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МЕДІАОСВІТА

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TELEVISION JOURNALISM: INFORMATION TECHNOLOGIES DURING DISTANCE EDUCATION

The purpose of the article is to analyze new forms and methods of distance education for television journalism students in a higher education institution during the Covid-19 pandemic and the use of modern digital technologies for the production of audiovisual content during the full-scale invasion of Ukraine by Russia.

Research methodology. A set of methods was used in the course of the research. The description of distance learning technologies is based on the analysis, synthesis and systematization of the material; the method of comparison has become the key in the study of modern mobile applications as the main tools in the acquisition of practical skills and abilities by prospective television journalists.

Results. The formation of new approaches to online teaching of practical television journalism courses is an urgent need nowadays. The systematization of the research results shows that distance education in times of emergency in Ukraine has become one of the most effective learning technologies, and it is developing quite rapidly due to advances in information technology and computer hardware. Today, the Moodle e-learning system is a powerful platform for mastering a number of practice-oriented courses. At the same time, new tools and instruments are emerging to help develop practical skills in the chosen specialty. Thanks to a number of mobile applications with various editors, prospective TV professionals can use in practice their library and a fairly wide range of both traditional and more complex functionality: Emotion Sense Technology (Magisto), 4D special effects (Likee), live broadcasts, filming and simultaneous publication of audiovisual content on the web, etc.

Novelty. Analyzing the best practices of teaching professional disciplines in television journalism in a distance format and finding new forms and methods for mastering these practical courses is the way to provide quality educational services and the key to successful graduate fulfillment in the media industry.

Practical significance. The use of modern technologies and mobile applications in distance education (along with available educational and methodological materials) will help students acquire the set of practical skills necessary for further independent work, despite the challenges of today.

Key words: television journalism, distance learning, digital technologies, mobile applications, media content production, distance media education.

I. Introductions

Information technologies are rapidly developing and are intensively used in various sectors of society, including education. Traditionally, the concept of «information technology» is understood as a set of methods, tools, techniques that provide search, collection, storage, processing, presentation, and transmission of information between people. Analysis of the information technologies status in the higher education system by a number of scholars proves that «the levels of informatization in Ukrainian higher education institutions are different, as well as the technologies of their implementation in ensuring the educational process» [13].

These technologies are especially important for distance learning. Exploring different classes of modern technologies, N. Dumanskyi notes: «Distance education is a modern learning technology that

has been developing rapidly in recent years due to achievements in information technology and computer hardware. <...> In essence, distance education (DE) is part-time study of the information age. <...> Distance learning technology is a set of methods, forms and means of interaction with a person in the process of independent but controlled acquisition of a certain amount of knowledge» [2]. In this sense, it is difficult to disagree with the scholar. That is why Zaporizhzhia National University (hereinafter– ZNU) has been successfully operating an electronic learning support system – called Moodle – for about 10 years. It is a «free platform that contains a large number of various educational elements» [16], it «provides a wide range of tools and environments for group and individual learning that expand the possibilities of both teaching and learning» [12].

Access to educational materials in the main course or discipline of the studen''s choice is provided immediately after admission to Zaporizhzhia National University (an access password is sent to enrolled applicants). For successful distance learning, you only need to have e-mail and Internet access. With the above, a student can use the full range of educational, methodological electronic materials, communicate with the teacher, and interact with coursemates / classmates who may be in Ukraine or abroad, in different parts of the world.

II. The purpose and research methodology

The purpose of the article is to analyze new forms and methods of distance education for television journalism students in a higher education institution during the Covid-19 pandemic and the use of modern digital technologies for the production of audiovisual content during the full-scale invasion of Ukraine by Russia. The formation of new approaches to online teaching of practical television journalism courses is an urgent need nowadays.

A set of methods was used in the course of the research. The description of distance learning technologies is based on the analysis, synthesis and systematization of the material; the method of comparison has become the key in the study of modern mobile applications as the main tools in the acquisition of practical skills and abilities by prospective television journalists.

III. Results

The war in Ukraine prompts the search for the most accessible resources for students in all kinds of life circumstances (occupation, forced displacement to other regions of the country or leaving for abroad, etc.), because access to offline or combined forms of education is dangerous, especially in the near-frontline areas, which include Zaporizhzhia and most of the Zaporizhzhia region. The analysis method was useful here, as it helped to revise the curricula of academic disciplines, including practical individual tasks.

