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СТУДЕНЧЕСКИЕ И ШКОЛЬНЫЕ МЕДИА КАК ФОРМФАКТОР ОБУЧЕНИЯ РЕЧЕВЫМ КОМПЕТЕНЦИЯМ

Аннотация: Школьные и студенческие медиа могут и должны стать инструментом формирования речевых компетенций обучающихся. Во-первых, данный формат коммуникации, в силу специфики развития социальных сетей, является востребованным среди нашей целевой аудитории – престиж блогерства во всех его видах многократно подтвержден социологическими исследованиями. Во-вторых, организация речевой деятельности с привлечением возможностей электронных СМИ является доступной с технической точки зрения. В-третьих, формат школьных и студенческих интернет-медиа позволяет решать целый спектр метапредметных задач, недоступный при иных способах взаимодействия в рамках модели наставничества «учитель – ученик» и/или «ученик – ученик». Конечной целью деятельности любой медиастудии является производство контента. В том, что касается школьных и студенческих медиа, то здесь формат этого контента не скован редакционной политикой или редакционным заданием – репортажи, новостные выпуски, интервью, ток-шоу, «телемоменты» в равной степени способствуют не только развитию речевых и коммуникативных компетенций, но и могут стать немаловажным фактором формирования предпрофессиональных и профессиональных компетенций. При этом, на взгляд авторов, полезной будет календарно-тематическая рокировка жанров – в одном из семестров студия может сконцентрироваться на работе в традиционных жанрах журналистики (репортаж, интервью), в другом – на создании более актуальных форм, например, лонгридов. Помимо педагогической и дидактической, профориентационной и воспитательной функций, успешно действующие медиастудии в школах и вузах могут решать и маркетинговые задачи, то есть вносить вклад в формирование положительного имиджа своих «работодателей», повышая тем самым рейтинг учебных заведений на муниципальном, областном и других уровнях.

Ключевые слова: речевое развитие, речевые компетенции, обучение, Интернет, медиастудия, журналистика, тенденции, социальные сети, наставничество.

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STUDENT AND SCHOOL MEDIA AS A FORM FACTOR OF TEACHING SPEECH COMPETENCIES

Introduction

The term «school and student media» in our article denotes any form of activity of the teaching staff and students, organized in the image and likeness of electronic media (radio, TV, editorial network media). Consequently, the product of such media activity is content posted or published both on specialized sites on the Internet and on specially created sites. Thus, we propose in our understanding of student and student media to start not only and not so much from the format of content presentation, but from the form of work organization within the team of teachers and students. From this point of view, there is no significant difference between a university website and a page on a social network created by the class or school team. We see the relevance of our article in the fact that, in our opinion, the potential that lies in organizing the work of student and student media as one of the key factors in the development of students' speech competencies has not yet been fully appreciated. We believe that motivated communication in social networks in an actual standardized language has a higher potential in the formation of the necessary communicative linguistic skills than working with adapted text from anthologies and school textbooks. We believe that the current trends in the development of social networks, namely the increase in the number of «conversational» networks operating according to the ClubHouse model, can play a decisive motivating function in organizing school and student editorial offices and implementing both mentoring models and pre-professional and initial professional training [5, p. 145].

1.1 The problem of motivation

Having passed the Rubicon of the new millennium, humanity has lost its voice. The society plunged into silence, broken only by the chatter of keyboards - with the greedy naivete of the aborigines, we allowed ourselves to be entangled in social networks. LiveJournal, Facebook, VK, Twitter, Telegram, Instagram, replacing each other, became trends in the first two decades of the XXI century. We have stopped speaking,

having delegated the role of the information carrier of speech to the written one. Realizing its inferiority, we tried to compensate for the emotional scarcity with new hieroglyphs, enriching the dictionary with the word “emoji”. Mindful of the language games of the sound world that had gone into oblivion, we began to entertain ourselves with erratics: “write ischo”, “hello, bear”, “after zhzhoh” – the language of Internet users has evolved with incredible speed. But then everything changed again [4, p. 36].

The «silent movie» of social networks was voiced. And if YouTube or Instagram at first was limited to the role of relayers, then the new generation of «social networks», such as ClubHouse, gave its users the opportunity not only to listen, but also to enter into a conversation: to argue, object, oppose, put forward counterarguments, etc. [1 p. 337].

In other words, it made it possible to use speech skills that were well known to the ancient Greek masters of eristics, but which we lost over two decades. Our newfound small talk, which is no longer just words and emoji, looks, or rather, sounds dull. Who would have thought that when conducting a conversation, the timbre of the voice and intonation, pauses and simply deliberate slowdown of the tempo of speech matter. Those who remember the past sound world will have to learn to speak again. For those who have never done this, that is, for modern schoolchildren and students, it will be much more difficult [11, p. 285].

