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INFORMATION WAR AND MISSION IN PROFESSION OF A JOURNALIST: THE EVOLUTION OF THE WORLD VIEW OF MEDIA STUDENTS

ABSTRACT

The article presents the changes taking place in journalism education in Ukraine. The article aims to establish the relevance of the content and evaluation of professional cores of journalism education by participants in the educational process, as well as to rank the students' interest in educational topics and media areas, explore students' understanding of the profession of journalism, and necessary changes dictated by time and world order. The

method of a pedagogical experiment was used to diagnose the priorities of journalism education in the conditions of intensifying information wars in the media direction, with the help of questionnaires, observations, and a descriptive method. The result of the research is the establishment of journalism education priorities, declared by future specialists in the field of media. Next is a discussion on the study the evolution of journalism education in the context of intensifying information wars and hostilities in Ukraine is in sight.

INTRODUCTION

The article presents the worldview concept of the profession as an important complex combination of modern high-tech professional skills, creative inspiration, understanding of messianism as a core of orientation in future professional life. Increased attention to training of journalists around the world is due to the fact that the media education system must respond quickly to the challenges of the times and take into account the inquiries that the information warfare raises before journalism. This should start with changes in the system of university education, which also provides for the introduction of new and relevant training courses that are used as the core of innovative technology. This has determined the relevance of this work.

Journalism education should be professionally oriented, promptly respond to modern inquiries of world journalism, form students' ideas about the mission of a journalist, look for the most effective concepts, form effective training courses for students, practicing journalists, all those who seek to engage in public journalism.

The media industry, which is constantly in the midst of a powerful information war and is currently at war, sees new content and information literacy as important tools for engaging audiences in the practice of active public position and understanding of the news. This is a topical issue in the field of media pedagogy, journalism, communication science and sociology, because such studies allow the media industry to perceive media literacy activity and university projects as investments in quality, high-tech and professional

journalism education, especially training of young media professionals [Kiki-Papadakis, & Chaimala 2016].

World journalism has extensive experience of long-term projects in media education, news and information journalism. A number of authors believe that it is sometimes difficult for practicing journalists to determine their place, it is no less difficult to do so for young professionals, you should learn to navigate well in media space [Synorub, Medynska 2019]. We should also take into account the lack of sufficient awareness of media workers about their own capabilities and the existence of space to create an information context in which media interaction with the public allows them not only to learn more about the work of journalists, but also to influence the content component of the media, take part in creation of a new product.

The French Center de Liaison de l'Enseignement et des Médias d'Information (CLEMI) is among the long-term stable and effective projects, which has a 30-year history of functioning. The participants and leaders managed to involve secondary schools and local media in cooperation. The experience of educational projects launched by the BBC in the UK, where the emphasis was made on the development of new business technologies, is very popular in this context.

The important problem is whether the media education industry can play an effective role in the formation and development of democratic society in Ukraine, in the implementation of a number of media literacy projects and the vision of the journalist's mission in conditions of active war. One of the oldest initiatives dedicated to media education is the idea of educating media literate citizens, starting with school education. This is the project of the Academy of the Ukrainian Press, which launched [ttps: //www.facebook.com/aupfoundation/] School of Media Literacy Coaches for teachers and methodologists working in the space of secondary school education. A media education portal has also been created, and active publishing activity is underway to publish methodological and educational materials in the field of media education at secondary school. The initiative of promoting media literacy development of the school [Ivanova, Mosenkis, Strokal 2020] indirectly influences the creation of school journalism centers, which opens long-term opportunities for training future journalists who clearly see their profession and its role for

modern society. The article aims to establish the relevance of the content and evaluation of professional cores of journalism education by participants in the educational process, as well as to rank the students' interest in educational topics and media areas, explore students' understanding of the profession of journalism, and necessary changes.

Methods

A comprehensive approach is a priority in research methodology. Inductive and deductive methods are used to work with theoretical material; the interdisciplinary research method is used for media as a powerful form of social institution. The interpretive method used to analyze the influences of advertising, journalism and PR techniques on the manipulative influences in the mass media.

The study of the content and evaluation of professional cores of journalism education involved is an effective interpretative methodology: the journalism education is described as a social institution with the intellectually multivariate. The main methods of researching are descriptive (inventory and described components of journalism education in the media), questionnaire and survey methods.

