

Peculiarities of Teaching Television Text Specificity While Training a Professional Journalist

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ABSTRACT

To date, each university seeks to prepare competitive personnel for the future professional activities. In this regard, the issue of regular adjustment of the educational strategy in general and of the individual courses in particular is one of the most important. This is especially true for the field of media technologies, within which an active communication is carried out between various social entities. On the basis of analysis, deduction, modeling, observation, etc., the author reveals the main issues encountered in teaching and mastering the course on the specifics of television text by the students studying in the fields of television and journalism. The article gives also a number of possible ways of eliminating the lack of theoretical and practical preparation for writing the journalistic texts on the basis of an individual approach to education and the possibilities of electronic educational resources.

Key words: Education, Pedagogy, Journalism, Media text, Television text, Journalism

INTRODUCTION

Despite the extensive informatization process of the society and the creation of a significant number of aggregators that allow forming the news feeds automatically without the participation of a person, the value of original and high-quality content increases. That is why working with the text is one of the most important components in the profession of a journalist and an editor in any media. There is no doubt that visual perception plays a significant role in media communications [1], but it would be wrong to deny the importance of the text itself as one of the most important instruments of influence and impact on the audience. The skills of writing text, the ability to work with different genres, knowledge of the basic requirements for television texts, the ability to analyze them, evaluate, and correct their own and others' texts - all this largely determines the level of professional training of a journalist or a program editor on television.

In this regard, the most important attention in the preparation of a specialist in the field of television or television journalism should be drawn on the formation of listeners' understanding of the specifics of television text and the skills of its creation. This course, taught in the Master's program, aims to solve the problems of increasing the professional and general educational levels of students in order to promote their further growth in professional activity in the field of modern media communications in accordance with labor market requirements in the face of increasing competition. The article reveals possible difficulties in mastering this course, provides methodological recommendations for its development and study, as well as determines a number of possible ways to make the educational process oriented towards an individual approach and strengthening the interdisciplinary (meta-subject) links within the framework of this discipline.

METHODS

During the research, both general scientific methods (abstraction, analysis, deduction, modeling) and special methods (observation of participants, structural and system analysis) were used.

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RESULTS

Teaching the discipline “Specificity of Television Text” makes it possible to obtain additional practice-oriented education, namely additional theoretical knowledge and practical skills. During the training, the students acquire advanced theoretical knowledge and necessary practical skills in creating and editing the television texts, according to the rules for verbal registration of oral teletexts.

The course purpose is to acquaint the undergraduates with the specifics of the modern television text, the methods of editing it and to develop a practical skill in text creation intended for television.

The course objectives include:

- mastering the system of theoretical knowledge related to the specificity of television speech, verbal design of the television text, genre idiosyncrasy of the television speech, uniqueness of the television expressive means;
- mastering the rules for constructing and processing the verbal component of the television text, taking into account the television specifics;
- obtaining practical skills in writing and editing the television texts.

The theoretical sections studied in the course “Specificity of Television Text” correlate with such general professional and special disciplines as modern language, text theory, general editing, editing of media texts. Therefore, mastering of this course should begin with the courses “Modern Language”, “Stylistics and Literary Editing”, since a theoretical and practical basis is created for mastering the subsequent applied disciplines of publishing and editing during the study of these disciplines. In this regard, it is obvious that the discipline “Specificity of Television Text” should be studied after mastering the basic theoretical and part of the applied courses of the Bachelor’s program have, or with considerable independent work of the student.

To study the discipline, the students should have knowledge, skills and competences received as a result of mastering the disciplines of the humanitarian, social and general professional cycles, such as: psychology, psychology of journalism, modern language, stylistics and literary editing, introduction to the specialty and mass media system, fundamentals of the theory of journalism, fundamentals of journalism, mass media technique and technology, journalist’s professional ethics, television journalism theory and methodology, interview technology, television interview technology, etc. (the name and content of the disciplines may vary depending on the national specifics of the country where the teaching is conducted and the general educational strategy).

