UDC 378:37.013]070:8:9

Halyna P. Synorub
PhD of Sciences in Social Communication, Associate Professor of Journalism Department
V. Hnatiuk National Pedagogical University in Ternopil, Ternopil, Ukraine
ORCID ID 0000-0001-7073-0752
sunoryb@ukr.net

Iryna M. Nestayko
PhD of Pedagogical Sciences, Associate Professor of the Pedagogics and Education Management
V. Hnatiuk National Pedagogical University in Ternopil, Ternopil, Ukraine
ORCID ID 0000-0002-7022-0573
nestajko_irena@ukr.net

Inna V. Poplavska
PhD of Sciences in Geography, Associate Professor of the Geography of Ukraine and Tourism
V. Hnatiuk National Pedagogical University in Ternopil, Ternopil, Ukraine
ORCID ID 0000-0002-0881-475X
innapoplav@ukr.net

Olesia Ya. Medynska
PhD of Sciences in Philology, Associate Professor of Journalism Department
V. Hnatiuk National Pedagogical University in Ternopil, Ternopil, Ukraine
ORCID ID 0000-0002-3769-163X
medynskao@ukr.net

Nataliia M. Poplavska
Doctor of Philology, Professor of Journalism Department
V. Hnatiuk National Pedagogical University in Ternopil, Ternopil, Ukraine
ORCID ID 0000-0003-1100-5002
poplav@tnpu.edu.uaine

CROSSMEDIA AS AN INNOVATIVE TECHNOLOGY IN TRAINING THE HUMANITIES STUDENTS IN HIGHER SCHOOL

Abstract. This article is dedicated to one of the essential problems of improvement of the quality of education in the higher educational institutions in Ukraine nowadays that is the introduction of crossmedia into the educational process. In the article, based on the author's own experience, the essential characteristics of the cross-media, the importance of the formation of cross-media competencies in the Humanities graduates are disclosed and the effectiveness of the introduction of cross-media as an innovative technology in their training is analysed. The peculiarities of transformation and modernization of the modern didactic space are described, Ukrainian and foreign scientific and methodological works on the problem of the introduction of cross-media technologies into the educational process are reviewed, the theoretical aspects of this problem are studied, preferable sources of information and most popular platforms among students based on content analysis of ethnocentric questionnaire (hand delivered questionnaire) are revealed. An emphasis is made on the necessity to conduct media education in formal, informal and accidental ways, which lead to the formation of one's own media product in the sphere of one's personal interests. The author also paid special attention to the package of licensed programmes such as AdobeAudition, InDesign, Photoshop, AdobePremiere for the production of the multimedia content of high quality. On the basis of the new technological equipment the students who obtain higher education have an opportunity to realise their students' media projects and create the journalist content in such forms as: printed production with the on-line version, video- and audio-podcasts, infographics, videoconnection, webinars etc. The effectiveness of the student-centered attitude in the educational process that motivates the future specialists to self-knowledge, self-development and self-education is substantiated. It is proved that the introduction of such technologies affects the modernization of the educational process in the higher education institution, provides the maximum approximation of education to the conditions of the future career.

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Keywords: cross-media; cross-media technologies; cross-media cooperation; cross-media product; innovations; didactic space; innovative technologies in education; modernization of education.

1. INTRODUCTION

The global informational revolution in the present-day society involves the impact of the latest technologies which have permeated almost all spheres of life and changed it dramatically. Active computerization and the process of miniaturing have determined a big step forward in the didactic space. That is why the training process in higher educational institutions, particularly, is also being modified and transformed; it requires the modernization in organizing and conducting classes in order to encourage the students' aspiration for self-development.

Formulation of the problem. Multimedia technologies are being implemented, such as graphics, animation, photography, video, sound, and text. In this fashion, the integrated informational space is being formed, in which the user can find qualitatively new possibilities to stir up their educational and cognitive activities [3].

The digitalizing period makes the problem of students' individual work particularly acute; students are expected to develop their ability to understand, master and accumulate the material under study. This is conducive to the development of skills, which are seen as a prerequisite of professional competences: thinking, practicing, implementing and modeling. The German educational experience, for example, is based on the formation of meta-competences, i.e. the ability to grasp the situation, to model it and to settle it by a variety of means, the use of informational platforms being among them [1]. It stands to reason that the process in question cannot be carried out without intermediaries in communication. On the one hand, modern innovation technologies can provide the interactive communication between teachers and students at different stages of training, as well as the students' individual work with information media; on the other hand, the format of syllabi does not always seem attractive enough for students to be inspired to self-development. That is why the motivation is seen as a key issue: a student has to become the core of the educational process, with the attitude towards developing the training materials to be changed, as long as the future specialist has to become a creative personality, a co-creator of the educational content in various formats.

The implementation of crossmedia training can become a milestone in the process of education modernization. This, in its turn, provides for the formation of crossmedia competence – knowledge, skills, habits and abilities indispensable for future specialists in various fields to carry out their work successfully in the conditions of the present-day information-loaded social space [2]; future specialists have to be adapted to the creation of their own media product and ready to distribute it at various informational platforms.

The prospects of the crossmedia development in Ukraine and in the world are connected with the advent of new technologies, as well as with the aspirations of the people of the 21 century, who are referred to as the 'Z generation". They are the generation of bloggers, wloggers, thought leaders, who can assess and "sieve" quickly tremendous volumes of information, create their own content and popularize it at media platforms. They are greatly concerned about the functional and practical value of everything around them, from gadgets to scientific conceptions.

Crossmedia is the conception of communication which presupposes an active feedback between the participants of the training process and collaboration in creating the media product [3]. We suggest using this term in the meaning "crossmedia thinking" and "crossmedia collaboration"; in other words, it is the formation of a crossmedia team,

represented by both teachers and students. This can motivate university students to analyze and systematize information, put it into a corresponding format (text, video, audio, info-graphs, etc.) and distribute it at various media platforms. Thus, the so-called crossmedia circle in the education space is formed.

Analysis of recent research and publications. The research of media experts constitutes, for the most part, the theoretical and methodological guideline of the present paper, since the issue of using crossmedia as an innovation technology in higher educational institutions is hardly presented in academic studies. It is mostly foreign researchers who have investigated the specifics of crossmedia perception. The views of German researchers S. Kretschmar, G. Goderbauer-Marchner, E. Meyer, A. Godulla, F. Müller, A. Richter, concerning the training of journalists, which were presented at the workshop "Crossmedia and Quality Journalism" held in Sibiu, Romania, in 2013 within the framework of the Tempus IV European Project, are of great importance [5].

