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**Zhu Fangzhou**, Postgraduate Student of the  
Pedagogy and Innovative Education Department,  
Lviv Polytechnic National University

### FEATURES OF TRAINING FUTURE JOURNALISTS IN CURRENT CONDITIONS

*The purpose of this article is to explore a path for cultivating news professionals suitable for the era of media convergence. With the rapid development of the media landscape, training future journalists needs to address new challenges arising from technological advancements and global contexts. The training scenarios should be designed within these two contexts while also establishing the autonomy of the discipline itself and the feasibility of the training. In the era of media convergence, the complexity of journalism itself, which involves multiple fields, enriches students' knowledge but also weakens their uniqueness. Therefore, new requirements are placed on news practitioners, including the ability to integrate complex information, utilize various communication skills, and engage in cross-media communication planning. News education needs to provide suitable journalists for the current converged media environment while also influencing the further development and advancement of media convergence. However, there are currently issues in university journalism education regarding training objectives, program offerings, and faculty resources. Historically, the disciplinary framework of journalism has been based on the demand for talent from traditional media. As a result, under the trend of media convergence, there have been problems such as a lack of diversification in program offerings and insufficient integration in the curriculum. Additionally, there are shortcomings in terms of faculty lacking a comprehensive understanding of multimedia backgrounds. These deficiencies prevent current journalism education from adequately meeting the needs of media convergence development. This article explores the problems encountered in transforming universities' educational philosophies, faculty teams, curriculum design, experimental teaching platforms, and educational funding concerning the training of future journalists. It will also propose corresponding strategies to address these issues and by adopting these strategies, news education can cultivate versatile future news practitioners who can adapt to the needs of media convergence development.*

**Keywords:** media landscape; media convergence; education reform; training; innovative teaching.

**Чжу Фанчжоу**, аспірант кафедри педагогіки  
та інноваційної освіти  
Національного університету "Львівська політехніка"

### ОСОБЛИВОСТІ ПІДГОТОВКИ МАЙБУТНІХ ЖУРНАЛІСТІВ У СУЧАСНИХ УМОВАХ

*Зі стрімким розвитком медіа-ландшафту підготовка майбутніх журналістів потребує вирішення нових проблем, пов'язаних із технологічним прогресом і глобальним контекстом. Сценарії підготовки слід розробляти в двох контекстах, водночас встановлюючи автономію самої дисципліни та навчання. В епоху медіа конвергенції складність самої журналістики, яка охоплює кілька сфер, збагачує знання студентів, але також і послаблює їх унікальність. Тому до практиків новин висуваються нові вимоги, включаючи здатність інтегрувати складну інформацію, використовувати різні комунікаційні навички та брати участь у плануванні міжмедійної комунікації. Новинна освіта покликана забезпечити майбутніх журналістів до поточного конвергентного медіа-середовища, а також впливати на подальший розвиток і просування медіа конвергенції.*

**Ключові слова:** медіаландшафт; конвергенція ЗМІ; реформа освіти; навчання; інноваційне навчання.

**Introduction.** According to the 2014 China Internet Development Report released by the China Internet Network Information Center, by the end of 2014, the number of internet users in China had reached 649 million, with mobile internet users accounting for 557 million, or 85.8% of the total internet user base [2]. This indicates the rapid development, strong timeliness, and broad coverage of information brought about by the internet. The audience, who were once passive recipients, can now become news publishers through their mobile phones. It is crucial to address how to present the professionalism of journalism in the new era and cultivate future news professionals who are convincing [6, 10].

Media convergence, also known as media integration, refers to the process in which various industry

organizations forming the media industry, with digital technology, electronic communication technology, and network technology as its core, achieve the integration of communication channel content and media terminals of different media forms through means such as mergers, cooperation, and integration, driven by social demands and economic interests [3].

Content restructuring and organizational reconstruction are the core strategies for the digital transformation of traditional media in the context of media convergence [4]. It is necessary to reform the organizational structure and production processes of news media based on the creation of a universal content production platform. Studies such as "Telling the Story: The Convergence of Print, Broadcast, and Online Media" and "The Theory of Convergence Journalism" from the Missouri School

of Journalism have provided a basic definition of “media convergence” and summarized its characteristics. The reasons for media convergence and the current situation of media convergence in China are analyzed, providing a brief review and summary of the process of transformation in China’s news reporting methods [1]. In the article “Regulatory Reform: A Necessary Prerequisite for the Development of Media Convergence”, a comprehensive analysis and comparison of the media regulatory frameworks under the trend of media convergence in the United States, the United Kingdom, Hong Kong, and Singapore were conducted [8].

