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Inventions in Media Education with the Use of the Innovative Technologies (with the Example of Teaching the Discipline "History of Journalism")

ABSTRACT

The article substantiates the need to modernize media education in higher educational institutions of the post-information society, the factors that determine the methodology of lectures and seminars are identified, the ways of optimization of media education with the example of teaching the professional discipline "History of Ukrainian and foreign journalism" are offered, the formats of lectures and seminars classes in media education with the use of information and communications technologies are proposed, the characteristic features and advantages of each format are determined. The typology of invariants of lectures is developed and the expanded classification of formats of seminars with implementation of innovative technologies through a prism of elements of gamification is modelled, in particular classes in the format of interactive quizzes and brain-rings, interactive crossword puzzles (classical, Japanese, fillwords, sudoku, scanwords), interactive group debates and discussions, interactive polls and interactive fine arts (mindmapping). The results of a survey of students of the specialty "Journalism" of the capital and regional Ukrainian universities regarding the most popular ICT, the most effective, motivational, and creative formats for lectures and seminars classes in the educational process are presented. The effectiveness of seminars with the implementation of gamification is substantiated, since information in the form of an intellectual game activates creative and analytical thinking, allows the integration of all students to creative cognitive activities, contributes to the intensification of the educational process, and makes it more interesting, flexible, and multifaceted.

KEY WORDS

Media Education. History of Journalism. Information and Communications Technologies. Modernization. Invariants of Classes. Interactive Forms.

1 Introduction

In our time one of most pressing issues of social communication is the problem of the optimization of media education. Journalistic education in the time of the post-information society and the latest information technologies requires significant modernization in the use of innovations in the training of qualified specialists for the mass-media.

The soviet methods of journalism studies are losing their effectiveness and efficiency, so for the preparation of competitive specialists in mediacommunications for the labour market it is necessary and considerable to optimize the educational process in higher education, to provide burst performance and efficiency of studies. This is actually due to the transition from the Gutenberg generation, which primarily used textbooks, to the generation of Google, that favours online versions of textbooks and information and communication technologies.

The relevance of the topic is due to the lack of research on the problems of optimization of media education and in particular specific professional disciplines. It is known that every discipline has its own subject, its own tasks and aims, so when teaching certain disciplines it follows using not only general innovative technologies but also such technologies and methodologies that will be effective exactly for the certain educational discipline. The modernization of the system of education and the use of European standards in it compels the teacher of journalistic disciplines to constantly transform, to modify, to perfect their methodology of the realization of classes, change the approach to the realization of lectures and seminars in accordance with the new challenges of modern education in the era of the post-information society and the active development of multimedia technologies.

For many centuries the methodology of media education has remained unchanged. But today new challenges and tasks that are predefined by trends in global education stand before teachers. Today in many universities around the world (in particular, in Spain and the Ibero-American countries) students do not have to attend lectures,[1] which forces teachers to look for ways and methods of engaging students in lectures and seminars. Another factor in reducing student motivation is the distraction of students by gadgets and devices that dull the perception and understanding of the lecture material and diminish students' activity in seminar classes. According to V. Vlasyuk, *"gadgets should not be banned, but teachers should become interesting. So much so that students did not have a desire to be distracted."*[2] V. Kaplinsky also emphasizes this, noting that today *"the aim of the lecturer is not so much to inform the students of a certain amount of knowledge, but to ensure their counteracting activity, that is, to create all the necessary conditions for the student to want "to take" what the teacher offers."*[3] The teacher must find ways to motivate students through the use of information and communication technologies, gamification and to promote their immersion in the educational process. According to S. Grofčíková, motivation is a unifying element between teacher and student, and the components "teacher-motivation-student" are triad, which is an important factor in the effectiveness of the learning process.[4]

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1   See more: ¿Debería ser obligatoria la asistencia de los estudiantes a las clases? [online]. [2020-11-09]. Available at: <http://noticias.universia.es/educacion/noticia/2018/03/01/1158204/deberia-obligatoria-asistencia-estudiantes-clases.html>; *Motivos para asistir a conferencias en la universidad*. [online]. [2020-11-09]. Available at: <http://noticias.universia.com.bo/educacion/noticia/2015/11/23/1133953/motivos-asistir-conferencias-universidad.html>.

2   VLASYUK, V.: *Studenty proty hadzhetiv: khto koho?* [online]. [2020-11-10]. Available at: <https://blog.liga.net/user/vlvlas%D1%83uk/article/28221>.

3   KAPLINSKY, V.: *Metodyka vykladannia u vyshchii shkoli.* Vinnytsia : TOV "Niland LTD", 2015, p. 7.

4   See: GROFČÍKOVÁ, S.: Učiteľ – motivácia – študent. In MATTOVÁ, I., PLESCHOVÁ, G. (eds.): *Ako kvalitne učiť? Skúsenosti začínajúcich* VŠ *učiteľov.* Bratislava : Alternatíva – Komunikácia – Občania, 2007.

The problems of journalistic education and the importance of the use of information and communication technologies in media education is considered in the works of media researchers from different continents, presented below:

Continent	Country	Scientists	Short summary of scientific works
Europe	**Russia**	E. Baranova[5]	the process of media convergence and perturbation in journalistic education caused by the development of information technologies is considered
		L. Zemlyanova[6]	the aspects of modernisation of journalistic education are examined by taking into account foreign experience of communication science
		N. Kirilova[7]	the author analyzes changes in media education in the era of social modernization
		L. Svitich, A. Shiryaeva[8]	the sociological study is conducted to analyze the problems of training journalists
		I. Fateeva[9]	the traditions and prospects of practitioner-oriented journalistic education are analyzed
		L. Shesterkina[10]	the possibilities of application of the technological component in modern journalistic education are investigated

5   BARANOVA, E.: Protsess konvergentsii SMI i zhurnalistskoe obrazovanie. In *Electronic Journal Medyaskop*, 2010, No. 1. [online]. [2020-12-08]. Available at: <https://cyberleninka.ru/article/n/protsess-konvergentsii-smi-i-zhurnalistskoe-obrazovanie/viewer>.

6   ZEMLYANOVA, L.: Modernizatsiya sovremennogo zhurnalistskogo obrazovaniya – znachenie nauchnogo opyita zarubezhnoy kommunikativistiki. In *Electronic Journal Medyaskop*, 2007, No. 1. [online]. [2020-12-08]. Available at: <www.mediascope.ru/node/61>.

7   See: KIRILOVA, N.: Mediaobrazovanie v epohu sotsialnoy modernizatsii. In *Pedahohyka*, 2005, No. 5, p. 13-21.

8   See: SVITICH, L., SHIRYAEVA, A.: Problemyi podgotovki zhurnalistov (Itogi sotsiologicheskogo issledovaniya). In *Vestnyk Moskovskoho unyversyteta. Seryia Zhurnalystyka,* 2003, Vol. 6, p. 16-23.

9   FATEEVA, I.: Praktiko-orientirovannoe obuchenie zhurnalistike: traditsii i perspektivyi. In Electronic Journal Medyaskop, 2008, No. 1. [online]. [2020-12-10]. Available at: <http://www.mediascope.ru/%D0%BF%D1%80%D0%B0%D0%BA%D1%82%D0%B8%D0%BA%D0%BE-%D0%BE%D1%80%D0%B8%D0%B5%D0%BD%D1%82%D0%B8%D1%80%D0%BE%D0%B2%D0%B0%D0%BD%D0%BD%D0%BE%D0%B5-%D0%BE%D0%B1%D1%83%D1%87%D0%B5%D0%BD%D0%B8%D0%B5-%D0%B6%D1%83%D1%80%D0%BD%D0%B0%D0%BB%D0%B8%D1%81%D1%82%D0%B8%D0%BA%D0%B5-%D1%82%D1%80%D0%B0%D0%B4%D0%B8-%D1%86%D0%B8%D0%B8-%D0%B8-%D0%BF%D0%B5%D1%80%D1%81%D0%BF%D0%B5%D0%BA%D1%82%D0%B8%D0%B2%D1%8B>.

10   SHESTERKINA, L.: Sovremennoe zhurnalistskoe obrazovanie: aktualizatsiya tehnologicheskogo komponenta. In *Electronic Journal Medyaskop*, 2011, No. 3. [online]. [2022-03-22]. Available at: <https://cyberleninka.ru/article/n/sovremennoe-zhurnalistskoe-obrazovanie-aktualizatsiya-tehnologicheskogo-komponenta/viewer>.