S. Kretschmar, in particular, focused her attention on the increasing number of requirements in the training of journalists for the work in the crossmedia environment. Proceeding from the results of her investigation into the specifics of crossmedia training, she offered her proposals concerning the ways of improving the university education. The key issue in G. Goderbauer-Marchner's speech was the importance of crossmedia for quality journalism. E. Meyer provided the academic commentary on the specific features of crossmedia newsroom work. K. Wolfe highlighted the content and structural differences in the texts for stationary and mobile gadgets. M. Bachman specified the possibility of the correct use of particular media channels in the crossmedia activities. The afore-mentioned researchers are confident that crossmedia technologies will prevail in future [5].

The issue of the effective use of innovation technologies with the elements of crossmedia at universities are considered in the article written by H. Pitler, E.P. Hubbel and M. Kuhn [8]. Introducing these technologies into the training and improvement of the professional development of future specialists in the field of tourism and recreation is discussed in the writings of Polish researchers Luis Ochoa Siguencia and D.Nojszewski [7], while the use of modern technology in the process of training is in the center of W.Gogołek and Krzysztof Wereszczyński's attention [11]. This proves that the implementation of crossmedia technologies in the process of education is timely and urgent.

The aim of the article is to show the essence and effectiveness of the crossmedia implementation as an innovative technology in training future specialists in the Humanities, with the actual classroom experience being involved.

The following tasks have been carried out to achieve the aim:

1) to characterize the distinctive features of the transformation and modernization of the present-day didactic space and to analyze the theoretical background of the issue in question;

2) to outline the essential characteristics of "crossmedia", as well as the importance of forming the crossmedia competences of the Humanities students;

3) to study the students' needs for information sources and for the most popular platforms of their placing on the basis of the ethnocentric questioning (polling handouts);

4) to prove the validity and urgency of the crossmedia implementation in the training process as an innovative technology, proceeding from the results of the empirical research.

2. RESEARCH METHODS

The research methodological basis is formed by the contemporary conceptions of pedagogical education, presented in the works of Ukrainian and foreign academics on the formation of crossmedia competences of future specialists in the Humanities.

The following methods have been used to solve the relevant tasks of the research: the theoretical method – for the study and analysis of the guidance literature; the method of generalizing the information – to determine the theoretical and methodological foundations of the research; the empirical method – to carry out the questioning and to analyze our own experience.

3. RESEARCH RESULTS

The media training can be organized in several ways: formally, i.e. within the frame of a university, for instance, at compulsory and optional practical classes conducted by the faculty and within the interdisciplinary link system. For example, the media education program can be realized during all or only a few chosen classes. Informally, it can be carried out within the framework of educational and cultural establishments in the process of fulfillment of youth media projects. Those can be additional classes, such as workshops, briefing materials in the shape of videos, webinars or social projects. Accidentally, it can be carried out as part of everyday spontaneous activities, without any specific directions as to particular tasks. It implies the students' everyday contact with media platforms through gadgets, which allows for creating their own media product within the frames of individual interests.

The important condition of this kind of training is the teachers' choice of triggers, that is, the set of techniques to encourage the recipients to interact with the training material, to wrap the content beautifully and to ensure its distribution through portals and blogs, through communication, mobile appendices, Facebook, Instagram, YouTube, LinkedIn, etc., which are widely used by students today.

A great role is also played by public portals, where academic teams are formed to carry out discussions and post relevant materials. For example, the Polish educational environment can boast of e-learning program, which is a form of training with the help of computers and the Internet. It enables the logical completion of a particular course, and, besides, is an additional training form which complements the conventional one. The positive aspect of this kind of training is the students' choosing their own timetable, which is beneficial for the creative attitude to training tasks [7], [10]. However, this innovation practice is only possible on condition that the corresponding technical equipment is in line with syllabi.

These conditions have been created in the Volodymyr Hnatiuk National Pedagogical University in Ternopil. Owing to the participation of the Journalism Department in the Tempus IV European Project "Crossmedia and Quality Journalism" the training laboratory "Crossmedia Newsroom" is equipped with the latest technical means, such as Macintosh computers, modern video and photo cameras, dictaphones and the package of Adobe licensed programs. The laboratory is actively used in teaching journalism students their specialized disciplines.

It is worth mentioning that the use of the package of Adobe licensed programs during practical and laboratory classes provides for the creation of the quality multimedia project to be turned into the product by students. For example, the latest versions of Adobe Photoshop, Adobe InDesign, Adobe Premiere and Adobe Audition programs are used by the journalism students in studying "Photo-journalism", "Internet-journalism", "Web-design and HTML-programming". These programs help compose and correct texts, print textual and graphic information, scan texts and graphics, breadboard and make-up journalistic materials, improve pictures, adjust sounds, create one's own websites, etc. The technical equipment is also used in publishing the students' newspaper «ПроТЕЖЕ» ("On TV Journalism"), in carrying out social video-projects, video-bridges and webinars with the regional mass media. All this is favourable for the students' technical skills, their ability to create a quality media product according to the specific character of each information platform it is designed for.

These technologies also provide additional possibilities for the Humanities students to take part in online conferences, to publish their own information at various media platforms, to make their own homepage and place it on the Web-server, to get access to reference catalogs (Yahoo, Infoseet|UltraSmart, LookSmart, Galaxy), search systems (AltaVista, Opentext, Webcrawler, Excite), to communicate in Chat. Dealing with these informational resources, future specialists will be able to arrange their own productive training activities, to become oriented at the individual search of news, to learn to make their own interactive products.

In order to study the students' needs for information sources and the most popular platforms the ethnocentric questioning (polling handouts) was carried out among the students. It consisted of three open-type questions and personal data sheets. 127 respondents were questioned; among them, 59 students of the Geography Department majoring in "Tourism", 18 students of the Journalism Department, 23 students of the Philology and Journalism Department majoring in "Secondary Education: The Ukrainian language and literature", all of them being the second year students at the Volodymyr Hnatiuk National Pedagogical University of Ternopil. The choice of the Humanities departments was determined by the fact that the use of crossmedia technologies during the major classes is expected to raise the quality of learning and to motivate the students' own creative endeavours, which will improve the effective aspect of the educational process and form the professional competences of future specialists.

The answers to Question #1 "What sources do students use for information while doing their homework (printed matters, the MOODLE system, Internet resources, or lecture notes) reveal that over one third of the respondents (43%) use Internet, 33% resort to their lecture notes, 17% use printed matters, while the materials in the MOODLE system prepared by tutors are only used by 7% (Fig.3). The distribution of answers according to departments is presented in Fig. 1 and Fig. 2.

