

Organizational and methodological support for the implementation of educational programs in the system of additional education for children and adults

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Abstract— In the complex of measures to improve the quality of specialist training, an attempt is made to improve approaches with the aim of changing the vector of education, and the requirements for mastering various competences are developed. However, the “subjective inner infinity” (according to Hegel) of an individual is overlooked, the content of the subject, the desire, the goal. The person is associated not only with a character, but also with the specific perception of a future profession and life-sense orientations with it. The article reveals the changing approaches to the organization and management of the educational and methodological process of developing and improving the individual characteristics of students' media competence through the model of internally organized activities within the framework of modern media communications.

Keywords—media competence, media education, workshop, project activities, case study, book traile

I. INTRODUCTION

Under the new socio-economic conditions, the fast process of changing the information space does not exist only in the culture of interaction, but we can see very important individual changes, the subjective world, “personal independence of honor” changed [1, p. 285], value orientations, attitude towards oneself, towards professional aspirations.

This allows us to consider the new existence of a media competent person from a new position and new strategies of scientific substantiation and identification for the formation of professional meaning and readiness to develop self-realization in professional activities.

The emergence of media operational representation has changed the learning culture: not the content of the text comes to the fore, but the ability to interpret it, the communicative erudition, the individual logic of evidence, and interest in one's own ideas. The meaning of activity in this regard, the inner world of the personality and his self-awareness attract the attention of scientists and specialists in the field of professional training.

II. MATERIALS AND METHODS (MODEL)

We used a diverse arsenal of theoretical methods for preparing this research. The most significant ones were the study and analysis of psychological, educational and philosophical literature on the research problem; analysis of dissertation research, comparative analysis, synthesis, analogy, comparison, generalization. Individuality as a scientific category is considered as a symptom complex of various properties, potential abilities of self-manifestation and self-realization of a person during the life.

A.V. Libin, speaking of the structure of individuality, draws attention to the potentially infinite wealth of the personality, its incompleteness, the ability to reflect, to rise above itself. “The work and cultivation of this ability and raises, introduce a person to the next step of spiritual being - to the stage of individuality” [2, p.340].

From our point of view, the mobility of traditional media, which compete with a variety of multimedia, information, media, global and other projects, creates optimal conditions for the development of meta-knowledge of the future specialist, the foundations of his spiritual, moral and intellectual culture, professional mentality, key competencies, which determine the individual potential of a

media specialist, his ability for self-realization, his willingness to act and achieve significant professional results. And this level of readiness will facilitate the transition of a specialist "from a culture of utility to a culture of dignity" [3].

In this regard, we consider modern education as a process of self-enrichment of skills to create knowledge that is not there, but which can become the meaning of life, individual styles of professional activity, and media competence will help strengthen professional self-esteem.

The renewal of pedagogical strategies in the higher educational system and the adaptation of information communication technologies (IT) are increasingly associated with the use of a wide range of digital networks, and media education is aimed at mastering various methods of using ICT in the educational process, media transmission and communication. Nevertheless, the media education concept is only being formed and, therefore, is represented by a number of areas: media competence, information literacy, electronic literacy, critical and visual literacy, etc.

It should be recognized that the new philosophy of education and the new social order in this area have given impetus to the understanding of competence (G. A. Bordovsky, S. G. Vorovshchikov, I. A. Zimnyaya, A. V. Khutorskoy and others). [4; 5; 6; 7; 8; 9; 10; 11] as an individual and personal readiness to develop the ability to recognize bias, stereotyped messages, identify the context of the emergence and further functioning of the message, the ability to associate media with the product of a particular culture. Taking into consideration the individual approach to the development of a specialist, media competencies include the student's ability to find, analyze, evaluate information and exchange messages using various media technologies and ways of accessing information. There is a need to create a different model of specialist training. The purpose of this model is internally organized activities within the framework of modern media communications as self-activated professional development based on the transformation of future specialty of life values with media culture, the transformation of one's own cognitive activity through self-change, the disclosure of internal potential and the complementarity of educational process subjects, mutual enrichment of professional positions.

The main ways of enhancing interaction on the basis of significant cognitive professional task of an independent creative solution are the transformation of cognitive activity as a creative solution to problems, expanding the ability to think outside the box, choosing the evidence logic. The following forms were used as forms of creative interaction: i.e. polylogue (as a condition for comparative interpretation of views and judgments), discussion (reasoning and substantiation of their views and positions), culture of scientific evidence, project method, context-based technologies, competence-oriented tasks, workshops, case studies, book trailers, etc.

Based on the acquired knowledge and skills, competent media competence is built up, indicators of which can be the following descriptors:

- ability to use all professional and personal qualities, general and professional culture, independence in the choice and interpretation of media texts and event situations;

- open system of values, meanings and declarative knowledge, aimed at an individual vision of the ways to solve professional problems of media information;

- proficiency in speech culture, ability to use, critical analysis, evaluation and transmission of media texts in various types, forms and genres, analysis of complex processes of media functioning in the society;

- ability to study independently new media technologies of design, of successful analytical work to identify the qualitative and quantitative media texts level and the results of professional activities for the application.