The acquisition of practical professional skills is becoming especially important for the training of prospective journalists. Before the full-scale invasion of Ukraine, students at the Faculty of Journalism learned them at production sites such as training laboratories (radio and television studios, online newsrooms, and modern media). Therefore, by monitoring the possibilities of offline learning at the Faculty of Journalism, during which students had the opportunity to learn them at production sites and comparing them with alternative online learning resources, we found the best solutions to provide proper educational services in accordance with the learning plan for journalists' training at the Faculty.

Actually, the technical equipment and computer facilities of the training grounds of the ZNU Faculty of Journalism meet the production needs of media production, and the software meets the license requirements. The training of television industry professionals is closely related to mastering the work in various editorial programs, including video editors. For studio work in post-production, students are expected to edit their audiovisual works in Adobe Premiere Pro. At the same time, students could perform independent work tasks in any other non-linear editing program, depending on their technical equipment and computer capacities (Windows Movie Maker, Canopus Edius, Sony Vegas Pro, Pinnacle Studio, Final Cut Pro, Avidemux, Avid Media Composer, AVS Video Editor, Camtasia Studio, Movavi Video Editor, etc.).

However, first, the global Covid-19 pandemic, and now the full-scale invasion of Ukraine by Russia, forces the educational process to be conducted online and to make adjustments in the use of audio and video editing programs/applications according to the students' capabilities. The key topics of mastering the stages of television production by journalism students are visualized, and for this purpose, a series of instructional lectures on post-production were recorded and posted on the TV studio's own YouTube page and the university's electronic system Moodle. At the same time, teachers have compiled methodological materials and manuals for each of the practical professional disciplines [5–6; 8–10], and the electronic platform of the Scientific Library of Zaporizhzhia National University provides access to new editions of textbooks, lecture texts by other researchers and scholars in the field [1, 3–4; 7].

Students who have the possibility and technical capabilities continue to complete their tasks using traditional computer programs for video editing. However, a significant number of students were forced to change their place of residence and found themselves in a difficult situation, and these circumstances

prompted the search for acceptable learning algorithms to ensure that the acquisition of practical skills and professional competencies was at a high level. In this situation, mobile applications came in handy. The choice of the most convenient option depended on the type of gadget the student had (iOS or Android).

Our research has shown that the most «popular» among TV journalism students were the mobile applications Video Editor Maker VlogNow (hereinafter – VN) and InShot Video Editor (hereinafter – InShot). The following applications were used by students less frequently: Quik, Splice, KineMaster, iMovie, LumaFusion, Adobe Premiere Rush, PicPlayPost, Magisto, Likee, etc. The technique of their application can be mastered both with the help of published materials [3; 8; 9; 14; 17] and on YouTube [11].

Using the method of comparison, we'll give a brief description of the advantages and disadvantages of these mobile applications. VN is a fairly easy-to-use and free video editing program with no watermarks or ads. Its fairly intuitive interface makes video editing simple. It is a powerful video editor for Android, thanks to which TV journalism students can easily and quite qualitatively create sketch clips, stories, reports, etc. Sometimes, using the video captured by their phone camera, they have produced TV features, monologues, investigations, or other works of artistic TV journalism.

Editing content with the InShot mobile app allows users to easily add music, text, and graphic components, apply various effects, and make transitions between video frames. The motion speed-up/slow-down feature is often the most useful when students create time-lapses or humorous TV materials.

Instead, the free iMovie app could be used by students with an iOS gadget, which is included in the standard software from the start. Although the minimal editing options are insufficient to realize all of the student's creative ideas, they allow them to retain the skills and practical knowledge they have already acquired in video editing.

For various reasons, mobile applications such as KineMaster, Adobe Premiere Rush, and Likee have not been particularly popular among television journalism students. Although they are suitable for both mobile phone systems (iOS and Android), the reasons for this result lie in a number of their specific features. KineMaster is generally free, but it requires a subscription (for a month, a year), and only then is it possible to remove the watermark from the video and unlock access to professional tool presets and all the Premium elements of this application. It's a simple video editor with a fairly straightforward and typical interface. The available tools, as well as effects and filters, are sufficient. If necessary, users can learn how to work with chroma key, the graphical user interface (drag-and-drop function), «picture-in-picture» technology, or simultaneous work with multiple layers of footage.