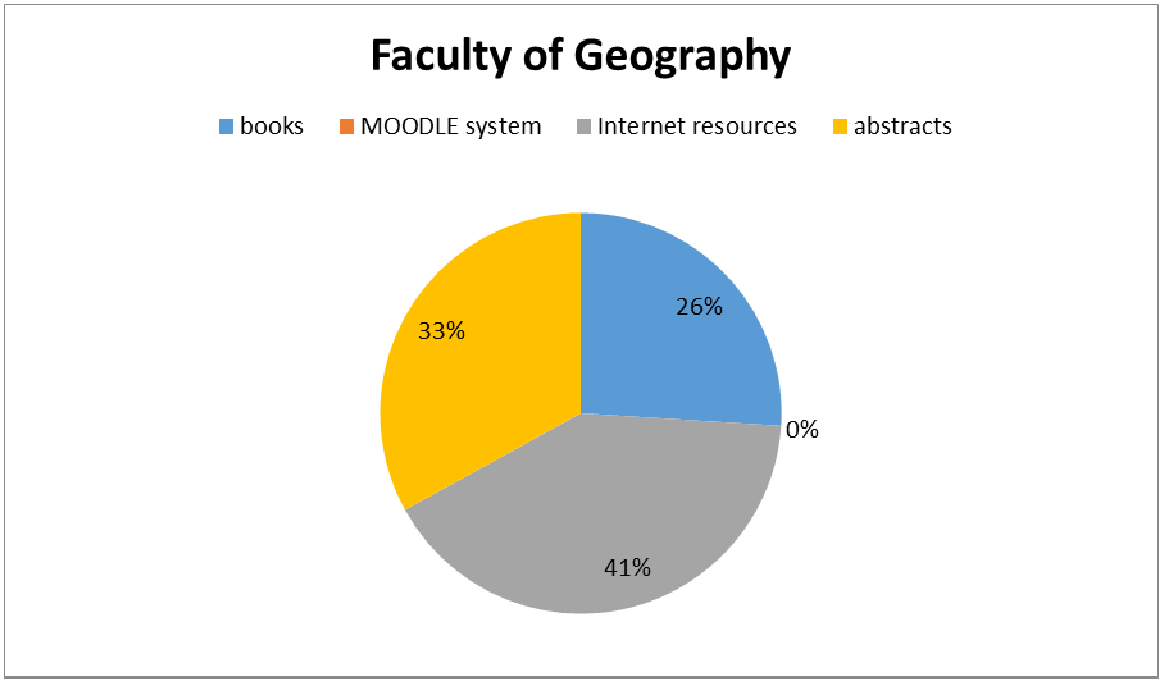

Fig. 1. Sources used by the students of the Geography Department in doing their homework

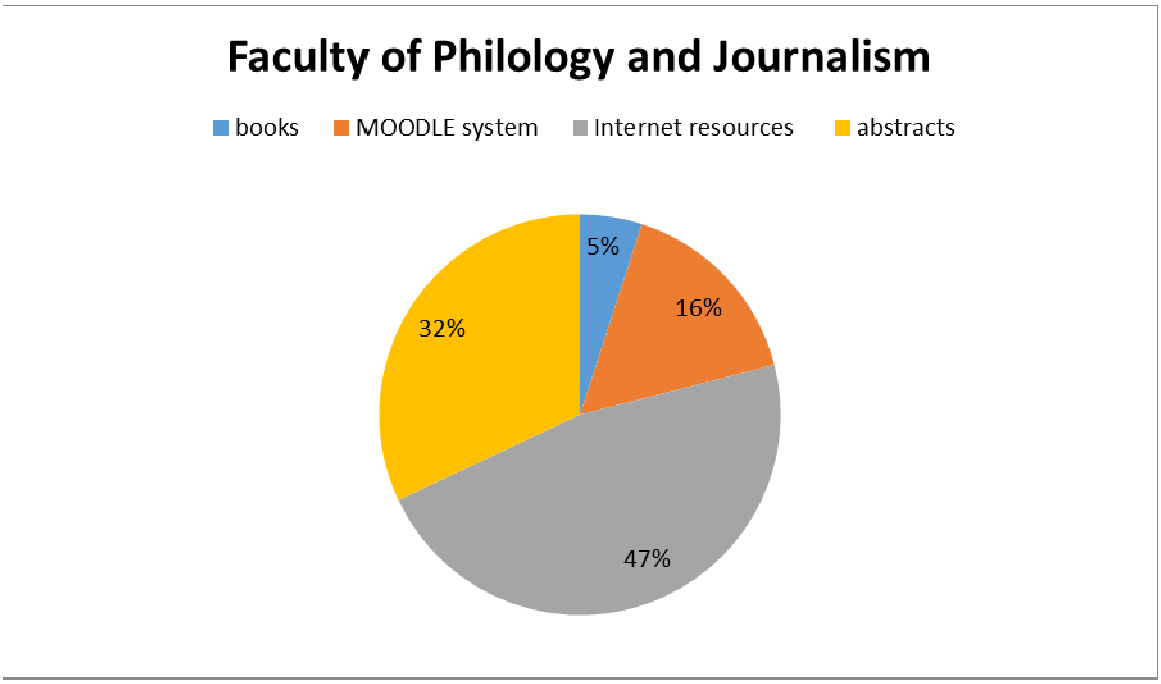

Fig. 2. Sources used by the students of the Philology and Journalism Department in doing their homework