**Review of publications.** With the development and deepening of economic globalization and information globalization, the restructuring of the global media industry has broken the constraints of the traditional industry, making the previous competitive landscape more ambiguous. The traditional organizational structure in the global media sector is undergoing a rejuvenation, and the scope of media profit models has also expanded compared to the past [5]. In the era of media convergence, news reporters with the potential in media are emerging as a vital force within media organizations. They possess insights into global media trends, have the ability to flexibly utilize a wider range of media resources, and can explore various information channels [12]. In this process, the industry chain in the media sector develops and the value chain undergoes a dual and interactive restructuring, presenting a dynamic process of optimal control and optimization of combinations [9].

In the context of media convergence, which is a significant background and trend, professionals in the field of journalism are naturally required to possess different and higher abilities to transition between various media platforms. Currently, the United States still holds a dominant position in the global media market [15].

Media professionals in the United States highly value every 24-hour period, as each minute holds the potential to uncover significant events with news value. The media industry demands a higher level of performance from them, requiring rapid response times to meet the content needs of different types of media and enabling them to publish news stories promptly. With the overarching trends of internet technology and media convergence, the journalism industry and its practitioners are evolving towards being versatile and comprehensive. To adapt and meet these demands, the foundational education for news professionals in different countries is undergoing dynamic changes [17].

The journalism major has always been a popular field, both in terms of the number of programs offered by institutions and the number of students applying. With such a vast journalism education system, it requires comprehensive reforms in higher education to identify and address issues in a timely manner. Some journalism experts have evaluated journalism education and teaching, saying, “Graduates of journalism programs are

quick to adapt to practical journalism work, but their potential for future development is not as promising as that of students from non-journalism backgrounds”. Some scholars also believe that “due to the lag between journalism education and industry practices, the teaching content becomes outdated, and students trained in journalism programs often have weaker practical skills and take longer to adapt to the field [11]”. As a result, it is evident that journalism graduates produced by universities are still unable to meet the demands of the current media landscape. The responsibility of training future journalists is significant, and the issues present in journalism education and teaching are prominent. It is crucial to explore a path of educational reform in journalism that is adaptive to the times and fosters the growth of students [7].

Zheng Yanan, the dean of the School of Journalism at Heilongjiang University, believes that the importance of practical training can be promoted from various aspects, including the evaluation system for faculty, training objectives, curriculum design, and incentive mechanisms. Practical education is crucial for the development of future journalists, especially in cultivating students’ innovative thinking. In the context of media convergence, teachers should engage in creative explorations of practical teaching methods to benefit the development of future journalists [13, 16].

**Research Method.** Literature analysis is by collecting and organizing literature on journalism education and teaching, and conducting research on the literature, a comprehensive understanding of the changes in the process of journalism education and teaching can be formed. Media convergence and current journalism education reforms are the focal points of this article. The literature analysis method is employed to gather relevant journals, books, papers, research reports, and other materials from predecessors. The research achievements of outstanding predecessors are summarized, and valuable opinions and viewpoints are drawn from classic sources.

The **aim** of the article is to further explore the characteristics of training future journalists in the context of the evolving media landscape. In addition to the basic knowledge of journalism theory and practical skills, it is increasingly important for future journalists to possess innovative thinking, collaborative abilities, and an overall improvement in comprehensive qualities. This necessitates a combination of comprehensive education and specialized training, as well as a mindset of knowledge sharing.

### **Discussion**

#### **1. The challenges in journalist training in the current media environment**

With the development and deepening of economic globalization and information globalization, the restructuring of the global media industry has shattered the traditional boundaries of fixed sectors, making the previous

competitive landscape more ambiguous. Traditional organizational structures in the global media field are undergoing rejuvenation, and the scope of media profit models has expanded compared to the past. Journalism schools need to constantly update their educational and teaching philosophies, improve curriculum offerings, and emphasize the practicality of training future journalists. At the same time, ensuring the quality of faculty is crucial. Only by truly achieving these goals can journalism schools effectively cultivate journalists who are equipped for the era of media convergence.

