



BASIC ASPECTS OF EDITING PUBLICATIONS FOR CHILDREN: PSYCHOLOGICAL AND LINGUISTIC

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According to researchers, Ukrainian periodicals for children today can be classified as follows: for preschoolers, for primary school children, and for teenagers. For preschoolers, these are cognitive and game publications (Yablunka, Piznayko (from 3 to 6 years old)), cognitive and artistic publications (Veselochka, Dobryk), cognitive and entertainment publications (Yizhachok, Domovochochok), educational and game publications (Abetka, Bukvynky-Veselynky). For primary school children, periodicals mostly contain cognitive, educational and developmental materials ("Veseli Uroky", "Krayina Znannya"), entertainment and game publications ("Malyuk Kotya", "Piznayko", "Klasni Krossvordy"), as well as literary and artistic publications ("Dyvosvit", "Skazkovyi Vesper"), etc. The publications for teenagers are characterised by the fact that the thematic spectrum of these periodicals is narrowing, and the issues covered are becoming more meaningful. These are literary and artistic, cognitive, educational and entertaining publications such as "Young Modeller-Architect", "Young Modeller-Designer of Technology", etc [1].

Editing children's publications is a specific and important area of editorial work that requires certain theoretical foundations. The key aspects of this work are primarily psychological. This includes the peculiarities of different age groups (from preschoolers to teenagers), which require a certain approach to the content and style of presentation. When editing a children's publication, it is necessary to take into account the cognitive capabilities of children of different ages, their ability to think abstractly, concentrate and remember. This ensures the creation of materials that will be understandable, interesting and useful for children at every stage of their development.

It is worth noting that preschoolers and primary school children mostly think in concrete categories and often do not understand abstract concepts, so it is important to use concrete, vivid images and simple stories, texts should be short, with a clear structure and often include visual elements (illustrations, colour inserts) to maintain interest [3, p. 564].

In middle school, children begin to develop the ability to think abstractly, but still need concrete examples and explanations. Texts can include more

complex ideas, plots can be more detailed, but should have a dynamic development of events.

Older adolescents can already understand abstract concepts and metaphors, so you can use more complex plots and themes. It is worth focusing on longer texts, so you can use more complex and longer stories.

The process of assimilating information by children of different ages depends on their cognitive abilities, development of thinking, memory and attention. It is important to take these features into account when creating and editing children's publications to ensure effective learning and development.

The editing of artistic publications for children of all ages ensures the creation of high-quality, understandable and interesting material that meets the age, psychological and pedagogical needs of children. The main areas of editorial processing of such publications are the choice of topic and idea. It is important that it is interesting and relevant, and that it contributes to the development of their intellect and emotional world. The work should carry a positive idea, a moral lesson or teach important life values.

It should be noted that the text and its content should be appropriate to the developmental level of primary school children. This applies to both the complexity of the vocabulary and the subject matter. The content should evoke positive emotions, help the child understand and control his or her feelings, and contain elements that promote the development of children's speech, thinking, imagination and creativity. It is important that it contributes to the formation of moral values, such as friendship, honesty, respect for others [3, p.565].

In our opinion, the editing of children's publications is greatly influenced by language peculiarities. For younger children, it is important to use simple language and avoid complex grammatical structures and abstract terms. Children understand short and simple sentences better, while complex grammatical structures can be difficult to understand. Since preschoolers' vocabulary is limited, it is important to explain new terms in context. For the youngest readers, rhymes and repetition are important, as they make the text easier to remember and more interesting. Chapters should be short with a clear beginning and end. It is important to take into account the phonetic features of the language, as young children learn to pronounce new sounds and words. Using simple words and words that are easy to pronounce helps this process. Another important component is to supplement the text with a large number of illustrations to maintain children's interest and help them understand the text.

It should be noted that for older children, more complex words and expressions can be introduced, but with appropriate explanations, the structure can be more complex, but logical and consistent. There may be fewer illustrations. As for the topics, they should correspond to the age interests of children. Younger children are interested in fairy tales and simple stories about animals, middle school children may be interested in adventures and fantasy, and older children



are looking for more complex stories and realistic problems. For younger readers, it is important to include clear moral lessons and explanations. Older readers can analyse and draw their own conclusions, so the moral aspects may be less obvious but still important.

An equally important aspect of editing any children's publication is to be culturally appropriate. It is important to take into account the cultural context in which children are brought up and use the realities they know to help them understand the text more easily. The language of texts should be consistent with social norms and standards accepted in society, as this influences the formation of children's values and behaviour. It is recommended to use language that reflects the diversity of cultures, social groups and developmental characteristics of children, and promotes tolerance and respect for others. It is important to avoid language stereotypes and clichés that may influence the formation of prejudices in children.

The text should be in line with the norms of the literary language, free of grammatical and stylistic errors, and the style should be lively, emotional and expressive to keep the child's attention. Language-specific editing of children's publications is critical to ensuring that texts are clear, effective and attractive to children's audiences. This includes adapting the language to the age and cognitive capabilities of children, using simple and clear structures, taking into account psycholinguistic aspects and being consistent with cultural and social norms. This approach contributes to better information absorption, language skills development and the formation of a positive attitude towards reading.

Thus, editing children's publications requires a comprehensive approach that includes psychological, pedagogical, linguistic, and technical aspects. The editor must take into account age-specific peculiarities, psychological needs, pedagogical goals, and adhere to high standards of linguistic and technical quality to create interesting and useful content that will contribute to the development and education of children.

LITERATURE

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