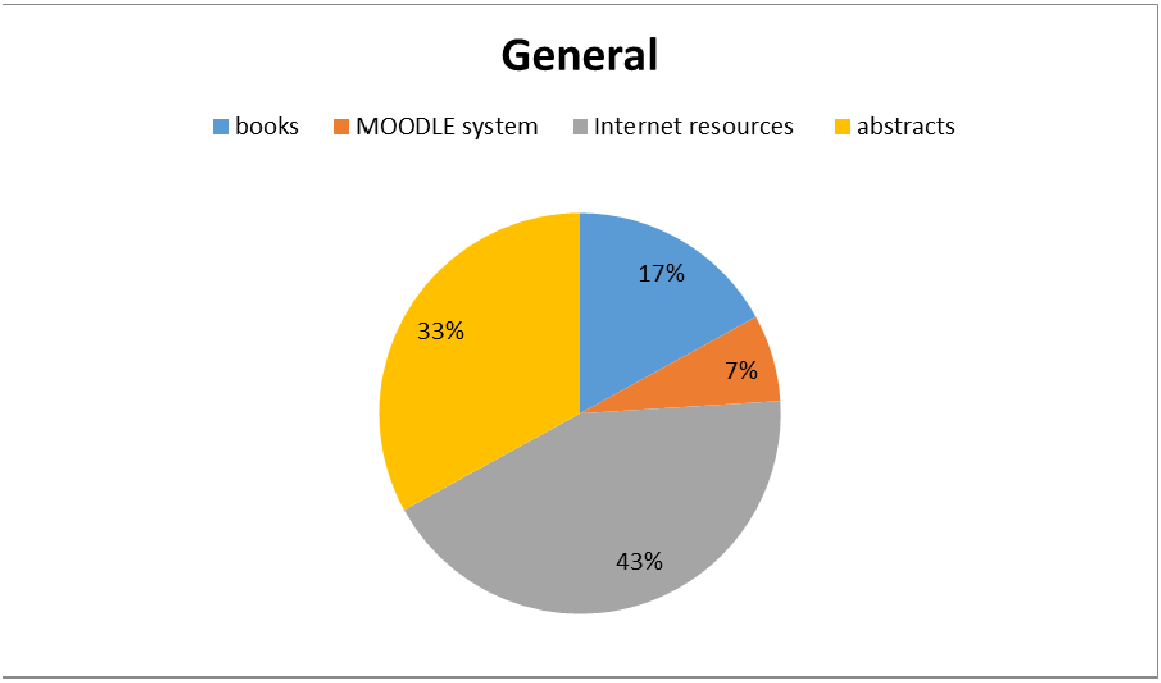

Fig. 3. Joint results of the answers to Question 1

The effectiveness of learning the material under study depends on the individual psychological characteristics of people, on their prevailing channels of perception. Question # 2 “Which is the best way for you to perceive information” (Fig. 4) enabled us to define the principal types of analyzers among the research participants. The majority of respondents (64%), at the Philology and Journalism Department perceive video training materials better, while the text format is better for 22%, and audio format is only preferable for 14% of the respondents.

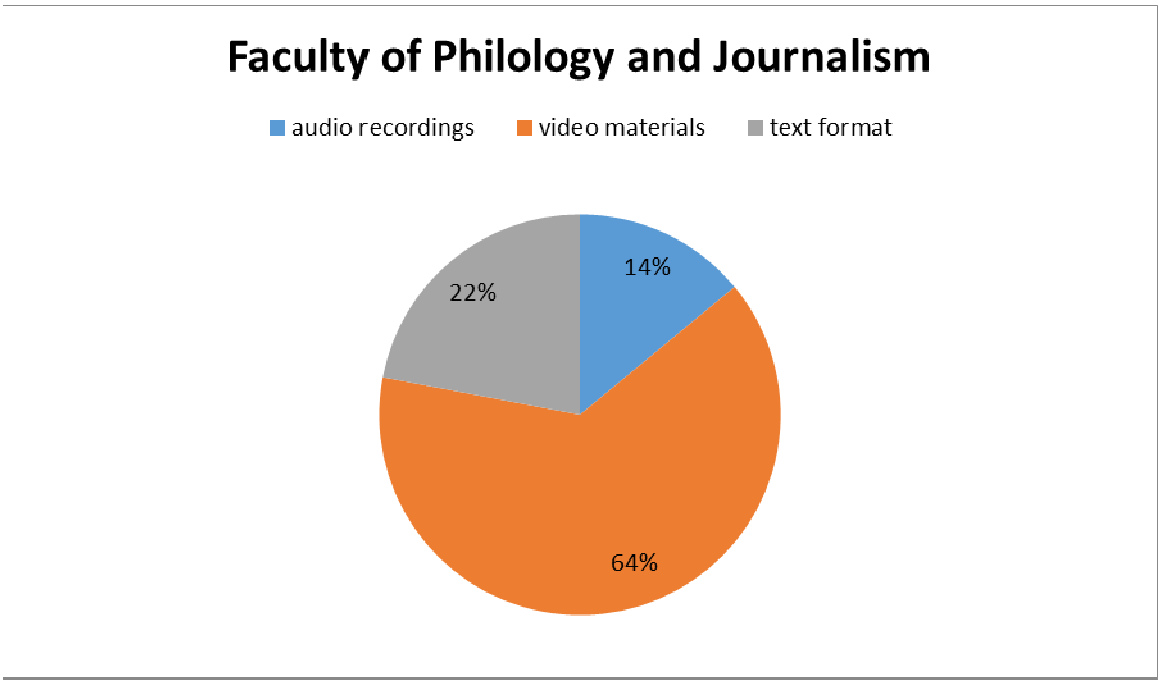

Fig. 4. . Information formats which are the easiest to perceive by the students of Philology and Journalism Department

53% of the students of Geography Department give preference to printed matters in doing their homework, 24% – to video information, and 23% – to audio information (Fig. 5).

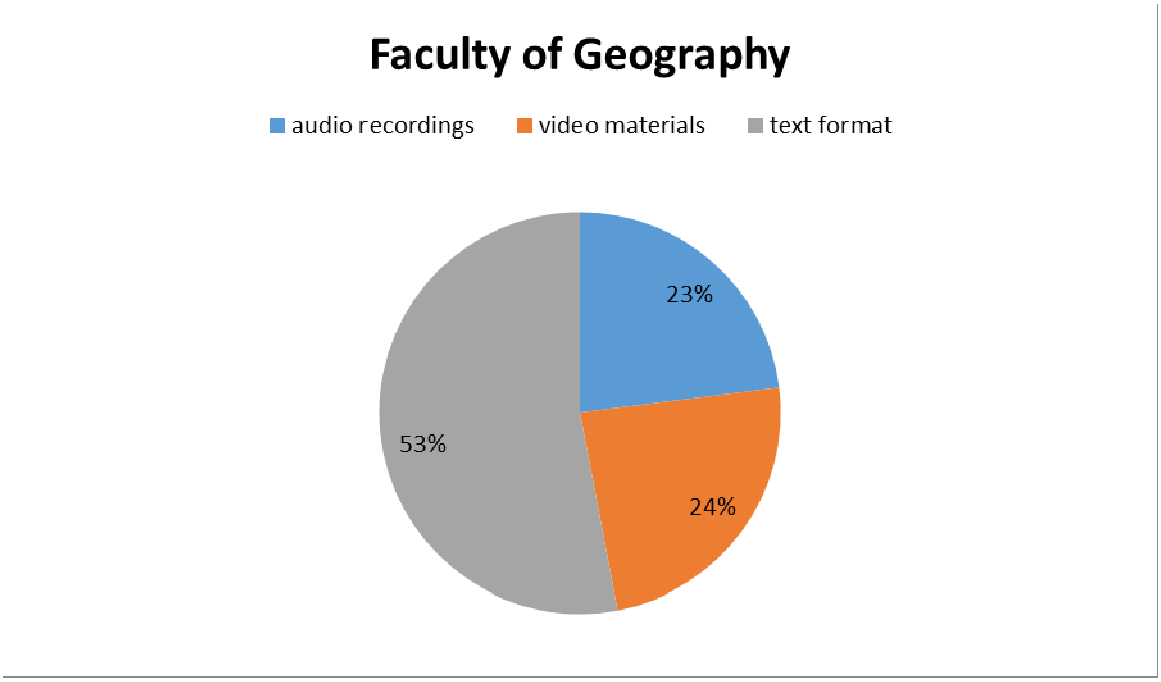

Fig 5. Information formats which are the easiest to perceive by the students of Geography Department