On the other hand, teachers got a chance not to rack their brains over motivation – modern children want to speak again, want to be heard and recognized. The formation of speech competencies got rid of the “why” element, which allows us to focus on the “how”. Moreover, the development of interactive media partly eliminates this problem – in our opinion, it is the use of the format of media studios in the learning process that allows us to solve the problem in a complex way.

1.2 School and student media

Unlike the ever-memorable wall newspapers, the audience of which numbered dozens of people, the Internet makes it possible to address audiences that are incomparable in terms of probabilistic coverage. School sites, student YouTube channels, longreads and one-page sites do not require significant material costs. At the same time, with the proper quality of content and qualifications of their creators, they may well compete for the attention of the audience with professional electronic media.

The ultimate goal of any media studio is content production. As far as school and student media are concerned, the format of this content is not constrained by editorial policy or editorial assignments - reports, news releases, interviews, talk shows and, relatively speaking, «teleconferences» equally contribute not only to the development of speech and communicative competencies, but can also become an important factor in the formation of pre-professional and professional competencies.

At the same time, in our opinion, the calendar-thematic castling of genres will be useful – in one of the semesters the studio can concentrate on working in traditional genres of journalism (reportage, interviews), in the other – on creating more relevant forms, for example, longreads [10].

In addition to pedagogical and didactic, career guidance and educational functions, successfully operating media studios in schools and universities can also solve marketing problems, that is, contribute to the formation of a positive image of their «employers», thereby increasing the rating of educational institutions at the municipal, regional and other levels.

1.3 Forms of work organization

School and student media have no analogues in terms of the flexibility of the structure of the organization of work. In this format, it is possible to simultaneously use both the traditional didactic models «teacher – student» and the currently relevant models of mentoring: «teacher - student», «student - student», «employer – student». At the same time, several unidirectional tasks are simultaneously solved, namely, increasing the level of communicative and, as a result, pre-professional and professional competencies of students and teachers, as well as increasing the content level of content produced by media studios [4, p. 27].

Nevertheless, at the first stage of forming a team of media studios at a school and a university, we would recommend adhering to the “teacher-student” and “employer-student” models as the main models. This will make it possible to form the core of the collective of media studios, to lay the normative foundation of communication skills. As our experience of working with such groups shows, the skills formed in the learning process as part of the classroom activities of secondary school are not enough when working on texts in a journalistic style. In particular, modern schoolchildren and students do not know specific vocabulary, are practically not familiar with abbreviations, and are unable to independently build the structure of a reportage or interview. But, most importantly, they have no idea about the pragmatics of speech utterance and, accordingly, the pragmatics of the text as a set of speech utterances. Therefore, the maximum effect is

achieved by working in tandem with a teacher / educator and a professional media representative: if the former are familiar with educational technologies and know the answer to the question «how?». Then the latter are able to answer the question «why?» [3, p. 106].

As practice shows, the most popular genres among schoolchildren and students are interviews and talk shows. On the one hand, they look less formal structures in comparison with the reportage, on the other hand, they allow one to realize the maximum of communication and speech skills acquired by the students during the preparation process. Or identify gaps and miscalculations, if any. For example, the formats of interviews and talk shows fully reveal the lack of skills in using formalized speech models – this fact is most clearly manifested in the wording of questions that are used by insufficiently trained students of both schools and universities. As a rule, novice interviewers use one formula throughout the entire work with the interlocutor (during group work, verbal synchronization is observed, within which all subsequent interviewers unconsciously begin to copy the model asked by the first question). Such, at first glance, insignificant details become most noticeable during the subsequent joint viewing of the finished material – such speech therapy turns out to be much more effective than talking about the importance of developing flexible speech skills [7, p. 83].

This model is no less effective in matters of stylistic design of speech, for example, getting rid of clericalisms, which abound in the speech of senior schoolchildren and students [9, p. 236].

Conclusion

Summarizing the above, we would like to note that in this article we have outlined only the general outlines of work within the framework of school and student media studios. Of course, each of the aspects of this activity is worthy of detailed methodological development that will turn a free creative process into a working model with predictable results [8 p. 82].

However, we consider it necessary to note this point, media studios are a tool with a wide functionality: in addition to teaching and marketing activities, the content produced can be monetized and become an additional source of extra-budgetary funding for educational institutions. At the same time, students involved in the process of work of media studios will receive real, rather than theoretical, ideas about doing business, which can also be considered as a certain stage of pre-professional and professional training.

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