

Digital Tools in Teaching the Mass Media Language

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Abstract

The functioning of language in modern media is a complex set of different types of discourses. It involves using mental and cultural codes, concepts and archetypes, taking into account the specifics of Internet content and methods of its promotion, along with traditional newspaper journalism, knowledge of the basics of cognitive, communicative and information-theoretical theories and methods, etc. The purpose of the academic paper is to clarify the features and modern tendencies of teaching the mass media language with the help of digital tools, as well as to establish particular practical aspects of using such educational means in the process of teaching the mass media language. In the course of the research, the analytical-bibliographic method was used to study the scientific literature on teaching the mass media language with the help of digital tools. Along with this, induction, deduction, analysis, synthesis of information, system-structural, comparative, logical-linguistic methods, abstraction, and idealization were applied for studying and processing data. At the same time, the questionnaire survey was conducted in online mode by the research authors to practically clarify certain aspects of using digital educational tools in teaching the mass media language. Based on the research results, the primary and most significant theoretical aspects of the process of teaching the mass media language using digital educational tools were highlighted. Moreover, the standpoints of education seekers and teachers of higher educational institutions regarding the key aspects of this issue were clarified.

Keywords: features of mass media language, learning technologies, digital teaching methods, students' language skills, use of digital services

1. Introduction

The rapid spread of digital technologies in the labor market and in all social life spheres turns the citizens' digital skills into the most significant life skills. Digital competence includes the confident and critical handling of digital technologies in work, everyday life and communication. Taking into account that mastering the professional basics of media language is an important prerequisite for the journalist's success, the most effective use of digital tools in teaching media language in educational institutions training media specialists is a very significant prerequisite for developing not only of world journalism, but also society as a whole (Heine, Krepf & König, 2022). The theoretical part of the present research substantiates the reasons for the special relevance of using digital tools in teaching the mass media language. It also clarifies the primary components and tendencies in using this type of tools in teaching the mass media language for future journalists.

The practical part of the research includes assessing the priority of the most important tasks of teaching the mass media language for future journalists, tendencies in developing journalism as important prerequisites for the active use of digital tools in teaching the mass media language. It comprises the main directions of developing modern digital tools from the perspective of their using as means of teaching the mass media language, the most significant future tendencies in developing educational tools of a digital nature that can be used in teaching the mass media language in higher educational institutions. During the survey, the respondents' standpoint was clarified regarding the primary problems that need to be solved when organizing the training of journalists using digital tools, as well as the most promising directions for further scientific studies in the field of applying digital tools in teaching the mass media language.

Based on the research results, conclusions were made regarding the issues raised. In particular, it has been established that currently, the most important tasks of teaching the mass media language are drawing students' attention to the modern language, in particular, to the problem of spelling debate. At the same time, the principal tendencies in developing journalism from the perspective of studying them as prerequisites for using digital tools in teaching the mass media language are the simultaneous use of several media platforms, as well as the complexity of developing a new type of journalist. The survey showed that primary directions of using modern digital tools as means of teaching the mass media language are the formation of a cultural and cognitive context for understanding the functioning of the state language in the mass media and establishing a propaedeutic platform for studying other disciplines. Using augmented reality technologies and fake artifacts are the significant segments in developing digital educational tools that can be applied in teaching the media language in higher educational institutions training professionals in media specialties. According to the respondents' standpoint, the primary issues

that need to be solved in organizing training of journalists are the use of digital resources in the educational process and the formation of education seekers' digital skills. The basic promising directions of scientific studies in the field of using digital tools in teaching the mass media language, according to both teachers' and future journalists' standpoints, are as follows: identifying the needs of students-future journalists in creating the necessary digital resources for their educational activities, creating new digital educational resources and taking into account the learning goals, context, pedagogical approaches, the education seekers' individual and age characteristics.