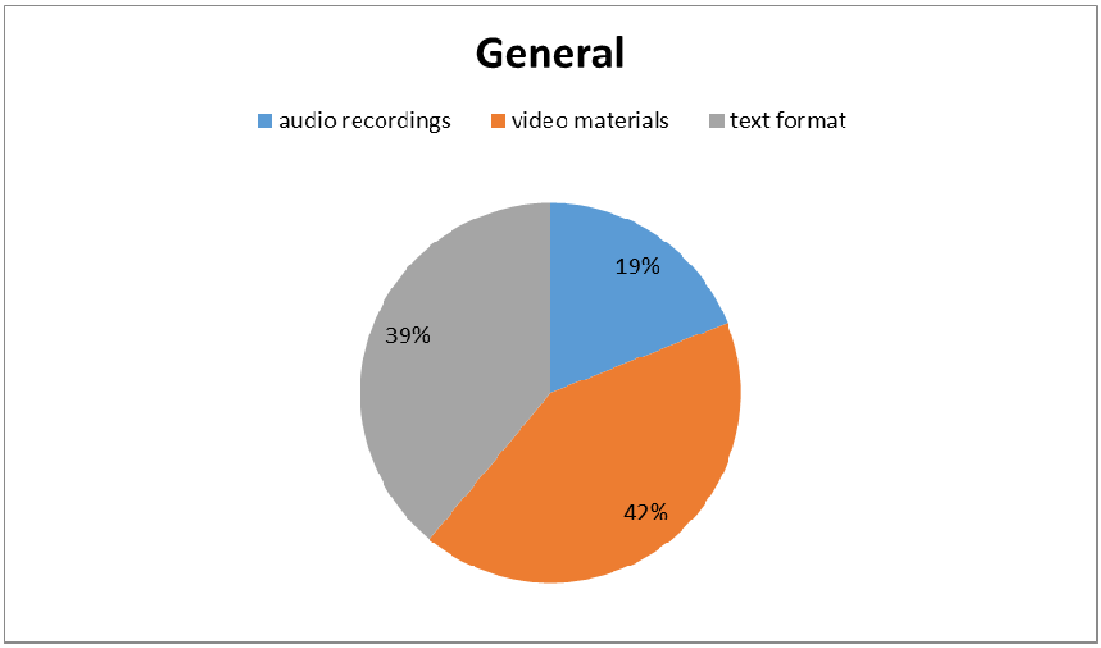

Fig. 6. Summarised results of students' responses to Question 2

The results of questioning at the two Departments of the Humanities prove that the visual type is prevailing among the respondents according to their psychological characteristics. Video-lectures, webinars and video master classes present the most appropriate and effective forms of individual self-training for 42% of the students, while 39% of them give preference to printed matters, and only 19% tend to use audio formats, such as audio books etc. (Fig.6). Question # 3 was meant to find out what innovation technologies the students would like to use in studying the training material. 55% of the respondents at the Philology and Journalism Department appeared to prefer video-lectures, 17% would like online workshops, 17% suggested visualized information in the shape of info-graphs, and 11% would choose online courses containing both theoretical and practical parts with creative tasks (Fig.7).

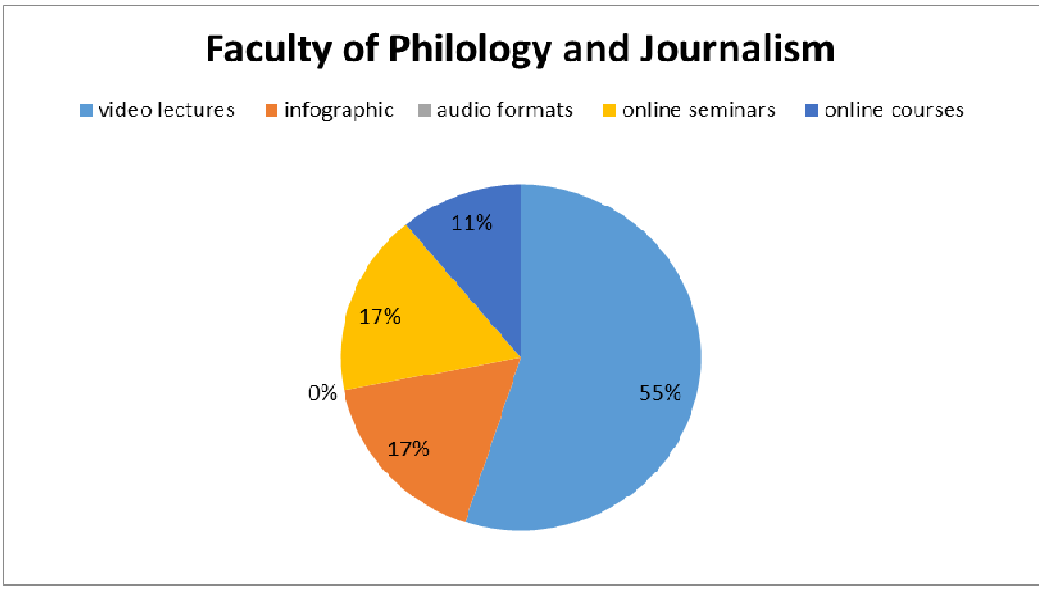

Fig. 7. Innovative technologies suggested by the respondents of Philology and Journalism Department

At the Geography Department, the equal number of the students suggested introducing video-lectures (35%) and online workshops (35%). 25% gave preference to online courses. And only 5% of the respondents think that it is graphic information that can help master the training material and reproduce it easily. (Fig. 8).