## 2. Characteristics of training future journalists

### Cultivating multimedia skills and interdisciplinary abilities

With the emergence and development of online new media, the media industry has placed new demands on journalism and communication education. As a result, journalism and communication education has undergone new developments in many areas to adapt to these changes. The training goals in journalism and communication are no longer solely focused on cultivating specialized journalists with expertise in a single skill. Instead, the aim is to equip students with the ability to handle various aspects of journalism, including writing, video production, and audio editing. In addition to having strong skills, there is a growing emphasis on cultivating well-rounded journalists with broad knowledge and versatile abilities [18].

In the context of the trend of media convergence, journalism schools are making efforts to transform and explore new models for training future journalists. The Missouri School of Journalism at the University of Missouri, USA, pioneered the establishment of a “Media Convergence” specialization for undergraduate and graduate students in 2005, opening up new directions for nurturing journalism talents worldwide. They have explored theories of media convergence and conducted corresponding research on media convergence practices.

In China, departments of journalism and communication are also researching the field of “media convergence”. They place greater emphasis on providing students with humanities and social science knowledge as economics, law, political science, history, and other subjects. At the same time, they strengthen the development of students’ journalism skills. Many universities in China integrate the journalism program with other excellent resources available within the university. For example, sports university may focus on sports journalism, while economics-oriented institution may develop programs in economic journalism.

### Cultivating Innovative Thinking and In-Depth Reporting

Technological advancements have enhanced interactivity, leading to a new wave of targeted communication in journalism. The audience’s demand for in-depth news reporting and professional analysis and commentary within their respective fields has surpassed the

demand for general news. There is also a growing need for personalized news. Providing in-depth news reporting that offers specialized information in a specific field and provides relevant practical guidance has gained widespread popularity among audiences.

### 3. Case Study: Journalism Education at Heilongjiang University

With the rapid development of Internet technology and deepening media integration, journalism education in various universities has entered a wave of reform. Among Chinese universities, there are nationally renowned institutions, academically advanced schools, and many regional colleges. This article selects Heilongjiang University’s School of Journalism and Communication, which is a comprehensive institution with a cooperative relationship between different departments, as a case study. The School of Journalism and Communication at Heilongjiang University is in a stage of development, but it has quickly responded to the new landscape of media integration and teaching practices, making it valuable for reference.

The School of Journalism and Communication at Heilongjiang University was established in 2006 with the mission of being in sync with the media and addressing relevant issues. It includes four majors: Journalism, Communication Studies, Advertising, and Radio and Television Programming. In the 2014 version of its education plan, the School of Journalism and Communication at Heilongjiang University set its overall goal as “cultivating future journalists in the era of mobile internet”. The cultivation of future journalists has become the consensus and core focus.

The **journalism** major is positioned to cultivate versatile multimedia journalists. It aims to equip students with the ability to handle various forms of content, including text, images, and audiovisual materials. They should be able to adapt to different types of media work and excel in in-depth storytelling.

The **communication studies** major is positioned to cultivate versatile new media and public communication journalists. It focuses on content expression and presentation in the field of online and new media, with an emphasis on data analysis and visual communication in public communication.

The **radio and television programming** major is positioned to cultivate versatile broadcasting and television production professionals, including editors, producers, and broadcast hosts. It is oriented towards broadcasting, television, and audiovisual multimedia fields, with a focus on program planning, production, editing, broadcasting, and hosting.

The **advertising** major is positioned to cultivate innovative and versatile advertising professionals. It focuses on advertising marketing and creative planning in the new media environment.

In the **updated curriculum** of Black Dragonjiang University, the curriculum is structured with a combi-

nation of “disciplinary foundation + core compulsory courses + elective modules”. Foundational disciplines and core compulsory courses work together to meet the requirements of the main discipline. The compulsory courses are designed around the professional positioning and distinctive training goals, while the elective courses reflect the characteristics of the major and provide more development possibilities.