2. Literature Review

World media and media language is a space where the language game is implemented on a large scale attracting a large number of communicators. The feature of the media language is that the basic knowledge, that is, the context, understood by all participants, reactions can usually be classified ("negative - indifferent – agree"), and the media language can be considered as a sociolinguistic phenomenon shaping public opinion. Researchers talk about networking, an innovative, fundamentally different form of literature. It turns readers and authors into co-authors, using the latest technologies, the results of which can be published on the World Wide Web and changed by many users from different geographical destinations of the world (Haleem et al., 2022). Linguistic features of mass media give students the opportunity to analyze and study the features of the language functioning on the Internet, including in social networks (Samson & Ndati, 2022). Today's successful journalistic activity is only possible if you are familiar with the characteristics of a viral message, have a firm grasp of crisis communication fundamentals, possess the skills of adequately responding to criticism on the Internet; you can conduct polemics and discussions, work with hash tags, and understand memes (Christensen & Khalil, 2023).

Outdated teaching methods, the lack of digital literacy standards, an adequate professional development system for digitalizing education for teachers at different levels and for different educational institutions, as well as the low availability of digital technologies for all subjects of the educational process, led to a low level of educators' digital competence (Wall & Hall, 2019).

Due to the lack of a systematic approach to developing a global state educational policy regarding the introduction of digital technologies into the educational process in the field of journalism, digital tools are not used in teaching the mass media language. Accordingly, digital learning skills aren't fully formed during training future teachers of higher educational institutions, as well as during professional pedagogical activities and during an educational worker's professional development. This approach does not meet the modern requirements of the digital society (Bygstad et al., 2022). The digital competence of an educational worker is designed to ensure the development of a wide range of all its components: from media literacy, processing and critical evaluation of information data, security and collaboration on the Internet, to knowledge of various digital technologies and devices, the ability to use open resources and technologies for professional development, training of future journalists (Chen, Lei & Cheng, 2019).

Education seekers, future journalists, must be able to effectively use digital technologies and services in educational and life situations to solve various problems and tasks. They should apply innovative technologies to evaluate the results of their educational activities, possess elements of artificial intelligence, virtual and augmented reality and solve professional problems with the help of digital technologies (Hernández-Torrano & Ibrayeva, 2020).

Digital competencies include the ability to use, filter, evaluate, create, design and distribute digital educational resources (Hollister et al., 2022). Education professionals, in general, and educators preparing future journalists, in particular, should understand how digital technologies can support communication, collaboration, creativity and innovation. They should know about their functional characteristics, limitations, consequences and risks of use; general principles, mechanisms and logic underlying the creation of digital services that are constantly evolving. Moreover, they should be aware with the basics of the operation and use of various digital devices, computer programs and networks. Educators must critically assess the credibility and reliability of information sources, the impact of information and data on consciousness and personality development, on decision-making. They should also be aware of legal and ethical issues related to using digital technologies (Julia et al., 2020).

The purpose of the research is to determine the standpoint of media education teachers and students studying journalism on the specifics of using of digital tools in teaching the mass media language.

3. Method

A practical study of modern tendencies in using digital technologies in teaching the mass media language was conducted by surveying 246 education seekers, as well as 251 teachers of educational institutions training specialists in the field of journalism located in Volyn, Sumy, Chernihiv, Poltava and Kyiv regions of Ukraine. The research was conducted using the eSurvey service. Survey is an online survey tool that allows users to create and conduct surveys quickly and easily. The service provides a user-friendly interface that enables users to design their surveys with a variety of question types, including multiple-choice, open-ended, and Likert scale questions. Users can also customize the look and feel of their surveys with different themes and colors to match their brand or organization's style. Among the most commonly used digital tools were social media platforms, with Facebook being the most popular among both education seekers and teachers. Other widely used digital tools included video and audio editing software, such as Adobe Premiere and Audacity, digital archives, and e-learning platforms like Moodle and Blackboard.

4. Results

According to the survey participants' standpoints, currently, in the conditions of dynamic growth of the technological level of developing and functioning of mass media, the most significant tasks of teaching the mass media language are as follows (Figure 1):

- attracting students' attention to the debatable issues of the modern Ukrainian language, in particular, to the problem of the spelling debate;
- providing an opportunity to learn the most difficult spelling questions, for example, transliteration of foreign surnames.

