THE USE OF MODERN TEACHING METHODS IN EDITOR EDUCATION IN UKRAINE

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Modern editor education in Ukraine is traditionally based on learning and reproducing of theoretical knowledge and doesn't account for all possible directions of a graduates` professional career. The author analyses the requirements of the labour market to the competences of the graduates of editing specialities, proposes and justifies the necessity of using the methods of teaching in which the knowledge is acquired in the context of professional activity. Four main skills of a modern editor which should be formed during the learning process are singled out, namely: 1) working with information; 2) interaction with people; 3) operation in a narrow time frame; 4) using the existing experience to acquire new knowledge, solve new tasks under new conditions, unusual situations. So-called active learning, associated with the involvement of participants of learning process into different kinds of activities, is the most effective to form the above mentioned skills. The research proves the efficiency of such organizational forms and methods of learning activities as round tables, group discussions, conferences, case study, editorial analysis, modeling of editorial and publishing processes, interviews, teamwork, analysis of publications, mini-lectures, video trainings, presentations, simulation games, analysis of problematic cases and atypical errors etc. These methods allow students to develop flexibility of thought, adaptation to real work situations, initiative, autonomy in decision-making and at the same time the ability to work in a team, creative approach to problem-solving. The result of using these teaching methods with the elements of competition, autonomy at the lesson, peer evaluation is the formation of professional and personal qualities, understanding the need for ongoing professional self-education. All these methods of learning activities of students got approval in the questionnaires and group discussions.

Keywords: active learning; discussion; teaching methods; editor education.

Introduction

A traditional approach to the professional training of specialists still prevailing at universities of Ukraine is mostly based on the theoretical knowledge acquisition and reproduction. Passive forms of learning widespread at tertiary schools give a student the role of a simulator or interpreter of practical activity rather than its initiator and organiser. Editor education under the conditions of traditional monologic form of organisation and excessive theoretical focus is associated with uniform, simplified activities and can awaken neither the desire for creativity and awareness of social responsibility in the context of a future profession, nor the desire to learn. Therefore, the traditional forms of teaching have proved to be an ineffective means of formation of students' professional skills and qualities.

Ukrainian Academy of Printing, the Department of Publishing and Editing, was one of the first establishments to research the problem of editor education in Ukraine. Lviv scientists consider the creative approach to solving all issues related to the preparation of publishing of the original text to be one of the "constants" in the national experience of publishing and editing. At the same time, very dynamic transformations are observed regarding the economy of publishing, legal framework, technical and technological re-equipment industry, computerisation of editorial and publishing processes, structure of the production process, including the shift towards prepress processes. These issues create a range of new professional requirements to editors. The obligatory competences of a modern editor comprise flawless intuition and linguistic ability, logical and creative thinking, erudition, ability to analyse communicative situations, knowledge of the psychology of the author's work and readers' behaviour, mastery of artistic and technical design of publishing products, as well as obligatory knowledge of publishing marketing which makes profession closer to a publisher, and of course, the ability to use the newest computer technologies (Zelinska, 2002).

In the meantime, "theoretical problems least concern those practitioners who have to daily perform highly creative work (sometimes at the level of enlightenment)" (Prykhoda, 2011, p. 18). Meeting the

requirements of labour market is caused by complex didactic and methodological issues related to editor education. In addition, there is a contradiction between the increasing amount of information to learn and the ability to combine work and study, which requires mixing asynchronous teaching method and traditional teaching method in the learning process (Khairnar, 2015, p. 869).

Berezhniova (2013) emphasised the fact that editor education does not account for the entire broad spectrum of possible realisation of an editor. Prykhoda (2011) investigated the problem of editor education. In particular, she focused attention on the cooperation of publishers, scholars and teachers in establishing new requirements for knowledge and competence of a modern editor based on the balance of theoretical, practical and creative foundations in education. Alongside with Borko (2014), the researcher stresses the need for a professional discussion of new competencies and functions of an editor and publisher in the context of technological improvements, information flows, changes in consumer behaviour, economic and social challenges, etc. Meanwhile, there exists a need to shift the emphasis from the teacher, who provides knowledge, to the student, who acquires knowledge and skills (Mocinic, 2012). As rightly noted by Vaughan (2014), students should acquire "active and collaborative learning experience that enables them to take responsibility for one's own learning and to prove comprehension of the material by means of a productive discussion with their peers" (p. 261).

