

VALUE ORIENTATIONS OF JOURNALISM STUDENTS IN CONTEXT OF THEIR ACADEMIC TRAINING

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ABSTRACT

Aim. To determine and analyse motivating factors, which influence the education component of forming successful Ukrainian journalist students and their value orientations.

Methods. The main research methods are observation, test, interview, questionnaire and analysis of scientific works. A set of diagnostic tools was used among which were the Dmitriy Leontyev's *Purpose-in-Life Test*, which included three most vital life orientations: purpose of life, its eventfulness and self-realisation, and Milton Rokeach's *Value orientations* questionnaire. For processing the data, the following analysis methods were used: processing of quantitative data by applying methods of mathematical analysis of statistical; Student's t-test to compare medians of two independent samples; Spearman's rank correlation; processing of qualitative



data: content study and analysis, processing of the obtained data; quantitative and qualitative analysis.

Results. The practical value of the research results consisted in determining modern value orientations and learning and professional motivation of the successful Ukrainian student-journalists as well as finding out that the profession of a journalist can be successful.

Conclusion. It was identified that journalist education has a specific character, which should include motivating students to achieving success in learning and professional development. The study demonstrated that the future professional competency growth of the journalism students can be achieved with the development of their instrumental and terminal values. Some student's success indicators were identified for implementing in the student professional training in order to motivate them to learning and professional efficiency and forming their system of value orientations.

Key words: value, evaluation, orientation, success, professional competence.

INTRODUCTION

Training of young professionals in Ukraine is topical in a number of aspects – educational, economic, political, mass media, industrial to name a few, therefore, this issue has become the object of studies in many research fields and still remains relevant and timely. Along with the changes, which take place in society, social priorities of success are subject to change. Apart from the general philosophical values, such as, for instance, good and evil, they also include psychological, religious, social factors that are highly-demanded by the society at a certain stage of its development. Thus, the issue of how the value basics of success are reflected in the Ukrainian mass media is quite critical as a journalist needs to analyse psychological, linguacultural, socially predetermined, economic, sociolinguistic and other aspects of value basics of success in the present day Ukrainian society.

The theoretical rationale of the research lies in a systemic analysis and studies conducted by linguists, psycholinguists, philosophers, and culture studies researchers, who study the relation between a successful career and a person's self-identification, their understanding of mindset and mentality. Mykola Kozlovets emphasizes that:

In contrast to the ethnical identity, the national one is more dynamic, as it is in an ongoing process of formation. A nation in comparison to ethos, is a political, legal, social and economic unit. Therefore, national identity rests upon conscious choice and depends on rational awareness of the common historical, political, citizenship values by an individual, an ethnic group, a nation. (Kozlovets, 2011, p.4)

According to some researchers, the place where a person was born is also significant, as love of one's small homeland may promote human value orientations (Droseltis & Vignoles, 2010). The researchers take inter-

est in value orientations and career success in the light of professional competence required for the 21st century. Valentyna Lozovetska studies an individual's professional career in today's context with the purpose of providing the individual with psychological and pedagogical support so that they are capable of fulfilling their career aspirations (Lozovetska, 2013). Having analysed psychological and pedagogical foundation for the successful career of university students, Natalia Panchuk claims that "... life orientation, being one of the kinds of value orientation, plays one of the central roles in a particular way of people's lives, strengthening the hierarchy of activity types that depends on objective conditions" (Panchuk, 2013, p. 543).

Value orientations have to motivate a person before their socialising in society and before their distinct determination of objectives and outlining ideals. According to Svitlana Palamar and Svitlana Kondratiuk, since the system of personality values is a marker of the general human culture, it is important to create an academic environment which will provide obtaining mobility, communication culture, and erudition. The formation of the complete human being is the primary task of higher educational institutions in conditions of acquiring moral values and spiritual development (Palamar & Kondratiuk, 2017).

Olha Moskalenko claimed that the meaning of values for an individual can only be manifested through the combination of structural elements, among which one can find personal values (leisure; financial state; delight; learning something new about the world; health); values of achievement (social status and managing people; recognition and respect); public and social (communication; public activity; willingness to help and charity; love) (Moskalenko, 2013). Ivan Bekh regarded value orientations of a personality as "a complex controller of living that reflects the features of objective reality in its structure and content, which encompasses both the external world and the human being with all their objective characteristics" (Bekh, 1998, p. 67).