		I. Mykhailyn[11]	the trends, aims and tasks of journalistic education in Ukraine, its genesis and development are analyzed
Europe	**Ukraine**	N. Kalashnyk[12]	the use of innovative technologies for teaching of the professional discipline "Journalistic investigation" is analyzed
		H. Onkovych[13]	technologies that are acceptable for use in media education, and prospects for implementation of the latest technologies in media education are investigated
		I. Zyuzyan[14]	the modern information technologies and innovative teaching methods at higher education are examined
Europe	**Slovakia**	S. Gáliková Tolnaiová[15]	analyzes the determinants of successful digital education in the context of the introduction of digital ICT in the educational process, outlines an alternative perspective for understanding the pedagogical training of students and their digital competencies from the point of view of phenomenology and hermeneutics is outlined, which reflects the psychagogic approach to education
		F. Rigo, J. Mikuš[16]	analyzes the use of Edmodo (educational social network) and Google Meet as tools and platforms for distance learning in teaching English to students of Faculty of Mass Media Communication of UCM in Trnava, the main features of Edmodo and Google Meet in the process of distance learning of students are presented, the possibilities of asynchronous distance learning (with Edmodo) and synchronous distance learning are considered (combination of Google Meet with Edmodo), the comparison of two methods is carried out and there are conclusions about their efficiency in the distance learning of English by journalists
		H. Hubináková, M. Mikula[17]	motivational factors related to the use of Internet services are explained, services that students consider important and used in the learning process and other activities in the academic environment are identified

[11] See: MYKHAILYN, I.: *Zhurnalistyka yak vsesvit: vybrani media*doslidzhennia. Kharkiv : Vydavnychyi Tsentr "Prapor", 2008.; MYKHAILYN, I.: *Zhurnalistska osvita i nauka*. Sumy : Vydavnychyi Tsentr "Universytetska knyha", 2009.

[12] KALASHNYK, N.: *Vykorystannia innovatsiinykh tekhnolohii u vyshchii shkoli (na prykladi vykladannia dystsypliny „Zhurnalistske rozsliduvannia")*. [online]. [2020-11-12]. Available at: <http://www-philology.univer.kharkov.ua/nauka/e.../kalashnyk.pdf>.

[13] See also: ONKOVYCH, H.: Mediaosvita v Ukraini: suchasnyi stan i perspektyvy rozvytku. In *Novi Tekhnolohii Navchannia*, 2010, Vol. 62, p. 89-92; ONKOVYCH, H.: *Tekhnolohii mediaosvity.* [online]. [2020-12-11]. Available at: <http://www-podelise.ru/docs/17361/index-14775.html>.

[14] *Modern Information Technologies and Innovative Teaching Methods in the* Training of Specialists: Methodology, Theory, Experience, Problems. Collection of Scientific Papers. [online]. [2022-03-15]. Available at: <https://lib.iitta.gov.ua/723174/1/Z-55-druk.pdf>.

[15] See: GÁLIKOVÁ TOLNAIOVÁ, S.: On Perspectives of Teacher Training and Understanding of Their Digital Competencies as Determinants of Digital Education In *Media Literacy and Academic Research,* 2021, Vol. 4, No. 1, p. 118-133. [online]. [2021-09-11]. Available at: <https://www.mlar.sk/wp-content/uploads/2021/04/8_Galikova-Tolnaiova.pdf>.

[16] See also: RIGO, F., MIKUŠ, J.: Asynchronous and Synchronous Distance Learning of English as a Foreign Language. In *Media Literacy and Academic Research,* 2021, Vol. 4, No. 1, p. 89-106. [online]. [2021-09-11]. Available at: <https://www.mlar.sk/wp-content/uploads/2021/04/6_Rigo_Mikus.pdf>.

[17] HUBINÁKOVÁ, H., MIKULA, M.: The Importance of the Internet the Life of Students of Media Studies. In Media Literacy and Academi*c Research*, 2018, Vol. 1, No. 1, p. 31-42. [online]. [2021-09-10]. Available at: <https://www.mlar.sk/wp-content/uploads/2018/04/MLAR_3_The-Importance-of-the-Internet-in-the-Life-of-Students-of-Media-Studies.pdf>.

		P. Colás-Bravo, J. Conde-Jiménez, S. Reyes-de-Cózar[18]	the model for developing digital competence in teaching based on a sociocultural approach is proposed
		G. Parodi, T. Moreno-de-León, G. Burdiles[19]	the modern generation of students, that is positioned as a transitional generation of "Gutenberg-Google", that gives advantage to symbiosis of paper forms and digital technologies in studies, is analysed
		J. Goméz Galán[20]	contains an analysis of the practical and theoretical paradigm of mediaeducation as a fundamental pedagogical model for the development of modern methods of digital literacy
Europe	**Spain**	J. Dela Cruz[21]	considers the generation of communications technologies from the middle of the twentieth century, in particular with the use of media, audiocassettes, videocassettes, fax) to the present day, high-bandwidth computer technologies are outlined, in particular: desktop video conferencing, two-way interactive audio and real-time video, web media, etc.
		A. Gutiérrez, K. Tyner[22]	the relationship between education and the media in modern society is analyzed, the role that formal education should play in the integration of the media into the curriculum and in digital literacy skills is explored, such types of digital literacy as multimodal, critical and functional
		J. E. Pescador[23]	emphasizes the concept of integrative educational models of mediaeducation, which should take into account the need for analytical / reflective-evaluative study of media and new information and communications technologies, emphasized the importance of critical thinking through the implementation of the technical components and formation of digital citizenship as a prerequisite for the participation of an individual in a global network community
Europe	**Italy**	F. Cornali, S. Tirocchi[24]	the main features of globalization in education are explored with special emphasis on the role of new information and communications technologies (ICT), which provide new competencies and skills, allow experimenting with new didactic models based on social media and web 2.0 tools, help build a new digital literacy aimed at the critical use of digital media

[18] COLÁS-BRAVO, P., CONDE-JIMÉNEZ, J., REYES-DE-CÓZAR, S.: El desarrollo de la competencia digital docente desde un enfoque sociocultural. In *Comunicar*, 2019, Vol. 61, No. 4, p. 21-32.

[19] PARODI, G., MORENO-DE-LEÓN, T., JULIO, C., BURDILES, G.: Generación Google o Generación Gutenberg: Hábitos y propósitos de lectura en estudiantes universitarios chilenos. In *Comunicar*, 2019, Vol. 58, No. 1, p. 85-94.

[20] GOMÉZ GALÁN, J.: Media Education as Theoretical and Practical Paradigm for Digital Literacy: An Interdisciplinary Analysis. In *European Journal of Science and Theolo*gy, 2015, Vol. 11, No. 3, p. 31-44.

[21] DELA CRUZ, J.: *History of Distance Educa*tion. [online]. [2021-09-05]. Available at: <https://www.academia.edu/17360954/History_of_Distance_Education>.

[22] GUTIÉRREZ, A., TYNER, K.: Media Education, Media Literacy and Digital Competence. In *Comunicar*, 2012, Vol. 19, No. 38, p. 31-39.

[23] PESCADOR, J. E. P. (ed.): Educación mediática y formación del profesorado. In *Revista Interuniver*sitaria de Formación del Profesorado, 2018, No. 91. [online]. [2021-09-10]. Available at: <https://aufop.com/aufop/uploaded_files/ revistas/15337165305.pdf#page=158>.

[24] CORNALI, F., TIROCCHI, S.: Globalization, Education, Information and Communication Technologies: What Relationships and Reciprocal Influences? In *Procedia - Social and Behavioral Sciences*, 2012, Vol. 47, p. 2060-2069. [online]. [2021-09-09]. Available at: <https://www.researchgate.net/publication/275541968_Globalization_Education_Information_ and_Communication_Technologies_What_Relationships_and_Reciprocal_Influences>.

Europe	**England**	D. Buckingham[25] R. Crick, K. Wilson[26]	the importance of the use of information technology in mediaeducation for its modernization and optimization is considered
North America	**USA**	G. Morrison, D. Morrison,[27] A. Collins, R. Halverson[28]	offer a vision for the future of American education that goes well beyond the walls of the classroom to include online social networks, distance learning with "anytime, anywhere" access, digital home schooling models, video-game learning environments
Asia	**India**	K. Bhakta, N. Dutta[29]	the use of information technology in mediaeducation is considered, which helps to strengthen students' 4C skills (critical thinking, creativity, communication and collaboration) and provides meaning and relevance for the Net generation
	Pakistan	I. Hussain, M. Safdar[30]	
	China	A. Y. Lee[31]	
Australia	**Australia**	G. Faloon[32]	analyzes various frameworks and models for building students' digital capabilities, options for using new technologies, principles for improving students' skills in using "educational" applications and digital information, options for effective combination of pedagogical, semantic and technological knowledge in classes as well as support for the integration of digital resources into learning to improve the results of the educational process
Africa	**Nigeria**	K. Mohammed, B. Muhammad Yarinchi[33]	new information technologies are considered as a set of tools that have a significant impact on all areas of education and helps in promoting opportunities of knowledge sharing throughout the world

Source: own processing, 2022.