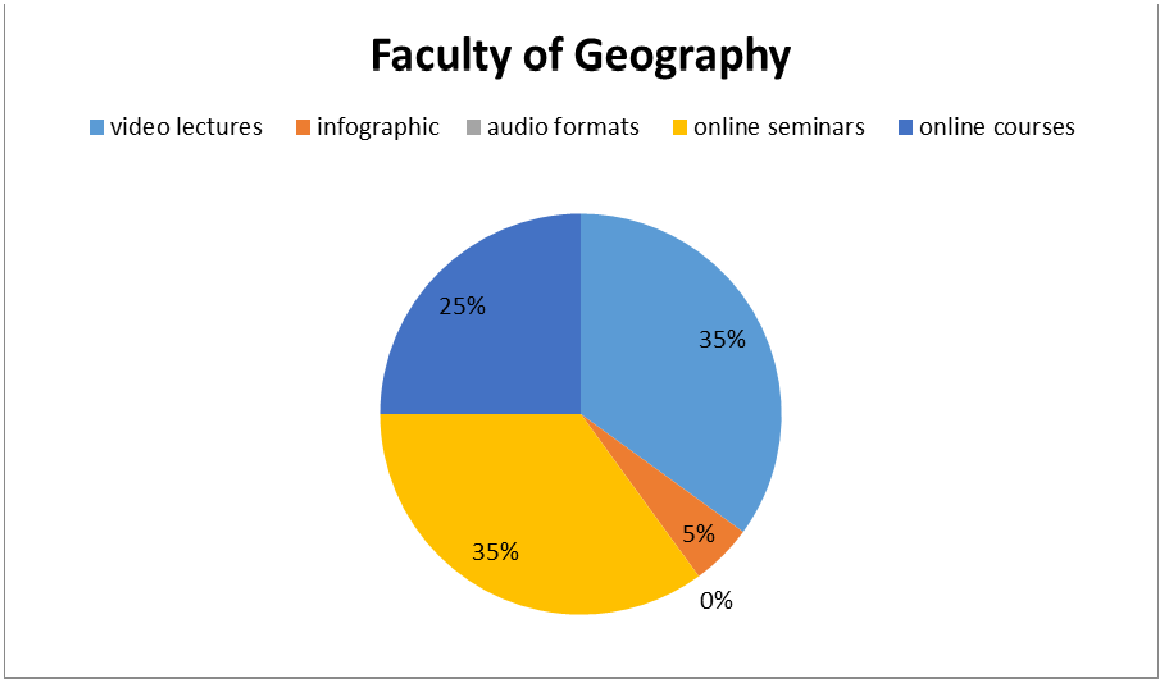

Fig.8. Innovative technologies suggested by the respondents of Geography Department

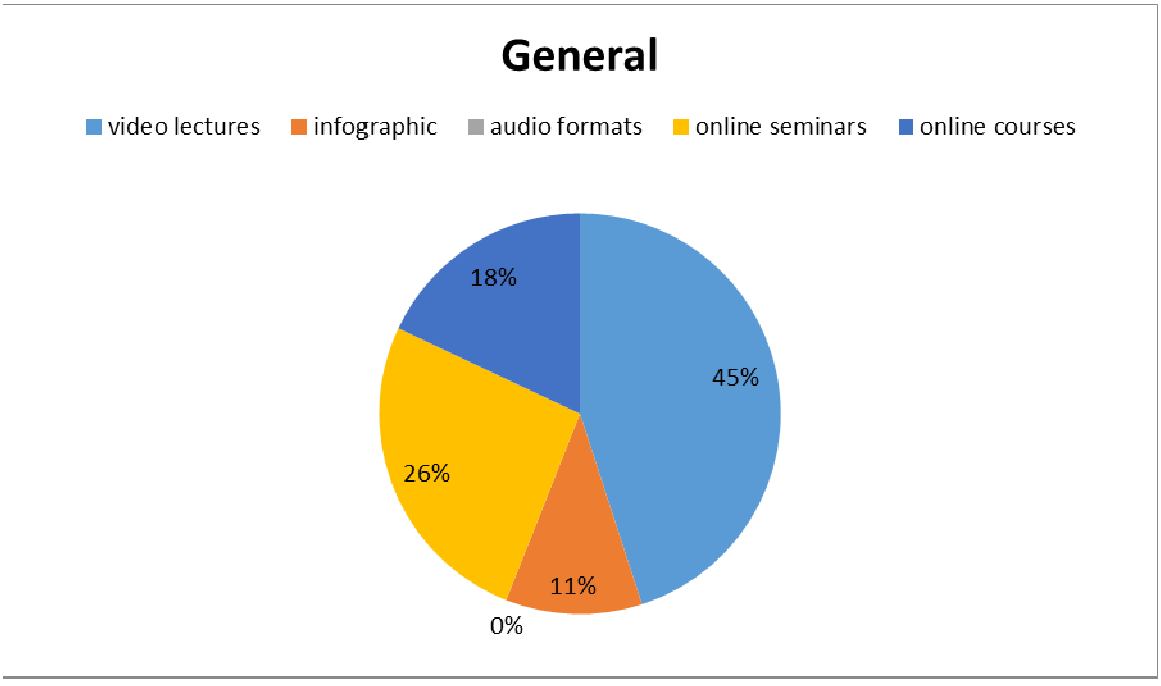

Fig. 9. Joint results of the answers to Question 3

One of the first stages of introducing crossmedia in the training process at the Ternopil National Pedagogical University is the functioning of annual summer schools (2014, 2015, 2016, 2017) intended for both future journalists and students majoring in other fields of the

Humanities. Those summer schools are organized by the Department of Journalism. Future philologists, journalists, tourism managers and geographers are invited to take part in this training, the main aim of which is to broaden and deepen not only theoretical and practical knowledge, but also to gain experience in using technical equipment in their future work. They are taught by the faculty of the Department of Journalism who have mastered their professional skills in Sibiu (Romania) and Passau (Germany) within the framework of the Tempus IV European Project "Crossmedia and Quality Journalism". The principal topic for the 2014 summer school was "Freedom". At that time this notion was urgent and pressing for both journalists and all those working in the sphere of information particularly because of the situation in the country. The formation of new creative ideas and structural design of the ensuing work with the multimedia product (matrix composition) was greatly encouraged by the unusual venue for the training, which was the cosy patio of the University main building. The work in creative groups turned out to be productive for making the information product and also for promoting the friendly contacts and constructive exchange of thoughts among the trainees.

As a rule, the syllabus of each summer school contains two units – theoretical and practical. The essence of crossmedia, with its advantages and limitations, is presented in the interactive form involving the latest information technologies to be used by the future specialists in the Humanities in their work. Specific patterns of making up a creative product are also offered to be distributed at various information platforms, such as blogs, Youtube, Instagram, Google+, Twitter, Facebook, online radio, television, Internet and printed editions.