The theoretical study and analysis give the possibility to define that the dominating values of success are instilled from childhood, although the mass media depicts the idea of success with certain formulae or clichés, which can also change, as they reflect critical demands of the society and the time, personal attitudes towards success and individuals' aspirations and desires at different stages of their lives. Within the scope of this paradigm, we consider that learning motivation based on the aims and ways of education goal achievement, deriving from worldviews and values, needs and interests, priorities and responsibility of the student are important to be studied in the light of value orientations for future journalists' academic training and self-realisation (Balashov, 2013).

RESEARCH METHODS

The theoretical study methods were determined by the specific character of the subject of the study, its purpose, and approach which presupposes synthesis of several scientific subjects. This paper deals with the research questions of how the basics of success are represented in the mass media at the current stage, in as much as the research will promote the preparation of a motivated journalist in the context of mastering value competences of modern academic space. We also used content analysis aimed at studying the description of value orientations in the texts of contemporary journalists. Such analysis allowed determining actual topics of future journalists' articles and forming one's own career achievements in modern society, namely the ideal factors of creating image values.

The empirical research for this article aimed at defining the average meanings of indicators of value orientations and life meaningful orientations (purpose of life, its eventfulness and self-realisation) among students in Ukraine; determining the subjective understanding of the students' value-motivational sphere and describing the specificity of student motivation to studying in Ukraine. For achieving these goals, we used the Dmitriy Leontyev's *Purpose-in-Life Test*, which includes three of the most vital life orientations: purpose of life, its eventfulness and self-realisation (Leontyev, 1992) and the *Value orientations* methodology developed by M. Rokeach, which served as a basis of analysing modern students value orientations while the personality test aimed at studying human value-motivational sphere (Rokeach, 1973; Raygorodskiy, 2001).

The Leontyev's *Purpose-in-Life Test* included 20 pairs of opposite statements, each of which is an affirmation with a bisected end: two opposite options define two opposite ends of the evaluation scale (from - 3 to +3). The respondents were invited to choose the statements that fit them the most and to evaluate them by a definite number of the seven gradations. When processing the results, the quantitative value of all the 20 scales was summed up and converted into the standard value (%). The defined structure of the questionnaire includes five scales:

Life purpose scale shows whether the respondent has or does not have a future goal, which gives direction, time perspective and sense to his/her life. *Life process* scale defines the satisfaction with one's life at the moment (in the present) and shows the perception of the life course as interesting, emotionally saturated and full of sense. The content of this scale corresponds to the notion that the only sense of life is just living. *Life-effectiveness (self-realisation)* scale measures the satisfaction with the period of life which has been lived, the assessment of the past experience, the sensation of the level of productivity and the sense of the experience. *Locus of control - self* scale characterises the conception about oneself as a strong personality, having sufficient freedom of choice to build one's life according to one's aims and conceptions about its sense and to control events in one's

life. *Locus of control - life*. scale reflects the confidence in the fact that every person in the world is given the right to control their own life, make decisions and execute them, as well as the assurance that there is the conscious control in the life of every person (Marchenoka, 2021). Cronbach's alpha coefficient was used to determine the internal reliability of the Leontyev's *Purpose-in-Life Test*. This measure has demonstrated strong reliability in the current sample ($\alpha_1 = .81$; $\alpha_2 = .84$; $\alpha_3 = .83$; $\alpha_4 = .82$; $\alpha_5 = .89$; $\alpha_{\text{overall}} = .95$).

Milton Rokeach's method was based on the direct ranking of the list of values by the respondents. M. Rokeach distinguished two classes of values:

- *terminal* – the belief that any ultimate goal of individual existence is worth striving for. Terminal values refer to desirable end-states of existence. These are the goals that a person would like to achieve during his or her lifetime. These values vary among different groups of people in different cultures (True Friendship, Mature Love, Self-Respect, Happiness, Inner Harmony, Equality, Freedom, Pleasure, Social Recognition, Wisdom, Salvation, Family Security, National Security, Sense of Accomplishment, World of Beauty, World at Peace, Comfortable Life, Exciting Life). For the current sample, estimates of internal reliability by using Cronbach's alpha have ranged for this class of values from .79 to .92 and was estimated to be adequate;
- *instrumental* – the belief that a certain system of actions or personality traits is the best (dominant) in any situation. Instrumental values refer to preferable modes of behaviour. These are preferable modes of behaviour, or means of achieving the terminal values (Cheerfulness, Ambition, Love, Cleanliness, Self-Control, Capability, Courage, Politeness, Honesty, Imagination, Independence, Intellect, Broad-Mindedness, Logic, Obedience, Helpfulness, Responsibility, Forgiveness). The internal reliability by using Cronbach's alpha with the current sample have ranged for this class of values from .81 to .90 and was estimated to be adequate.

