

МЕДІАОСВІТА

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THE NEW METHODOLOGY OF MODERN JOURNALISM EDUCATION: PERFORMATIVITY

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Global technologies are changing the forms of communication and the rapid development of the Internet makes significant changes in the modern information and communication environment. One of the directions of realization of the new epistemology in journalism is a usage of a game as a way of perception of the world. Today informativeness and entertainment, treatment of reality as a game, eclectic and mosaic presentation of information dominate there.

There is a high relevance in studying journalism as the culture phenomenon which consists of such theoretical and methodological research approaches as philosophical, sociological, political, cultural, communication, literary, linguistic and technical. We will focus on those concepts which extend and deepen the culture paradigm of journalism, its education discourse that affects the formation of patterns of behavior in modern society.

Methods and discourses of modern science are diverse. The relevance of classical concepts, based primarily on the representation of knowledge, the domination of logic, the construction of a true judgment gives way to a performative turn in social knowledge and active use in educational practice theory of social action, in particular, social drama, constructivist structuralism, theories of institutionalization and social sharing. Modern socio-humanitarian science, and the Institute of higher education are in search of new paradigmatic foundations of scientific knowledge.

Today epistemology based on a representational paradigm does not match the socio-cultural dynamics. Matrix understanding of reality becomes performativity, which encourages the use of new educational technologies. Actual game theory, the use of digital technologies, mosaicity in presenting information. Active-value methodology provide a dialogue between the student and the teacher. The recognition of the performativity of knowledge requires to include in epistemic reasoning is not only an analysis of knowledge production, but also an analysis of its distribution, consumption and use.

Key words: education, educational technologies, epistemology, game theory, global information space, information, media system, performativity, representational paradigm, social and cultural dynamics.

The dynamism of the information society places new demands on the education high school. In the system of journalistic education as well as science in General, new techniques and technologies. Today epistemology based on a representational paradigm, does not meet the contemporary socio-cultural dynamics. Replaced by performative knowledge of reality [9]. In contrast to traditional studies of scientific knowledge as history of ideas or institutional structures of science in modern studies the attention is directed to the study of the actions of scientists producing knowledge and science is seen as a special practice and special culture. Since the 90-ies of the 20th century, we can speak about the so-called performative turn in social cognition, which focuses on the social construction of reality, not its representation. Performativity becomes an urgent research program that unites scholars in the Humanities and social Sciences. Theoretical and methodological origins of performativity have a philosophical, psychological, linguistic, sociological contexts: symbolic interactionism, game theory, constructivist structuralism, cultural pragmatics. A dramaturgical model based on the metaphor of «society as theater» in attempts to find a compromise between the textual and pragmatic constituents of social reality has evolved into a broader approach which treats social activity as a cultural performance. Cognition is not reflects and creates reality. Representation know as a social practice that constructs realities. The informational reality is a constantly moving stream of events, each of which receives its value on the future [5].

In this streaming world are taken into account news and not the truth. Journalist in social and cultural space works with socially significant information. Media and journalism, in particular, your view of the world reflected in journalistic texts, which is one of the ways of cognition of sociocultural reality and allows the reader, the viewer the opportunity to participate in the mass cultural communication. Natural change comes the gun reflective theory of language which treats it as an activity. Transferring information to the screen, we create a new reality. Performativity of knowledge encourages the use of new educational technologies in the process of training. For example, the actual game theory, the use of digital technologies, mosaicity in presenting information. This techniques teach students in the faculties of journalism [10].

For constructive pedagogy methodology of social constructivism, represented by Jeffrey Alexander, which analyzes the social creation of a cultural fact and its impact on the social and moral life. «In our world of postmodern narrative and the story of the fictional events are closely intertwined» [1, p. 47]. The researcher stresses the importance of cultural meanings in the history of mankind. It is the modern journalist constructs a picture of the world creates a new reality, helps to understand the language culture and semiotics.

Using the concept of «language as game» is the cultural traditions. Values generated by the mass-media, is the product of cultural environment and at the same time her Converter [6].

The specificity of modern cultural communication shows all the more clearly that journalism occupies a special place in the system of material, spiritual and artistic communication. In socio-cultural space journalist organizes spiritual communication, forms of political, aesthetic, moral, economic culture, different ways of organizing artistic and creative activities. In this context, understanding of the media space structural concept of Moses Samoilovych Kagan, in which the researcher explains the nature and dynamics of culture in three modes: axiological, activity and object of everyday life [3]. Journalism is part of this dynamic system therefore efficiently uses the knowledge of the world of activity-value methodology and techniques of social construction of reality which is interpreted

subjectively. Today we are witnessing the migration of content of social and political life in the symbolic mythological space and a virtual cast of the play, whose Directors are the journalists values. In this context, for understanding the methods of journalistic activities plays an important role in socio-dramatic approach to the theory of social action by Erving Goffman, who shares the view of the philosopher of the Chicago school H Cooley. In this context, for understanding the methods of journalistic activities plays an important role in socio-dramaturgical approach of Erving Goffman [2, p. 368]. The metaphor of the theatre, taken from the work of English playwright William Shakespeare, the researcher supplements the game theoretical interpretation of reality and enters into the categorical apparatus of the concept of frames – forms of organization of everyday interaction, communication. Primary frames, for example, weather forecast, reports media. Journalists broadcast the picture of the day and create an impression of the events.

Education – this part of the sphere of social life, which are external and internal conditions for development of subjects of the educational process in their interaction and offline cultural values. Today they are actively used action-value learning methodology, ensuring the dialogue between the student and the teacher [4].