However in the aforementioned works, the issues of optimization of the educational process in mediaeducation are considered abstractly, without justifying the appropriateness of applying certain methods to specific professional disciplines, which actualizes our research. All of the above actualizes the appeal to this topic, since today it is fundamentally necessary for a teacher to be able to interest students, to immerse themselves in the learning process, in particular using the gadget as an important attribute of the learning process, not only as an obstacle, to deepen the motivation of students, which requires the teacher to transform the types of lectures and seminars, the implementation of innovative technologies and gamification, and the variability of pedagogical tools.

[25] See: BUCKINGHAM, D.: *Media Education: Literacy, Learning and Contemporary Culture*. Cambridge, UK : Polity, 2003.

[26] CRICK, R. D., WILSON, K.: Being a Learner: A Virtue for the 21st Century. In Britis*h Journal of Educational Studies*, 2005, Vol. 53, No. 3, p. 359-374.

[27] See: MORRISON, G. R., LOWTHER, D. L.: *Integrating Computer Technolog*y *into the Classroom. Skills for the 21st Century.* Boston, MA : Pearson, 2010.

[28] See: COLLINS, A., HALVERSON, R.: *Rethinking Education in the Age of Technology: The Digital Revolution an*d Schooling in America. New York : Teachers College Press, 2009.

29 BHAKTA, K., DUTTA, N.: Impact of Information Technology on Teaching-learning Proces. In *International Research Journal of Interdisciplinary & Multidisciplinary Studies*, 2016, Vol. 2, No. 11, p. 131-138. [online]. [2020-09-03]. Available at: <http://oaji.net/ articles/2017/1707-1483695373.pdf>.

[30] HUSSAIN, I., SAFDAR, M.: Role of Information Technologies in Teaching Learning Process: Perception of the Faculty. In *Turkish Online Journal of Distance* Education, 2008, Vol. 9, No. 2, p. 44-56. [online]. [2022-04-01]. Available at: <https://dergipark.org.tr/tr/download/article-file/156261>.

[31] LEE, A. Y. L.: Hong Kong Media Education in the Web 2.0 Era: Engaging with the Net Generation. In *Media Literacy Education in Action*, 2014, Vol. 1, p. 87-93.

[32] FALOON, G.: From Digital Literacy to Digital Competence: The Teacher Digital Competency (TDC) Framework. In *Education Technology Research Development*, 2020, Vol. 68, No. 5, p. 2449-2472. [online]. [2021-09-12]. Available at: <https://link.springer.com/article/10.1007/s11423-020- 09767-4>.

[33] MOHAMMED, K., MUHAMMAD YARINCHI, B.: Information Communication Technology (ICT) and Media Education: In Historical Perspective. In *European Scientific Journal*, 2013, Vol. 9, No. 20, p. 198-206.

The purpose of the research – to offer methods for the optimization of process of training mediaworkers in higher education through the implementation of innovative technologies in the educational process and to develop a detailed classification of invariants of lectures, seminars and classes using gamification, interactivity, information and communication technologies on the example of teaching of the professional discipline "History of Ukrainian and foreign journalism", to conduct a survey of students majoring in "Journalism" of the capital and regional universities of Ukraine to determine the most effective and interesting formats of lectures and seminars classes.

2 Methodology

To achieve the stated aim we used a set of general scientific *(analysis, synthesis, generalization)* and empirical methods *(in particular observation, study and generalization of pedagogical experience),* as well as the following methods:

- *socio-communicative method of working with documents, study of scientific literature – method of "hemerografía registral"* according to the method of F. Núñez-Romero Olmo,[34] *selection and systematization of primary sources* (including description and analysis of angles /topos of scientific-theoretical and scientific-applied works of Eastern and Western European (Ukrainian, Russian, Slovak, Spanish, Italian, English), North American (USA), Asian (Indian, China, Pakistani), African (Nigerian) and Australian researchers the use of information and communication technologies in education and mediaeducation, factors of modernization of mediaeducation in accordance with the latest trends in the mediaindustry, convergence of mediaplatforms);
- *hypothetical-deductive method* (to create a system of deductively related hypotheses / proposals for ways to modernize mediaeducation), which is used in the first stage of the study during the nomination and further proof of the hypothesis of modernization of mediaeducation through the purposeful use of gamification, role-playing games and information and communications technologies in the educational process and conducting lectures and seminars in various forms and invariants on the use of new technologies and software on the example of teaching the professional discipline "History of Ukrainian and foreign journalism");
- *method of modelling and classification* according to the method of M. Harris[35] (which is used to identify and classify our proposed invariants of lectures and seminars classes using innovative technologies and gamification, in particular to develop a typology of invariants of lectures and formats of seminars classes on the example of teaching of professional discipline "History of Ukrainian and foreign journalism" during the implementation of research and writing parts of this article 3.1. Classification of types of lectures and 3.2. Invariance of types of practical classes) and *method of content analysis* according to K. Krippendorff[36] (used during the consideration of each individual invariant of lectures and seminars using gamification and interactivity; used in the second stage of this research during the classification, development of invariants of lectures and seminars classes and detailed study and analysis of software, information and communications technologies acceptable for conducting classes in one of the developed invariants);

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[34] See: NÚÑEZ-ROMERO OLMO, F.: *La formación de las secciones de deportes en los diarios de información general españoles antes de 1936. Análisis hemerográfico estructural comparado.* Valencia : Universidad CEU - Cardenal Herrera, 2009.

[35] HARRIS, M.: Modeling: A Process Method of Teaching. In *College English*, 1983, Vol. 45, No. 1, p. 74-84.

[36] See: KRIPPENDORFF, K.: *Content Analysis: An Introduction to Its Methodology*. Thousand Oaks, CA : Sage Publications, 2004.

- *pedagogical experiment* (which consisted in the implementation of simulated invariants of seminars in order to test them, verify their validity in classes on the discipline "History of journalism". The experiment consisted of testing students' knowledge and acquired competencies before the use of information and communications technologies and gamification during lectures and seminars and after their use in the educational process. To verify (validate) the results of the experiment, the intermediate (current) learning outcomes of 161 students of the Petro Mohyla Black Sea National University (Mykolaiv, Ukraine) and the International Open University of Human Development "Ukraine" (Kyiv, Ukraine) were compared using the classical format of lectures and seminars with learning outcomes using simulated invariants of lectures and seminars classes involving gamification and information and communications technologies. For statistical processing of learning outcomes before and after the experiment, nonparametric criteria of statistical conclusion were used in accordance with Pearson's criterion χ 2 relative to independent groups (students majoring in "Journalism" at the capital and regional universities of Ukraine);
- *traditional-pedagogical method* (in particular, the method of observation according to L. M. Given;[37] different types of observation are used during the classes for each modeled invariant of lectures and seminars, in particular structured observation (observation was carried out according to the developed procedure taking into account the factors of motivation, stimulation of interest, increasing attention and increasing the regularity of attending classes in response to certain technologies and invariants of lectures and seminars), field observation (implemented in real conditions of the educational process), systematic included observation (where the researcher is a real participant in the educational process), stimulating observation (the influence of the researcher on the educational process, which a the teacher of the discipline organizes), study and generalization of pedagogical experience; *pedagogical experiment* and *traditional-pedagogical method* are used in the third phase of this study);
- *survey method* (which allowed us to determine the effectiveness and interest of information and communications technologies and educational platforms used by students majoring in "Journalism" of Ukrainian universities, most interesting and productive for students invariants of lectures and seminars classes, which were introduced during the teaching of the discipline "History of Journalism". The survey of students was conducted in the form of an annual structured questionnaire during 2018-2020. 161 full-time students of bachelor's and master's studies of the specialty "Journalism" of International Open University of Human Development "Ukraine" (capital Ukrainian University) and Petro Mohyla Black Sea National University (regional Ukrainian University) were interviewed, of which 35 are first year students, 39 are second year students, 37 are third year students, 34 are fourth year students and 16 are fifth year students. The sample of respondents was carried out according to the regular attendance of classes by the method of equal quotas for students of the capital and regional universities. A broad sampling strategy (surveying students from different courses and different universities of Ukraine) was used to increase the comprehensiveness and richness of the data for the study. The questionnaire was based on a self-developed design and contained three parts: the first part – "Necessity of application of information and communications technologies for an educational process and their availability" (five questions), the second part – "The most popular ICT in the learning process. The most effective form of lectures" (five questions), the third part – "The most effective format of realization of seminar classes" (one question with seven possible answers). In total, the questionnaire contained 11 questions. By thematic range the questionnaire – a multi-topic survey (omnibus), which is divided