The task for participants in the survey was to arrange the 18 terminal values, followed by the 18 instrumental values, into an order "of importance to YOU, as guiding principles in YOUR life" (Rokeach, 1973, p. 21). The research sample included 60 students ($N = 30 - 1^{\text{st}}$ year, $N = 30 - 4^{\text{th}}$ year), 16 males and 44 females, aged from 18 to 45 years ($M = 29.71$, $SD = 1,868$) participated in the study. The respondents are the journalism students of Kamianets-Podilskyi Ivan Ohienko National University. The time frame of the empirical research was the period between 2017 and 2020. Values for missing data were imputed and all subjects were included in the analysis.

Methods of processing and analysing of the obtained data included quantitative or numerical data processing, application of methods of mathematical analysis of statistical data using data processing software SPSS Statistics 21.0; qualitative data processing, including content analysis and coding and processing of the obtained data); interpretation of the results quantitative and qualitative analysis.

RESULTS

The data obtained with the use of the *Purpose-in-Life Test* is presented in Table 1, which contains average values of the indicators of student life comprehension according to all five scales for the students of the 1st year and 4th year (1 – life purpose, 2 – process of life, 3 – life effectiveness (self-realisation), 4 – locus of control - self, 5 – locus of control – life).

Table 1

Average values of "Purpose-in-Life Test" of the 1st and 4th year journalism students

Scales	1 st Year Students	4 th Year Students	T-criterion	p
	(%)	(%)		
Life purpose	30.6	33.5	1.77	0.1
Life process	27.6	26.7	1.56	0.001
Life-effectiveness (self-realisation)	24.2	29.8	2.24	0.05
Locus of control - self	20.2	22.8	2.12	0.1
Locus of control - life	27.5	30.1	3.30	0.05

Source: own research

The *Life purpose (the future)* scale proved low values for freshers and rather higher value for older student-journalists. This can be explained by the fact that younger students do not yet have the skills of setting goals, direct their personal and learning goals at the beginning of studying. However, at the end of studying they can determine and set goals, understand better the meaning of studying, become more certain in defining future professional goals and general life purpose. The value for the 4th year students (33.5%) is above average level (31.0%), which characterises the older student-journalists as conscious about their future.

Life process or emotional fullness (the present). The indicators of the given scale indicate that, in general, both junior and senior students find their life not really interesting and exciting. They are lacking emotional meaningfulness, and therefore, the students are not really satisfied with their current life.

Life-effectiveness (self-realisation). The indicators of this scale show that you need to evaluate the life period and your accomplishments at the present time. In general, the indicator for junior students is equal to normative, and the senior students' indicator (29,8%) is well above the normative meaning (24.0%). This can be explained by the conclusion that the graduate students consider their studying as an achievement, and in general they are satisfied with this accomplishment considering it as a part of self-realisation.

Two following indicators characterise the internal locus of control as a general ability in controlling own life, as well as the person's own capabilities and ability to exercise the control over the surrounding socio-cultural environment.