In the High-Definition Digital Broadcasting Center at Black Dragonjiang University, which cost a total of 3.5 million yuan, there are seven areas: MOOC production, virtual, LED screens, interviews, triple screens, news reading and commentary, and virtual-reality integration. Among them, online courses (MOOC) are a relatively new and innovative teaching method in recent years. MOOC is a two-way interaction between teachers and students, where students proactively choose teachers and courses they are interested in [14]. After selecting the courses, students need to attend classes on time, complete assignments, and take tests. Only after successfully passing can they earn credits. MOOC has been referred to as a “digital tsunami” in the history of education by the president of Stanford University. News journalism teachers at Black Dragonjiang University will make good use of MOOC to offer students more and better journalism courses.

At Black Dragonjiang University, there is a television news program called “Heida Weekly”. It is produced by the TV Center of Black Dragonjiang University Cable Broadcasting Station and is live-streamed on the internet every Sunday evening. Through the platform of “Heida Weekly”, students at the university have the opportunity to serve as TV news anchors and correspondents. This not only enriches their campus cultural life but also allows them to go beyond the surface of written knowledge. It also enhances the professional qualities of journalism students and lays a solid foundation for their future media careers.

The development of science and technology, the advancement of Internet technology, and the arrival of the era of media convergence have broken the silence of traditional journalism education. In this era of multimedia and big data, it has inevitably disrupted and innovated traditional news practitioners. New technologies have posed significant challenges to traditional journalism education, and the new media landscape has also presented fresh demands for future news professionals. To cultivate competent news practitioners, it is essential to embrace the preferences of the media and the demands of the times. Currently, journalism education primarily faces four main challenges:

- There are issues in the educational philosophy of universities that underestimate the impact of new technologies on journalism education and stubbornly adhere to conventional practices, rejecting change.

- The faculty in universities lack sufficient mastery of new media technologies and are unwilling to proactively learn and use new technologies.

- The curriculum in universities is outdated and lacks the spirit of constant updating and keeping pace with the times.

- Insufficient resources are allocated to experimental teaching platforms and educational funding.

Taking the journalism education at the School of Journalism and Communication at Heilongjiang University as an example, the article analyzes the specific methods and characteristics of journalist training in the era of media convergence. The school emphasizes updating teaching concepts, focuses on building a team of integrated teachers, and strives to enhance students’ abilities. It provides students with a relaxed and flexible learning and activity platform. In recent years, students trained at the school have shown high overall quality and have received positive evaluations after entering the social workplace. The situation at Heilongjiang University is similar to that of many developing countries’ institutions. It is not located in an economically prosperous area and is not a key institution heavily funded by the state. Therefore, it has stronger significance for reference and learning.

#### **Conclusion and Implications**

Journalism is a constantly evolving and cutting-edge discipline, and universities need to incorporate various high technologies and integrate advanced technologies with journalism education. Journalism education should closely align with the era of media convergence, forming a discipline with practical application as its characteristic. Although journalism is a key subject within the discipline system of philosophy and social sciences, its development history is relatively short. With the rapid development of Internet technology today, the era of all-media, data, and media convergence is pushing journalism forward with great momentum. Journalism education has achieved significant results but also exposed many issues. On one hand, journalism education has expanded unprecedentedly in scale, with an increasing number of students applying for journalism programs. However, the quality of journalism programs has not improved rapidly, and journalism students find it difficult to adapt to the evolving needs of the media industry, resulting in a gap between theory and practice, with a focus on theory and a lack of technical skills.

The era of media convergence presents both opportunities and challenges for journalism education. “Media convergence” is closely related to journalism education, and universities are striving to find distinctive approaches to training media convergence talents. Transformation is imperative. Scholars are actively exploring methods for transforming journalism education in the era of media convergence, and renowned journalism institutions are at the forefront of these efforts. However, due to differences in backgrounds, faculty teams, and expectations for change, journalism education in different universities varies in quality. This calls for all universities to prioritize the training of journalists as their fundamental mission.

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Юе Їн, аспірантка факультету мистецтв імені Анатолія Авдієвського  
Українського державного університету імені М.П. Драгоманова

ПОТЕНЦІАЛ ОСВІТНЬОГО СЕРЕДОВИЩА ЗАКЛАДУ ЯК ОРІЄНТИР ПІДГОТОВКИ  
УