущих журналистов, а также формирование творческой личности специалистов. Обоснована необходимость реформы журналистского образования и совершенствования образовательного процесса. Обзор литературы подтвердил необходимость организации самостоятельной работы будущих журналистов на основе профессиональной ориентации с использованием современных информационных технологий, что способствует активизации учебной деятельности и формирование готовности к профессиональной деятельности. Подчеркнута важность системного подхода к организации самостоятельной работы в процессе подготовки будущих журналистов. Изложены способы развития творческого потенциала студентов. Предложены педагогические условия развития коммуникативной компетентности будущих журналистов. Определены механизмы, методы и средства самостоятельной работы студентов. Проанализирована система формирования профессиональной компетентности будущих специалистов через учебную деятельность в вузах; а также факторы, критерии и показатели развития профессиональной компетентности посредством самостоятельной работы будущих журналистов и выявлены уровни их развития. Выделен системный подход к организации самостоятельной работы в процессе подготовки будущих журналистов.
Ключевые слова: самостоятельная работа, будущие журналисты, педагогические методы и инновационные технологии.

PROBLEM STATEMENT. In modern conditions, the education system has a practical orientation. Its main objective is the formation of human personalities, the ability to build their lives independently and consciously in the face of global competition. In connection with this extracurricular work optimization process is the main improvement of professional training quality.

One of the distinguishing characteristics of the competency approach, which is rushed headlong into the education system, is a «transition from education for life» to «learning throughout life». It is obvious that in the conditions of modern information society the ability to extract information, to receive it, synthesize, produce and distribute a new receipt has particular importance. These skills enable students to be self-consistently in demand in today's job market in a rapidly changing world. The degree of students' readiness to educate themselves throughout their lives depends on the development in the course of their training in high school skills of independent learning activities.

Systematic and fundamental training of future media specialists is able to adapt in different areas of profes-

sional activity, professionally applies the acquired knowledge in solving specific practical problems of media sector, contributes to its development, implementation of new technologies in the industry, makes the need for organic combination of basic education with deep professional orientation. Independent study is an important kind of students learning activities. Now the question of organization of extracurricular work of students is very important, because the distribution of classes in total time is constantly decreasing.

The purpose of the article is to analyze the complex pedagogical methods and innovative technologies that promote efficiency of future specialists in media sector independent work.

Vector upgrading educational paradigm today is aimed at changing the fundamental landmarks, the development of a competent person capable to solve diverse tasks in unstable and constantly changing environment, the person who acts contrary to the original templates and hosting solutions. In this regard, the problem of future journalists independent work activation with the regard to their individual abilities of particular relevance is very important. Personally oriented approach is the best to meet the specifics of journalism and allows the use of technologies that can create the conditions for mastering techniques as an autonomous activity and social interaction. The main objective in this case is to promote social adaptation, formation and development of communicative abilities and skills of critical thinking.

The effectiveness of the organization of independent work of students is largely dependent on the technology education applied by teachers. It can be both traditional and modern techniques, opening unlimited possibilities for learning that is computer technologies. In modern life the computer is an integral part of professional activity and lately it has come to occupy a strong position in the educational process. On the basis of a variety of computer products and technical innovations, new learning technologies – information and communication technologies (ICT) – an interactive training tool that have a number of advantages and teaching aimed at enhancing students' cognitive activity is being widely used.

Problems of extracurricular work in higher education are the subject of research made by many Ukrainian and foreign scholars. A comprehensive examination of the question is presented in the works by S. Archangelskyi [1] O. Gorbatyuk [3], L. Gritsyuk [4]. I. Bogdanova studied the applying of innovative technologies to optimize extracurricular work [2]. The introduction of ICT in the process of independent work is explored by K. Steblova [8]. O. Kucheruk pays attention to the difficulties of students adaptation to study in universities, considering the problems of students independent work during the first year [5]. The impact of students' independent work in respect of isolating individual typological and didactic factors is investigated by G. Romanova [6].

