

ВИДАВНИЧА СПРАВА ТА РЕДАГУВАННЯ

Вернигора Н. М.,
канд. наук із соц. комунік., доцент,
Інститут журналістики
Київського університету імені Бориса Грінченка

Vernyhora Nina,
Candidate of Sciences on Social Communications,
Associate Professor, Institute of Journalism
of Borys Grinchenko Kyiv University

UDC 655: [82+82-93] + 02.37

FORMATION OF EDITING KNOWLEDGE AND SKILLS OF FUTURE LIBRARIANS IN TERMS OF STUDY OF THE DISCIPLINE “EDITING OF ARTISTIC AND CHILDREN’S EDITIONS”

ФОРМУВАННЯ РЕДАКТОРСЬКИХ ВМІНЬ І НАВИЧОК У МАЙ- БУТНІХ БІБЛІОТЕКАРІВ ПІД ЧАС ВИВЧЕННЯ ДИСЦИПЛІНИ «РЕДАГУВАННЯ ХУДОЖНІХ І ДИТЯЧИХ ВИДАНЬ»

Abstract. *The article deals with methodology of teaching the discipline on basic concepts of editing of artistic and children’s editions for the students of other specialty in order to improve their professional skills through experience in a highly specialized niche of information industry.*

Keywords: *specialization, editing of artistic editions, editing of editions for children, editing of children’s works, children’s readership.*

Анотація. *У статті йдеться про методіку викладання дисципліни з основ редагування художніх і дитячих видань студентам іншої спеціальності з метою поліпшення їх фахових вмінь і навичок методом занурення у вузькоспеціалізовану нішу інформаційної галузі.*

Ключові слова: *спеціалізація, редагування художніх видань, редагування видань для дітей, редагування дитячих творів, дитяча читачка аудиторія.*

Introduction. The disciplines of this specialization are aimed at in-depth study of professional aspects of the chosen or cross specialty. The students acquire additional knowledge and skills to apply them subsequently in work experience internship. In the article we will represent the perspectives of teaching the discipline “Editing of artistic and children’s editions” for the students who study the specialty “Book science, Librarianship and Bibliography”. The future specialists in bibliography and information logics study this discipline in the 8th semester of the fourth year, which is extremely important, as after its completion the students get bachelor’s degrees and can fall into the ranks of library staff.

The urgency of research is that the discipline on editing of artistic and children’s editions is taught directly for those future specialists who will work with the book: they will need to review new editions, to make the lists of recommended publications, to create the database of library resources, to consult the readers of libraries etc. And here it is impossible to estimate the value of the work without poring over its text. Some of these disciplines are focused on working with the texts

written by the children, which is precondition for its applicability. As particularly the creative children bunch together in the libraries. Therefore, it is essential when the library staff and especially a literary studio executive are able to give to a child-author an appropriate advice or to consult a small author.

Up till now, such domestic theorists as R. H. Ivanchenko, N. V. Zelinska, V. V. Rizun, E. I. Ohar, M. S. Tymoshyk and others have developed the problems of editing theory. In particular the problem of editing of works written by children was researched by O. Yu. Vishchuk.

Results and discussions. The principle of method of this discipline teaching is to make the student poring over the text of work gradually and to enable him/her to see it as viewed by its author, editor and reader.

The volume of discipline is 3 ECTS credits.

The objective of the discipline is to obtain necessary theoretical knowledge and practical skills by the students in editing the texts which are written in literary and artistic genres and addressed to different age groups of readers.

The target of the discipline stipulates:

- studying the history of formation and development of editing speciality;
- familiarization with the theory of editing work;
- studying in detail the artistic style of Ukrainian literary language and genres of fiction;
- familiarization with the peculiarities of children's readership;
- studying the creative abilities of children-authors;
- acquisition of a technological editing model;
- acquisition of skills of text analysis;
- acquisition of knowledge and skills of practical editing of text;
- acquisition of editing skills.

The course of discipline consists of three content modules.

The first content module stipulates the study of history and theory of editing speciality, the basic terms and concepts of discipline, theoretical conception of editing process.

The second content module is a detailed study of artistic style of Ukrainian literary language and the structure of literary and artistic genres.

