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## **PEDAGOGICAL JOURNALISM AS A SPHERE OF SELF- REALIZATION OF THE TEACHERS**

In the context of reforming Kazakhstani education, pedagogical journalism is in demand. It is becoming a means of analyzing mass pedagogical practice to promote educational innovations. In this case, teachers, presenting their own pedagogical experience in the genre of publications in the media and pedagogical journalism publications, develop media and information competencies, self-management competencies in the structure of professional and pedagogical adequacy. In the long term, pedagogical journalism is becoming a direction for expanding the professional profile of the most effective teachers.

**Key words:** teching practice; teaching experience generalization; educational journalism; professional and pedagogical profile.

The pace and scope of reforms in Kazakhstani education determine the nature of modern pedagogical practice. It is distinguished by the relevance of the content, the dynamism and complexity of innovative processes, the analysis of issues, the increase in the subject – assessment role of the teacher, and the expansion of the sphere of influence on social processes.

The quality of pedagogical practice is perceived as pedagogical experience obtained as a result of inventory, systematization and generalization of one`s own practice in terms of criteria of relevance, compliance with state educational policy, psychological, pedagogical and methodological substantiation. We emphasize that the generalization of pedagogical experience is a requirement when assigning (confirming) the qualification category of a teacher – moderator, teacher- expert, teacher – researcher and teacher- master of preschool general secondary, technical and professional levels of education [1].

Forms of generalization of pedagogical experience - speaking at conferences (the program of the event and the text of the speech published in the compilation of the event are attached), development of the methodological materials (approved by the educational and methodological council of the corresponding level, conducting seminars, master classes.

At the same time, certified teachers of Kazakhstan strive to confirm the presence and uniqueness of their own experience through publications in periodicals.

Considering, on the one hand, the nature of the growing requirements for professional and pedagogical competence, and on the other hand, the objective need to discuss and analyze widespread pedagogical practice, the following tendency is formed: **the most effective teachers fill their “niche” in pedagogical journalism.**

The above mentioned is illustrated by the RESOLUTION of the International Scientific and Practical Online Conference "Pedagogical journalism as a factor in the development of national education" (09.12.2020, Almaty). Thus, the conference participants:

- noting that pedagogical journalism is an actual and relevant way of conceptualization of the processes taking place in the field of education and pedagogical science,
- comprehending the examples of the influence of pedagogical journalism on the development of modern education and the formation of its future,
- meeting the challenge “to attract future teachers and journalists to the development of pedagogical journalism and its application in their professional activities”,
- recognizing the relevance of the interaction of traditions and innovations in pedagogical journalism, **RECOMMEND:**

1) school teams(teaching staff) and the teaching community should get acquainted with the conference materials available in electronic format on the open-school websites.kz and <http://www.ipksko.kz/> in order to disseminate the experience of interaction between pedagogy and journalism in pedagogical practice;

2) education managers, taking into account the relevance of work with the population, which is increasing in the information society, should improve the

conditions for the development of cooperation of the teachers- practitioners with pedagogical periodicals and mass media;

3) teachers of educational organizations of all levels - from preschool to university should expand their professional profile through the constant practice of creating relevant and meaningful materials for pedagogical periodicals and mass media;

4) in order to develop media, communicative and social competencies in the structure of professional and pedagogical competence, Pedagogical Universities should introduce “Pedagogical journalism in the organization of education” as elective in professional training in the direction of “Pedagogical Sciences”;

5) the faculties of journalism of higher educational institutions should introduce the specialization “Pedagogical Journalism” in the professional training of journalists, provided with the necessary disciplines, practice and internship in educational institutions;

6) the editorial boards of pedagogical journals, in cooperation with university departments and methodological centers, associations, and offices, should systematically summarize the scientific and practical experience of the pedagogical heritage of the classics in the format of scientific and practical seminars and conferences.

The authors of this article were co-organizers of this conference and managed to express their position in its resolution. The essence of the position is in the following positions:

- journalism, taking into account its impact on society, can contribute to strengthening the status of a teacher, since “it invades all social processes-from economy to sports, from culture to ecology”, “in order to cover and analyze the phenomena of all areas of reality, achieving the most complete implementation of the objectives facing society” [2, p. 185];

- a teacher and a journalist are united by social responsibility for the quality of their work - pedagogical and social, therefore, a teacher and a journalist share the search for the meanings and values of professional activity.