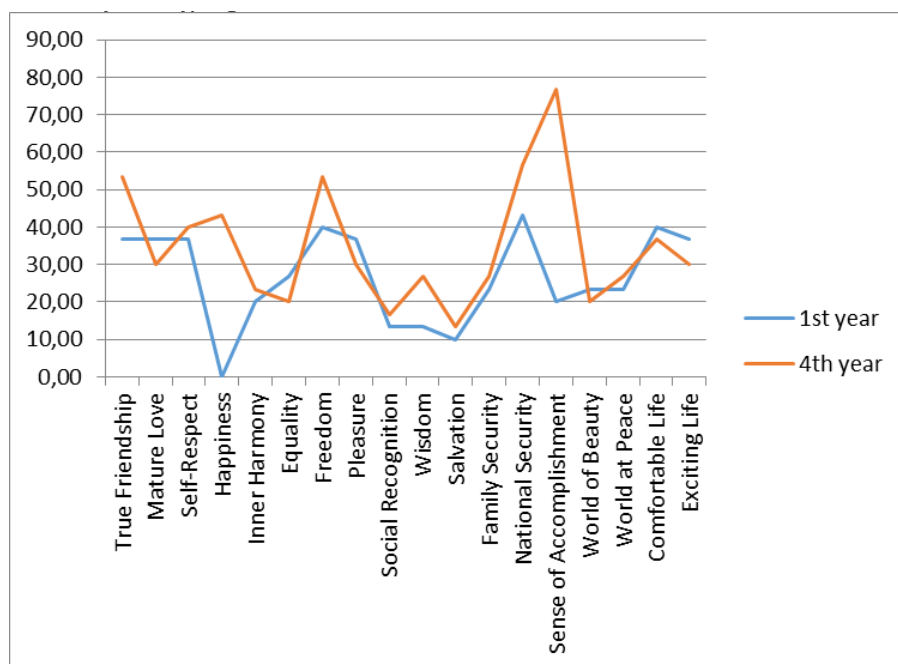
Locus of control - self. These indicators are rather higher than the normative value (appr. 19%) for both junior (20.2%) and senior (22.8%) students. This can be explained by the statement that all students consider themselves to be independent personalities with the freedom of choice that are able to control their own lives, learning and professional development according to their own goals and ideas.

Locus of control - life. The lower indicator for junior students than normative explains that they are not yet confident in making their own life choices independently. However, this value exceeds the normative one for the graduate students, which describes them as the independent personalities able to control their own learning and professional choices in life.

Generalised hierarchy of terminal values of the 1st and 4th year journalism students according to the M. Rokeach's method of value orientations is presented at Figure 1.

Figure 1

Generalised hierarchy of terminal values of the 1st and 4th year journalism students according to the M. Rokeach's method of identifying value orientations



Source: own research

As we can see, the biggest dynamical increase with the course of studying is happening with such terminal values of students as Sense of Accomplishment (success) (from 20,0% - 1st year to 4th year - 76.7% respectively), True Friendship (from 36.7% to 53.73% respectively), and Freedom (from

40.0% and 53.3% respectively). Many respondents claimed that success began in student days, when they started to fulfil themselves while studying. However, some respondents pointed out that if they were to choose between successful career and studying, they would give their preference to career. Further logistic regression analyses confirmed two of the eighteen mediators significantly improved the odds of distinguishing between students on 1st year and 4th year of studying. Freedom was not a significant predictor, however this variable did approach significance ($p = .06$) (see Table 2). Therefore, we can sum up that the journalism students' terminal values are directed more at their future professional development, self-realisation and success, however values of their personal life become also more important in the course of studying.

Table 2

Direct effects of terminal values as predictors of the 1st and 4th year journalism students using logistic regression analyses (b paths)

Hypothesized predictor	B	SE	Exp (b)	Wald
True Friendship	.785*	.344	2.28	5.21
Mature Love	.175	.788	4.45	13.15
Self-Respect	.264	.265	2.74	7.48
Happiness	.545	.068	1.45	4.56
Inner Harmony	.542	.085	3.71	21.05
Equality	.211	.351	1.47	18.12
Freedom	.132	.212	1.28	17.65
Pleasure	.145	.155	1.31	11.05
Social Recognition	.265	.079	4.21	8.65
Wisdom	.235	.265	2.08	4.23
Salvation,	.322	.154	1.22	5.11
Family Security	.021	.067	1.68	2.17
National Security	.121	.087	5.65	1.05
Sense of Accomplishment	.422**	.077	5.58	27.85
World of Beauty	.221	.241	2.77	6.01
World at Peace	.215	.099	3.11	12.15
Comfortable Life	.136	.052	2.12	10.46
Exciting Life	.121	.124	1.49	9.21