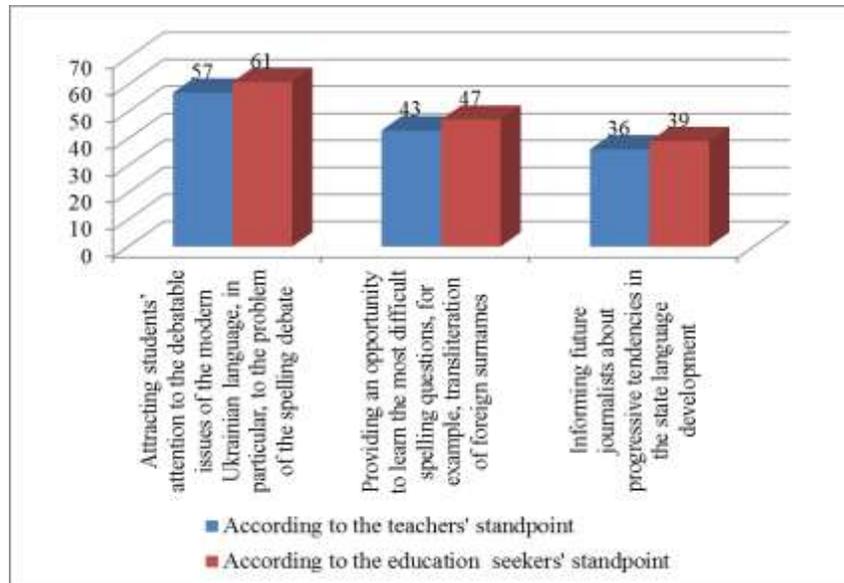


Figure 1. The most significant tasks of teaching future journalists the mass media language, %

Source: compiled by the authors

During the survey, the respondents identified the principal tendencies in developing journalism as important prerequisites for active using digital tools in teaching the mass media language (Figure 2).

It can be observed from Figure 2 that such tendencies are the simultaneous use of several media platforms, as well as the understanding that the qualification of a new type of journalist should be multifunctional, versatile and comprehensive. In other words, it should include the possession of skills in photography, editing, writing texts and online content marketing. A significant issue clarified during the survey is the establishment of directions for developing modern digital tools as means of teaching the mass media language (Figure 3):

- formation of a cultural and cognitive context for understanding the functioning of the state language in mass media;
- creation of propaedeutic platform for studying other disciplines.

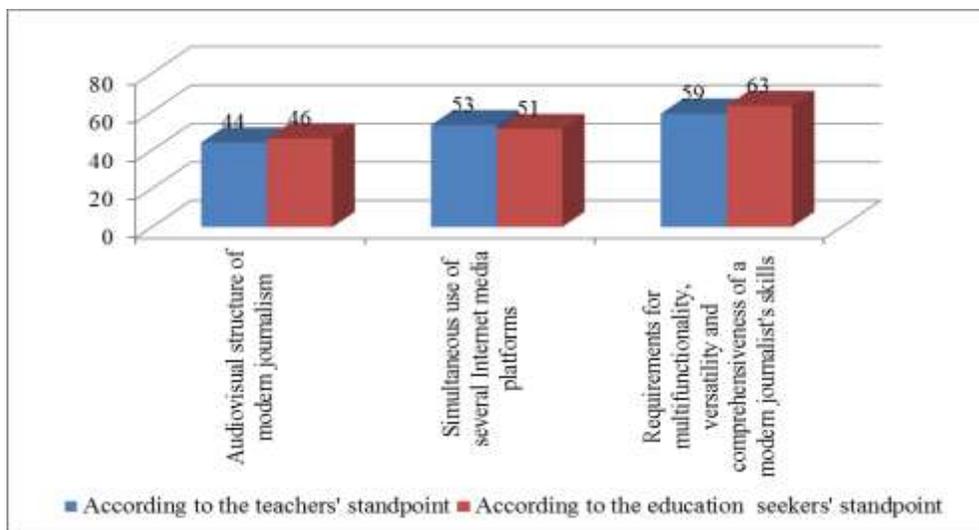


Figure 2. Tendencies in developing journalism as important prerequisites for active using digital tools in teaching the mass media language, %