Educational complexes for training media literacy of students-journalists, regardless of their nature, content, methodological architecture, should be aimed primarily at developing various skills of critical thinking, analysis of the information field. The element of creative presentation of such material, ability of correct and accurate communication, creation of media texts remains also important.

Constant monitoring of news, analytical posts, social networks stimulate intellectual curiosity and necessity to constantly improve the qualification of a media professional. Education and constant connection with practice lead to the formation of a range of responsibilities, which also allow you to realize more of your own opportunities over time, accelerate career growth.

FEATURES OF THE DEVELOPMENT OF JOURNALISM UNIVERSITY EDUCATION IN UKRAINE

It should be noted that powerful international organizations have been operating in Ukraine for the last several years. They were contributing to the development of democratic values, introducing a system of media education in secondary education and conducting educational work with civil society. However, a small number of projects aimed at improving journalism education were small in target audiences, short in time and space.

The work of the Human Rights School for Journalists /ok [labs.journ.univ. kiev.ua/hrj], organized by the Institute of Journalism of Taras Shevchenko Kyiv National University was among the successful projects, short-lived but useful and timely for Ukrainian journalism education. It is a resource hub designed to improve the skills of media activity teachers in Ukraine, where the acute social topics and peculiarities of their coverage in the media became central issues, respect for human rights by media workers, the journalist's mission and his/her responsibility to society. The success of this project is measured not only by holding a number of festivals and conferences, but also by the duration of the project after the end of funding. Leaders and participants are actively working on social networks and media, the leaders of the Academy continue further educational activity in covering socially sensitive and complex topics, media policy in conditions of the war in Ukraine [https://www. facebook.com/groups/152943765295530].

The projects that were able to work proactively and prepare future Ukrainian media workers to work in conditions of information warfare and real military operations [https://without-lie.info] were a rare phenomenon in the space for training young professionals in Ukraine. This project "Troscha (Destruction) of Fake News: Olympiad on Fact-Checking" is a network of fact-checking media projects, thanks to which the electronic media of Ukraine at the local and national levels was actively working on information hygiene. It is still active, even when deprived of funding, project participants supported the work and were able to create a network of specialized media that could resist propaganda and successfully combat fake news. Such a project has become the part of the general educational didactic work on the education of a professional

who knows about the mission of a journalist in the modern world, adheres to the ethical standards of the profession.

There were a number of projects in the field of journalism education that proved to be irrelevant, ineffective, did not take into account the real context of the development of the Ukrainian media in conditions of the necessity to prepare for a real war, life-threatening military actions. The Journalism Teachers' Academy is among such failures [https://www.facebook.com/Journalism-Teachers-Academy-103818941355667/]. In our opinion, an important indicator of the project's ineffectiveness is the lack of media activity of project leaders and participants after the beginning of the war: closed or blank pages of project managers on social networks, all media sites are closed or not working.

Thus, journalism education, a notable feature of which was the focus on training a journalist-practitioner who can work and knows how to work in conditions of information warfare, can resist aggressive propaganda campaigns, faced an acute problem – to create curricula, program complexes on their own and with the knowledge of educators, media journalists and practitioners. The solution to this problem is the focus of a number of current studies [Wooten 2020]. Our study is no exception.

First of all, journalism education projects have a long-term character, if we add to the concept of a literate journalist a component of training and awareness of the messianism of the profession throughout his professional life. We agree with the statement [El-Badawy, Hashem 2015] that the long-term impact of such projects will contribute to the ability of future journalists not only to easily and correctly navigate information flows, but also to actively resist hostile information influences by creating quality professional content.

Several current studies on changes in educational content [Dalgren 2009] claim that empowering the future media worker is about extension his or her rights, real directions of development but this cannot be the sole responsibility of students. Society, media, sponsors and the state should support long-term programs related to the ongoing training of young media people and student – journalists.

After all, knowledge, in particular the quality level of professionalism, media literacy, technological proficiency are closely linked to the public position, is the starting point for participation in the reconstruction of society.