The third content module is an in-depth study of specifics of texts editing which are addressed to different age groups of child's readership, as well as the texts written by children.

The object of the discipline "Editing of artistic and children's literature" is the texts and editions, which are being prepared for publication, and the texts written by children.

The subject of the discipline is a technology of literary editing of texts.

In the process of discipline studying, a student acquires the following general, general-professional and specialized professional competencies: the ability to analysis and synthesis based on logical arguments and verified facts (analysis and synthesis); the ability to apply knowledge in practice (knowledge and practice); the ability to perform practical work in team under the supervision of a leader, subjecting to strict discipline (team work); the ability to effective and correct business communication in the professional sphere using the state language (communication skills); acquisition of basic general knowledge (basic general knowledge); the ability to profound knowledge of Ukrainian language (profound knowledge of Ukrainian language); the ability to knowledge and understanding of modern foreign and Ukrainian literature (basic knowledge of modern literary process); the ability to profound knowledge and understanding of the processes that take place in the field of social communications (profound knowledge of social and communication processes); the ability to use basic ideas about history, formation and development of publishing and editing business in terms of modern

practice of a specialist (basic knowledge on the history of publishing and editing); the ability to apply methods of editing analysis in processing the texts with various target and readership purposes (production skills).

The thematic plan of discipline covers the following list of issues:

1) Editing as a professional activity: development of editing speciality: historical aspect; technology of text editing; analysis and conclusion; making an editorial conclusion as to analyzed text; text editing technology; practical text editing.

2) Editing the works of fiction: the functional styles of modern Ukrainian literary language, their purpose and main features; analysis of texts of literary and artistic works; genres of fiction; plot and compositions of the work; editing texts in accordance with their genre forms; tropes and stylistic figures in literary and artistic works; editing of poetry works; concept of individual author's style; prose works editing and revealing in them the features of individual author's style.

3) Editing the texts of children's literature: the theory of editing of children's works; analyzing and editing the texts targeted at the youngest age groups; genre forms of works for the children's audience and features of their structure and content; analysis and editing the texts for children of junior and senior school age; the specifics of editing the texts written by children; editing the children's lyrics; books editing, editing of books, newspapers and magazines for children.

In the educational process we use verbal (representation of the material during training sessions using computer technologies (presentation in PowerPoint), explanation, narration, discussion) and visual (observation, illustration, demonstration) methods of organization and implementation of educational and cognitive activity according to the sources of information. The inductive, deductive, analytical and systematic methods are used for logical communication of information and its maximum perception by a student.

To develop independent thinking of a future specialist we use reproductive, search and research methods. In particular, the curriculum provides for mastering the material by a student under supervision of the lecturer, and also self-guided work of bachelor's degree students with different sources of information and independent performance of training tasks by future specialists.

In class we use the methods which stimulate interest in learning and motivation of educational and cognitive reality, namely: educational discussions, creation of a situation of cognitive novelty, application of the method of elegant analogies, etc.

Conclusions. According to the results of education, a student can know well any artistic text and can determine that particular work which has literary and artistic value among other ones. According to the theme

of the work, the method of its disclosure and lexical and syntactic structures of text, the student who studied the discipline "Editing of artistic and children's editions", can determine the age and skills of the author, as well as its readership. Thus, the acquired knowledge, skills and abilities will be useful for library staff when reviewing new revenues, analyzing bibliography processes and developing information infrastructure of library business. The acquired knowledge will be required also in service to library's visitors.

