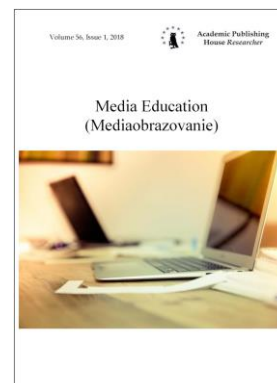


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Integrated Classes in Teaching Students Communication Training Areas

Olga M. Kultysheva ^{a, *}

^a Nizhnevartovsk State University, Russian Federation

Abstract

At the moment, in front of high school Methodists raised the question of activation of informative activity of students, overcoming contradictions artificial dissection in teaching disciplines of the curriculum in terms of subject lines. As a result of this separation does not take a student holistically neither the training material or formed in the process of learning a picture of the world and future careers in it. This leads to the vigorous pursuit of interdisciplinary connections, opportunities in their differentiated teaching students.

Relevance of the research topic related to the procedure for organizing and conducting integrated lessons on subjects direction 42.03.02 "Journalism", consists in the fact that currently overdue questions about the use of integrative approach in teaching students communication training areas, as well as a special technique integrated organization classes.

The purpose of this article is to develop guidelines for the integrated training in the disciplines of direction 42.03.02 "Journalism" (for example, B1.B.16 discipline "Fundamentals of creative activity of journalists").

The article postulates the following situation: the main objectives in the use of integrated training in educational process are: the creation of undergraduate students a holistic view of the world and to gauge where in the world their future professional activity; improving the quality of the educational process; the formation of a future bachelor, increasing its professional competence. In addition, as a result of the introduction in the educational process of integrated training is differentiated features of the teaching staff in the approaches to the construction of an optimal model training program Bachelor direction.

Keywords: media education, communication areas of training, integrated employment, training model guidelines.

1. Introduction

One of the directions of the methodical renewal of higher education is the design and conduct of integrated activities based on the integration of educational material from several areas of scientific knowledge around one theme or concept. The need for this is due to several reasons (the world around people, to know them in their diversity and unity, but often sections of educational programs aimed at the study of individual phenomena of this unity, do not represent the whole phenomenon, shattering it on the pieces; integrated classes develop the potential of students, to encourage active cognition of reality, understanding and finding the cause-and-effect relationships, the development of logic, thinking, communication skills, etc.), as well the

* Corresponding author
E-mail addresses: kultisheva@inbox.ru (O.M. Kultysheva)

requirements of the federal state educational standards of higher education training direction 42.03.02 - "Journalism", approved by the Russian Federation Ministry of Education and Science of the number 524 June 8, 2017. In particular, in clause 1.12 the following types of tasks of professional activity are listed, to which graduates of the bachelor's program can prepare: author; editorial; design; marketing; organizing; socio-educational; technological.

3 activities involve the integration of knowledge and skills from different branches of science and practice, which should be formed on the employment of the appropriate type.

In general, the "integration is unification of the whole of any parts, elements." "Integration" in training is the subordination of the common goal of education and training of similar parts and elements of the content, methods and forms within the general education systema certain level of schooling ([Integration..., 2016](#)).

The purpose integrated studies built on the interdisciplinary communication concepts should be versatile examination object (object or phenomenon), a comprehensive and meaningful perception actuation generated knowledge into an appropriate system, prompting interest in the object under study.

Classes, which include multi-disciplinary knowledge, achieve efficiency if implemented such didactic conditions of their organization and conduct, such as:

- construction of integrated activities based on the concentration of content around the same topic;
- specification of tasks at each stage of an occupation;
- sequentially forming concepts and skills with general content;
- rational use of various means to enhance students' cognitive activity.

Researcher N. Gavrish in her book "Modern lesson" identifies these types of studies on the content of orientation:

- unidirectional – subject;
- multidirectional – integrated and comprehensive classes ([Gavrish, 2007: 22](#)).

Therefore, a comprehensive and integrated classes they are multidirectional. However, these types of employment are some differences.