The practical unit is meant to create the final product: newspapers, info-graphs (interactive maps of tourist routes, museums and literary schools; catalogues of tourist agencies, organizations, regional media, bibliography files, etc.), photographs, audio-podcasts, and video-stories, according to chosen subjects with the help of the latest technical programs, such as AdobeAudition, InDesign, Photoshop, AdobePremiere and others.

It is worth mentioning that the moderator-teacher has assistants; these are students in charge of compiling the crossmedia materials of the day and distributing them at various platforms. To improve the teaching, every class ends in reflection, which makes it possible to add purpose and comprehension to the training process.

Summer schools within the frame of the Tempus IV European Project "Crossmedia and Quality Journalism" offer a good opportunity to improve one's professional abilities and skills in making various media products, which is a big step forward in modernizing the educational practices in higher schools and in training future specialists.

The training which involves crossmedia technologies is conducive to modernizing the conventional academic studies according to the requirements of the Bologna process, to the unification of syllabi in the Humanities, to the use of equipment which can help in making media products for various information platforms. The required level of the mobility of a future specialist in tourism business can be achieved by conducting classes in a training laboratory "Crossmedia Newsroom", with introducing the elements of training technologies from the course "Communication Management". The effectiveness of this kind of classes is ensured by the Adobe teachware, which is able to form skills necessary for future specialists to prepare and develop the touristic product competitive on the touristic market of a particular region. Photoshop (editing and arranging images) is used for creating photo albums of training excursions; Lightroom is used for editing, arranging, preserving and distributing photo production at any place in Europe students may happen to visit; Illustrator helps create vector graphics and illustrations of interesting tourist sites; InDesign is the program to make designs and layouts of pages for printing and digital publishing, which helps create printed materials in advertising and information; Adobe Premiere Pro is indispensable in creating and editing video films about tourist attractions and excursions; Dreamweaver is instrumental in

designing and creating contemporary tourist websites; Adobe Audition is used for sound mixing, reconstructing and recording informational and advertising audio-podcast. The use of powerful photo- and video-cameras ensures the making of high-quality video reporting and excellent images of tourist sites. On the whole, the use of all the technical facilities of the laboratory can result in creating the crossmedia product of a particular training excursion. Classes of this kind contribute to the formation of practical abilities and skills important for their prospective use on the market of touristic services in Ukraine.

Crossmedia technologies can also improve the quality of the training of future philologists. They make it possible to demonstrate (for instance, during practical or laboratory classes in Pedagogics) video-recordings of the best classes, or their parts, in Ukrainian language and literature and in foreign languages in order to analyze the teacher's expertise, define the aim of pedagogical influence which was used at a particular stage of the lesson. This, in its turn, can help the students choose the most appealing teaching strategy of planning the class and communicating with pupils, thus becoming an effective means of forming crossmedia competences of a future teacher. This approach proves to be effective in the training process at universities, as it helps come to grips with numerous information sources, adapt and distribute relevant messages, form motivation for professional activities, and inspires self-fulfillment and self-improvement of the future specialist.

3. CONCLUSIONS AND PROSPECTS OF FURTHER STUDIES

1. The transformation of the educational system requires the formation of the student-centered approach within the training process, which can be achieved successfully by introducing crossmedia technologies. The interactive communication between teachers and students at different stages of training, as well as the modernization of syllabi can inspire university students to self-cognition, self-development and self-education.

2. Crossmedia represent a fundamental transition of the educational sphere from the conventional operative and consumer process to the digital one. Taking into account the specific character of the present-day generation, the educational process can be improved by creating the training content with crossmedia technologies and distributing it at various information platforms by both teachers and students. This will motivate university students to analyze the information, systematize and adapt it to a given format, which, in its turn, will form meta-competences of future specialists in the Humanities.

3. The ethnocentric questioning (polling handouts) of the students of the Humanities departments ("Tourism" at the Geography Department (59); "Journalism" (18); "Secondary education. The Ukrainian language and literature" at the Philology and Journalism Department (23) at the Volodymyr Hnatiuk National Pedagogical University in Ternopil) allowed us to find out that over one third of the respondents (43%) get educational information from online resources. The format of educational materials, which is the easiest for the students to perceive, is presented by video materials (42%). It is accounted for by the psychological characteristics of the respondents who belong, for the most part, to the "visuals". As for the easiness of the perception of the educational content, the respondents give preference to video formats (45%), which is a logical outcome of the previous finding. Learning the students' needs on the basis of the ethnocentric questioning (polling handouts), which indicated the students' priorities in using information sources, gives every reason to state that the use of crossmedia technologies is the necessary condition for raising the level of the training process of the Humanities students.

4. Taking into account the students' needs in the perception and mastering of the educational materials of various formats, it seems reasonable and expedient to have summer schools for the Humanities students; these schools will provide "crossmedia collaboration",

i.e. the formation of a crossmedia team composed of both teachers and students. This is sure to motivate future specialists to analyze and systematize information, adapt it to a given format (text, video, audio, info-graphs, etc.) and distribute it at various information platforms. Crossmedia laboratory, which is available at the Journalism Department, is equipped with the technical facilities of high quality, and it offers every opportunity to conduct these classes quite effectively. The training which involves crossmedia technologies is conducive to modernizing the conventional academic studies according to the requirements of the Bologna process, to the unification of syllabi in the Humanities, to the use of equipment which can help in making media products for various information platforms.

The prospective directions in the research of these issues include the outline of further improvement of syllabi in training the Humanities students by introducing the technologies under consideration; it will contribute to the accumulation of quality knowledge and the formation of practical skills necessary for their future professional activities.