As we can see, scientists stress that knowledge acquired by students does not match the requirements of a labour market. This article describes possible ways of improving the quality editor education taking into account students' opinions, requests from employers and teachers' possibilities.

Thus, the **aim** of the research is to demonstrate the efficiency of implementing modern teaching methods and techniques in professional education of editors. The objectives of this investigation are the following:

− to reveal the typical requirements of labour market in the field of editing and publishing; find out students' perceptions regarding the improvements of educational process;

− to prove the efficiency of applying new teaching practices such as small group discussions, modelling of editorial and publishing processes, brainstorming, didactic games, analysis of problematic cases and errors etc.;

− to analyse the forms of interaction between students and teachers.

It is hypothesised that the formation of editors' professional skills should be implemented on the basis of engaging students in practical activities with a high level of independence.

Method

Since 2012, modern practices in professional education have been implemented at the Department of Publishing and Editing of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute." The relevance of these changes was due to the fact that the existing system of editor education in Ukraine ensured a high level of theoretical knowledge of specialists, which, however, needed to be adapted to the requirements domestic and global labour market. In the years 2012-2014, the surveys of students were conducted regarding possible changes in the teaching process. 137 3-5 year students of the speciality "Publishing and Editing" took part in the surveys. Anonymous questionnaires had a mostly open question, which means they did not contain a set of predetermined answers. Although the data obtained in such a way is more difficult to analyse and generalise, they are more objective and allow taking into account the most unexpected considerations of respondents.

The general trend of students' proposals proved to be as follows. More than 80% of the respondents offered to focus on the practical implication of theoretical material. The skills that students would like to develop comprise team-working, the ability to create real editions from the conception to practical implementation; problem-solving; the ability to defend the opinion. Among the expectations towards teacher qualifications and classroom activities, the respondents mentioned the following: giving theoretical knowledge based on real examples; discussion of challenging questions; solving real professional tasks; analysis of labour market requirements. Thus, according to students' expectations, teaching staff should provide theoretical background knowledge with its practical application. A university teacher is expected to be a constructive critic and a mentor, who encourages personal and professional growth.

Apart from the suggestions of students on how to improve the quality of the teaching process, we analysed 75 advertisements posted on employment sites with proposals of editorial vacancies (literary editor, editor, content editor, editor of special literature, news editor, etc.), investigated the requirements regarding employees' knowledge and skills, and worked out a set of necessary personal qualities, required by potential employers. Students' comments and employers' requirements were taken into account during the lectures and practical classes on the disciplines "Fundamentals of publishing," "Fundamentals of Editing," "Editing of educational literature", "Editing of children's books," "Theory of mass

communication." In such a way we have achieved students' sustainable interest in subjects and the growth of learning rates according to the results of control tests.

Results and Discussion

Qualifications of an editor
According to Tymoshyk (2015), the requirements for qualification of editors are steadily increasing with the growing demand for editorial staff. This can be illustrated by the special websites which contain the information on vacancies for editors and publishers. Therefore, the teaching process should be built in the context of formation of personal and special professional skills (competencies) of the specialist.

In our research, we have analysed and summarised the typical requirements for future employees of editorial specialities. Among the general intellectual traits, editors should have broad outlook, analytical, independent and innovative thinking, erudition, flexibility, creativity, self-improvement skills. Specific qualities of an editor should include the ability to write texts; proofread texts regarding spelling, grammar and punctuation errors; identify shortcomings in the use of terminology; eliminate factual and logical errors; match the style of the text to the reader's purposes and genre features; follow editorial standards. Relevant are also the skills of interpersonal communication: clear oral and written presentation of ideas, organisational skills, morality in dealing with customers, tact, respect for the interlocutor, readiness for cooperation, politeness, ability to establish personal and professional contacts, to listen and ask questions, to negotiate, to support one's position, to work in a team, to resolve conflicts, etc.