Adobe Premiere Rush is a free mobile application from the well-known developer Adobe. Although it is considered more suitable for producing content for social networks, the set of tools is quite similar to a non-linear editing program for PCs, which allows the creation of high-quality video materials. The app's interface is user-friendly: large icons, panels are rationally placed, and other basic functions are also easily accessible. At the same time, it is possible to add multiple audio and video tracks to the timeline, etc.

Likee editing application is also suitable for different types of mobile phones (iOS, Android). This video editor is more often used to produce video content for social media or streaming. The materials presented by the journalism students had a rather low level of correspondence between the content of the topic task and the result of its implementation. It has become common to find watermarks and advertisements on materials in the free version of Likee. The only advantage worth noting was the fairly high quality of the video captured using this application, despite the fact that the pixel resolution of the mobile phone camera was rather low.

Systematizing the results of our research shows that video editors for mobile applications are offered by various developers (including GoPro). For example, the mobile app Quik has become equally accessible to journalism students. Thanks to it, prospective TV journalists could use the library of this editor, add static frames and photos. In addition to the traditional tools (cropping frames, adjusting playback speed, titling and captions), Quik still has limited tools. The automatic application of video effects and transitions is not entirely useful for acquiring practical editing skills. This fact, according to users themselves, eliminates the author's approach to editing and artistic design of video material, although it speeds up the process of editing content.

The search for new forms and methods of teaching allows students majoring in Television to edit their own video materials in a few simple steps and complete the necessary task to acquire new skills and consolidate their knowledge in practice. Note that some mobile apps do not have a full range of tools (as in programs for non-linear video editing on PCs or laptops). Not all of them are free (or partially paid), place their watermark on the final materials, have restrictions on duration (runtime), video format, etc. Nevertheless, it is quite possible to acquire professional competencies in television production at the proper level. In some cases, the student used several mobile applications to edit video footage and achieved their goal (although post-production took longer and became more resource-intensive and

laborious). The minimal editing options in more or less accessible mobile applications are sufficient to fulfill the main tasks that students faced in mastering certain skills and abilities in practical disciplines.

IV. Conclusions

In summary, modern digital technologies facilitate online learning for journalism students, including prospective TV journalists. They can acquire general competencies in practical courses through special electronic platforms of higher education institutions, as well as professional competencies by mastering certain applications for mobile phones. Currently, there is a fairly large selection of applications with features that allow journalism students to acquire practical skills in working with chromakey, editing materials in multitrack mode, recording and editing voiceover, increasing or decreasing playback speed, or presenting videos in reverse order, using various effects and applying filters, titling materials, and choosing a file format before exporting. Some applications offer users Emotion Sense Technology (Magisto), 4D special effects (Likee), recording or live streaming, shooting and immediately publishing videos to the web, etc.

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Тернова А. І. Телевізійна журналістика: інформаційні технології під час дистанційного навчання

Мета статті – аналіз нових форм і методів дистанційного навчання студентів-тележурналістів у закладі вищої освіти під час пандемії Covid-19 та використання сучасних цифрових технологій виробництва аудіовізуального контенту під час повномасштабного вторгнення рф в Україну.

Методологія дослідження. У ході наукової розробки використано комплекс методів. Опис дистанційних технологій навчання здійснено на основі аналізу, синтезу та систематизації матеріалу, метод порівняння став ключовим у дослідженні сучасних мобільних застосунків як головних інструментів у набутті практичних навичок і вмінь майбутніми телевізійними журналістами.

Результати. Формування нових підходів під час онлайн-викладання дисциплін практичного циклу з телевізійної журналістики є нагальною потребою сьогодення. Систематизація результатів дослідження показує, що дистанційна освіта в час надзвичайних ситуацій в Україні стала однією з ефективних технологій навчання, вона досить стрімко розвивається завдяки досягненням інформаційних технологій і комп'ютерної техніки. Сьогодні система електронного забезпечення навчання – Moodle – є потужною платформою для опанування низки практико орієнтованих курсів. Водночас виникають нові засоби й інструменти, які сприяють розвитку практичних навичок з обраного фаху. Завдяки низці мобільних застосунків з різними редакторами майбутні телевізійники мають змогу на практиці використовувати їх бібліотеку та досить широкий спектр як традиційного функціоналу, так і складнішого: технології Emotion Sense Technology (Magisto), 4D-спецефекти (Likee), прямі трансляції, знімання і паралельна публікація аудіовізуального контенту у мережу тощо.