EXPERIMENTAL PART AMD RESULTS OBTAINED. Modern educational paradigm of higher education involves the role of independent work, improving its efficiency strengthening. Professional skills are an important complex with integrative nature since they relate both to the manner of exercise execution and the ways of regulation of activity with the concept of professional competence. So S. Archangelskyi says that teaching students methods of self-knowledge and science-based action are typological features methods of teaching in higher education [1, p. 329].

It is clear that the competence of self education takes priority in the new system of education, the formation of these competencies as common cultural and professional is not possible with a mechanical transmission of knowledge from teacher to student. That is, the ability to synthesize, analyze, setting goals and choosing the ways to achieve it, the ability to analyze political events, the ability and willingness to public speaking, argumentation of debate and controversy can not be formed exclusively in the form of supply of lecture material and check its development in practical classes. This can only be done in connection with the introduction of completely new principles of education. This is a new competence model of education.

Formation of readiness to solve the various problems of independent work in the broader context involves teaching various disciplines which are more problem-oriented, the use of a reflective approach to teaching, encouraging students' ability to reflect their vision of the problem by formulating their own questions. The realities of modern life are such that a high school graduate in any direction of training has to be ready for regular independent professional educational activities. The dynamic changes in the labor market, the emergence of new information technologies, the accumulation of huge databases require not just knowledge, but the ability to respond to emerging occupational risks, handle large amounts of information, «leave» for the related industries, etc.

In addition, modern professional should be able to work in temporary project teams, groups, to professional discussion and solution of complex problems and challenges. To generate just such ability there should be competent models of education. However, the introduction and implementation of such a model requires a review of methodological approaches to the understanding of the basic goals and tasks of independent work of the student.

O. Gorbatyuk notes that independent work of students in a credit-module system is impossible without effective organization of educational process. This involves the use of forms and methods that provide more opportunities for students' self-education. As conditions for its effective implementation according to O. Gorbatyuk are motivation of students, their desire for such activities; consideration of psychological characteristics of college-age young people; effective organization of training (in particular, organizing the results of an independent monitoring activities) that contains a variety of forms and innovative teaching methods [3, p. 70].

Exploring the impact of independent work in cognitive and affective aspects, G. Romanova says that effective independent work has to achieve the final result as a combination product of independent learning activities, lessons learned, training status of subjects based on stu-

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dents' self-government and system of indirect management of the teachers considering with internal, psychological factors and create them according to external conditions didactic training activities [7, p. 10].

Unfortunately, there are significant shortcomings that prevent a complete independent work of students: a lot of the same type of typical problems, lack of differentiation tiered teaching material, insufficient specifically provided for self-study guides [5]. I. Bogdanova, exploring the contents of tasks for independent work, emphasizes the importance of taking into consideration levels of intellectual activity, reproductive, heuristic and creative characteristics [2, p. 263–264].

The content of students independent work in advanced model is the creation of a specific project, depending on the direction of training; it can be a presentation of the study, some kind of a program, a report, an analytical report, an essay, a review of media material, specific applications, etc.

It is obvious that for creation of such a project the students still need the primary theoretical basis, scientific foundation, which is under the usual classroom. This knowledge and skills are the means for solving a specific problem or task.

Of course, in such a system, independent work of students must be accompanied by continuous counseling teacher on specific problems arising during project implementation. As a result, it results in the transfer of knowledge by traditional, familiar to our education system methods (lectures, seminars), but at the same time there is a focus on new forms of self-development of functional skills and competencies: self-search for information, constructing their own knowledge, the planning of their own action obtain a particular product and its evaluation, the reflection.

Another equally important aspect of a new project formation in the organization of independent work is understanding that this is a common fundamental approach to all of the basic educational program and not to the individual subjects or modules of subjects. This integrated approach will eventually really refocus students on the formation of the required competences associated with setting goals, problem solving, planning, organization communication, overcoming the problems of reflection milestones and overall project teamwork on one hand and the ability to assimilate knowledge and skills on the other hand.

