

Didactic and psychological aspects of teaching English-foreign language discipline “International Journalism”

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Abstract. *Journalism has been changed, and these changes have affected journalist education. Future journalists should have multimedia skills, creative thinking and be able to communicate with foreigners to observe and tell about foreign cultures. That is why the problem of teaching in the international context is very important in the 21st century. The authors of the article describe didactic and psychological aspects of teaching English-language discipline “International Journalism” and analyse them in content, organizational and professional levels. The results obtained in this study can be useful for creating an educational environment for the process of teaching journalist students.*

Keywords – *journalist education, didactic aspect, psychological aspect, interactive education*.*

I. INTRODUCTION

Education is a purposeful process of training in the interests of the individuals, society and the state and it leads to obtaining cultural values and formation of moral and emotional attitude to the world, getting professional skills and experience. According to the Federal State Educational Standard [10], students at undergraduate and graduate levels should possess such universal competencies as communication and intercultural interaction. Disciplines taught in a foreign language take a particular place in the educational system facilitating to get these competencies. This article is devoted to the didactic and psychological aspects of teaching English-language discipline “International Journalism” to bachelor students learning journalism.

To study the question is very important because foreign-language disciplines are a rare element of the traditional curriculum at journalism departments and teaching them requires a specific way of organizing the educational process and atmosphere.

As shown by the analysis of the scientific and methodological literature on the problem of didactic and psychological aspects of teaching, the process of training

university students will be effective if it is focused and managed. The process of didactic training will be built on the basis of individualization. While learning students should be included in the real educational process and take an active part in it. Contemporary educational process supposes a high level of interactivity, involvement and motivation of students, which can be achieved by using various up-to-date educational technologies and methods. In psychological and pedagogical literature devoted to journalistic education, the issue of the education quality remains one of the most relevant [1, 6, 11, 15, 17, 18]. The competency-based approach built on professional standards and aimed at resolving many issues in teaching is being actively implemented in journalist education [4, 5, 14].

Theoretical significance is that the authors assess didactic and psychological aspects of teaching English-language discipline for journalist students. The main results and methodical experience can be used in scientific and pedagogical activities for teaching foreign-language disciplines.

II. THEORETICAL BACKGROUND

The author N. V. Papulovskaya notes that this is very important to know how students are adapted to the university requirements of training. A teacher should decide what the necessary and sufficient amount of information on the discipline has to be chosen. The teacher must clearly represent training outcomes and based on this formulate learning objectives that are required to be verified and be expressed by a set of competencies [8]. S. V. Katanaha points out three didactic categories of the educational process:

- teaching as a system of actions aimed at organizing and stimulating the conditions of students’ learning and cognitive activity;
- studying as a purposeful, motivated, self-regulating, transforming activity aimed at obtaining, storing and using knowledge;
- self-development as an active, consistent, progressive and irreversible change in the psychological status of the individual based on the need for self-improvement [3].

Among psychological aspects researchers list the following: IQ, creativity, learning motivation and high self-

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esteem [3, 7, 12, 16]. A. V. Zaytsev also identifies such a psychological phenomenon as social intelligence as a set of abilities that underlies communicative competency ensuring successful solution of tasks related to adequate perception of a person by a person, establishing and maintaining contacts with other people, influencing them, ensuring joint activities, occupying a decent position in collective and society [16]. A high level of social intelligence is necessary for the possession of the "person-to-person" professions (according to Klimov's classification), among which journalism is.

In general, researchers point out the common difficulties of the modern educational environment, in which strong-willed students with a developed nervous system will feel more comfortable than students who do not have high motivation or are not able to adapt to the university atmosphere. We can list these difficulties:

- students' independent work;
- work in conditions of dynamically changing verbal interaction (an unexpected question, which must be answered orally). The interactive educational process is built on live communication with students;
- work to correct the consequences of the failure or mistake;
- work in a situation that requires constant distraction from the main activity (for instance, response to the teacher's remarks);
- work in a situation requiring the distribution of attention or its switching, while simultaneously carrying out several types of activities;
- work in the restless environment;
- work with a hot-tempered and unrestrained teacher [16].

According to N. A. Malikova, psychological, internal "device" of the educational process in relation to the didactic and methodological elements is a decisive factor [7]. After all, it is known that sometimes a teacher can give a "correct" lesson, but for a particular student its results will be minimal. The teacher has not touched his or her soul, has not forced him or her to look at him- or herself differently, does not awaken his or her needs, and personality as a whole.

We can conclude that interactive teaching and studying should be broadly used in the educational process, especially at journalist departments. Interactive teaching is based on the psychology of human relationships and interactions. As E. R. Statsenko states, it has some particular didactic aspects:

- participants during interaction activate and stimulate each other. In the process of interaction there is the possibility of competition and rivalry, the manifestation of the phenomenon of psychological infection;
- the participants have the opportunity to gain experience using the knowledge they already have in a particular situation;
- joint educational activity turns into a certain model of social communication of the individual in real activity [13].

