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AMERICAN PRINCIPLE 'KISS' IN CREATING ENGLISH-LANGUAGE MULTIMEDIA CONTENT

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Abstract. *The study focuses its attention on the pragmatic and effective methodology of the English language teaching to students whose majors are publishing, journalism, and editing, who are aimed at creating their own informational, fiction, and nonfiction content. The conducted research reveals a number of key steps of the English language teaching, which combine the specific methodology of teaching, psycholinguistic moments, and consulting the material relating to a number of stylistic figures and literary devices, used actively in American and British communicative spaces. The application of this methodology is proved by more than 1,000 works written in English by Ukrainian students in the form of opinion articles, book reviews, listicles, essays, blogs, and short stories for English multimedia outlets.*

The relevance of the article lies in the fact that modern student journalists and publishers should work in the conditions of objective functioning of pluralism of cultures. Using modern educational technologies and forming general professional competences through the use of English language periodicals, students should, on the one hand, quickly learn to create English language multimedia content, and on the other hand, not to forget about the identity of national Ukrainian culture.

It should be noted that the peculiarities of the training of future media and multimedia specialists, the topical issues of the formation of general professional competencies of journalists, editors and publishers are covered in the works of many Ukrainian scientists, including V.I. Shklyar (Shklyar, 1996), V.Y. Zdorovega (Zdorovega), and others. Scientific studies on the methodology of teaching foreign languages for future philologists, journalists, publishers and editors were conducted by such scientists as I.M. Cheremys (Cheremys, 2005; Cheremys, 2008;), V.I. Karaban (Karaban, 2004), V.V. Koptilov (Koptilov, 2003), I .V. Korunets (Korunets, 2003), V.P. Andrushchenko (Andrushchenko, 2004) and others.

The purpose of the research is to develop a pragmatic approach to effectively teach students to create their own English-language information content for both Ukrainian and foreign multimedia.

Research methods. The main method is the empirical search for effective means of teaching students to write content in English and a psycholinguistic method of stimulating the creativity of student youth.

Practical experience shows that the method of creating English-language content, both informational and literary-journalistic, for teaching students of the Institute of Journalism can be pragmatic and simplified in nature. In the American communication environment, this approach was called 'KISS' ('Keep it Simple, Stupid') (Bjornard, 2011), which can be translated as "let's do everything the simple way, dumbass".

Firstly. Students need to be informed that writing workshops exist at almost every university and college in the United States. Creating their own content is not

done by individual "talents", but by all students of humanities faculties. Although this practice is almost not used in Ukrainian universities, students of the faculties of journalism and publishing have sufficient potential to acquire skills in this direction of informational and journalistic work.

Further methods of developing general competencies and skills in writing English-language informative and journalistic-communicative content can be outlined as follows.

Secondly. Students get acquainted with a number of stylistic devices and literary techniques that are actively used by English-speaking authors in a certain variety of informative and journalistic articles and literary stories. These can be both classic stylistic and literary devices, such as alliteration, anaphora, hendiatis, oxymoron, antithesis, metaphor, hyperbole, allusion, enthymeme, etc., and American varieties including 'Derailed Fairy tale' (Ansar, 2019), 'Hurricane of Puns' (Kharchenko, 2014), 'Stealth parody' ('hidden parody') (Kharchenko, 2014), etc. At the same time, the teacher tries to stimulate the students' creativity as much as possible, offering to compose their own "author's" options that illustrate various classical stylistic tools and their American varieties.

Thirdly. Students are given the task of writing their own article or short story (flash or miniflash story) in English. For example, after getting the knowledge about the structure of an 'opinion article', which has a 'lead' (introduction), 'body of the article' (the main part of the article), 'conclusion' (conclusion), 'kickback' or 'call-to-action' (a call to the audience), students are reminded that in this type of article it is desirable to use a quote from a famous public figure (writer), 'slice-of-life' (a real case from the life of the author of the article), and a little humor.

Fourthly. Students should run their English material through one of the sites like 'Grammar Check'. This is the practice of all American and British journalists, and our young journalists and publishers should not be an exception. Sites of a similar level remove up to 70% of lexical and grammatical errors from the provided English-language material.

Fifthly. The resulting version of the article or story can be final if the structure of the article and the level of translation meet the requirements of the English-speaking environment. Unfortunately, in many cases, this is not enough. An experienced English teacher can usually distinguish the so-called 'dead words' from the modern lexicon of the English-language media. Therefore, the teacher should additionally conduct the so-called 'proof reading' (final editing) and do an idiomatic translation, which consists in saturating the student's article or story with American or British idioms, fresh American or British vocabulary ('eye catching words').

Sixthly. Overcoming the psychological barrier. Many students show great doubts that they will be able to write quality informational content for the English-speaking environment. In order to help students jump over this barrier, the teacher must thoroughly and qualitatively edit the students' first articles or stories. Then the mechanism of collective consciousness and rivalry is activated: "If a student like me wrote a really good review article, why can't I?"

Seventhly. The role of the teacher. To train students who write informational content in English, it is desirable to select teachers of the English language who have thorough knowledge of American and British stylistics. In addition, they should periodically act as leaders in writing various journalistic, non-fiction, or fiction content. If the teacher has never done this, but he or she has a desire to cross the Rubicon between text analysis and its creation, the American principle of 'KISS' will be quite useful.

Eighthly. While teaching students to write English-language content for all multimedia outlets, it is desirable that the university should the opportunity for its students to post their own English-language articles and stories on one of their sites. At the Borys Grinchenko Kyiv University, this opportunity is provided by the socio-political publication Grinchenko-inform (grinchenko-inform.kubg.edu.ua) on the pages of its section 'Fiction/Opinion Column.'

Ninthly. Experience shows that a number of students resort to plagiarism, because the teacher could have a lack of time for a thorough and comprehensive check of all the provided material. In this case, modern anti-plagiarism devices should be applied and students should be reminded that plagiarism is severely punished in all mass media publications that check all their content through special software.

Results and conclusions. The above-mentioned method of teaching English with a clear orientation of students specializing in publishing, journalism and editing to the further creation of their own journalistic, non-fiction and fiction content, based on the involvement of the American principle "KISS," the empirical experience of teachers and lectures, the recommendations of creative writing skills workshops of universities in the USA and Great Britain, turns out to be a pragmatic and effective tool in training students for all branches of the world multimedia.

Over the course of 3 years, student publishers and journalists wrote more than 1,000 works of their own English-language content in the form of opinion articles, book reviews, listicles, essays, blogs, literary stories (short stories) in the 'miniflash' (50-100 words) and 'flash' (300-500 words) format. Most of these student works are presented on the website <http://grinchenko-inform.kubg.edu.ua/> in the column 'Fiction/Opinion Column.' A number of student stories have been accepted on several American websites. It means that such method of teaching how to write the present-day multimedia content in English has the right to exist.

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