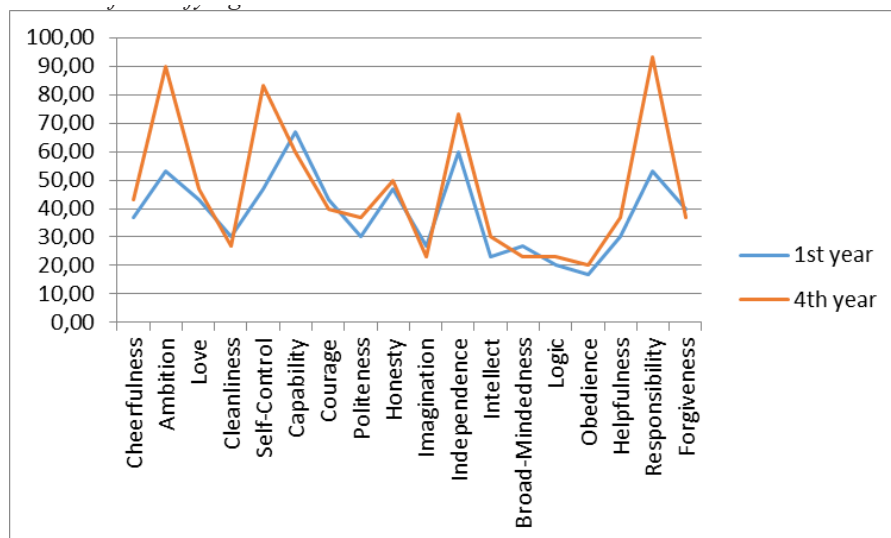
Note. B = unstandardized beta coefficient; Exp (b) = exponentiated beta coefficient; SE = standard error. * $p < 0.05$; ** $p < 0.01$; N = 60.

Source: own research

Generalised hierarchy of instrumental values of the 1st and 4th year journalism students according to the Rokeach's method of value orientations is presented at Figure 2.

Figure 2

Generalised hierarchy of instrumental values of the 1st and 4th year journalism students according to the Rokeach's method of identifying value orientations



Source: own research

The sharpest increase of the students' instrumental values meaning can be noticed for such indicators as Ambition (from 36.7% for the 1st year to 90.0% for the 4th year students), Responsibility (from 53.3% to 93.3% respectively), Self-Control (from 46.7% to 83.3% respectively) and Independence (from 60.0% to 73.3% respectively). However, logistic regression analyses confirmed only three of the eighteen mediators significantly improved the odds of distinguishing between students on 1st year and 4th year of studying. Independence was not a significant predictor but did approach significance ($p = .07$) (see Table 3). Therefore, it can be summarised that the individualistic, conformist and professional values prevail among the older students meaning that they are more oriented at future professional ambitions in activities, professional growth and self-realisation.

Table 3

Direct effects of instrumental values as predictors of the 1st and 4th year journalism students using logistic regression analyses (b paths)

Hypothesized predictor	B	SE	Exp (b)	Wald
Cheerfulness	.655	.089	4.22	7.23
Ambition	.542**	.077	5.58	26.35
Love	.125	.052	1.07	1.29
Cleanliness	.764	.124	1.67	4.23
Self-Control	.285*	.074	3.28	10.21
Capability	.235	.064	3.28	21.65
Courage	.352	.085	1.91	14.12
Politeness	.021	.351	4.21	27.74
Honesty	.102	.312	2.08	12.55
Imagination	.206	.093	7.22	13.65
Independence	.435	.091	1.28	4.23
Intellect	.322	.052	8.31	16.19
Broad-Mindedness	.165	.124	4.23	2.36
Logic	.162	.098	2.32	1.05
Obedience	.264	.787	1.41	27.85
Helpfulness	.165	.265	4.21	6.01
Responsibility	.795*	.304	2.08	5.41
Forgiveness	.110	.098	1.69	13.87

Note. B = unstandardized beta coefficient; Exp (b) = exponentiated beta coefficient; SE = standard error. * $p < 0.05$; ** $p < 0.01$; N = 60.

Source: own research

The results of surveys were reflected in creating the associative field of "success" stimuli which looks to be as follows. Success is (a) economic independence: a person must be successful for oneself but at work, for example, it is undesirable that people know how much your salary is, the tax inspector should not know about all your income; achieving financial welfare; financial independence from parents; (b) social and moral stability: openness before people, trust from the team; communication skills; ability to solve problems; perseverance; personal attitude to a particular situation; desire to be oneself, not for one's image; originality; confidence; achievement of certain heights; honesty; individual attitude to a particular situation; not going against your own rules and attitudes; feeling of dignity; superiority; behaviour and utterances which set an example to others; (c) reasonable behaviour under different circumstances: recognising the real state of affairs for oneself and others (concealing the information, half-truth for the greater good is acceptable); ability to follow universal human laws (not for showing off); being sincere in thoughts, actions; freedom from fear that you won't be understood; truthfulness to oneself and others; absence of desire to deceive someone; impossibility to tell lies; human moral feature that pro-