T. S. Serov and E. L. Pipchenko note that the project method as an interactive technology is a special form of

organizing communicative and cognitive activity of students on the basis of projects. The project method is based on a common goal, agreement on ways to achieve individual and general results in the context of subject-subject interaction, active learning in the information environment [12]. Project activity as a problem-driven activity is the main condition to develop thinking, the mental activity of students, to form the ability to work with information flows, to achieve results in terms of collective interaction and cooperation.

III. METHOD

The authors have used the following research methods: analysis of scientific and methodological sources on the problem of didactic and psychological aspects of teaching foreign language discipline; pedagogical observation. In recent years, the issues of didactic and psychological aspects of teaching in general have been highlighted by the following researchers: S. V. Katanaha [3], M. A. Malikova [7], N. V. Papulovskaya [8], T. S. Serov and E. L. Pipchenko [12], E. R. Statsenko [13], A. B. Zaitsev [16].

In the context of our research, we will assess the didactic and psychological aspects of teaching foreign language discipline to journalist students at the university, aimed at the professional development of future specialists. The works of M. V. Petrova [9] and C. L. Ataide Melo [2] are devoted to this problem.

IV. RESULTS AND DISCUSSION

The course "International Journalism" is a project-based discipline. Students have a right to choose the topic and the form of the project, but there are two principal conditions of learning:

- students should use all knowledge and skills they have because the discipline is taught for four-year students;
- all the students should participate in the project.

At the beginning of the course the teacher should formulate the main didactic aspects of studying:

- building educational objectives in general and constituent elements of studying;
- determining the optimal content of the lesson in accordance with the curriculum requirements and the objectives, considering the level of students' training and preparedness;
- forecasting the level of students' learning, the formation of their skills and abilities, both at the lesson and during independent students' work;
- selecting the most rational methods, techniques and means of training, a combination of various forms of collective and individual work in the classroom and maximum independence in the students' learning;
- implementing didactic principles in the classroom;
- creating conditions for successful student's learning.

Students should be involved in the process of learning which is closely related to real professional activity. This allows the material to be assimilated to achieve study goals. Then students should be able to use the knowledge they have already had. And finally, during the interactive

educational process, there is a new learning atmosphere that is emotionally and creatively saturated.

We should also bear in mind the psychological aspect which implies the motivational sphere of the personality, the orientation of the personality on the future profession, ability, interest in professional work.

Experience has shown that learning together is not only easier but more interesting and much more effective. No matter how motivated a student is and how he would like to express himself, to read something (i.e. finish the task), first of all, he must know how this or that task is performed. This means that students should be taught to perform different types of tasks, learn to learn.

Further, we will present the implementation of the above didactic and psychological aspects on the example of organizing project activities with journalist students of the 4th course on the subject "International Journalism" in a generalized way.

Content aspect. In the process of studying the discipline "International Journalism" students could:

- listen to lectures on current topics on international journalism, which makes it possible to form the cognitive component;
- expand knowledge of the functioning of modern international journalism in general and relate to existing knowledge and practice;
- get acquainted with the best examples of Russian and foreign international journalism;
- develop the ability to thinking, to form the skills necessary for active work in the international context.

Organizing aspect. The above approaches allowed the use of innovative methods, forms, and means of education:

- interactive methods: brainstorming, dialogue, conversations;
- empirical methods: modeling, working in groups on a practical task in order to gain positive teamwork experience, resolve conflict situations;
- the use of visual aids;
- the creation of space, involving the practical development of the discipline;
- the use of social media and Google's online collaboration resource.

Professional and applied aspects. Discipline "International Journalism" is important in the development of professional skills. The teacher should create the space for real practical work. During the practical classes, students together with the teacher worked on a project "The game in Adaptation". In the process, students could use the knowledge and skills they have got during four-year studying, such as interviewing, reporter's observing, creative thinking, writing journalistic texts. Students obtained new knowledge on the design and layout of infographic in practice. The teacher in this project was in the role of a coach or a senior colleague who coordinated the collaboration. Students were given freedom in a strictly defined framework.

Students decided to choose the topic of the problems of adaptation to new living conditions, particularly caused by relocation. Students found five students who moved to foreign countries to get an education there. They took interviews with them using the same list of questions. The next stage was to write a short description of those five characters and formulate 10 questions with a multiple-choice option based on the interview. Students were drawing cards of characters and questions and also a playing field. A classical board game was created as a result of the discipline.

V. CONCLUSIONS

It is important to understand that specific didactic and psychological aspects of teaching will contribute to building an effective educational process, where theory and practice are both integrated. Namely, an educational process focused on an interdisciplinary approach and advanced training is always required. It is essential that new approaches in the content, forms, methods, technologies of education should be implemented at the university. In the process of studying, students should be immersed in professional activities not only in practice, but also in classes; this can be a quasi-professional activity, for example, producing a media.

As the result of the study we can list didactic and psychological aspects of teaching English-language discipline "International Journalism" to bachelor students learning journalism: interactive learning; joint educational activity; setting possible professional aims; individualization of the educational process; building the process of studying as a consistency of professional tasks solving (didactic); creative space; high level of motivation and self-esteem; an ability to perform intercultural communication (psychological).

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