Integrated activity- this occupation, which is aimed at the disclosure of a holistic nature of certain topics by means of different activities, which are combined in a wide field of information sessions through mutual penetration and enrichment ([Gavrish, 2007: 22](#)). Integrated knowledge can be incorporated into lessons in the form of fragments, single phase or during the session.

Complex the same is an activity aimed at diversifying the disclosure of a specific topic by means of different activities that consistently change each other ([Gavrish, 2007: 22](#)).

In the preparation of the integrated classes need to know the basic requirements for the planning and organization of their implementation:

- highlight in the program of each discipline (sphere of activity) similar themes or topics that are common aspects;
- identify links between such knowledge elements;
- change the order of studying the subject, if it is needed;
- take into account the specific tasks in the process of studying the subject for each of the disciplines;
- planning activity, state the main purpose and task;
- simulate activity (analysis, selection, verification of content classes), fill it with material that meets the objectives of the session.

2. Materials and methods

In a study of the following methods were used: a) theoretical search methods (analysis, synthesis, idealization), study and analysis of the literature, the corresponding thematic areas; b) empirical methods: observation, self-test (self-evaluation) trial teaching (educational experiment).

Important to consider the issues of integration of educational content was the work of M.N. Berulava ([Berulava, 1993](#)), V.G. Ivanov ([Ivanov, 2005](#)), M.V. Martynova ([Martynova, 2003](#)), etc. In these, we consider how the educational content:

- a system of knowledge about the properties, events, laws, laws, concepts, categories, which should be built on concentric principle that implies extension and expansion of these categories of knowledge;

- a system of methods of knowledge of the world, which could be a relationship and transfer them to different educational sphere;
- emotional and value attitude of the person to the object of knowledge, reflecting a diverse range of feelings, emotions, enforcement actions and savings;
- socio-cultural artistic experience, made up on the basis of the methods and the senses, allowing the student to transfer existing knowledge and methods into new life.

Mentioned researchers agree that in the principles culturology and culturally appropriate leading advocate of human knowledge, supplementing the general integrator of science and human knowledge – the methodological approach to the study of the human being, the study of matter (nature) and ideas (spirit).

In spite of the multiplicity and polysyllabic content integrated knowledge, it reflects a number of philosophical issues, chief among them, according to A.V. Teremov (Teremov, 2007), as follows:

- moral and axiological view of the world, where life and work of each individual is regarded as an independent value, and the knowledge and faith – as a condition for the harmonious development of personality and the formation of scientific outlook;
- a reasonable relationship to the processes of transformation of the world, when a person, being a part of nature, possessing the power of the mind and the ability to produce energy that is comparable with the energy of nature, actively involved in local and global processes, and most importantly – begin to understand the responsibility for what happens, for the fate of the world.

For the development of the content and methodology of integrated classes as an active way of teaching students undoubted interest are conceptual ideas Y.V. Chichko (Chichko, 2011). The article "Integrated activity as an active method of teaching in the educational process" is considered an active learning method, stimulating cognitive activity of students. According to Y.V. Chichko, "education update requires the use of non-traditional methods and forms of organization of educational process, including integrated lectures on various subjects, as a result of which the students formed the activity approach to learning" (Chichko, 2011: 124).

O.E. Dmitrieva and A.V. Kirillova in the article "Integrated employment as communication offices of student learning method" (Dmitrieva, Kirillova, 2013) are developing methods of teaching students of the Department of information and communication Faculty of Philosophy and Social Sciences, BSU with integrated classes, the experience of which will undoubtedly be useful in the preparation of guidelines for organizing and conducting integrated lessons on subjects direction 42.03.02 "Journalism" (for example, B1.B.16 discipline "Fundamentals of creative activity of journalists"), which is the aim of the research that formed the basis of this article.

3. Discussion

At present, the priorities that exist in media education have changed. R. Berger and J. McDougall outlined, perhaps, the main task in professional media education: "How do we the teachings, must change, and also what we teach" (Berger, McDougall, 2013)

Informal education is an integral part of lifelong personal education and should be based on innovative teaching methods and exercises, "by which a student desists to be a passive information recipient and teachers become largely consultants, mentors and mediators" (Roitblat, 2013: 27).