In addition, the media competence specificity is closely related to the motivation of contact with media and media texts; with the communication frequency and with media products; with the ability to choose and create any media texts, the skill of self-education in the media field under the condition of creativity, the creativity presence in various aspects of activity (perceptual, gaming, artistic, research) related to media. Of course, with regard to new forms and content that contribute to the development of media competence, we believe that ensuring the relationship of the individual with his ideal status and creative field of individual capabilities - this direction will be the basis not only of the strategy of self-education, but also the copyright to create new technologies, its valuable unexpectedness.

III. RESULTS AND DISCUSSION

Before turning to the organization of innovative educational activities, the level of readiness for action with media texts was identified: individual interest, basic methods and ways of obtaining information, readiness to interpret texts. We found that the starting level of readiness to receive information showed - 53%; readiness to interpret the texts - 23% of the surveyed students, professionally directed individual interest - 22%. The study proved that it is necessary to change qualitatively the approach to media training of students, to develop a model of internally organized activities within the framework of modern media communications. The provisions of the starting point in this approach are the following:

- highlighting the status ideal that the future specialist aims at;

- creation of an educational environment as a media space conducive to the development of a student's creative potential;

- the development of technologies focusing on individual interests and readiness to work with media texts.

Planning of the educational process was aimed at finding reserves of study time, optimal use of hours allocated for independent work and the implementation of practical tasks.

In the system of subject-subject learning multimedia objects that are used by all participants in the educational process, create teachers and students. The information environment choice (text, graphics, video, photography, animation, sound effects, etc.) depends on the type of

educational multimedia object, tasks of the educational object, and meta-subject results. In addition, special attention in media education of students in the areas of "Journalism" and "Advertising and Public Relations" requires the process of creating media texts, case studies, creativity of project activities and, in particular, individual self-manifestation when creating book trailers.

Due to the fact that media texts are characterized by a specific mode, a special interaction between the sender and the addressee, the expressiveness of the author's beginning, a special graphic and expressive resource, the ability to use all professional and personal qualities: general and professional culture, independence in choosing and interpreting various media texts (analytical, informational, artistic and publicistic, advertising), criticality in assessing a fact or event, subjectivity argumentation and speech culture, creative imagination, erudition.

The educational process of organization in multimedia editing is based on integration, transformation of knowledge and skills from master to student, from student to student, from student to master, improvisation, mastering non-standard patterns of behavior, algorithms and various techniques. The involvement of students in the process of creating a media text, interaction with members of the student editorial staff and the master, freedom of choice of a content, methods, techniques and activity forms are the main features of the multimedia edition.

In order to implement the objectives effectively, the course or group is divided into 3-4 multimedia editions. Training in a mini-group reveals the peculiarities of the process to create a media text and allows to solve editorial tasks individually or in a creative mini-group, creating an author's media text. The experience of modeling begins with the activity of the workshop manager (multimedia edition). He thinks over the tasks to create a media text: from setting a problem situation to reflection. The sequence of steps includes the following blocks:

- 1) induction: the master creates an emotional atmosphere in the editorial, immersing students in creative work;
- 2) self-construction: the goals and objectives set for the team contain individual work on a media product creation;
- 3) social construction: the media text is discussed by the workshop participants in accordance with the dominating style that it should have, the final collective version of the created;
- 4) socialization: ready-made media text is discussed by an independent group of the advertising and journalism department;
- 5) self-correction: at this stage the media text is being finalized, changed;
- 6) reflection: discussion of the results, clarification and specification of what students have learned during the creation of their media text.

The main rules of work in the workshop are the following: the principle of "being here and now" and focus on the positive qualities of the participants; sincerity and trust; evaluation of the participants' actions; confidentiality.

An example of organizing a mini-editorial on media text creation:

The topic: analysis of the work of T.V. Shmeleva "Author in Media Text" and highlighting of the specifics of the author's approach [12].

The group includes specialists: a master (editor-in-chief) and participants: 1) a columnist (2-3 students), 2) an ironist author (2-3 students), 3) an author-analyst (2-3 students), 4) experts (2-3 students).

Tasks:

- 1) Express the point of view on the author's culture of speech, analyze the compliance with the idea of the text of the language norm, cleanliness and harmoniousness of the text, and identify traces that are not typical of this style of presentation;
- 2) highlight media text specific properties: a dialogue, an expression in speech of two or several semantic positions, polyphony of communication;
- 3) reveal the addressee of the media text and the measure of responsibility of the author;
- 4) identify the nature of the genre and the presentation of the text.