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37 See: GIVEN, L. M.: *The SAGE Encyclopedia of Qualitative Research Methods*. London, Thousand Oaks, New Delhi, Singapore : Sage Publications, 2008.

into three parts; by the number of respondents – a group questionnaire (161 respondents); by type of research tasks – focused (collected information on a specific situation – on the need of ICT in educational process, on the most popular ICT in the educational process, on the interest, effectiveness of certain formats of lectures and seminars in the educational process) and standardized (aimed at obtaining statistical information among the student community on the need to use ICT in the educational process, on the most popular ICT in the educational process, on the most interest, efficiency form of classes in the educational process); by type of question, it is a mixed, eclectic questionnaire, in particular, the first part of the questionnaire asks scale and closed questions (for example, the question "The use of ICT does studies more interesting" and answer options: "Mainly agree", "Mostly disagree", "Fully agree"), the second part of the questionnaire contains closed-ended questions (for example, "What are your favourite programs of ICT in the educational process?") and open-ended questions (for example, "Which format of lecture do you prefer and why?"), as well as an alternative type (for example, "Which educational platforms do you use in educational process and which one do you prefer: Moodle or Class Room?", the third part of the questionnaire presents an open-ended question (in particular, "Which type of seminar is the most interesting and effective and why?"). The presence of open-ended questions in the questionnaire allowed us not only to determine the collective opinion of students on the most interesting and effective for them formats of classes, but also to clearly clarify their attitude to each invariant lecture and seminar classes separately, to outline the factors of interest and effectiveness of each lesson, which are represented in the descriptions to the tables of this study (part 2, graph 7 and part 3, graph 8; the survey method is used in the fourth phase of this study);

-   *method of quantitative analysis* (used to fix quantitative parameters of students' preferences for certain formats of lectures and seminars, determining the most effective, in the opinion of students, forms of lectures and seminars classes. For statistical data processing, nonparametric statistical inference criteria were used according to Pearson's $\chi 2$ criterion relative to independent groups (students majoring in "Journalism" from different courses and different universities). External data completeness control was used as a means of data control in the questionnaires. The data obtained from the questionnaire of students of two universities were systematized and grouped into a common table of results.

3 Results and Discussion

There are two important factors to consider in the educational process of future media practitioners: the use of innovative technologies and realization of synergy of theory with practice for the sake of the most productivity in the educational process.

It is worth noting that the implementation of innovative technologies in the educational process of training journalists is determined by the form of classes (lectures or seminars) and the tasks facing journalistic education. In particular, I. Mykhailyn says: *"The tasks of journalistic education are not to adapt the student to the changing topography of modern information technologies, but to create a personality from him, to develop in him the skills to continue acquiring knowledge and practical applied skills."*[38] Therefore, the main imperative of mediaeducation is education of the Personality, the creation of the Elit person through the implementation of the model of learning "eternal student", the education of such personality who is capable of self-education and self-development, is able to think critically and creatively, to generate new ideas, operatively to interpret, to correct, to analyse information, to develop

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[38] MYKHAILYN, I.: *Zhurnalistska osvita i nauka*. Sumy : Vydavnychyi Tsentr "Universytetska knyha", 2009, p. 76.

a personal value system. That is, the main imperative of journalistic education should be not the model of adaptation of the journalist to information technologies, but the education of the Intellectual, Erudite Person, that is capable to generate new productive ideas and to own to perfection information and communication technologies. It is extremely important in the process of training media workers to use various innovative technologies that can increase the productivity of the learning process, make it flexible and dynamic, to increase the efficiency of teaching specialized subjects in the specialty "Journalism", to provide the best perception and understanding of the material by students, to make at first difficult material accessible, versatile and lively.

The choice of teaching methods and the most relevant innovative technologies should be clearly based on the purpose and subject of the course. The purpose of the course "History of journalism" is to give to the students a integral understanding of the general trends in the development of national and world journalism, taking into account the historical past and critical understanding of all processes and phenomena related to the origin, development and functioning of print mass-media from the moment of the appearance of the first editions until the present; to form a holistic view of the genesis, evolution and dynamics of the development of the media, the role of the media in distribution of in national ideas and principles of state independence; to define the basic subjects and range of problems of the Ukrainian and world mass-media at different stages of their development. The subject of study of the discipline are the genesis and features of the development of Ukrainian and world journalism in the nineteenth and twentieth centuries, socio-cultural and political factors of the development of periodicals in different historical eras, the most prominent periodicals and figures (editors, publishers, authors – journalists and correspondents).

It should be noted that an important factor in determining the methodology of lectures and the use of innovative technologies in them are the characteristics of the target audience. In particular variations of innovative technologies for lectures for students in absentia form of studies from taking into account of age peculiarities of target audiences or for students with disabilities, part-time and absentia forms of studies can be definitely modified. So, let's consider separately the use of the most relevant innovative technologies for the realization of lecture and seminar classes in the discipline "History of journalism".

3.1. Classification of Types of Lectures

Sufficiently appropriate in teaching the discipline "History of journalism" is the use of lecture-presentation (combination of word and sliding seat on principles of symbiosis with a sinergistical effect and levelling of multitasking as to the type of dispersion of attention by a recipient).

The use of this type of lecture, such as **lecture-presentation**, facilitates visualization and showing theoretical material, makes it possible to use archival photo and video materials or animation fragments. In particular, at a study concerning mass-media in the history of journalism, it is very important to present photocopies of mass-media (in print or in electronic form) for the sake of acquaintance of students with the design of edition, its stylistics, the form of publication, etc., which is due to the synergy of verbal and visual components will influence on emotional perception, will increase the efficiency of students´ assimilation of information. Information and communication technologies will make the lecture more productive and will activate the work of students. The presentation will organize the visual material, show the illustrations in fragments, distinguishing main, enlarging individual parts, to enter animation, colour, accompany the illustration with text, show it against the background of music).

The use of lecture-presentation will give an opportunity for the wider use of interdisciplinary connections in lectures on "History of journalism", in particular the use of intermedia aspects for demonstrating to students how visual images (film fragments or animated presentations)

and speaking of actor or author to carry out interpretation of non-fiction works, as well as a comparison of a nonfiction work and its adaptation, which will make it possible to trace polysemanticity, the ambivalence of interpreting non-fiction works and comparing the semiotic systems of journalism and journalism as the core of journalism and cinematography demonstrates the possibilities of encoding and transcoding a non-fiction work within different semiotic systems. As well as a comparison of a nonfiction work and its adaptation, which will make it possible to trace polysemanticity, the ambivalence of interpreting non-fiction works and comparing the semiotic systems of journalism and publicism as the core of journalism and cinematography, will demonstrate the ability to encode and transcode a nonfiction work within different semiotic systems. According to many scientists,[39] intermediation is functioning and eproduction of channels and facilities of communication in publicism, the creation of a integral coherent semi-artistic space in the cultural system, a specific form of dialogue of cultures, which is carried out by the interaction of artistic references (artistic images or stylistic techniques that have a significant character for each certain epoch). The importance of application of the intermedial aspect in teaching the "History of journalism" is due to the fact that intermediation can have three foreshortenings: a) intermediation is related to modelling the material texture of another type of art in publicism as a symbiosis of journalism and literature, b) intermediation implies the projection of the formative principles of a piece of music or film in a nonfiction text (what they refer to as a symbol – transposition); c) intermediation is based on the incorporation of images, motives, plots of works of one medial rank – music, graphics, sculpture – into works of another medial rank – publicism (denotation, referent is an icon, copy is an transfiguration) and creation of a reduced model of the object in the work, which reproduces the transition from objectivity to representation.

In addition to traditional lectures (informative and lecture-commentary), the course "History of journalism" is appropriate for the use of non-traditional lectures, in particular **lectures-excursions (interactive lecture, virtual excursion** to museums of periodicals in different countries or documentary videos about certain historical epochs). This type of lecture will give possibilities for the application of the cultural-historical method at teaching of history of journalism, which involves studying the background of the era (sociopolitical, socio-cultural factors of the functioning of the mass-media), realization of associative parallels. This technology should be focused on immersing of student into the virtual world of the historical epoch, in the past, operating the art of installation, creating the effect of a student's presence in the epoch (feeling the recipient of his own own real-world observation of events, being on the scene, imitation of reality, illusion of authenticity) that will affect emotional perception, will become a motivational factor, will interest and facilitate the perception of the material. Implementation of lectures-excursions or use in lectures of interactive multimedia posters is possible through the Thinglink program, that allows to upload a picture to the service and apply markers to it with different icons that lead to another service and make comments and tags. As an effective format of lecture can be examined videolecture, that is more effective during realization of the controlled from distance studies on the platform of Moodle for the students of in absentia form of studies, students with individual study schedules and students with disabilities. An important argument, that testifies to the effectiveness of using on the Moodle platform not only lecture-presentation or textual lectures, but also videolecture, is a circumstance that for everybody depending on the structure of his brain, limbic system, on the development of the right or left hemisphere is dominated by one type of memory.