Active development of media industry, the processes of modernization and transformation determine the importance of a new type of training specialists able to adapt quickly to new technologies and working conditions. Independent work of students is largely concerned because of the ability to search for information, perform creative and technical tasks, which are necessary for the formation of a highly qualified specialist media industry. The basic skills of future specialists are sufficiently diverse skills, namely they are as follows:

- to carry out measures for studying target markets (to analyze internal information, secondary sources of information, investigate public opinion, elected to explore the needs of the market segment);

- to determine positioning settings of media products on the market; develop measures for promoting media products at different stages of its life cycle;

- to assess the competitive situation in the market for media products such parameters as work with authors, subject publications output, used resources costs;

- to develop the concept of publication and edition of the business plan;

- to analyze the media product, to conclude on its quality;

- to make assessment of audio and video;

- to carry out assembly, layout, publishing originals using computer desktop publishing;

- to make graphics transactions, editorial and publishing preparation of publishing original, to monitor the observance of terms and quality of works.

An important feature of modern studying is application of new information technologies. Students not only acquire skills to work with modern computer technology, but also get skills to apply it in process of creating own media product. T. Poyasok [6] emphasizes the importance of the didactic potential of information technology at each stage of the learning process. According to the researcher, information technology training is an important factor in improving the quality of training. It can be used at all stages of the educational process, but the effectiveness of their application depends on the specific objectives of the learning subjects or professional training generally. The use of ICT in training requires appropriate software, fluent educators and students of the technique, obtaining a certain part of the working time for the development of information content of courses.

K. Steblova, considering the specifics and problems of students' independent work, determines effective methods of organization training by means of information technology to meet the requirements and conditions of modern society, discloses methods for efficient organization of students' independent work as an integrated system of educational environment [8, p. 320].

The organization of future journalists training is impossible without the use of multimedia and information and communication technologies (ICT). In today's educational environment while performing individual tasks such technologies are enjoyed by the overwhelming number of students.

Extracurricular work of students using ICT includes:

- work with electronic lecture notes;

- work with the library-information systems (reading e-books, manuals, reference books, encyclopedias, guidance to individual tasks);

- work with electronic training modules;

- work with search engines on the internet;

- solving professionally oriented tasks and self-test using multimedia (electronic assistants).

The emphasis is the fact that today it is necessary to use innovative technologies in education makes no sense; it is quite clear and generally accepted. However, the practical implementation of the use of ICT is still not as wide and is often superficial; not always the necessary equipment or access to it is available, not all teachers are still prepared to work closely with technology.

Mobile learning is the use of mobile phones, mp3 players, tablet computers and other such devices for

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learning. In other words, in teaching practice, this means the use of gadgets to work. At the moment, we can say there is the willingness of society to the use of modern technology not only in everyday life but also in education. Let us consider the advantages and disadvantages of mobile learning technologies.

In our opinion, the advantages M-Learning is much more:

- the availability of use (everyone has a phone or any other gadget with you, so learning can take place anywhere, at home, in public transport, walking, queue, etc.);

- variety of forms and types of work (applications offer a wide range of work);

- individualization of education;

- edutainment (work with applications just combines education and entertainment - one of the most popular destinations in the formation of recent years);

- no additional cost.

At the same time, we note some of the nuances or disadvantages of this technology:

- it is difficult to control the process of self-study;

- it is impossible to track or estimate the time required of the student;

- teachers are not familiar with this technology and often do not understand its benefits and potential;

- in most cases it is not possible to trace the dynamics; a sufficient level of student motivation.

Among other forms and types of works the following can be mentioned:

- reading and analysis of electronic media;

- reading blogs;

- reading twitter; the use of social networks and chat rooms;

- use YouTube channel; watching documentaries and TV-programs;

- reading e-books;

- create your own audio and video podcasts.