Source: compiled by the authors

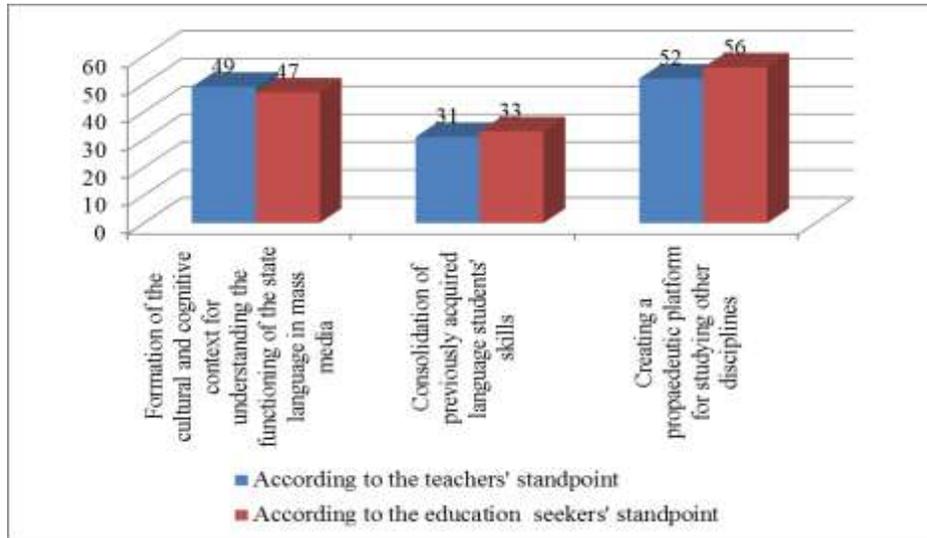


Figure 3. Directions for developing modern digital tools as means of teaching the mass media language, %

Source: compiled by the authors

In the course of the research, the respondents were asked to identify the most important future tendencies in developing educational tools of a digital nature, which can be used in teaching the mass media language at higher educational institutions preparing specialists in media specialties (Figure 4).

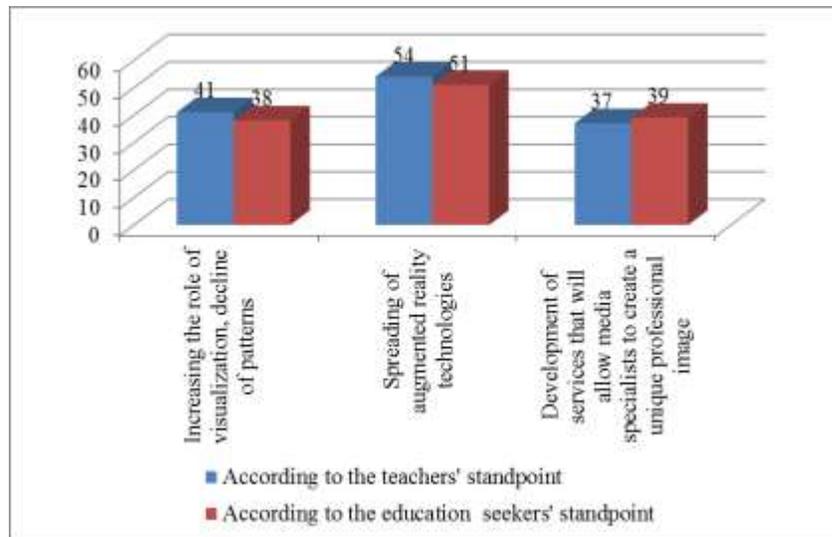


Figure 4. The most significant future tendencies in developing educational tools of a digital nature that can be used in teaching the mass media language at higher educational institutions, %

Source: compiled by the authors

Among the modern predictions about the future of journalism, assumptions are increasingly appearing, according to which augmented reality technologies will affect all journalistic genres, from news to entertainment. As a result, the active creation of “fake artifacts”, primarily fictional worlds, will begin.

An important aspect of using digital tools in the pedagogical process when teaching the mass media language is to find out the area containing the most urgent problems that should be solved when organizing the training of journalists (Figure 5).

According to the survey participants' standpoints, such problems are primarily the use of digital resources in organizing the educational process and the formation of education seekers' digital skills.