The entire Ukrainian media space continues to play one of the leading roles in the connection between man and society, and information literacy in the conditions of war helps not only to act quickly and correctly, but also simply saves lives. It is difficult to be a responsible citizen if such a citizen is poorly or incorrectly informed. That is why the media is a social institution that promotes not only democracy but also responsibility for their own actions.

MAIN DIRECTIONS OF THE STUDY OF MEDIA EDUCATION AND PROFESSIONAL TRAINING OF JOURNALISTS

Practice in journalism education is a core component, a mandatory part of everyday learning. Media activity should be presented as democratic, where the interaction of society and the media is one of the steps towards civic participation [Zinenko 2018]. Scientific studies [Lawson 2007] make an assumption that an informed society is a valuable asset of the state and journalists themselves, so the very phenomenon of media journalism should be renamed to media literacy. From this point of view, the journalist's awareness of the mission and his ability to analyze the media market, the desire to make his own media-literate audience interact and correlate with each other. In addition, in a number of studies [Dalgren 2009] there was a thesis that young people in modern European countries are heavily dependent on media environment in which future generations develop. That is why there is a necessity to pay close attention to media education, build methods of teaching modern subjects in media education, media literacy. The close interaction between the level of education, personal experience and awareness of the journalist's mission in society, the necessity to cultivate their own civic position in everyday life is confirmed by a number of recent studies in pedagogy and media education [Hansen, 2006].

The problem of further expansion and implementation of media education remains particularly relevant. In this study, we present an analysis of the effectiveness of curricula that are mobile, tuned to change the content and thematic core of training courses. In the conditions of radically changing journalism in Ukraine, namely its genre, thematic, substantive content, it is worth asking questions about the development of new directions of modern journalism, that leave the possibility of seeing the mission of the journalist, focus primarily on universal values.

Changes in curricula, efforts of journalism education to be modern and high-tech leave the necessity of keeping in the forefront the education of a modern harmonious personality and professional.

MISSION OF A JOURNALIST AND SOCIAL CONTEXT OF UNIVERSITY EDUCATION

The consideration of the problem of seeing one's own mission in the profession of a journalist and understanding this mission as a component of quality training of a media worker was conducted in the 2021/2022 academic year. The polls were conducted in February at the end of the 1st semester at S.Kuznets Kharkiv National University of Economics. The students of 1-4 year of the first (bachelor's) level of education, studying in the specialty 061 "Journalism" (133 individuals) took part in the survey.

First of all, a survey was conducted for all respondents, it contained a wide range of problematic questions that correlated with the introduction of new courses and changes in the semantic and thematic content of professional disciplines. Students' assessments and visions of the proposed study areas, the vision of the respondents of the journalist's mission in the modern world were studied. The results are presented in percentages, 3 answers were shown, which gained more percentages.

Table 1. Students' assessment of ideas about the profession of a journalist

Year	Do you have a goal in profession ?		Place of student in education	Qualities of a journalist	What are you in the profession?
	Yes	No			
1	60%	40%	Independent personality (66%) Subject of education (24%) Object of education (10%)	Expertness (58%), Initiative (23), Popularity (14%)	Manager (45%) Journalist / advertiser (38%) I don't know (16%)
2	71%	29%	Independent personality (72%) Subject of education (20%) Object of education (8%)	Expertness (78%) Integrity (12%), Popularity (6%)	Manager (48%) I don't know (18%) Journalist – photographer (16%)
3	78%	22%	Independent personality (76%) Subject of education (18%) Executor of another person's will (6%)	Expertness (82%), Integrity (13%) Self-confidence (3%)	Manager (52%) Advertiser / Journalist (37%) I don't know (8%)
4	90%	10%	Independent personality (72%) Object of education (18%) Searching for my identity (10%)	Expertness (85%) Discipline (8%) Non-standard thinking (5%)	Manager Journalist Writer/ / copywriter I don't know

As we can see, from the beginning of the training to the final year, students' views on their own career priorities, their aspirations, visions of the profession are changing, but certain core components remain constant.

The positive dynamics are worth noting among the variable positions. There are 30% more fourth-year students-respondents who have a goal in the profession. The most important training for a media student is the task of being an independent personality (from 66% in the 1st year to 76% in the 3rd year). While learning, the vision of one's independence in the educational process increases by an average of 9%. The priority quality for students is expertness, it is a constant for future media workers, only its percentage changes (it increases in senior years by an average of 25%). Non-standard thinking, popularity and integrity remain important features.