Noting the need for the introduction of integrated activities in the learning process in a higher educational institution, Y.V. Chichko states that "the development of students' ability to think logically and be able to creatively apply in learning complex knowledge in self-resolving its task is one of the main objectives of training in high school" (Chichko, 2011: 124). The role of integrated activities in higher education includes responsibilities in hidden curriculum education as a deliverable. The particular advantage of integrated activities is seen as a framework for experiential learning in the environment and the powerful process of reflection. It is well placed to provide autonomy to the current generation of students in an environment in which they are comfortable (Currie et al., 2014).

Integration in the educational process is observed either in the form of spontaneous, or in the form of a controlled. In the first case, the student himself, without any control of the teacher actions for solving a learning situation, arising in the study of this discipline, to apply knowledge and skills, he formed the study of another subject.

Done different picture is observed in the case of a controlled integration. The main didactic tool for such integration are interdisciplinary communication. The basis of the controlled integration of learning are integrated lectures on various subjects, as a result of which the students formed a holistic perception of the world, formed by the activity approach to learning.

E. Bal considers: "The social media improves the cooperative learning skills and helps students to have communication with their teachers easier" (Bal, 2017: 177). Media technologies' usage increases both the educational process effectiveness and the process of education management (Rueda, Benitez, Braojos, 2017). According to O.E. Dmitrieva and A.V. Kirillova in the information society and the competence approach to teaching "the development of creative potential of students is becoming one of the main tasks of education, which in turn requires a change in the format of interaction between teacher and student and the development of new teaching methods" (Dmitrieva, Kirillova, 2013: 20). At the same time, according to M.C. Cuc, learner must "develop his communication competence, critical thinking, cultivate his responsibility, tolerance, develop his aesthetic sensitivity, and capitalize his own experience by relating to experiences and social reality" (Cuc, 2014: 68). The actualization of a positive Self-concept and the continuous growth of cognitive individual activity is contributed by everything mentioned above (Florescu, 2014).

Currently, universities are very popular active learning methods (role-playing, case studies analysis, interactive lectures, etc.) that encourage students to an active mental and practical activities in the process of mastering the educational material. These methods really contribute to the development of students' critical thinking, the ability to apply theoretical knowledge in concrete work situations contribute to a deeper and more systematic assimilation of knowledge in the discipline of study. However, these processes are almost never intersect within one of the subject and with other disciplines that, in the end, still leads to fragmentation of information in the mind of the student. At the same time, compliance with the requirements to a specialist, depends on whether his knowledge is integrated, whether the integral picture of its professional field is formed and whether it is integrated into a holistic picture of the world. Education existing in the modern media environment is require "the continuous development of interdisciplinary work. In the specific case of teachers, this work becomes part of a continuous training process and, beyond aesthetic or technical matters, further develops into lifelong learning" (Marfil-Carmona, Chacón, 2017: 1171).

High school has long applied the principle of integration as a primary mechanism for optimizing the model of knowledge and training (Khokhlov, 1990), which, however, most often embodied in the definition of the set and order of study subjects within the same specialty. This is not enough for the formation of competencies needed skill in the information society and, in particular, the person skilled in the field of communication, information and social technologies (while there is no full definition of media literacy (see this: Ashley et al., 2013: 7-21; Potter, Thai, 2016: 37). Since students are not initiated into the intricacies of creating the curriculum and see only the finished set of objects, many of which are not directly related to their specialty, the principle of systematization of knowledge cannot occur completely and student motivation is reduced.

Moreover, in areas such preparation as communication, social communication, i.e. where the object of study becomes a communication - a phenomenon that crosses all spheres of public life and all fields of knowledge – creating the illusion of constant repetition of the same information – the students did not always understand and capture the nuances that make the same basic information is fundamentally different.

Therefore, one method of integrating the disciplines of content, students learn communication areas of training must be an integrated activity. For example, according to the curriculum set in 2015, in a 4-5 semesters (2-3 courses of direction 42.03.02 Journalism (profile "Business Journalism") Faculty of Humanities of the Nizhnevartovsk State University students study discipline B1.B.21 "Management in the media" and a 5 semester (3rd year) in parallel are B1.V.OD.5 discipline "Fundamentals of advertising and PR in the media." It is quite possible to carry out a multidisciplinary integrated classes in these disciplines.