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[39] See: DUBININA, O.: Ekranizatsiia literaturnoho tvoru: semiotychnyi aspekt. In *Inozemna filologiya*, 2014, Vol. 126, p. 89-97; RATUSHNYAK, O.: Vykorystannia kinoekranizatsii v literaturnii osviti. In *Naukovyj visnyk Kirovogradskogo derzhavnogo pedagogichnogo universytetu. Seriya «Filologichni nauki. Literaturoznavstvo*, 2010, Vol. 111, p. 189-197.

According to neuropsychologists, different forms of processes of memory have different cerebral mechanisms. In particular, T. Nikitina notes, *"The types of memory differ on the basis of modality (visual, auditory, etc.); it is important to mark that rarely for a person all these types of memory are developed by an equal degree, usually better – some one of them. Therefore, it is useful to find out which memory – visual, auditory or motor – in a greater degree developed for a particular person, and consciously try to "speak" with memory by a comfortable for her language. Most deeply, this problem is related to the success of studies."*[40] Thus, students can be divided into visuals (which have a predominant dominance of the visual modality, so they have difficulty perceiving information if it is presented only by hearing) and audios ((in which the auditory modality prevails and will experience difficulties if they are unable to hear information). In order to make the learning process if possible more effective it costs to create for such students the course of videolectures on the platform of Moodle, that will witness informatization of the controlled from distance studies. The course of videolectures is seen as effective, first of all because information that will be given the information in form virtual, interpersonal dialogue of teacher with a student, will be much better understood. By such an approach efficiency of studies of the audio students will be much higher, than if they perceived the material visually by reading the manuals. And the main point here should be the method of reduction, that is, the reduction of the difficult language of textbooks, which are difficult to understand by the terminological vehicle and thesaurus, to a comprehensible, fascinating, artistic presentation of material in the genre of the lecture with the use of elements of dialogue.

3.2. Invariance of Types of Practical Classes

An important innovative technology in the training of journalists is the use of different types of games as a form of seminars. Usually, teachers treat the educational process with academic seriousness, ignoring the important factors of the game. This is because games are understood as an immanent property of children, which is irrelevant to the educational process. But in the broad sense, the game is a socio-cultural phenomenon. As noted by J. Huizinga in the philosophical treatise "Homo Ludens",[41] a playing element is contained in all spheres of life of humanity. The concept of game is a certain constitutional feature, the dominant – dominant, through which a philosopher interprets all culture and contains in "playing space" jurisprudence, war, wisdom, science and different types of art (literature, music, painting). According to J. Huizinga, a game lies beyond the disjunction of wisdom and stupidity. But in the right direction, it can be the producer of this wisdom. Important here is the opinion of J. Huizinga that the game becomes serious, in addition, the game is able to completely absorb people. A very important factor is its competitive nature. Therefore, it is quite appropriate to place mediaeducation in the same playing space. That is, it involves the use of game techniques or some types of game in practical classes in the teaching of journalistic disciplines. Thus, a game will act as a meaningful form, bearing the ideological and semantic load, will contribute to the implementation of social, pedagogical and educational functions. The importance of using game techniques consistent with the subject being taught, testifies to the famous researcher Guy R. Lefrancois in his work "Psychology for Teaching".[42]

Implementation of gamification for the realization of seminar classes, we consider by rather effective and efficient technology, which will increase the positive motivation and realization of competitive factors between students, and, consequently, will increase the level and quality

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[40] NIKITINA, T.: *Samouchitel po razvitiyu pamyati (tehnika skorostnogo zapominaniya)*. Moscow : Mezhdunarodnoe Aghentstvo "A. D. & T.", 2002, p. 8.
[41] See: HUIZINGA, J.: *Homo ludens*. Moscow : Vydavnychyi Tsentr "Proghress-Akademyja", 1992.
[42] LEFRANCOIS, GUY R.: *Prikladnaya pedagogicheskaya psihologiya*. St. Petersburg : Vydavnychyi Tsentr "PRAJM-EVRO- ZNAK", 2005.

of students´ knowledge. According to O. Makarevich, *"gamification (the use of game techniques) is aimed at attracting students, increasing their interest… Gamification exploits a known property of the brain: it is very enjoyable to be rewarded for the work done. The main advantage of gamification is its motivational properties: it is competitive, which increases the overall level of quality and speed of work. This is an effective tool, as it learns more while learning the game format and she longer holds out in memory."*[43]

So, we will consider the invariants of realization of practical classes with the use of gamification.

1. There is realization of seminar classes **in the format** of **interactive quizzes and brain-rings.** Such forms of training can be used both in full-time and part-time and distance learning on the Moodle platform. For this purpose it is possible to apply mobile addition – the program Kahoot!, which allows for the implementation a game form of studies and to interview students on the topic of the seminar in the form of a quiz, both individually and to divide students into teams for verification teamwork. In this program, the game is played on time (the teacher can set parameters from 5 seconds to 1 minute) and set points for each correct answer (thus, the program will evaluate each student individually or in team (in the format of a brain-ring) and allocate places, determining the top three winners on a virtual podium among the students that scored the most points). In the program Kahoot! it is possible to use not only text to create a quiz, but also photo illustrations, pictures, videos and animations.

   It is also possible to use for an interactive quiz in seminar classes the programs Survey Monkey, myQuiz.ru, EasyTestMaker, ProProfs, Quibblo, Learningapps, where it is possible to create quizzes directly on a web-site in the constructor, to start them on a web-site and to play at once. These programs give an opportunity operatively to get the answers of students by topic of study and analyze the results in real time, thus the intermediate results of all students appear after every question. Thus, both the participants of quiz and teacher can see real-time, who's who and where they are. In the interface of most of these programs, it is possible for the teacher to track the percentage of questions that students have mostly provided the correct answers to, and which questions have been difficult for most students, to include motivators as a podium or medals and musical accompaniment. Advantages of the realization of seminars in the form of online-quizzes and breaks are obvious, since the use of these multimedia technologies meets the general criteria of the module-credit system of education and the rating system of evaluation of success of students from discipline, such as: increase of motivation of students towards active studies and responsibility for the results of activity, ensuring competitiveness and healthy competition in learning, absolute objectivity of evaluation of level of preparation of students (as students are estimated by the program), intensification of the educational process. Due to the implementation of these programs in the educational process, students will develop critical thinking, speed of thinking, general intelligence, which ultimately demonstrates the level of their preparation on specific topics. It captures and immerses students, enhances their interest in learning. Another variation of the interactive quiz can be placed on platforms of Google Classroom, Moodle and programs of iSpring Converter Pro and iSpring Cloud of presentations, created in the programs PowerPoint, Prezi, Powtoon, Sway, Google Slides, LibreOffice Impress, Keynote in the form of a quiz of "Most Reasonable", where it is possible to create a playing field, choose the categories of themes of seminar and score from the least difficult category to the most difficult and insert a hyperlink to the next question, it is thus possible to give both text questions and photos and videoquestions.

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[43] MAKAREVICH, O.: Heimifikatsiia yak nevidiemnyi chynnyk pidvyshchennia efektyvnosti elementiv dystantsiinoho navchannia. In *Molodiy vcheniy*, 2015, Vol. 2, No. 6, p. 282.

To similar quizzes it is possible to add a few tours and finale, as well as triggers and audio triggers with the sounds of defeat and victory.

2. Realization of practical classes **in the format of interactive crossword puzzles (classic, Japanese, filvords, sudoku, scanwords)** on the topic of the seminar on the names of newspapers and magazines and their additions, places of publication, names and surnames of editors, authors of editions, titles of materials, definitions of terms of the discipline through crossword puzzles in programs such as Online Test Pad, Childdevelop, Learningapps, PuzzleCup, Cross, Crosswordus. Crossword can be styled and placed through Google Classroom and Moodle platforms for the students of daily, in absentia and controlled from distance forms of studies through basic reference or through the special html-code. The interface of such programs is quite simple, it is possible to add images to the crossword puzzle, the ability to calculate the result (assessment) for the student, a tabular presentation of the results of the crossword puzzle, additional data and view the solution of the crossword puzzle by each student.