Reference list

1. Zelinska, N. V. (1989), *Theoretical Principles of Editor's Work on Literary Form of the Work (Literary Adaptation of Text): a Textbook*, УМК ВО, Kyiv, 76 p.
2. Ivanchenko, R. H. (1983), *Literary Editing: a Textbook*, Kyiv.
3. Milchin, A. E. (1980), *The Method of Text Editing: a Textbook*, Moscow.
4. Rizun, V. V. (1996), *Literary Editing: a Textbook*, Kyiv, 240 p.
5. Tymoshyk, M. S. (2012), *Editorial Analysis: Problems, Content, Logical Foundations*, Kyiv, 32 p.
6. Valujenko, B.V. (1999), "Exterior design of printed editions. The methods of compositional connection of font and image", *Drukarstvo [Printing]*, no. 3, pp. 12-13.
7. Havenko, S. F. & Melnikov, O. V. (2006), *Standards in Publishing and Printing Industry: a Textbook*, Lviv, 134 p.
8. Ohar, E. I. (2002), *Children's Book: Problems of Preparation to Publishing: a Textbook*, Az-Art, Lviv, 160 p.
9. Serazhym, K. S. (2012), *Literary Editing: a Textbook*, Kyiv.
10. Serazhym, K. S. (2008), *The Text Study: a Textbook*, Kyiv, 527 p.
11. Tymoshyk, M. S. (2006), *Book for the Author, Editor, Publisher: a Textbook*, Kyiv, 560 p.
12. Shevchenko, V. E. (2010), *Artistic and Technical Editing: a Textbook*, Kyiv, 516 p.

13. Vishchuk, O. Yu. (2014), *The Work of Editor with the Authors-Children*, Abstract of the PhD diss. (soc.com.), Kyiv, 18 p.

Список літератури

1. Зелінська Н. В. Теоретичні засади роботи редактора над літературною формою твору (Літературне опрацювання тексту) : навч. посіб. / Н. В. Зелінська. – Київ : УМК ВО, 1989. – 76 с.
2. Іванченко Р. Г. Літературне редагування : підручник / Р. Г. Іванченко. – Київ, 1983.
3. Мильчин А. Э. Методика редактирования текста : учебник / А. Э. Мильчин. – Москва, 1980.
4. Різун В. В. Літературне редагування : підручник / В. В. Різун. – Київ, 1996. – 240 с.
5. Тимошик М. С. Редакторський аналіз: завдання, зміст, логічні засади / Микола Тимошик. – Київ, 2012. – 32 с.
6. Валуєнко Б. В. Зовнішнє оформлення друкованих видань. Способи композиційного зв'язку шрифту і зображення // Друкарство. – 1999. – № 3. – С. 12-13.
7. Гавенко С. Ф. Стандарти у видавничо-поліграфічній галузі : навч. посіб. / С. Ф. Гавенко, О. В. Мельников. – Львів, 2006. – 134 с.
8. Огар Е. І. Дитяча книга: проблеми видавничої підготовки : навч. посіб. / Емілія Огар. – Львів : Аз-Арт, 2002. – 160 с.
9. Серажим К.С. Літературне редагування : навч.-метод. посіб. – Київ, 2012.
10. Серажим К. С. Текстознавство : підручник / Катерина Серажим. – Київ, 2008. – 527 с.
11. Тимошик М. С. Книга для автора, редактора, видавця : практ. посіб. / Микола Тимошик. – Київ, 2006. – 560 с.
12. Шевченко В. Е. Художньо-технічне редагування : підручник / Вікторія Шевченко. – Київ, 2010. – 516 с.
13. Віщук О. Ю. Робота редактора з авторами-дітьми : автореф. дис. ... канд. наук. із соц. комунік.: 27.00.05 / Оксана Віщук. – Київ, 2014. – 18 с.

Подано до редакції 03. 03. 2017 р.

Вернигора Н. Н., канд. наук із соц. комунік., доцент,
Інститут журналістики
Київський університет імені Бориса Грінченка

ФОРМИРОВАНИЕ РЕДАКТОРСКИХ УМЕНИЙ И НАВЫКОВ У БУДУЩИХ БИБЛИОТЕКАРЕЙ ВО ВРЕМЯ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ «РЕДАКТИРОВАНИЕ ХУДОЖЕСТВЕННЫХ И ДЕТСКИХ ИЗДАНИЙ»

Аннотация. В статье речь идет о методике преподавания дисциплины с основ редактирования художественных и детских изданий студентам другой специальности с целью улучшения их профессиональных умений и навыков методом погружения в узкоспециализированную нишу информационной сферы.

Ключевые слова: специализация, редактирование художественных изданий, редактирование изданий для детей, редактирование детских сочинений, детская читательская аудитория.