In this context, of great importance is the perception of a corporate culture, tolerance, diplomacy, ability to compromise, reliability, etc. Business skills comprise hard work, responsibility, perseverance, enthusiasm, passion, initiative, organisation, discipline, stress resistance, dedication, punctuality, honesty, confidence, diligence, ambition, loyalty, ability to analyse complex problems, will, self-control, creativity, reliability and ability to cope with problems. Editors should be computer literate, possess business planning and decision-making skills as well as know foreign languages. However, the most important one is the ability to learn.

Editor education: modern forms and methods
The important issues in terms of developing the competitiveness of graduates (future editors) comprise monitoring of the labour market; intensive implementation of modern teaching technologies, which include simulation of professional situations; renovations of teaching resources; intensification of research and scientific work with the implementation of its results in the educational process; focus on practical training; informatization of educational process; shift to self-education and self-development; active and productive communication between students and teachers. The formation of professional skills of editors should be based on engaging students in practical activities with a high level of independence. At the same time, a teacher should encourage this independence because "students want us, their teachers/educators, to be friendly, knowledgeable, well-organised, encouraging, helpful and to be, or to appear to be anyway, concerned for students' individual needs and greatly interested in their learning" (Baldwin, 2016).

The focus should be shifted from the conceptual level of knowledge acquisition (ability to name, choose, identify, define terms, concepts, facts, symbols) and reproductive level (adding, describing, explaining, evaluating, comparing, arguing) to the professional one (correcting, calculating, organising, deciding, analysing, testing, solving the problems in unusual situations, identifying patterns and trends in the publishing business) and creative (offering ideas, finding the solution of problematic situations, classifying, modeling, work planning). Using unoriginal methods of learning complicates perception of educational information, causes the state of uncontrollable tension. In particular, according to the training pyramid formed on the basis of the research of the USA National Training Laboratories, students' perception of new material depending on the way of its presentation, is the following: lectures – 5%, reading – 10%, demonstration – 30%, discussion –50%, practical work – 75%, teaching others – 90% (The learning pyramid, 1996).

The experience of implementing modern teaching methods at the Department of Publishing and Editing, National Technical University of Ukraine "Ihor Sikorsky Kyiv Polytechnic Institute"
Teachers should convince students of the benefits of mastering new knowledge, clearly define the objectives of courses and modules and prove that professionalism depends on the effort made in the professional training. In these conditions, self-study with the elements of research and roundtables are becoming relevant. The effective methods and forms of classroom activities comprise discussions,

conferences, case studies, editorial analysis, modelling of editorial and publishing processes, interviews, teamwork, analysis of publications, mini-lectures, video trainings, presentations, simulation games, etc. We advise shifting from traditional learning to problem-based and project-based learning with the elements of competition, self-study and peer evaluation.

Thus, at the National Technical University of Ukraine "Ihor Sikorsky Kyiv Polytechnic Institute", the Department of Publishing and Editing, students perform project tasks, and in the 4th year of study they are given a graduation project, which consists of theoretical study and students' publications. Prescriptive interviews are essential in performing this work. The condition for the fulfilment of the project is a written report that describes the technology of the assignment accomplishment, explaining the chosen way of problem-solving and its implementation, additional explanations, references to information sources. After the fulfilment of projects, students prepare presentations. Works are submitted for discussion in the whole class, where the importance of each project is analysed and evaluated. Interdisciplinary training gains its significance in the editorial education and enables future specialists to use the knowledge obtained from other disciplines in the process of editing publications on relevant topics. Thus, at the Department of Publishing and Editing students together with teachers edit texts from different areas during practical classes: texts in accounting, economics, law, mathematics, cultural, political, financial, technical texts, etc.

Groupwork

Working in small groups of 5-6 people turned out to be effective during practical and seminar classes. These are so-called groups of psychological comfort, in which participants, performing specific tasks, complement each other with their specific personal and professional qualities. In such groups, there are the generators of ideas and artists, leaders and outsiders, "catalysts" and "profanes." The better the roles are represented in a small group, the better it works. The use of small groups in editor education allows structuring practical seminars according to their form and content, creating opportunities for each student to participate in work on the theme of the lesson, providing the development of personal traits and experience of social communication, which is important for future professional activities (Kovalchuk, 2003).