Therefore, these aspirations of education seekers should be taken into account when drawing up curricula and developing new courses. Attention to professional priorities not only increases motivation, but also enables teachers and administrations to broaden their horizons of the vision of a journalist's mission.

CORE COMPONENTS OF PROFESSIONALISM IN MODERN UKRAINIAN JOURNALISM

Problems of the relevance of journalism education, its opportunities and future prospects of development should be the part of journalism education. These topics should be embedded in the educational process both explicitly and implicitly. Among the core components that shape a journalist as a professional, the respondents chose the ones they considered to be the core components for training a young specialist. This is the main approach to forming a new vision of the future media worker's own mission.

The questionnaires with 6 answer options were presented in the surveys, and it was suggested to choose the most important ones for the respondents. The results are presented in percentage.

The results of the survey show that quality and professionalism for respondents are determined primarily by credibility – indicators of the importance of this criterion vary depending on the year, but remain a priority. For senior years, the indicator of quality is also decent pay and responsibility, while for junior years, sensationalism (1-st year) and quality communication (2-nd year) are also important. Thematic priorities of the pre-war period also have their own specifics, where as the main areas the respondents saw fashion journalism (38% in total) and business journalism (34% in total). Creativity became the main thing for a quality media product for students. For students, the evidence of high professionalism of a journalist and quality work is the ability to combine creativity (56% in total) and credibility (32% in total).

Table 2. Students' assessment of the idea of a media worker's future (author's development).

Year	Quality media product is…	The main thing for a media product	Your genre of journalism	Your media content
1	Credibility (28%) Sensationalism (27%) Responsibility (18%)	Creativity (58%) Popularity (30 %) Manipulative influence (9%)	Fashion journalism (44%) Business journalism (33%) Cultural journalism (20%)	TikTok Serials News feed and stories on Instagram
2	Credibility (32%) Quality communication	Creativity (55%) Manipulative influence (14%) Target audience request (7%)	Business journalism (38%) Fashion journalism (30%) Sports journalism (14%)	TikTok Serials News feed and stories on Instagram
3	Credibility (32%) Decent payment (27%) Sensationalism (17%)	Creativity (68%) Target audience request (22%) Opportunity to influence (5%)	Business journalism (36%) Fashion journalism (25%) Cultural journalism (15%)	TikTok News feed and stories on Instagram Investigative journalism
4	Credibility (35%) Professional responsibility (22%) Decent payment (15%)	Didacticism (50%) Creativity (36%) Freedom of speech (10%)	Business journalism (38%) Fashion journalism (22%) International journalism (25%)	TikTok series Corporate accounts

In the research perspective, we plan to monitor the changes that have taken place in the priorities of students at Kharkiv educational institutions that train specialists in the media field.

CONCLUSIONS

According to the study, social networks and electronic media are of great importance for future journalists. It is not only a source of information, a means of communication, a place of rest. Today it is the space for the realization of media ideas, the tool for the professional activity of a media person.

The analysis of the surveys made it possible to conclude that senior students have a goal in the profession (30% more than junior students). The most

important for a media student is the independence of a personality and the independence of creativity (from 66% in the 1st year to 76% in the 3rd year). Respondents consider expertness to be a priority in the profession, it is a constant for future media professionals (it increases by 25% on average in senior years), and important features in the profession are invariably non-standard thinking, popularity and integrity.

As it was presented in the study, some students actively work in social networks, easily operate electronic media. In general, 75% of respondents actively cooperate in the field of Tick Tock, News Feed and stories on Instagram. The focus of future professionals on social media requires from universities to constantly change their curricula and methodological solutions. In times of war, such a position should help to respond quickly to new demands and needs of modern Ukrainian journalism.

As for the basic professional standards, the evidence of high professionalism of a journalist for students is the ability to combine creativity (in general) and credibility (in general).

In the future perspective, it is necessary to radically revise those curricula of university and non-formal education that do not relate to the security component of journalism, the ability to work in conditions of information warfare. Research projects in the field of media education should be constantly implemented and their effectiveness should be determined in wartime.

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