The study of scientific and theoretical literature is one of the prerequisites of successful mastering of this course by the undergraduate student. Television production is rapidly changing, and science, trying to comprehend this process, to identify trends and approaches, most often lags far behind the real practice [2]. Therefore, when studying textbooks, teaching aids and scientific articles, one should not simply mechanically perceive information and apply all the rules of television text in practice, but should critically analyze them [3], comparing the approaches of various theorists and practitioners of television. The individual style will develop and the skills of the learner will grow due to continuous own practice in a detailed analysis of the correspondences and discrepancies between theory and practice.

During the lecture sessions, special attention should be given to the content of the concept of television text, the features of modern news delivery, practical recommendations, the positive experience of various television channels, including foreign ones, designed for journalists to create better television texts. In this case, an unconditional advantage for the student and his/her work will be the knowledge of several foreign languages [4], as this expands the possibility of searching and analyzing the television texts. Also, within the framework of group work, this will enable students to systematize and generalize the world practice of preparing a television text. All this simultaneously works for the benefit not only of the educational process itself, but it can also have potential value for the student’s scientific activity. Such tasks within the framework of a particular discipline can become a base for deep scientific research in the preparation of final works. In preparation for the seminars, the student should study the main literature, get acquainted with additional sources, new publications in journals, including on the Internet, etc. The practical exercises, where the students acquire the direct skill of creating television texts and their professional analysis from the point of view of actual theories of the text, are an important part of mastering the course “Specificity of Television Text”. Passive perception of the course will almost not enable to raise the level of professionalism, since it is impossible to be able to create a text “in theory”. A constant practice is necessary. It is necessary to develop the skills of critical attitude to the texts and strive to objectively analyze and evaluate their own and strange texts according to the scientific methods, the study of which should also be provided in the course.

At the first stages of mastering the discipline, it can be recommended the works on the analysis of the news text aimed at studying the essence and specificity of the television text. To perform this work, the student should choose any channel (federal, regional, municipal) and the news release (date and time of the release - at the

discretion of the student), and then analyze what genres of the news and analytical TV journalism have been used in the release. Next, one should describe the composition of the information program, how to connect the stories, the logic and appropriateness of the transitions from one news to another, as well as should reveal what emotional and information background they form, etc. This deductive approach helps the students to take a closer look at the text, to reveal the relationship between a part (a separate story) and the whole (news release and broader - the information policy of the channel). Only after such a significant preparation the text of several subjects (at the choice of the student) can be identified and analyzed in detail. In the analysis it is necessary to pay attention to how much it corresponds to the genre, the purpose and the task, how logically it is built, to what extent it corresponds to the norms of the literary language, the specifics of the television text, what violations it includes and what they lead to (difficulty in understanding, violation of logic, etc.). While performing these tasks, it is also recommended to work with the students on various types of analysis of television texts: content analysis, discursive analysis, methods of critical linguistics [5, 6], cognitive, linguistic-cultural, subject, etc. [7].

If necessary, a detailed analysis can be made by any of the following methods:

- 1) place the story transcript in the appendix to the work, if its main part includes a general characteristic and clear conclusions of the research;
- 2) make a table, where the title indicates the story title, the broadcasts, the channel, the date and time of the broadcast; put the text transcript of the plot in the first column, while the second one should include the analysis, commentary and editorial corrections of the student.

At this stage, the student can already identify certain patterns in constructing a qualitative text from the point of view of a journalist, but one can be recommended to move beyond and to propose one's own option (options) of how to correct mistakes (semantic, grammatical, stylistic [8], etc.), if any, in the next task. This approach to solving the problem enables not only to theoretically study the material, improve the skills of analytical work, but also to practice the editing and writing skills.

Another option of the creative task is a kind of text translation of a different orientation into television ones. Traditionally, the students are taught to transform the newspaper texts or the information agency messages. However, according to the observations of linguists, almost every text, including official, scientific and artistic, can be transformed into news, including television. It was posted a job ad as a correspondent for the job seekers on Lenta.

ru web-site, in which it was necessary to present a poem "Anchar" by A. Pushkin in the news language. This was done to determine how an applicant feels and understands the news text. Within the creative work in the framework of discipline, the students can be offered texts to choose from: poems by A. S. Pushkin, ballads by V. Scott, I.-V. Goethe, F. Schiller, as well as the works by other authors. The student's task is to present any of the texts in the form of television news in any genre (note, reportage, etc.). The work may be performed in several genres at the request of the student. Since the television text is closely associated with the video information on the screen, it will be productive to include an additional (optional) parameter in the task: the student should formulate (and/or) describe what video sequence should accompany each phrase, that is, in effect, should prepare the editing sheet. This complex task enables to see the television story as a complex whole, where each element has a special value.