3. Realization of practical classes **in the format of virtual (interactive) group debates and discussions** through the programs of Kahoot (through the Discussion) and Padlet, where it is possible to create an interactive whiteboard with the name and surname of every participant, where everybody should criticize the opinion of a classmate and defend their position on problematic, rhetorical issues of the history of journalism with application of the hermeneutical method ("art of interpretation") on the design, conception, structure, problematic-thematic range, purpose of newspapers or certain texts of ancient editions. This technology will contribute to the development of students' polemical skills, mastering and practice of various techniques of rhetoric, sophistry, developing the ability to discuss, to argue, to persuade, form an opinion in written communication, to analyze ancient prints in the context of the era from both the position of that time and modern recipient and author.

Through the interactive program Padlet, it is possible to build the role and situational practice games, that are an original of preventative injection for the journalist, by the important element of the acquisition of work experience. In particular, L. Aleksandrov distinguishes several models of the practical situation: *"Except the role of "journalist", participants are given the opportunity to serve as a source of information, a hero of the publication, a colleague on the editorial board, troublemaker in an interview, a troubled interlocutor in an interview, an employee of the official press service, the justice's court and other conditional figures."*[44] A leading moment in the creation of such models is not so much a result, but the psychological experience, that students receive as a result of improvisation of certain situation, practice of ability to come forward in different social roles and hypostasis. N. Kalashnik testifies about the importance of using modelling in mediaeducation, in particular in teaching the discipline of "Journalistic investigation": *"Effective are the game strategies sent to development of skills of communication in communication models a "journalist – source of information", "journalist – anti-hero of investigation", "journalist – civil servant", etc. In this way the knowledge of the legal basis of the journalist's activity, his emotional and psychological firmness, journalistic principle are being perfected."*[45] Based on the simulation of practical situations, experimentation, there is becoming of personality of a journalist not only as a repeater of information, but first of all as a thinker, analyst, a kind of Sherlock Holmes. Such effect in modelling can be achieved by using the method of brainstorming and the method of mask (travesty, changing the journalist into other social roles).

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[44] ALEKSANDROV, L.: *Tvorcheskie „igrovyie" metodiki kak innovatsii zhurnalistskogo obrazovaniya.* [online]. [2020-09-11]. Available at: <http://journ.usu.ru/index.php /component/-content/article/401>.

[45] KALASHNYK, N.: *Vykorystannia innovatsiinykh tekhnolohii u vyshchii shkoli (na prykladi vykladannia dystsypliny "Zhurnalistske rozsliduvannia").* [online]. [2020-11-12]. Available at: <http://www-philology. univer.kharkov.ua/nauka/e.../kalashnyk.pdf>.

The use of interactive whiteboards from the Padlet program is possible also for collection of seminar topics and realization of collective brainstorming on the topic of a classes to gather material.

4. Realization of seminar classes **in the format of the interactive survey or questioning** to gather the opinions and views of participants on problematic subjects of the seminar on the topic with the use of the open, closed and semi-closed questions and format of press-conferences through the programs of Kahoot! (division of Survey) and Quizizz. The format of survey can be implemented both for the theoretical aspects of the disciplines and for practical concepts that can have different vectors: in particular, "Conference of nicknames", "Newspaper duck", "Editorial bath-house". According to L. Aleksandrov, in journalistic education it is possible to practice different game techniques: *"These can be individual or team competitions, trainings, intellectual and emotional games, "role" plays or "business" games are freely organized with rigidly fixed status of participants."*[46]

5. Realization of practical classes **in the format of interactive fine arts**, presentation of conceptual terms and key aspects of seminars as intellectual maps, diagrams, charts through the programs of Coggle and Inspiration. Students can implement MindMapping technology individually as well as collectively (in a team) using verbal and visual components. Realization of classes **in the format of interactive fine art** for students-journalists helps visualize their thinking, development of imagination, creative and critical thinking, systematization of material, reflection of own opinions, helps to realize creative potential, and also get critical remarks to the own maps of mind through options "comments" and "chat" in the programs. Mindmaking can be used to generate new ideas for students, to solve complex problems collectively, acceptance of self-weighted and carefully thought out decisions. The Intellectual maps are presented by soba charts that visualize certain information in its processing in the form of a diagram, which shows the words, concepts, ideas, connected by branches that depart from the central concept, which not only use visual images, but also act as visual images. Creation of mind maps as the format of practical classes is sufficiently effective, because it allows for effectively updating information, to generate and capture new ideas, draw conclusions and make connections between them. Also the format of interactive fine art envisages the creation and demonstration of presentations by students from the seminar topics in the programs of PowerPoint, Prezi, Powtoon (for creating animated presentations with the method of scribing), Sway, Google Slides, LibreOffice Impress, Keynote, in particular, as a newsletter, visual report, or essay, which can have three vectors: an analytic-hypothetical discourse (including the topic: "If I were the editor of the newspaper "Zorya Halytska" (1848-1857), I would have done otherwise...", where students have to predict major changes from positions of the then editor and the recipient at the time, transformations that had to be carried out in a particular newspaper to ensure its high efficiency); analytic and generalizing discourse (in particular on the theme: "The image of a Ukrainian from the periodicals of XIX-XX centuries"); creative and experimental character (creation and stylization of materials by students under the manner of letter, ideology of prominent publicists in the history of journalism). The format of interactive fine art for seminar classes "History of journalism" gives the possibility for group work by students in creating a printed publishing project (old-fashioned media product under antiquity, with taking into account the interrelationship and reciprocal concept of "work – eraW – job in programs Adobe PageMaker v.7.0, QuarkXPress Passport v.7.3, Adobe Illustrator CS3, Adobe InDesign CS3, which are the programs required for the layout of the printed periodical, the design in the printing and printing activities, that is, powerful computer publishing systems). Such group tasks will teach students to work

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[46] ALEKSANDROV, L.: *Tvorcheskie "igrovyie" metodiki kak innovatsii zhurnalistskogo obrazovaniya.* [online]. [2020-09-11]. Available at: <http://journ.usu.ru/index.php /component/-content/article/401>.

in a team, will create an atmosphere of cooperation, interaction, promote the development of communication skills and ability to work in a team for the implementation of a successful mediaproject, will demonstrate collective creativity, will give an opportunity to join the practice by creating laboratory conditions of work in the virtual edition of the ancient newspaper, which is studied in the course "History of journalism".

For determination of the relationship of students to the application of information and communication technologies (ICT) in mediaeducation and their digital competence, for finding out of the most interesting and effective formats for lectures and seminars for students, we conducted a sociological survey of students I, II, III, IV and V of courses of speciality "Journalism" of the Petro Mohyla Black Sea National University (Mykolaiv, Ukraine) and Open International University of Human Development "Ukraine" (Kyiv, Ukraine) throughout 2018-2020 years. It surveyed 161 students from both universities.

Graphs are with the results of the questioning of students.

PART 1: Necessity of application of information and communication technologies for an educational process and their availability.
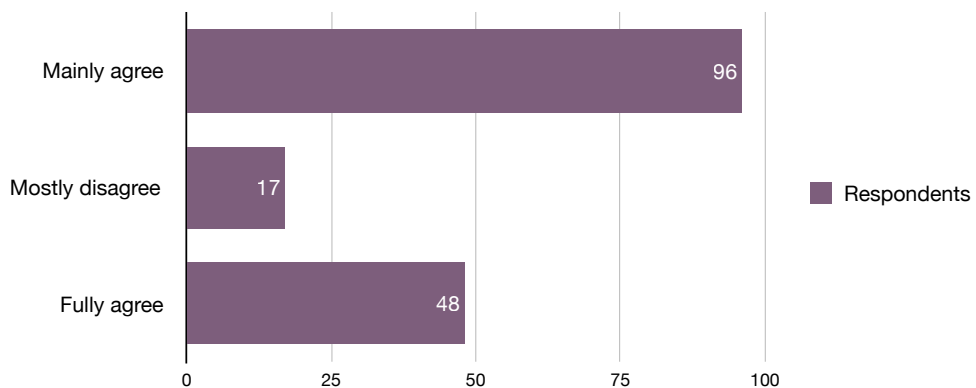
GRAPH 1: *The use of ICT an educational process helps me to study more effectively*
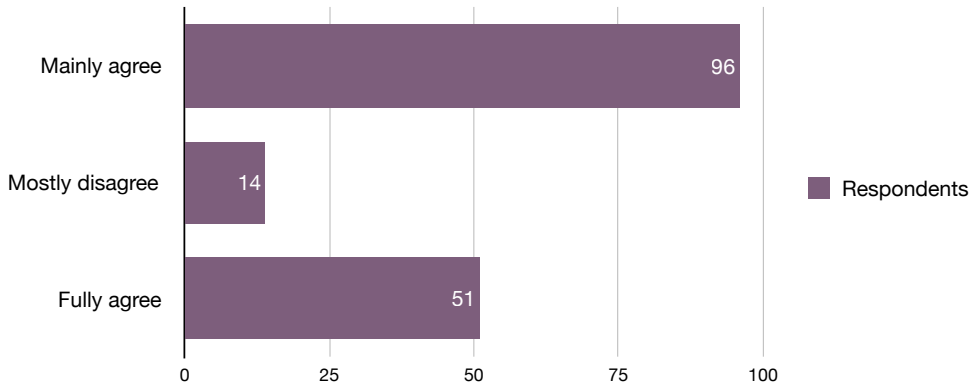*Source:* own processing, 2021.