The conducted survey made it possible to establish the most promising directions of scientific research in the field of using digital tools in teaching the mass media language (Figure 6):

- identifying the needs of students-future journalists in creating the necessary digital educational resources for implementing their

educational activities;

- creation of digital educational resources;
- taking into account learning goals, context, pedagogical approaches, students' individual and age characteristics when adapting or creating digital educational resources.

5. Discussion

High growth rates of new information flows, the updating of technologies for their processing and storage have led to developing new learning technologies and the introduction of modern educational tools influencing the effectiveness of the future journalists' learning process (Mair éad et al., 2022).

The current state of education development defines information and communication technologies as indispensable for organizing joint activities of the teacher and students. After all, thanks to their use, numerous didactic tasks can be solved. Information and communication technologies are tools for developing intellectual abilities, forming digital competencies, the potential and readiness of students to creatively solve the communication tasks they face in their professional activities today and in the future (Borba, Chiari & Formiga, 2018).

The introduction of digital technologies into the educational process is one of the most significant trends in the education development. They contribute to its intensification, increase the speed and quality of perception, understanding and assimilation of knowledge by students. The learning process is becoming more mobile, more differentiated and more individual. Thus, applying scientific research work, the project method, developmental educational games with the use of digital technologies at the lessons contributes to better assimilation of information, the desire to learn and the creation of new educational products (Martin & Bolliger, 2018).

Digital technologies open new opportunities for the teacher, allowing enjoying the exciting process of communication and learning together with the student. They contribute to the automation of most of the teacher's work, free up human resources for searching, communication and individual work with students. They make it possible to receive instant feedback, increase the effectiveness of managing the educational process and education as a whole (Vagg, et al., 2020).

Currently, information and communication technologies (ICT) generate elements of various methods of training future media specialists: personal-oriented, project-based, developmental training. They are a way of transferring knowledge that meets the qualitatively innovative content of training and development of a student-journalist and creates comfortable conditions for a person's self-determination in the information society (Zhanga & Aslan, 2021).

Online digital tools offer media language teachers additional opportunities for teaching the subject in addition to those offered by standard curricula. At the same time, it is important for the teacher to understand what online digital tools are and how they can be used during work. In order to do this, the pedagogical value of digital online tools should be assessed to find out how they correspond to the principles of mastering the mass media language and educational goals (Zhou, Li & Wijaya, 2022), (Alenezi, 2021). Educators must be able to identify effective content, process data and digital identity, and recognize and use digital tools and technologies wisely (Tao, et al., 2019).

Working with digital technologies and digital content requires a reflective and critical, but at the same time interesting, open and forward-looking attitude towards their development. This, in turn, requires ethical, safe and responsible use of digital resources (Liu et al., 2021).

Using digital technologies in teaching the mass media language is not just about using new online tools. It is the creation of an environment that opens up new opportunities for training media specialists. It is continuous education for students and teachers, individual educational projects, development and distribution of educational products. Therefore, the development and improvement of the degree of digital literacy is especially significant for the teacher when teaching the mass media language. After all, its formation allows him using electronic educational resources, online tools for the purpose of searching, logical selection, systematization and use of educational material for organizing an effective educational process (Al-araibi, Mahrin & Yusoff, 2019), (Saputra, Onyemaechi & Sutanto, 2022).

6. Conclusions

Therefore, as evidenced by the analysis of the scientific literature on the research topic and the results of the questionnaire, currently, it is especially significant for teachers and students to make decisions about the expediency and effectiveness of using specific online tools and materials during the educational process in the process of studying media specialties. When studying the mass media language, it is important for the future journalist to make progress in the formation of both basic and special professional skills. This is precisely why all educational activities should be organized in such a way as to help students develop these skills and learn to work with modern digital tools.

Considering the inevitability of the further "digitalization" of society as a global phenomenon, the reform of higher education in the field of journalism should be implemented in accordance with the needs of the digital economy development, digitalization of social life, innovative and creative entrepreneurship, scientific opportunities, new requirements and challenges. At the same time, using digital technologies should be cross-platform (end-to-end) in order to form the future media specialist's skills not only in language, but also in general educational activities, research work, individual training, etc.

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