Such work provides a synergistic effect and the possibility of comprehensive consideration of a problem in question but does not guarantee that individual members of the group will avoid certain activities. In traditional learning groups students may be arranged according to their likes and preferences. Small groups can be formed both chaotically, without consideration of mutual sympathy and with such a consideration (this allows to compare the results of work depending on team unity). The exchange of views between the participants, the distribution of roles and responsibilities in small groups happens spontaneously without intervention of a teacher. A teacher may encourage students to work while remaining a consultant but by no means performing tasks instead of students. Leaders of small groups should present their own vision of problems. They answer the questions of others and make necessary clarifications.

Significant learning outcomes can be achieved by using discussions which:
- enhance students' knowledge of a particular topic;
- develop the ability to reasonably defend one's opinion, and carefully listen to the position of the opponents;
- learn to debate, bearing in mind that the issues to consider in the discussion are arguments, facts, logic and proof;
- teach to respect the views of opponents, avoiding offensive remarks and the cases of imposing opinions;
- encourage the search of truth instead of demonstrating eloquence;
- develop self-criticism.

According to the students' opinion, participating in the debate allows them to "organise and synthesise knowledge for the analysis of practical situations," "discover diverse approaches to problem-solving," "analyse constructive ideas and suggestions for finding strategic and operational decisions." Students also noted active communication in a team proves the ability to argue, defend their opinion, prove their position. The creative nature of a discussion is very important: everyone wants to offer something different beyond the stereotypes. Also, a group discussion and collective decision making are of great importance: "each group worked on its own aspect, and as a result, we found the solution to the problem." For example, it is appropriate to acquire practical skills of making copyright contracts in small groups.

Brainstorming

"Brainstorming", a method of solving urgent problems in very limited time frame also proved to be effective. The method is based on the need to give the greatest number of ideas in a small amount of time to discuss and make a decision. It is used for developing creative skills to solve complex problems. It can be used in various forms of activity: work in small groups, teams, large groups, individually, and face to face. This method makes it possible to overcome the fear of failure and the fear to seem ridiculous.

The basic principles of brainstorming are:
− not to criticise, everybody can express any opinion without fear of failure;
− encourage any initiative, the more unusual it is, the better;
− strive for the greatest number of ideas;
− modify, combine, enhance proposed ideas.

To implement this method in class, it is necessary to create the conditions for students in which they could express innovative ideas, address the problem on a principle "the first thought is the best one". Expressing the ideas may be in written form and anonymously.

The expressed opinions can be registered in several ways. For example, students write their opinions on cards (one idea per card). It is recommended to write ideas with chalk or a marker on the board or on a sheet of A1 paper so that all participants could see them. It can further stimulate the generation of ideas. Another type of brainstorming is "black box" method that can be used as a component of cognitive activity during traditional classes or for active learning. The main feature of this technique is the unexpected nature of a task to perform. At this stage, each student is experiencing uncertainty and expectations of a slight shock due to the nature of the task. Each card contains a number and a written thesis. On the other card under the same number, an antithesis is written: an "opponent" will act according to it. A small amount of time (about 5 minutes) is given to prepare the speeches. Students who obtain cards with the same number simultaneously perform "before the audience" and deliver their speech in the form of consequent monologues. The main issue in this process is to speak confidently, convincingly and not to quarrel with the opponent. Next perform the critics who analyse the positive and negative aspects of the work. At this stage, it is also advisable to have students express their impressions. Examples of items on the cards are the following:

1. Work of an editor is creative.
2. Work of an editor as a collection of routine operations.
3. Computer has negative effects on the quality of editing.
4. Computerization of editing greatly improves the quality of the publishing product.
5. The main issue in editor education is theory.
6. The main issue in editorial education is practice.