The purpose of this lesson – to show students how to practice are connected and influence the final result of the knowledge gained by them in the framework of these two disciplines, in particular, the creation of advertising messages ("Fundamentals of advertising and PR in the

media") and place them in the media ("Management in the media"). student job can wear design in nature, and activity may be conducted in the form of presentation of the projects carried out in small groups. This activity should be carried out at the end of 5 semesters, when students already have sufficient theoretical basis for each subject individually.

Integrated task for student journalists should include the following items:

1. Divided into groups of 2-3 persons. Select the item (product or service), describe the portrait of the target audience, unique selling proposition, determine the most appropriate for this product and audience communication channel, design the layout of the advertising message in view of the features of the goods, the target audience and communication channel.

2. Within the communication channel to select one information platform that meets the requirements of maximum contact with the target audience at minimal cost. Develop an optimal media plan for the advertising appeal.

3. To prepare a computer presentation of the project (10-13 min.)

Point of integration of subjects content in this case is to work with the media (communication channel). At a separate study two presented disciplines students to carry out tasks will only have to start from the information and the skills that were formed in the framework of these subjects, for example in the framework of discipline "Fundamentals of advertising and PR in the media" they have chosen communication channel, based on the creative design of the advertising message, and in the "Management in the media" – only on the basis of cost and convenience of placing the information in a particular media. When these two items will be combined into a single job – the number of parameters that need to be taken into account when choosing a channel of communication, increase, increase the complexity of the task, and during the presentation of the projects will be shown, on the one hand,

Students survey the feasibility of the introduction of the educational process and the efficiency of the integrated courses studied O.E. Dmitrieva and A.V. Kirillova, showed that "The main benefits of the integrated classes include the following events:

- 1) teachers exchange professional experience and in the process of developing a common task adjust the content and structure of their course, since it is clear what information is duplicated and which is not enough; In addition, joint exercises allows the teacher to see the reaction of students to a particular style of communication and subsequently adjust their behavior to the lectures and seminars;

- 2) presence in the class of two or more teachers discipline students, increases motivation, gives an opportunity to get a more objective and comprehensive assessment of their work, increases the credibility of the information received" (Dmitrieva, Kirillova, 2013: 22).

However, all the above advantages of the described method is possible only with careful preparation of teachers to engage in and the performance of the two basic requirements:

- 1) "point of integration" must be substantial to solve specific theoretical and practical problems;

- 2) teachers should take an equal part in the exercises in the classroom, give a reasoned assessment of the performance of tasks and continuously update for students link the knowledge and skills they have gained in the integrated into the framework of a class of educational disciplines.

4. Results

Consider what the integration between discipline B1.B.16 "Fundamentals of creative activity of journalists" and other subjects of the curriculum direction 42.03.02 "Journalism", developed by the teachers of the Department of Philology and Mass Communications of the Nizhnevartovsk State University, it is possible (for example, sections of disciplines and types of training Job 3 semester: see [Table 1](#)).

It has already been reported that the integration in the educational process is observed either in the form of spontaneous, or in the form of a controlled. In the first case, the student himself, without any control of the teacher actions for solving a learning situation, arising in the study of this discipline, to apply knowledge and skills, he formed the study of another subject.

Done different picture is observed in the case of a controlled integration. The main didactic tool for such integration are interdisciplinary communication. The basis of the controlled

integration of learning are integrated lectures on various subjects, as a result of which the students formed a holistic perception of the world, formed by the activity approach to learning.