CONCLUSIONS

One of the specific features of studying in the Master's program is that the same academic group can include both the students with a Bachelor's degree in the direction of "Journalism" and the graduates of other directions. The following way out of the difficult, from a methodical point of view, situation is quite obvious: to divide the classes and groups of students depending on their basic education, that is, to allocate the students with basic journalistic education to a separate group, and the students, having another education (under a Bachelor's diploma), - into another group. Therefore, it is necessary to develop the courses with different content, which should lead each group to a common educational result. Such a decision has some logic and can be one of the possible solutions to the issue.

At the same time, we think that it is a viable option not to divide the students into subgroups. On the one hand, this makes the learning process more diverse and interesting, as the representatives of other specialties introduce a "fresh" look at many issues that seem to have been long been resolved or obvious to journalists. Also, such circumstances make it possible to strengthen the intersubject communications, emphasize the integration of basic knowledge of the students having studied in another specialty, with the skills of the students having a specialized education with a Bachelor's degree. On the other hand, there is a possibility of encountering difficulties in the educational process, because the students with journalistic education have a more solid base for objective reasons: 4 years of Bachelor's degree with continuous training practice during the semester and summer production practice teach them to work with television text as well. In

this regard, graduates of other directions and specialties should make additional efforts in the development of this discipline. When developing the course, it is necessary to take into account this discrepancy in the initial level of theoretical and practical training, it is necessary to introduce generalizing, systematizing topics in the course, which, on the one hand, do not duplicate the Bachelor's degree, but on the other hand, enable to master the discipline from scratch.

Successful mastery of this discipline depends, first of all, on the systematic and complete implementation of the recommended theoretical, practical, creative tasks, from sufficient attention to training practical skills in creating and editing the television texts, as well as on the precise implementation of the methodological recommendations that the student receives at lecture and practical lessons.

The modern textbooks and manuals are mainly focused on the study of the media text concept, and the television text is given attention in separate chapters or paragraphs. Of course, the television text is part of the media text, but it has a specificity that sharply distinguishes it from radio, print media or online publications [9]. In this regard, the students studying in the field of television journalism should give special attention to studying the specifics of television text itself.

Mastering the course "Specificity of Television Text" can cause serious difficulties for the students for several reasons: insufficient volume of basic knowledge on this course, lack of preliminary familiarization practice on television and radio (if the Bachelor's degree is not on the "Television" specialty in the "Journalism" direction), lack of basic knowledge of the modern language in which (it is relevant for foreign students, whose share is growing today) the stylistics, the mass media language are taught. The effective methods of learning activities in studying the discipline "Specificity of Television Text" are a combination of traditional methods and methods of teaching the discipline with new ones aimed at improving the level of practical importance of studying the discipline, which is necessary in the conditions of training a practical journalist. Particular attention in teaching the discipline should be given to the individual approach to each student. This is what makes it possible to successfully combine knowledge from the professional field that has been mastered by the student when receiving education in the Bachelor's program, with new ones. The individual tasks for the preparation of television text on areas of knowledge (specialties) can be a solid foundation for the student's choice of his/her further way in the profession within the framework of, for

example, scientific, economic, business, sports and other journalism. This effect is difficult to achieve with the desire to unify the program.

Another way to overcome the difference in the theoretical and practical training of students at the beginning of the development of the discipline "Specificity of Television Text" is the active use of electronic educational resources (EER) [10]. Such resource, developed on the basis of the Information and Analytical System (IAS) and the distance education platform of the Kazan (Volga) Federal University, includes all the materials necessary for sufficient mastering of the course materials, including additional materials, enabling to fill the lack of basic tasks, as well as the forms of control and feedback with the teacher. It is the enormous potential of the EER that makes it possible to assimilate the necessary modules of the program and to implement the individual approach to the student.

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