Новизна. Аналіз кращих практик викладання фахових дисциплін з телевізійної журналістики в дистанційному форматі та пошук нових форм і методів для опанування цих практичних курсів – це шлях до надання якісних освітніх послуг і запорука успішної реалізації випускника в медійній галузі.

Практичне значення. Залучення сучасних технологій і мобільних застосунків при дистанційній освіті (поряд із доступними навчально-методичними матеріалами) сприятиме

набуттю студентами необхідного для подальшої самостійної роботи набору практичних умінь і навичок, незважаючи на виклики сьогодення.

Ключові слова: тележурналістика, дистанційне навчання, цифрові технології, мобільні застосунки, медіавиробництво контенту, дистанційна медіаосвіта.

Ternova A. Dziennikarstwo telewizyjne: technologie informacyjne w procesie nauczania zdalnego

Celem artykułu jest analiza nowych form i metod nauczania zdalnego studentów dziennikarstwa telewizyjnego na uczelni w okresie pandemii Covid-19 oraz wykorzystania nowoczesnych technologii cyfrowych do produkcji treści audiowizualnych w okresie inwazji na pełną skalę Federacji Rosyjskiej na Ukrainę.

Metodologia badania. W trakcie opracowania naukowego zastosowano kompleks metod. Opis technologii nauczania zdalnego przeprowadzono na podstawie analizy, syntezy i systematyzacji materiału, metoda porównawcza stała się kluczową w badaniu współczesnych aplikacji mobilnych jako głównych narzędzi w zdobywaniu umiejętności praktycznych i zdolności przez przyszłych dziennikarzy telewizyjnych.

Wyniki. Kształtowanie nowych podejść podczas nauczania online dyscyplin cyklu praktycznego w dziennikarstwie telewizyjnym jest dziś pilną potrzebą. Systematyzacja wyników badania pokazuje, że edukacja zdalna w sytuacjach nadzwyczajnych w Ukrainie stała się jedną z efektywnych technologii nauczania, ona rozwija się dość szybko dzięki osiągnięciom technologii informatycznych i techniki komputerowej. Dziś elektroniczny system wspomagania nauczania Moodle jest potężną platformą do opanowania szeregu kursów o charakterze praktycznym. Jednocześnie pojawiają się nowe środki i narzędzia, które przyczyniają się do rozwoju umiejętności praktycznych w wybranym zawodzie. Dzięki szeregowi aplikacji mobilnych z różnymi edytorami przyszli producenci telewizyjni mają możliwość korzystania ze swojej biblioteki oraz dość szerokiego zakresu funkcjonalności zarówno tradycyjnych, jak i bardziej skomplikowanych w praktyce: Emotion Sense Technology (Magisto), efekty specjalne 4D (Likee), transmisje na żywo, filmowanie i równoległe publikowanie treści audiowizualnych w sieci itp.

Nowość. Analiza najlepszych praktyk nauczania dyscyplin zawodowych w dziennikarstwie telewizyjnym w formie zdalnej oraz poszukiwanie nowych form i metod dla opanowania tych zajęć praktycznych jest sposobem na świadczenie wysokiej jakości usług edukacyjnych i gwarancją udanej realizacji absolwenta w branży medialnej.

Znaczenie praktyczne. Wykorzystanie nowoczesnych technologii i aplikacji mobilnych w edukacji zdalnej (wraz z dostępnymi materiałami dydaktyczno-metodycznymi) przyczyni się do nabycia przez studentów zestawu praktycznych umiejętności i zdolności niezbędnych do dalszej samodzielnej pracy, pomimo wyzwań współczesności.

Słowa kluczowe: dziennikarstwo telewizyjne, nauczanie zdalne, technologie cyfrowe, aplikacje mobilne, produkcja treści medialnych, medialna edukacja zdalna.