Table 1. Forums disciplines and types of study in semester 3

Section discipline	Types of study, including the students' independent work and labor				Form ongoing monitoring of progress (by week of the semester) Form intermediate certification (per semester)
	lectures	Practical-cal	Labora-Tornio	Independent work	
3 semester	8	22		78	
Theme 1. Subject and objectives of the course. Journalistic work as a social and cultural phenomenon	2			6	Lecture-debate
Theme 2. Journalistic profession: especially, labor planning	2			6	Lecture-debate An essay on the subject "Journalistic profession"
Theme 3: Types of journalism	2			6	Lecture-debate
Theme 4. Professional ethics and legal guidance journalist	2	2		6	Presentation, discussion platform organization, creative task
Theme 5. Features of the creative process in journalism		2		6	Reports on seminars, creative task "Live it"
Theme 6. The journalistic creativity: concept, purpose, functions		2		6	Reports on seminars, creative task "Replicas"
Theme 7. The relevance of journalistic work		2		6	Reports on seminars, round table "place" yellow "press in journalism"
Theme 8. The mass flow of information		2		4	Reports on seminars, creative task of the "Association"
Theme 9. Journalistic work: the ideological and thematic diversity		2		4	Reports on seminars, creative task "Gestures and facial expressions"
Theme 10. Journalistic product: structure, composition		2		4	Reports on seminars, creative task "Fairy Tale"
Theme 11. Sources of the information		2		6	Reports on seminars, creative task
Theme 12. Methods for making and ethics in the work with sources of information		2		6	Reports on seminars, creative task
Theme 13. The professional duties of a journalist		2		6	Reports on seminars, business game "The honor and dignity"
Theme 14. Analysis journalism product Theme 15. Methods and techniques of journalistic creativity		2		6	Reports in seminars, creative task "Analysis journalism works" business game "Redaction" Test

The term 3, taken by us for consideration, it is assumed holding 4 lectures 2 hours each (Topics 1-4). Each of them can be brought in the form of an integrated, if schedule during her interdisciplinary communication with other studied in 3 semester sports: B1.B.5 "Economy", B1.B.12 "Journalism Psychology", B1.B.15 "Journalism Business: theory and practice", B1.B.17

"Modern Russian", B1.B.19 "History of foreign literature", B1.B.20 "Stylistics and literary editing", B1.V.OD.10 "Theory communications", B1.V.OD.12 "Fundamentals of the theory of literature".

For example, the topic 1. "Subject and objectives of the course. Journalistic creativity as a socio-cultural phenomenon" is studied in the form of lectures, Exercise (2 hours) and independent work (6 hours). Its component materials can be integrated with the study of the discipline B1.V.OD.10 "Communication Theory", studied in the same semester.

Discipline Materials B1.B.15 "Journalistic activities: Theory and Practice" (study 1-3 semesters) can be integrated into a lecture-debate "Journalism: features, planning work" (2 hrs.), the creative task of which is to – in the framework of spontaneous integration with the designated discipline - prepare an essay on "Journalistic profession" (6:00) (3 semester, the theme 2).

Theme 3: "Forms of journalistic activity" implies a lecture-debate (2 hrs.) and students' independent work (6:00). In this case, the ability to integrate disciplines B1.B.15 "Journalistic activities: Theory and Practice" (study 1-3 semesters) and B1.B.20 "Stylistics and Literary Editing" (taught in semester 3).

Subject 4 "Professional ethics and legal guidelines reporter" includes arranging discussion platform during a lecture (2 hrs.), the preparation for the workshop (2 hrs.) and creative task execution (6 hours):

Seminars 1. Professional ethics and legal guidance journalist

1. The essence of journalistic ethics.
2. The structure of journalistic ethics.
3. International Declaration of Principles on the Conduct of Journalists.
4. Code of professional ethics of journalists.
5. Journalistic contacts.
6. Journalist and recipient information.
7. A journalist and a source of information.
8. The relations among journalists.
9. The concepts of "dirt", "hidden advertising", "fact", "comment".

Creative Activity: pick up examples of unethical behavior of modern journalists.

This topic can be integrated into manageable intersubject lecture at the intersection of disciplines B1.B.16 "The fundamentals of creative activity of a journalist" and B1.B.15 "Journalistic activities: theory and practice". Creative task (pick examples unethical behaviors of modern journalists) spontaneously integrates with pictures B1.B.12 discipline "Psychology journalism".