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Text of the article was accepted by Editorial Team 09.12.2018

КРОСМЕДІЙНІСТЬ ЯК ІННОВАЦІЙНА ТЕХНОЛОГІЯ ПІДГОТОВКИ ФАХІВЦІВ ГУМАНІТАРНОГО ПРОФІЛЮ У ВИЩОМУ ЗАКЛАДІ ОСВІТИ

Синоруб Галина Петрівна
кандидат наук із соціальних комунікацій, доцент кафедри журналістики
Тернопільський національний педагогічний університет імені В. Гнатюка, м. Тернопіль, Україна
ORCID ID 0000-0001-7073-0752
sunoryb@ukr.net

Нестайко Ірина Миколаївна
кандидат педагогічних наук, доцент кафедри педагогіки та менеджменту освіти
Тернопільський національний педагогічний університет імені В. Гнатюка, м. Тернопіль, Україна
ORCID ID 0000-0002-7022-0573
nestajko_irena@ukr.net

Поплавська Інна Володимирівна
кандидат географічних наук, доцент кафедри географії України і туризму
Тернопільський національний педагогічний університет імені В. Гнатюка, м. Тернопіль, Україна
ORCID ID 0000-0002-0881-475X
innapoplav@ukr.net

Мединська Олеся Ярославівна
кандидат філологічних наук, доцент кафедри журналістики
Тернопільський національний педагогічний університет імені В. Гнатюка, м. Тернопіль, Україна
ORCID ID 0000-0002-3769-163X
medynskao@ukr.net

Поплавська Наталія Миколаївна
доктор філологічних наук, професор кафедри журналістики
Тернопільський національний педагогічний університет імені В. Гнатюка, м. Тернопіль, Україна
ORCID ID 0000-0003-1100-5002
poplav@tnpu.edu.ua

Анотація. Статтю присвячено одній із вагомих проблем удосконалення якості освіти в умовах закладів вищої освіти України – імплементації кросмедійності в навчальний процес. У статті на основі власного досвіду авторів розкрито сутнісні характеристики кросмедіа, важливість формування кросмедійних компетентностей у здобувачів вищої освіти гуманітарних спеціальностей та проаналізовано ефективність впровадження кросмедійності як інноваційної технології в їх підготовці. Схарактеризовано особливості трансформації та модернізації сучасного дидактичного простору, здійснено огляд українських та зарубіжних науково-методичних праць з проблеми впровадження кросмедійних технологій у навчальний процес, вивчено теоретичні аспекти цієї проблеми та на основі етноцентричного опитування (роздаткове анкетування) визначено потреби студентів у джерелах інформації й найпопулярніші платформи їх розміщення. Наголошено на необхідності медійного навчання формальним, неформальним та акцедентальним способами, які сприяють створенню власного медійного продукту в рамках особистісних зацікавлень. Закцентовано увагу на пакеті ліцензійних програм AdobeAudition, InDesign, Photoshop, AdobePremiere для продукування якісного мультимедійного контенту. На основі наявного технічного обладнання надано можливість здобувачам вищої освіти реалізовувати студентські медіапроекти та створювати журналістський контент у таких форматах: друковане видання з онлайн-версією, відео- та аудіоподкасти, інфографіка, відеомости, вебінари тощо. Обґрунтовано ефективність студентоцентричного підходу в навчальному процесі, що мотивує майбутніх фахівців до самопізнання, саморозвитку і самоосвіти. Доведено, що впровадження таких технологій впливає на модернізацію навчального процесу у закладі вищої освіти, забезпечує максимальне наближення навчання до умов майбутньої професії.

Ключові слова: кросмедіа; кросмедійні технології; кросмедійна співпраця; кросмедійний продукт; інновації; дидактичний простір; новітні технології в навчанні; модернізація освіти.

КРОССМЕДИЙНОСТЬ КАК ИННОВАЦИОННАЯ ТЕХНОЛОГИЯ ПОДГОТОВКИ СПЕЦИАЛИСТОВ ГУМАНИТАРНОГО ПРОФИЛЯ В ВЫСШЕМ УЧЕБНОМ ЗАВЕДЕНИИ

Синоруб Галина Петровна
кандидат наук по социальным коммуникациям, доцент кафедры журналистики
Тернопольский национальный педагогический университет имени Владимира Гнатюка,
г. Тернополь, Украина
ORCID ID 0000-0001-7073-0752
Sunoryb@ukr.net

Нестайко Ирина Николаевна
кандидат педагогических наук, доцент кафедры педагогики и менеджмента образования
Тернопольский национальный педагогический университет имени Владимира Гнатюка,
г. Тернополь, Украина
ORCID ID 0000-0002-7022-0573
nestajko_irena@ukr.net

Поплавская Инна Владимировна
кандидат географических наук, доцент кафедры географии Украины и туризма
Тернопольский национальный педагогический университет имени Владимира Гнатюка,
г. Тернополь, Украина
ORCID ID 0000-0002-0881-475 X
innapoplavska@ukr.net

Мединская Олеся Ярославовна
кандидат филологических наук, доцент кафедры журналистики
Тернопольский национальный педагогический университет имени Владимира Гнатюка,
г. Тернополь, Украина
ORCID ID 0000-0002-3769-163X
medynskao@ukr.net

Поплавская Наталия Николаевна
доктор филологических наук, профессор кафедры журналистики
Тернопольский национальный педагогический университет имени Владимира Гнатюка,
г. Тернополь, Украина
ORCID ID 0000-0003-1100-5002
poplav@tnpu.edu.ua

Аннотация. Статья посвящена одной из весомых проблем совершенствования качества образования в условиях высших учебных заведений Украины – имплементации кроссмедийности в учебный процесс. В статье на основе собственного опыта авторов раскрыто сущностные характеристики кроссмедиа, важность формирования кроссмедийных компетенций у соискателей высшего образования гуманитарных специальностей и проанализирована эффективность внедрения кроссмедийности как инновационной технологии в их подготовке. Охарактеризовано особенности трансформации и модернизации современного дидактического пространства, осуществлено обзор украинских и зарубежных научно-методических работ по проблеме внедрения кроссмедийных технологий в учебный процесс, изучено теоретические аспекты проблемы и на основе этноцентрического опроса (раздаточное анкетирование) определены потребности студентов в источниках информации и популярные платформы их размещения. Отмечена необходимость медийного обучения формальным, неформальным и акцедентальным способами, которые способствуют созданию собственного медийного продукта в личных интересах. Акцентировано внимание на пакете лицензионных программ AdobeAudition, InDesign, Photoshop, AdobePremiere для выработки качественного мультимедийного контента. На основе имеющегося технического оборудования предоставлена возможность соискателям высшего образования реализовывать студенческие медиапроекты и создавать журналистский контент в таких форматах: печатное издание с онлайн-версией, видео- и аудиоподкасты, инфографика, видеомосты, вебинары и тому подобное. Обоснована эффективность студентоцентрического подхода в учебном процессе, который мотивирует будущих специалистов к самопознанию, саморазвитию и самообразованию. Доказано, что внедрение таких технологий влияет на модернизацию учебного процесса в высшем учебном заведении, обеспечивает максимальное приближение обучения к условиям будущей профессии.

Ключевые слова: кроссмедиа, кроссмедийные технологии; кроссмедийное сотрудничество; кроссмедийный продукт; инновации; технологическое пространство; новейшие технологии в обучении; модернизация образования.

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