vides objective evaluation of events, phenomena and uttering objective attitude to them and solving all problems; (d) voting according to the interests of the country: civic duty; participating in pre-election campaign of deputies; (e) active citizenship, participating in charity: being known among the war veterans; volunteering; donating money for the sick; (f) well-grounded education and stable self-education: successful studying, obtaining prestigious profession; acknowledgment of the teacher; participating in round table discussions; acquaintance with other students; obtaining several professions; (g) negative phenomenon: it is hard to achieve; it can bring problems; absence of any decent features; lack of remorse; something that in small amounts attracts people to you and in big amounts annoys them; the sense of meanness; telling the truth not all the time; sometimes success is worse than poverty.

The results of the conducted research make it possible to conclude about students' understanding the concept of success, as the combination of financial status, social and moral stability, reasonable behaviour in different situations, ability to control circumstances and assess the situation, active citizenship, and self-realisation. However, it is noteworthy to understand that value orientations, as individual dynamic structure, undergo significant changes during studying.

MARKERS OF SUCCESS AND STRATEGIES OF THEIR PERCEPTION

The perception of success and major values may be verbalised through the notion of "professional level". Yuriy Bidzillia assumed that the value of the journalist profession, first of all, involves informing society, the capacity at the professional level to report the most objective, unprejudiced, balanced information to the widest audience. This is closely connected with the difference between a professional journalist to whom these skills are taught at university for 4-5.5 years and an amateur journalist (Bidzillia, 2020).

The shift in perception of success in modern Ukrainian society can be observed through the definition of the term. Success is one of the most desired and declared values in any society. A person is considered to be successful when they become an example to follow, and other people strive to achieve the same. The evaluation criteria for success not only vary in different countries but also depend on particular historical, cultural and economic circumstances in which the society finds itself at a certain point in time. At every stage these notions are corrected. Society adjusts its conception of success at different stages of its development. In Ukraine's society the criteria of success have changed more than once during the years of independence. The wealthy and those being in positions of power were usually considered successful. But the Revolution of Dignity is likely to have added a new factor to the concept of success in

Ukraine – the opportunity to take clear citizenship and to self-determine one's role in society.

The mass media influence the level of youth's trust by forming a particular stereotype about success. For instance, Natalia Chutova in 2010 conducted research on the influence of the mass media on value orientations of modern Ukrainian youth (case study of Dnipro region), in which she concluded: "According to the results of the research, there have been revealed contradictory attitudes towards the mass media among youth. Considering this, the youth groups have been categorised by their perception of the mass media according to three criteria – the degree of trust in the mass media, the level of socialisation, and the level of formation of the lifestyle" (Chutova, 2010). **While studying motivation activity, international scholars** generated the so-called N-effect according to which under competition conditions motivation for achieving success is inversely proportional to the number of this competition participants (Mukherjee & Hogarth, 2010).

We analysed a number of articles in the magazine "*Ukrajinskyi tyzhden*" (2017) (The Ukrainian Week), published in issue 16, April 20, 2017, which are devoted to the middle class (which has quite a numerous representation in Ukraine) and its value orientations from the authors' point of view. In his column "Rich u sobi" (Thing in Itself), Yuriy Makarov speculates on the issue of what makes the basics of success – the class or the mindset. Having analysed sociocultural and psychological aspects and having considered proprietary or economic (which is not critical in the author's view) and civic criteria, Makarov creates a perfect scheme for success values, and, therefore, formation of a positive image of middle-class representatives in modern Ukraine, among which the factors of economic independence and citizenship stability concerning one's own views take center stage (Makarov, 2017).