Today, when the quality of education - from preschool to postgraduate and additional professional - determines the social and economic development of the country and its national security, Pedagogical Journalism can become a driving force for the sustainable development of the education system. For this purpose, the mass communication media of pedagogical subjects offer the pedagogical community and all interested categories of the population (education issues are of interest to almost everyone!) materials of a wide genre and thematic spectrum. At the same time, what really matters for the pedagogical community is that these materials become not a mechanical reflection of what is happening in pedagogical practice, but “certain social constructs” [2, p.16]. In other words, it is important that they reveal the philosophy and traditions of education, the characteristics of the quality of the educational phenomenon/event, the driving forces, resources and mechanisms in the education system, the motives and needs of the subjects of the educational process. Newsworthy event is a phenomenon of pedagogical practice, but it should be the subject of a comprehensive professional and pedagogical analysis. Here we do not exclude the role of effective educators, who, presenting their experience in promoting innovations, will be able to give their interpretation.

At the same time, we often observe a negative public response to the covered pedagogical practice. One of the reasons is an insufficiently qualified presentation of the materials, where the function of attracting attention prevails over objective consideration or analysis. This is often the result of a low level of journalistic education. The challenge is growing, because of the current stereotype: journalism is better to “learn by doing”. This is what O. R. Samartsev says: “... new features of the profession of a journalist are being formed, which do not require special knowledge, and sometimes knowledge in general. ...And if the time comes when journalism becomes just a profession of mobile people with a ready tongue, society may experience a real shock, from which it will be difficult to recover” [3, p. 477].

**So, we consider Pedagogical Journalism as a resource for expanding the professional and pedagogical profile of the acting teachers.** In this regard, we

conduct training seminars “Technology of generalization of pedagogical experience by means of pedagogical journalism”.

The relevance of the seminars is due to the fact that pedagogical journalism is becoming a popular guide for the educational policy implemented by the pedagogical community. Large-scale interest in it is connected with the fact that almost every family in Kazakhstan, where someone studies or teaches, is involved in the sphere of this policy, therefore, is interested in its facts, events, innovations.

The objectives of the seminars are dictated by the challenge: every teacher who considers himself/herself a professional can write in detail about how and what he/she teaches; with an understanding of the matter, reveal the author's vision of supported/promoted innovations, clearly and in concrete terms present their own pedagogical experience - the methodology of teaching, education, development.

The expected result of the seminars is an article relevant to the topic, problematic in the selection of content, fine-tuned through the language of journalism. With this article, the teacher will speak at the conference and take another step up the career and educational ladder.

The content of the seminars makes it possible to present the technology for the development of teaching materials (like “fishing rod”) so that the teacher can always comprehend and improve his/her practice in a systematic way. And the competencies of systematization, generalization and improvement, as you know, like “fish caught with a rod”, allow you to get professional satisfaction.

Such practice-oriented pedagogical journalism is due to the peculiarities of communication - in the pedagogical community, in the educational environment, with the aim of educational, informational and scientific and methodological support for the professional development of teachers.

The practice of pedagogical journalism allows us to generalize the features of communication: openness and efficiency, which have intensified in the conditions of the remote work format; relevance and relevance, functionality (efficiency) and impact of communication; dialogicity and pedagogical tolerance; adherence to the

values of pedagogical activity; benefit and creativity; attractiveness of mutual interest  
- the communicator and the audience; constant feedback.

These features are implemented through the following *functions*:

- *information and communication*: informing the teaching community about events, facts, phenomena in the education system;

- *cognitive*: formation of a fund of relevant socio-cultural and pedagogical knowledge;

- *professional adaptation*: updating and transferring the professional and cultural code, skills, knowledge, norms, values, traditions accumulated in the teaching profession;

- *integrating*: preserving the integrity of the teaching community;

- *regulatory*: informing to achieve changes in the education system, pedagogical practice, pedagogical thinking and activity;

- *ideological*: the formation of public opinion in the pedagogical community, in the educational environment;

*culture-forming*: “its goal is to enrich the inner world of a person as a self-valuable person. At the same time, the principle of each person's independent choice of cultural values, their understanding and interiorization, i.e. “inclusion” in the personal world, is expanded.

This obliges the journalist to know the spheres of cultural preferences and hobbies of his /her audience in order to supply it with relevant information “[6, p. 63];

- *media educational*: the formation of a critical attitude to the information flow of the mass media and involvement in the surrounding media culture.

Summarizing the abovementioned, we will formulate a conclusion. Complex pedagogical practice requires interaction with pedagogical journalism for media coverage of the educational space, information and methodological support of educational innovations, representation of the national education system in a global society, and strengthening the status of the teacher.

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