48 respondents consider that, using ICT, it is possible to facilitate the soba implementation of tasks and certain information retrieval for studies.
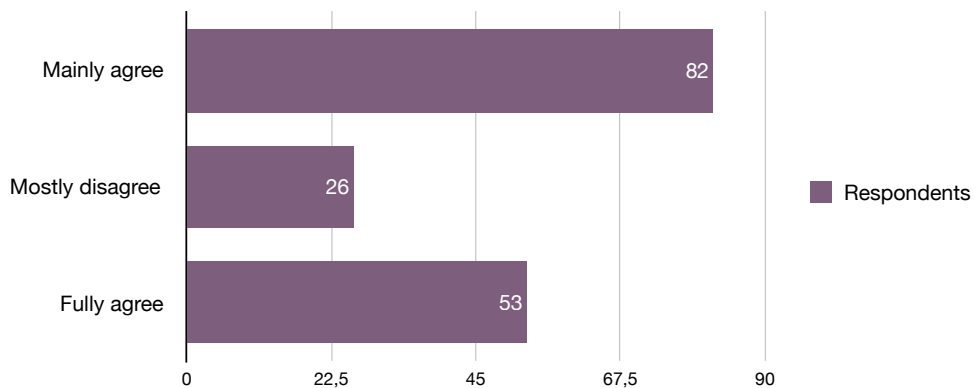
GRAPH 2: *The use of ICT makes studies easier*
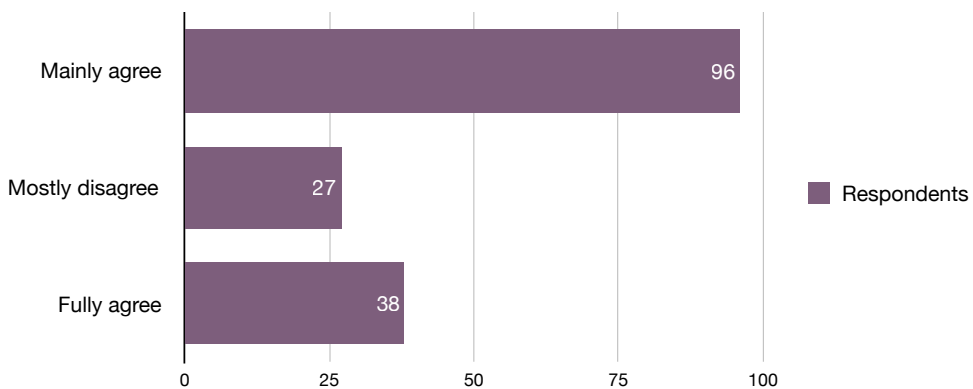*Source:* own processing, 2021.

82 respondents believe that this makes learning a lot easier, because instead of writing a manuscript you can type text and send it via mail, or you can find more information to prepare for a for classes.

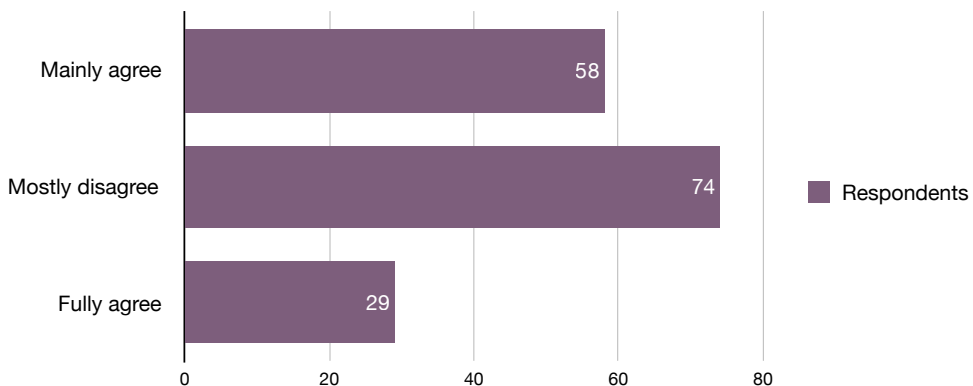**GRAPH 3:** *The use of ICT makes studies more interesting*
Source: own processing, 2021.

51 respondents believe that ICT can be done original and creative presentations that allow you to be creative, to develop creative skills, not just to brush up on certain material.

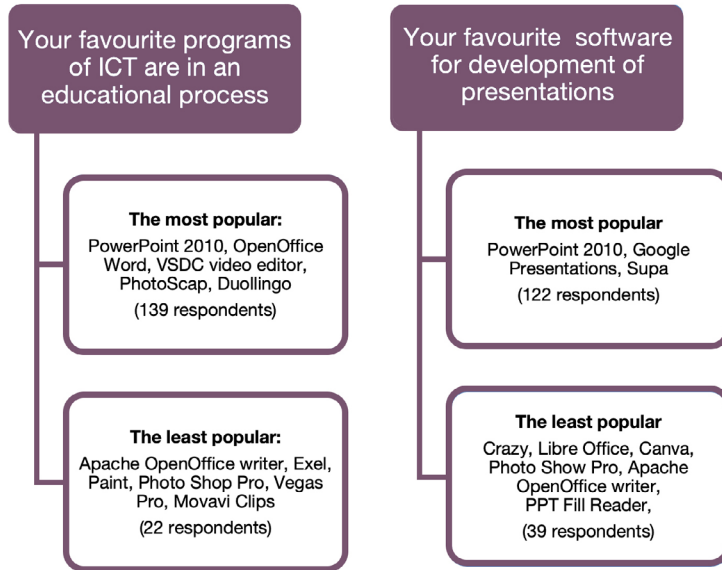**GRAPH 4:** *The process of applying ICT is simple and straightforward*
Source: own processing, 2021.

**GRAPH 5:** *I run into technical difficulties when using ICT*
Source: own processing, 2021.

PART 2: The most popular ICT in the learning process. The most effective form of lectures

Your favourite programs of ICT are in an educational process

The most popular:
PowerPoint 2010, OpenOffice Word, VSDC video editor, PhotoScap, Duollingo
(139 respondents)

The least popular:
Apache OpenOffice writer, Exel, Paint, Photo Shop Pro, Vegas Pro, Movavi Clips
(22 respondents)

Your favourite software for development of presentations

The most popular
PowerPoint 2010, Google Presentations, Supa
(122 respondents)

The least popular
Crazy, Libre Office, Canva, Photo Show Pro, Apache OpenOffice writer, PPT Fill Reader,
(39 respondents)

PICTURE 1: *"Your favourite programs of ICT are in an educational process" and "Your favourite software for development of presentations"*
Source: own processing, 2021.

● Moodle
● Class Room

100 %
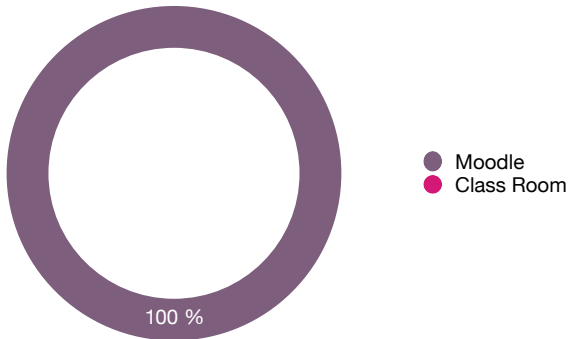
GRAPH 6: *Which educational platforms do you use in the educational process and which do you prefer?*
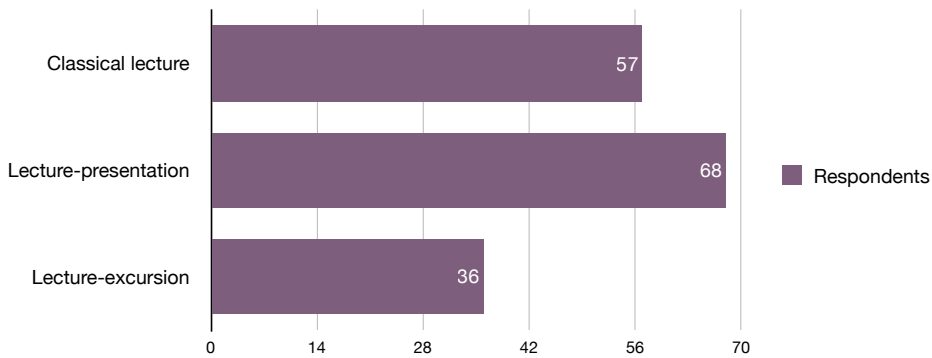*Source:* own processing, 2021.