Theme 5 - 14 3 semester studying B1.B.16 discipline "Fundamentals of creative activity of journalists" suggests a study in the course of seminars and self-study. Where applicable spontaneous integration. Thus, Seminars 2 to 5 relating to "Properties of the creative process in journalism" (semester 3) (2 h.) and creative task there to (6 hours):

Seminars 2. Features of the creative process in journalism

1. Journalism as a specialized field of creative activity.
2. Amateurism and professionalism in journalism.
3. Creativity as the highest form of labor.
4. Journalistic work in the structure of the media.
5. Genre varieties of journalistic text.

Creative Activity: "Live it" – recorded without hardware 15-minute speech of others. The resulting text should follow the actual speech unedited and stylistic treatment.

- can integrate the material studied in semester 1 B1.V.OD.11 discipline "Technology and Media Technology" and, in turn, will form the students' competence, they will spontaneously integrate into the study of the discipline B1.V.OD.6 "Technique speech", studied 5 semester.

Theme 6 "The journalistic creativity: concept, purpose, functions" includes Seminar 3 (2 h.) and performing creative tasks (6 hrs.):

Seminars 3. Journalistic creativity: concept, purpose, functions

1. The concept of "art" in modern science.
2. The creative component of the journalistic profession.
3. Mechanisms of creativity journalist.
4. Criteria of creativity journalist.
5. Reproductive and creative elements in the human activities.
6. Origin and development of specialized forms of creativity.

7. The main forms of organization of creative activities in the journalistic profession.

Creative Activity: "Replica" – record of 10-15 human replicas for each of the following states: irritation; a surprise; indignation; perplexed; doubt; delight; anger.

This creative task will also form the students' competence, they will be able to integrate the study of B1.V.OD.6 "speech technology" disciplines studied 5 semester.

Topic 7 "The relevance of journalistic work" includes conducting seminars 4 (2 hrs.) in the form of a round table "The place "yellow" press in journalism" and independent creative work (6 hours):

Seminars 4. Relevance journalism product

1. The concept of "urgency" in journalism.
2. Especially impact on the audience.
3. Types of audience response to the journalist's work.
4. "Yellow" press - the reasons for the popularity.

Creative Activity: Describe the regional media for relevance and popularity among the population.

This topic (in particular, questions 2-3) can be spontaneously integrated the students in the process of studying B1.B.12 "Psychology Journalism" subjects studied in semester 3, and, in turn, will form the students' competence, they will be able to integrate the study B1.V.OD.6 "speech technology" disciplines studied 5 semester.

Topic 8 "Mass flow of information" includes teaching classes 5 (2:00) and the creative task of the "Association" (4:00):

Seminars 5. The mass flow of information

1. The specifics of journalistic creativity.
2. The collective nature of creativity. Productive and reproductive elements of journalism.
3. Quantitative and qualitative side of journalism.
4. The editorial activity of the journalist.
5. Organizational activity of the journalist.
6. Journalistic activity of the journalist.

Creative Activity: "Association" - write a meaningful sentence using three given words:

- the applicant – student – graduate;
- Cake – Fields – tree;
- cat – fish – msword;
- package – juice – sausage;
- painting – flower – a case;
- summer – the sea – the beach;
- Street – lamp – pharmacy;
- Phone – Folder – daily;
- the deputy – president – the decree.

Question 5 seminars – "Organizing activity of a journalist" – suggests the possibility of spontaneous integration of the material in the study B1.B.21 "Management in the media" discipline that will be studied for 4-5 semesters. The creative is the task involves the integration in the process of studying B1.B.12 "Psychology Journalism" subjects studied in semester 3 and integrates the competencies developed at students in the course of studying the discipline B1.B.4 "Russian language and culture of speech," the study 1 semester.

Subject 9 "Journalistic work: conceptual and thematic diversity" includes conducting seminars 6 (2 hours) and the creative task "Gestures and facial expressions," (4 hours), which involves the spontaneous integration into the process of the discipline B1.B.12 "Psychology journalism", studied in semester 3 and integrates the competencies developed at students in the course of studying the discipline B1.B.4 "Russian language and culture of speech", studied in the 1st semester:

Seminars 6. Journalistic work: the ideological and thematic diversity

1. The theme of journalistic work: the concept.
2. The situation and the problem of how the components of the topic.
3. The concepts of "fact", "situation", the "problem".
4. The idea of journalistic work: the concept, features.