The reason for the methodological change in the pedagogy of higher education, primarily in the outer civilizational factors that require Dialogic relations between subjects of study. Today, the Institute «Higher school of journalism and mass communications», St. Petersburg state University of means of communication and information interaction (Internet resources, games, tests), realized through the educational system are closely related to the excursions as a way of emotional and psychological cognition of reality, participation of students in cultural communications. A creative platform of education become Russian Museum and the Hermitage, Erarta Museum of contemporary art and the Museum of A. I. Kuindzhi. In their interiors master classes and tests for the special disciplines of cultural orientation. Students participate in the program «Formation of youth audience and cultural theater medium» of the Russian state academic Alexandrinsky theatre. A. S. Pushkin, the scene of which have become a real creative and educational venue. Meeting with representatives of the creative research Department of the theatre, the Museum, attending dress rehearsals and premiere performances of a broader range of student's knowledge about art and to help write reviews. A favorite place of students – the artist's Studio, giving the opportunity to compare the creative process of the journalist and painter. Walk along Nevsky Prospekt steel material for the audience of creative works, the best of which are published on the website of the University. The problem of formation of professional culture decide tours in the edition of publications, for example, «Business Petersburg».

Excursion work allows both students and teachers acquire qualitatively new social experience and learn about different role-playing knowledge, and develops creative activity. It is worth emphasizing the efficiency of that form of social interaction for international students. It provides an understanding of the uniqueness of another culture. Classes are held on the basis of cultural institutions of St. Petersburg. Architectural monuments, museums, theatres, exhibition halls – the diversity of the objective world of St. Petersburg, represent valuable potential of the metropolis and undoubtedly journalism education.

One of the trends in the training of journalists, which allows you to master the methodology of cross-cultural communication, participation in festivals, media forums, creative meetings with artists. Among which the international theatre festival «Alexandrinsky», international music festival «Silver lyre», media-forum «Dialogue of

cultures». Cultural semantics Saint-Petersburg is an effective means of communication, and immersion in the cultural space of the metropolis is one of the action-value methods of understanding the world, forming the professional culture of a specialist [8].

Thus, immersion in the cultural space of values allows culture to transform into acts of behavior of subjects of pedagogical communication. At the same time action-value methodology is implemented in extracurricular work. So, creative Association «Art club» of the Institute «Higher school of journalism and mass communications», St. Petersburg state University allows you to immerse young people in cultural, social, political life of the city, and then to cover the events on the website of the University. The cultural environment of St. Petersburg allows both students and teachers acquire qualitatively new social experience, develops creative activity. Educational environment is one of the leading agents of socialization, which builds professional skills. Today we are witnessing the migration of content of social and political life in the symbolic mythological space and a virtual cast of the play, whose Directors are the journalists values.

Of course, the methods and discourses of modern pedagogical science are diverse. The relevance of classical concepts, based primarily on the representation of knowledge, the domination of logic, the construction of a true judgment gives way to a performative turn in social knowledge and active use in educational practice theory of social action, in particular, social drama, constructivist structuralism, theories of institutionalization and social sharin.

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НОВА МЕТОДОЛОГІЯ СУЧАСНОЇ ЖУРНАЛІСТСЬКОЇ ОСВІТИ: ПЕРФОРМАТИВНІСТЬ

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Глобальні технології змінюють сучасне інформаційно-комунікативне середовище, в якому гра, мозаїчність передачі інформації займають пріоритетні позиції. Один із напрямків реалізації нової епістемології в журналістиці – використання гри як засіб пізнання дійсності. Сьогодні журналіст подає інформацію, розважаючи аудиторію, граючи з нею.

У вивченні журналістики як культурного феномену переплітаються такі теоретико-методологічні наукові підходи: філософські, соціологічні, політичні, культурологічні, комунікаційні, літературознавчі, лінгвістичні, технічні. Ми зупинимось на тих концепціях, які розширюють та поглиблюють освітню парадигму журналістської діяльності і тісно пов'язані з соціальною драматургією.

З другої половини 20 століття в соціальних науках спостерігається процес заміни репрезентаційної парадигми перформативною. Перформативність у соціальному пізнанні націлена на конструювання реальності. Таким чином, перформативність стає новою матрицею дослідницьких програм і журналістської діяльності. Вона націлена на використання нових освітніх технологій у педагогіці, серед яких першорядне місце займає теорія гри, використання цифрових технологій, мозаїчність у подачі інформації. Дані засоби знаходяться і в арсеналі сучасного журналіста.

Соціокультурна динаміка змінила цінності суспільства. Діалогічність комунікацій студента та викладача забезпечують діяльнісно-ціннісні методології навчання, які дозволяють вводити студентів у культурне, соціальне, політичне життя. Культурне середовище Санкт-Петербурга – це унікальний майданчик з формування цінностей молодіжної аудиторії. Студенти Санкт-Петербурзького державного університету беруть участь в міжнародних театральних фестивалях, культурних форумах, екскурсіях, виставкових залах. Потім працюють над журналістськими текстами. Тим самим, цінності культури перетворюються в дію поведінки суб'єктів педагогічного спілкування.

В статті представлено досвід роботи творчої організації «Арт-клуб» Інституту «Вища школа журналістики і масових комунікацій» Санкт-Петербурзького державного університету, яка допомагає і студентам, і викладачам придбати новий соціальний досвід, розвиває творчу активність суб'єктів комунікації. Перформативність пізнання реалізується в контексті теоретичному та практичному – на рівні науки, освіти та журналістської діяльності. Причина методологічних змін в сучасній педагогіці в бік перформативності, перш за все, у зовнішніх цивілізаційних факторах, які вимагають діалогічності комунікацій і формуються з допомогою ігрових та цифрових технологій.

Ключові слова: глобальне інформаційне середовище, інформація, медіасистема, освіта, перформативність, репрезентаційна парадигма, соціокультурна динаміка, теорія гри, технології освіти, епістемологія.