Obtaining **higher education is among the main tasks for achieving success in the USA. According to Olha Kozmenko, the formation of the feeling** of belonging to the university and developing the necessity to perceive oneself as a part of university community, considering students' cultural peculiarities, confidence in students' high opportunities to complete education in time, full support of their achievements, adherence to the system of common-to-all beliefs and compliance with the code of behaviour, studying oriented towards student's needs, democratic style of higher educational institution management – these are the points that influence students' success and, therefore, future specialists (Kozmenko, 2019). Having analysed the Ukrainian information space, we may state that modern social information which is defined as reports that contain news about the processes of civil communities functioning, data and events of different scale, being diffused through various mass media (press, radio, television, Internet publications) fulfill a wide range of general informational, communicative, as well as other functions, for instance, the motivational function which motivates the youth to take certain decisions with the aim of achieving suc-

cess in modern society. Thus, taking for granted universal values, the youth form worldview, communicative, educational and other ones.

Value orientations of modern space are the significance of phenomena, realities and culture objects from the point of view of their accordance or discrepancy with the society needs. So, the characterising of this issue psycho-pedagogical aspect in the light of future journalists' academic training allows discovering the parameters which ascertain the essence of value orientations. They are both universal establishing interconnection between the elements of personal psychological direction (needs, interests, tastes etc.) and, at the same time, individual depending upon the level of personal attitudes and preferences development in the broad culture and life sphere. The students with developed value orientations become the subjects of societal relations under the conditions of their active mastering and reflecting genuine culture – a universal value.

The formation of student youth value orientations is carried out under the influence of purposeful teaching/learning processes at higher educational institutions as well as other factors. Due to this fact we may determine that it is extremely vital for the modern student to communicate with the teacher and socialize through different kinds of practice which visually demonstrate the opportunity to achieve success in society. It is particularly relevant to future journalists, since mass media are specific kinds of social communication which is practiced on the level of different strata and has powerful value-orienting educational potential, is an important factor of person's socializing (periodical and Internet publications, radio TV, video programs, computer telecommunications technologies etc.).

Our theoretical analysis proved that this tendency is observed as well in other countries. According to the international researchers Randall Stiles et al. (2018), student success is becoming more meaningful. This thesis has been supported in the statement that "while persistence and completion rates are important and easily measured outcomes for colleges and universities, these statistics are strongly related to the institutional mission and resources, the demographics of the student body, and the lives and motivations of both the students and the faculty" (Stiles et al., 2018, p. 266).

The necessity for the future journalists' values and value orientations formation is proved by the survey carried out by Svitlana Petrenko at five Ukrainian universities according to Sh. Schwartz methodology (Petrenko, 2018). The first place is taken by such values and value characteristics as freedom, creativity, self-sufficiency; the second – purposefulness, influence, ability, success. The last place is taken by observation of tradition; reserve, modesty, etc. The journalist, as well as the representative of any other profession, graduating from the university, must be capable of obtaining knowledge independently. The university only motivates towards further studying and self-improvement according to those values which were formed for 4-5 years, which supports the results of our empirical research.

CONCLUSIONS

The theoretical analysis allowed us to define that there is a scientific paradigm in the comprehension and understanding of the concept of “value orientations” that leads to student success in learning and future professional activities. Within the scope of the paradigm, the formation of student youth value orientations is considered to be formed under the influence of purposeful teaching/learning processes at higher educational institutions. It is based on the student personal perception of own goals and ways of their achievement, which leads to development of the system of their personal and professional values.

The modern journalism students in Ukraine can be characterised with the following capabilities:

- junior students mostly find their life not really interesting and exciting. They are lacking emotional meaningfulness, and therefore, are not really satisfied with their current life aiming for more;
- graduate students consider themselves to be independent personalities with the freedom of choice that are able to control their own life, learning and professional development according to the own goals and ideas;
- graduate students consider their studying as an achievement; in general, they are satisfied with this accomplishment considering it as a part of self-realisation; they determine and set goals, understand better the meaning of studying, are more certain in defining future professional goals;
- students understand the concept of success, as the combination of financial status, social and moral stability, reasonable behaviour in different situations, ability to control circumstances and assess the situation, active citizenship, and self-realisation.

The research discovered principal aspects of understanding personal and professional success, thus, identifying the specific character of journalist education, which should include motivating students to achieving success; permanent volunteer works and social activity of future journalists, lifelong learning, self-improvement. The study demonstrated that the future professional development of the journalism students can be achieved with the promotion of a motivated journalist in the context of mastering value competences of modern academic space and the development of their instrumental and terminal values aimed at reaching success in professional competency growth and. We consider the further prospects of the research in distinguishing the student’s success indicators to be implemented in their professional training for obtaining knowledge and motivating them for learning and professional success.

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