100% of the students surveyed use this platform and consider that it is very comfortable for checking in distance studies, has a comfortable interface, information is quickly passed and there are possibilities for checking in distance studies and dialogue between a teacher and students.

Mostly	At least
Theory and history of Journalism	English
History of Journalism	Ukrainian
Newspaper Journalism	Philosophy
Internet-Journalism	

TABLE 1: *From which subjects (professional and general) do you use ICT in the learning process*
Source: own processing, 2021.

GRAPH 7: *Which format of lecture do you prefer and why?*

Source: own processing, 2021.

Classical (traditional) lecture – 57 respondents (because it is the most common and comprehensible form of presentation of material that develops critical and analytical thinking).

Lecture-presentation – 68 respondents consider that lecture-presentation is more interesting, as by means of presentation, it is possible better to explain the material, present a visual presentation of the material, show by example and this will be for students clearer, by means of activation of not only auditory but also visual memory more information is memorized.

Lecture-excursion (virtual excursion) – 36 respondents consider that a lecture-excursion is more interesting, because allows anyone to submerge to the educational process, to carry out the installation.

PART 3: The most effective format of realization of seminar classes
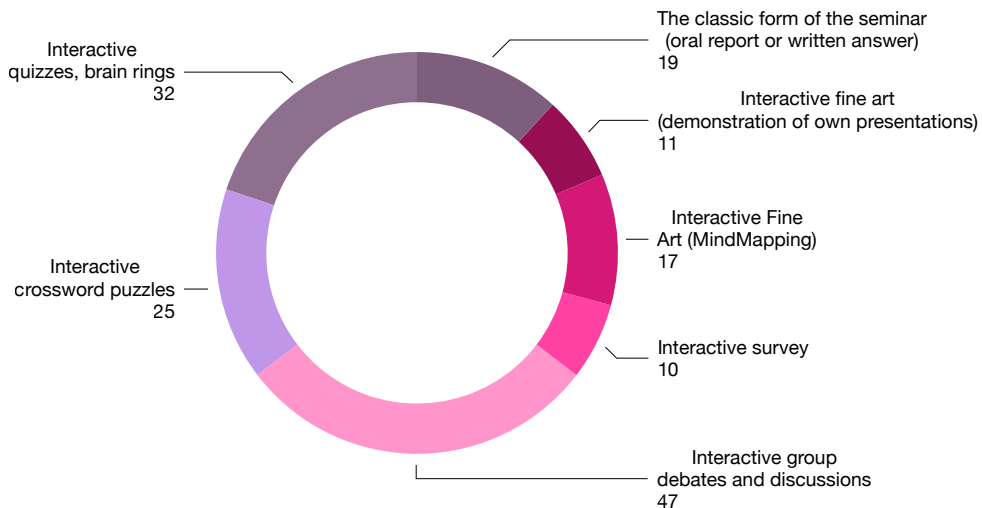
GRAPH 8: *Which type of seminar is the most interesting and effective and why?*

Source: own processing, 2021.

Interactive quizzes, brain rings – 32 respondents (since this is a cognitive gambling format, allowing you to master the material well, to thoroughly test your knowledge in design situations, also it most objective brain-storm, that motivates, arouses the spirit of competition and rivalry, igniting interest. In addition, rivalry helps to remember the material, the spirit of excitement awakens, so you want to be better prepared to win; this format helps to bring students together and better integrate them into the learning process).

Interactive crossword puzzles – 25 respondents consider that this format of the lesson successfully develops logic.

Interactive group debates and discussions – 47 respondents consider that this format is more productive, as it develops language resources, explains to all, awakens interest, assists in development of critical thinking; it is more interesting and easier for a student to absorb new knowledge in this format; this format allows students to discover themselves, express their point of view, defend their opinions through the use of a gadget and see each opinion of classmates and analyze it, in addition, this format provides true knowledge, since truth is born in the discussion.

The classic form of the seminar (oral report or written answer) – 19 respondents consider that traditional format, is more usual for them and allows to use disputes and communicative attacks.

To test the simulated formats of lectures and seminars, a pedagogical experiment was implemented, which consisted of testing students' knowledge and acquired competencies before the use of information and communication technologies and gamification during lectures and seminars and after their use in the educational process. To verify (validate) the results of the experiment, the intermediate (current) learning outcomes of 161 students of Petro Mohyla Black Sea National University and International Open University of Human Development „Ukraine" were compared using the classical format of lectures and seminars with learning outcomes using simulated invariants of lectures and seminars classes involving gamification and information and communication technologies. As a result of the experiment, it was found that when using information and communication technologies and gamification for the same student groups, the success rates in these groups increased by an average of 63-65 %. For statistical processing of learning outcomes before and after the experiment, nonparametric criteria of statistical conclusion were used in accordance with Pearson's criterion $\chi 2$ relative to independent groups (students majoring in „Journalism" at the capital and regional universities of Ukraine).

4 Conclusion

Therefore, as a result of the research, we have identified ways to optimize mediaeducation, which consists in the invariability of lectures and seminars and the implementation of innovative technologies, which is the key to improving the efficiency and effectiveness of the educational process and make it more interesting, lively, versatile, multifaceted, facilitates the perception and memorization of material, deepens the motivational factor of mastering the discipline of students. During research we defined the invariants of lectures on "History of journalism", in particular lecture-presentations (combination of word and slide on the basis of symbiosis with synergistic effect and leveling of multitasking as to the type of dispersion of attention by a recipient), lecture-excursion (virtual excursion to the museums of periodicals of different countries or documentary videos about specific historical eras), a classic lecture, and also modelled the detailed classification of seminar formats with the implementation of innovative technologies through the prism of elements of gamification (games and playing techniques as a sociocultural phenomenon), in particular: lessons in the format of interactive quizzes and brain-rings, lessons in the format of interactive crossword puzzles (classic, japanese, filvords, sudoku, scanwords), classes in the format (interactive) of group debates and discussions, classes is in the format of the interactive questioning, classes in the format of interactive fine art (mind-mapping, presentation of conceptual terms and key aspects of the seminar in the form of intellect maps, diagrams, charts through special programs and presentation of seminars by students in the form of creative presentations with animations).

The specifics of such games will be that they will be of purely historical and journalistic character especially. Realization of seminar classes in the form of a game will be an effective motivational factor for the student, in addition, information in the form of intellectual game is perceived much better, activates the creative and analytical thinking of students, promotes the development of their creativity, allows integrating all students into creative cognitive activity. The interactive methods of studies embrace wide potential of student: the level and extent of his / her competence (intellectual and emotional), autonomy, ability to make decisions, to cooperation, assist intensification of educational process, increase in speed of perception, understanding and depth of mastering of enormous arrays of knowledge.

With the aim of finding out of the digital competence of students of the speciality of "Journalism" and the most productive formats of realization of lecture and seminar a survey of 161 students of the specialty "Journalism" of the Petro Mohyla Black Sea National University (Mykolaiv) and Open International University of Human Development "Ukraine" (Kyiv) throughout 2018-2020 years was carried out. The survey found that 59.62 % and 29.81 (89.43 %) of the surveyed students overwhelmingly and completely agree that information and communication technologies allow them to study more effectively, 50.93 % and 32.91 % (83.84 %) – overwhelmingly and completely agree that information and communication technologies make learning easier and 59.62 % and 31.67 % (91.29 %) overwhelmingly and completely agree that information and communications technologies make learning more interesting, 59.62 % and 23.6 % (83.22 %) consider the process of using ICT predominantly and completely simple and clear, while 54.03% have technical difficulties in using ICT. Also, 42.23 % of the surveyed students consider the most effective and interesting format of lecturing lecture-presentation, and among the most effective and motivating formats of realization of seminar classes 19.87 % students call the classes in the format of interactive quizzes, brain-rings (as it is a playable and cognitive format, that allows well to master material, to perfection to check the knowledge in the constructed situations, also it is the most objective brain-storming that motivates, arouses the spirit of competition, spirit of excitement and rivalry, motivates interest, integrates into learning) and 29.19 % – in the format of interactive debates and discussions (as it is more interesting, it allows students to discover themselves, develop language and rhetorical abilities, express their point of view through the use of gadgets, and motivates them to learn the material better).

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