One of the methods of active learning that allows making it closer to real professional practice is the analysis of specific situations. The main purpose of problematic situations in training is to cause cognitive interest of students to direct their mental activity. A problematic situation can be provided at the beginning of introducing a topic and be used as a basis for the study of material. While explaining the subject, a teacher may offer students logical questions which they should answer during or after an independent study. The problematic situation can also be considered after studying individual issues or an entire subject. In this case, it will enhance generalisation and systematisation of the material. Using analysis of specific situations is recommended to deepen the knowledge on the topic, establish the connection between theory and practice, develop abilities of students to analyse the situation, draw conclusions, make appropriate decisions, conduct productive activities in unusual or unexpected situations.

It is necessary to create the possibility of multiple solutions to the problem in question. This is what enables students to encourage discussion. The situation should be based on real facts, according to the students' level of proficiency and subject. Students should be encouraged to express their opinions, propose logical questions that will facilitate the discussion to identify the cause and develop the solution to a problem. To develop such an important feature as stress resistance and the ability to work under time under time constraints, the situation can be modelled when it is necessary to implement a high-scale publishing project in a short term.

Didactic games

A didactic game is another promising method of teaching, which is a method of imitation (mirroring) of making managerial decisions in different situations through a game with certain rules, proposed by a teacher or developed by players themselves. Such a method may be used in performing the activities,

related to preparing professional documents, like memos, applications, agreements, editorial conclusions, prospect plans, orders etc., in writing editorial programs. It is possible to role play together with students real problem situations in a professional activity. In this case, the decisions made during role play can be compared with factual decisions.

When using the above mentioned teaching methods, attention should be paid to the way of communication, which is an important part of professional activity. Students should learn to speak clearly; emphasise important moments with pauses, intonation; not mumble or be tight-lipped, pay attention to breathing; avoid fillers; not make too long or often pauses and not speak monotonously; explain, giving examples. It is also important to ensure objective assessment of students' learning activities foremost according to the criteria given by employees. Peer assessment as well as self-control, self-correction and self-assessment should be applied to evaluate learning outcomes. Learning outcomes may be evaluated by certain criteria: presence at lessons, efficiency of passing tests according to the curriculum (volume, depth of knowledge, skills acquired; experience).

Nowadays a teacher should become a colleague, an advisor, and a mentor. This is possible in under conditions of spiritual integrity, trust, and understanding of common educational goal by teachers as well as students. Administration, lecturing, authoritarianism in the relationship cannot foster the development of students' initiative, ingenuity, independence and other traits which are integrated under certain conditions in the system of professional skills. The basic forms of interaction between students and a teacher comprise clear and good motivation for studying, ensuring partnership and cooperation, using interesting practical examples, providing learning process with training facilities (projectors, schemes, posters, handouts etc.), teachers' passion and enthusiasm for their subject, emotional presentation of material, realisation of students' feedback. It is important that whole learning process develops in a general positive way, however, conflict situations should be modelled and the ways of their solving should be found. Meanwhile, the teacher becomes not only the source of knowledge, but the organiser of the work who directs it to the needed way, creates positive psychological attitude in the group, corrects the mistakes.

Conclusions

Assessment of the compliance of graduates' competences with the requirements of the market has become an integral part of educational activity. Summarising the typical requirements to future employees in editing and publishing services, we can admit that teaching process should be focused on the formation of such main skills of an editor as: working with information; interaction with people; operation within a narrow time frame; new knowledge acquisition, solving new problems under new conditions, in unusual situations. The so-called active learning associated with the involvement of participants of the learning process in different types of activities is the most effective for the formation of these skills.

The aim of modern teaching is to give students necessary skills to resolve the issues that appear in a real professional environment. Group discussions, conferences, case studies, editorial analysis, modeling of editorial and publishing processes, interviews, teamwork, analysis of publications, simulation games, analysis of problematic cases and atypical errors etc. give students an opportunity to deepen knowledge, improve language skills, share their experience, inspire searching for the additional information according to a specific task, enable the development of flexibility, initiative, independence in decision-making, as well as the ability to work in a team. There are many problems which do not have an unambiguous solution in editing activity. That is why it is important to give students opportunity to express and prove their position, critically assess the opinion of others. This helps to approach the process of study creatively, encourages the development of an ability to find alternative solutions, see nontrivial ways of problem-solving. In our future research we intend to concentrate on investigating, evaluating and implementing new approaches and methods of teaching in accordance with market requirements for qualification of editors.

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