5) evaluate media text from the position: time (relevance after ten years), from the position of subjectivity (to me personally ...), media prediction mode, invisible presence (indefinite personality, generalized personality, replacement of the author's position by the name of the publication, for example, "Arguments and Facts" commented, etc.

Working with a media text actualizes the ability of students to substantiate their point of view, convinces the media text importance, contributes to the understanding of the values system, meanings and declarative knowledge aimed at an individual vision of how to solve professional problems of media education; understanding the journalist's code of honor and responsibility to readers.

Media text stylistic foundations knowledge helps develop an individual author's style.

One of the most promising modern interactive forms of education, contributing to the individual self-mastering of design new media technologies, successful analytical work to identify the qualitative and quantitative level of media texts and the results of professional activity in their use is a case study (case study method).

As practice shows, the case method application is effective in a situation of uncertainty and discussion of the text under consideration. For example, situations related to professional ethics, psychology of professional activity, manifestation of individual style, competence level, attitude to new technologies, self-expression culture in the media, etc. In this case, students can consider various options for events development and assess the risks of a journalist, the consequences of choosing certain ideas about life. However, it is important that any position and point of view conform to inner conviction, personal rules of life, and intuitive experience and professionalism were present in the search for competent arguments.

Experience shows that case studies can also be used to refine the legal aspect of the functioning industry: the application of legislation on media, advertising, copyright, etc. In this case, cases perform the role of "simulators" to work out the standard procedure for actions in a given situation, give the skill of assessing their professional activities not only in terms of efficiency, but also in terms of compliance with the current legislation of the Russian Federation. The basis for the creation of cases is most often the materials of the professional organizations on official websites (Russian Union of Journalists, the Association of Advertisers, the Russian Association for Public Relations and others), reports of professional and universal media.

The project method is one of the most promising in the system of solving the problem of individualization at education and training in the mass communications field, because it contributes to the manifestation of not only general erudition and readiness for serious methodical elaboration of the idea, but also a culture of owning media, an independent work style, business culture (accuracy in the performance of the task, the timeliness of the report, the quality of the presentation, etc.).

Let us stop on one of the varieties of the project method – the creation of a video trailer. This is a special way of mastering the media space, which solves a number of problems: improving the culture of owning information technologies, developing creative thinking, using various ways of expressing creative ideas, manifesting the individual style of media competence in professional self-realization. Book trailer is a video composition which compiled for the presentation of a book, theater, film, etc. This can be a movie made up of screened episodes of a literary work, plot announcement, story of the book, film, illustrators characterization, specially directed play based on the book's story (separate poem) with music, a set of slides in a simple video presentation format, video story about the author's work or explanation of the reader, why you should read this book. The main thing is the goal: to present publicly the product to the market in the most favorable light.

Our task was to substantiate the significance of the future media competence of a journalist and advertising specialist as willingness of a co-author of a book that knows the culture of writing, publisher, artist, director, ability to show respect for creativity, individual vision and professional ethics. One can agree that the advertising form of media communication is not without flaws: there can be one's own vision, one's own perception of events, and the attitude to creativity the time. Nevertheless, media competence implies a common personality culture and professionalism. As part of the media competence formation, book-trailer organizes all stages of working with media text: any student is forced to re-read an artistic text, highlight key episodes, visualize information, compile annotations, and give his own interpretation of what he reads and evaluates the artistic work. The media project-book trailer allows not only to realize a creative approach in the media competence formation, but also to evaluate the level of its formation. For example, depending on the level of creative media competence formation students make a text clip, it can be low (if the media text is a series of questions or quotes the illustrating plot of a work of art),

satisfactory (if the text traces the idea, quotes and questions reveal the reader's perception of the text). As the main organizational principles, we highlight those related to the ideas of media competence development: the unity principle of the subject and teaching method, individual personal orientation, a dialogue, context and technology coherence. A well-formed analytical media text with elements of reflection, creativity and a new look at the professional attention object, optimal solution, logic of evidence, ability to use all professional and personal qualities, proficiency in speech culture, ability to use, analyze critically, evaluate and broadcast media texts in various types, forms and genres, analyze complex processes of functioning of media in society; general and professional culture, independence in the choice and interpretation of media texts and event situations. The educational value of media projects is not understood enough and, practically, is not studied in the higher school didactics, but its high pedagogical efficiency in the media competence development is obvious: the level of professional interaction and complementarity, creative cooperation is growing, the active position of self-manifestation and collective responsibility, the ability to master independently new media technologies and their development application.

IV. CONCLUSION

Summing up the research, it should be noted that the training system in the mass communications field needs both large-scale introduction of interactive teaching methods that can not only develop the student's creative and leadership skills, develop media text interpretation skills, but also contribute to the development of his personality: his subjective world, the world of inner culture and dignity, professional ethics, professional style, professional character, sense of life orientation. We have identified significant relationships of the model of internally organized activities within the framework of modern media communications, which will allow future graduates to become competitive in the modern labor market.

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