Creative Activity: "Gestures and facial expressions" – describe the looks and gestures of 5-7 sentences in the following situations: hungry cat to stop; golden wedding anniversaries at the ceremony; University graduates at the presentation of diplomas; graduates of schools on the exam; an irate customer in the store; children in the sandbox; delinquent subordinate the chief; Russian national team won the World Cup; turn to the dentist; first flight in an airplane.

Subject 10 "Journalistic product: the structure, the composition" (Seminar (2 h) + independent creative task (4 hours) requires students spontaneous integration discipline B1.V.OD.12 "Fundamentals literature theory", which is also studied in 3 semester:

Seminars 7. Journalistic product: structure, composition

1. The elementary means of expression in journalism.
2. The reality as a source of facts.
3. fact function in the text.
4. Kinds of facts.
5. Means the organization of journalistic work.
6. Composition and assembly as an organization tool.
7. Functional differences composition and installation.
8. Journalistic image: nature, function, mechanism of formation.

Creative Activity: "Fairy Tale" - transform any Russian folk tale in the journalistic text.

Subject 11 "Sources of information" is studied in the seminary classes 8 (2 hrs.) and performing independent creative assignment (6 hrs.):

Seminars 8. Information Sources

1. The concept of "information sources".
2. The main sources of information in journalism.
3. Government organizations as a source of information.
4. Internet as a source of information.
5. News agencies as a source of information.
6. Society as a source of information.
7. Interaction with colleagues as a source of information.
8. Seeing as the source of information.
9. Experiment as a source of information.

Creative Activity: Analyze regional press and specify the sources of information used by journalists. Make a summary table of sources of information.

Question 4 seminars – "The Internet as a source of information" – require students to spontaneous integration of materials B1.B.7 discipline "Information Technology" (1-2 semesters) and Question 6 "Society as a source of information" can be integrated with knowledge obtained by students in the course of studying the discipline B1.B.11 "Sociology of journalism", studied in the 2nd semester.

Subject 12 "Methods for preparing and ethical standards in working with sources of information" is studied The classes 9 (2 h.) and performing self-creative tasks (6 hrs.):

Seminars 9. Methods for preparing and ethics in the work with sources of information

1. The problem of selecting an information source.
2. Methods for checking the received information.
3. Methods of obtaining information.
4. Ethical requirements in the work with sources of information.
5. Relationship reporter and the source information.

Creative Activity: Drawing on various sources of information on a subject and identifying facts and fiction, write a comparative analysis.

Questions seminars in the near future can be integrated by students in the study of B1.B.6 "Law" disciplines (4th semester) and B1.V.DV.3 "The legal basis of journalism" (6 semester). Creative Activity prepares competence, which in the future can be spontaneously integrated the students into the study of the discipline B1.V.OD.8 "Skills training on the formation of research skills Bachelor" (8 semester).

Subject 13 "Responsibilities of a journalist" is studied in the course of 10 seminars (2 hours) + individual work in the form of a business game (6 hours):

Seminars 10. The professional duties of a journalist

1. Functions and responsibilities of the journalist.

2. The requirements for the profession "journalist".

Creative Activity: The business game "The honor and dignity".

To prepare for the seminars students can spontaneously integrate data also studied in 3 semester disciplines B1.B.12 "Psychology Journalism" B1.B.15 "Journalistic activities: theory and practice". "The honor and dignity" also can be integrated with data B1.B.12 discipline "Psychology of Journalism" for the preparation and conduct of the business game.