This list can be continued, depending on the level of knowledge of technology and the interests of the students. Thus, the forms and types of work technology M-Learning quite a lot and for each student might choose something appropriate to his needs and interests, which meets the objectives of self extracurricular work and contributes to the formation of individual style of learning activity, autonomy and individual educational trajectory of a student .

The most important functional advantages of electronic content in comparison with the system of traditional means of education should become an opportunity to control the programmable self-employed students are able to liberate from the routine work of the teacher and to allow maximum use of class time for the development of communication skills.

ICT allows future journalists to be competitive in the labor market to adapt quickly to changing conditions, meet the requirements that apply to modern professionals.

The development of these skills allows to acquire a new skills based on knowledge, contributes to the development of skills transfer existing knowledge in new conditions of use.

For the effective organization of independent work of future journalists in the framework of the development of educational technology of media competence we propose special exercises and creative tasks that need to solve a wide range of applications, among which the main ones are:

- consolidation of theoretical knowledge through the collection, processing and presentation of media self-study materials;

- preparing for the challenging discussions, the interpretation of media content, methods of detection technologies and techniques;

- the development of various skills to work with media texts through content analysis, problem analysis of media texts, their parts, titles, registration;

- the development of critical thinking and critical autonomy through critical analysis and interpretation of media texts, the decoding of semantic units of text, evaluation of its content side, value, reliability through individual and group work on the text content analysis, games and other exercises;

- quality control of motivation to the media through the implementation of tasks and exercises, the essence of which is in a separate deep understanding of compliance requirements of their own media consumption characteristics of a given standard;

- self-training to the subsequent discussion of the results in the group and during the interview;

- regulation of the emotional background of the perception of media information that is provided by a number of discussion, games, research tasks, feature of which is the focus on self-awareness and self-control;

- neutralization and correction of passive acceptance and storage of information, enhanced entertainment oriented media consumption, failure manifestations own point of view, critical, stereotyped thinking, emotional instability perception;

- development of informed, critical reception of media information, the cognitive orientation of media consumption, active manifestation of their own positions and convictions, a willingness to critical, reasoned assessment of consumption data.

It seems that these conditions will help to improve the quality, systematic, theoretical and methodological elaboration of the organization of independent work of future journalists.

As the kinds of independent work offer:

– *monitoring the media and its products.*

The first stage of monitoring is the formulation of the problem. Initial detailed objectives: clarification of the search object, time span, the regional dimension, the definition of media groups. Determination of the ultimate goal of monitoring and its orientation: the crisis, an image, a one-time, permanent, etc.

The concept query. Making a search query as a vital part of the monitoring work. Query language, morphology, synonymous ranks. Boolean operators. Query templates.

– *media analysis. Quantitative methods of analysis.*

Initial processing of samples. Drawing up a simple product monitoring reports, digest and clipping, drawing up a calendar of events.

Quantitative analysis of the obtained information. A

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simple analysis of the media is the number of publications. Software for quantitative analysis. Dynamics of publications over time as a key indicator for tracking information campaign - their analysis and forecasting.

Presentation of the results of quantitative analysis - visualization and presentation of results: graphs, charts, etc.

Sophisticated quantitative analysis of options that are under content analysis. The meaning of the various options and content analysis attempts algorithmization of semantic analysis of the texts. Advantages and disadvantages of modern methods of content analysis. The most well-known principles of content analysis. Examples of the most well-known programs and companies to conduct content analysis of different levels. Areas of use of the results of content analysis, presentation of the results.

– *media analysis. Qualitative analysis of the topic.*

The term «feed». Unlike the facts from interpretations, editorial policy, self-censorship tools of mass information. The notion of «information box stuffing», information campaign. Signs of «custom-made» materials, information campaigns.

The internal structure of the information field: interpretation and assessment, sustainable interpretation, stereotypes, information patterns, ideology.

The properties of the information fields: elasticity, flexibility, resonance.

Levels and stages of the qualitative analysis of the information field of the theme: thematic structure analysis, evaluation headers, direct speech, newsmakers, selection and evaluation of important stories and interpretations and their dynamics. Analysis slogans, stereotypes resistant formulas. lexical analysis component of the texts, the definition of psycho-emotional orientation texts. The concept of the «background» as a measure of administration or consolidate stereotypes.

Formation of the working hypotheses, the analysis of trends and projections of information as the ultimate level of performance analytics.

– *Features of media analysis for the benefit of various structures.*

Features a media analysis on specific tasks: a person, business companies, political parties, public organizations, and the analysis of information campaign, election campaign, crisis analysis, etc. Analysis environments, regions, target groups.

Features of the monitoring and analysis of blogs, forums, social networks, etc. The anonymity of the authors, especially of information culture of blogs and principles of information transmission. Legalization of information through blogs, trolling, flash mobs in blogs. The growth of the share of the blogosphere and in the information field. Blogs and forums as an expression of environmental attitudes. A new kind of sociological research - environment monitoring.

– *presentation of the results of the analysis of the information field.*

Submission of media analysis. Making the results. Considering the needs of the customer and his preferences. Standard scheme during the design and media analysis on specific problems: the sequence of processes required sections, the desired result.

Analytical note as a standalone product and the interim document to produce a media plan. Visualization of results. Working with standard programs, presentation of the results.

The result appears to be an additional possibility of formation of students' skills and competences associated with independent learning and problem-search activities, which fully complies with the new paradigm of education and suggests the preparation of graduates for effective professional activity at the level of world standards.

Moreover, it should be recognized that the independent activity of students includes a creative aspect, and therefore, is an effective means of individualization of education, training students to work with the information.

CONCLUSIONS. 1. The organization of extracurricular work of future journalists based on professional orientation with using modern information technology helps enhance training and readiness for the formation of professional activity.

2. Independent work of students should be directed to the formation of skills on a productive level. This is the way to form motivational sphere of cognitive activity, awareness of the need for continuous knowledge systems and their relationship, and creative design thinking. Students must find the ability to learn independently, «play» problematic situations, look for real solutions, accumulating knowledge and skills that will help them later on their own dealing with complex practical problems.

3. The effectiveness of students independent work organization depends largely on the pedagogical techniques applied in learning. It can be either a traditional technology (case-technology cluster technology, design technology, a modular, rating training) that is actively used or a modern, open up unlimited opportunities for learning – computer technology.

4. Increasing the share of extracurricular activities according to the new state educational standards creates the prerequisite for the use of new technologies in the organization of students' independent work of. Proper use of ICT contributes significantly to improvement of the motivation of students. Search, analysis and transformation of information on the Internet allow to teach the student to collect, evaluate, synthesize and apply information in practice.

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ЕФЕКТИВНІСТЬ ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ МАЙБУТНІХ ЖУРНАЛІСТІВ: ПОШУК ТА ІНТЕРПРЕТАЦІЯ МАТЕРІАЛІВ МЕДІА

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Досліджено застосування інноваційних педагогічних технологій у процесі організації самостійної роботи студентів напряму «Журналістика». Охарактеризовано комплекс педагогічних інноваційних технологій і методів, що сприяють результативності організації самостійної роботи майбутніх фахівців у галузі журналістики. На основі аналізу базових умінь майбутнього фахівця виокремлено основні вимоги до організації самостійної роботи студентів вищих навчальних закладів. Обґрунтована необхідність організації самостійної роботи майбутніх журналістів на засадах професійної спрямованості із застосуванням сучасних інформаційних технологій, що сприяє активізації навчальної діяльності та формуванню готовності до професійної діяльності. Підкреслено важливість системного підходу до організації самостійної роботи у процесі підготовки майбутніх журналістів.

Ключові слова: самостійна робота, майбутні журналісти, педагогічні інноваційні технології і методи.

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