Rounding study B1.B.16 discipline "Fundamentals creative activity reporter" 3 semester Subject 14 "Analysis of journalism product" and Subject 15 "Methods and Techniques journalism art" (Seminars (2 h.) + Independent work (6 hours). :

Seminars 11. Part 1. Analysis of the product of journalism

1. Location analysis of journalistic work in journalism.

2. Methodology analysis.

3. The main characteristics of journalistic text: the theme, the idea of structural and compositional features.

4. Criteria for evaluation of the journalistic text.

Creative Activity "Analysis of journalistic work": Analyze a journalistic work on the following schedule: topic of journalistic work; the ideological content of the text (which the journalist refers to the subject, who addressed the text); filling of ideas transmitting means (overtones intertext); the quality of ideological and thematic, structural and composite solutions; novelty, the reliability of the situation and its interpretation are described in the text; significance of the problem for society; efficiency of the material; the credibility of the idea; use of emotionally expressive means in the journalistic text; the logic of construction and style of the text.

Seminars 11. Part 2. Methods and techniques for creation of journalism

1. The concept of "method" in modern science.

2. Data collection methods.

3. The mechanism of formation methods.

4. The ratio of methods and techniques in journalism.

5. Methods of cognitive activity.

6. Methods of presenting information: a statement, description, narration, characterization, reasoning, typing.

7. Methods of presenting information: citation, appeal, exposition, rethinking, verbal inlay.

Creative Activity: The business game "Redaction".

The competence to be received by students during training and the creative task "Analysis journalism product" can spontaneously integrated data B1.B.11 discipline "Sociology journalism '(2 term), and further competence formed in the course of this analysis, may It is integrated into the study of the subject B1.V.OD.8 "skills training on the formation of research skills bachelor" (8 semester).

Business game "Redaction" involves the spontaneous integration of students' knowledge obtained in the course of studying the discipline, which is also being studied in a 3 semester - B1.B.15 "Journalistic activities: theory and practice".

5. Conclusion

The organization of the educational process in modern innovative conditions requires the teacher to improve practical activities by searching for new value priorities in determining the content, forms and methods of organizing the cognitive activity of students.

Integration provides an opportunity for self-expression, self-expression, creativity of the teacher, contributes to the disclosure of his abilities. "The world today lacks its own image, because this image can be formed with the help of a universal system of values – synthesis." The synthesis realized at this level as interaction, integration (integration) is the main principle of content construction and leads to such an important cognitive result as the formation of a complete scientific picture of the world. This leads to the appearance of a qualitatively new type of knowledge, which finds expression in general scientific concepts, categories, approaches.

The process of integration in learning can be expressed through the use of integrated or integrated types of classes. Although these types of occupations differ substantially from one another, both rely on interdisciplinary (intersubject) connections. A comprehensive lesson involves episodic inclusion of questions and assignments from different disciplines, from different types of

activities. This contributes to an in-depth perception and understanding of a particular concept. The peculiarity of the integrated lesson is that blocks of knowledge from different disciplines are combined to create an integral system of knowledge on a specific topic. The complex and integrated sessions should be thematic, in them the selected topic or key concept is the basis for combining tasks from different activities. Therefore, in integrated and complex occupations it is necessary to provide for the availability of different types of activities of students, the pooling of knowledge from different sectors.

When planning integrated and comprehensive training, it should be remembered that such classes require special training for both students and the teacher. Conducting integrated and integrated classes provides ample opportunities for using a variety of visibility in the classroom, which is important in the age of rapidly developing media technologies.

In our view, an integrated activity in teaching students communication training areas - this is one of those forms of active learning that is not sufficiently mastered at this point, but it has great potential because it allows you to shape the skills necessary to the future experts in the field of communication in the modern information society. Results of the research forms the basis of this article may be used by training centers and training at universities for training and retraining of workers of education; as well as the faculty of the departments that train in the direction of preparing undergraduate 42.03.02 "Journalism".

As a result, we can say that, mastering the method of integration in the teaching process, the teacher certainly goes through a complicated path. The reason for the difficulties in implementing interdisciplinary relations can be considered insufficient knowledge of the students content of the educational disciplines, the lack of methodological recommendations on specific topics, the inability of many students to respond quickly to a significant block of information.

Probably, in the near future it will be possible to create fundamentally new methods of teaching, where all disciplines will be imbued with integration ideas and tasks. Already today, by testing this method in practice, students and teachers have the opportunity to expand the boundaries of perception and understanding of professional disciplines, to draw a completely new, unique experience in obtaining and modeling information, which as a result will positively affect the quality of knowledge.

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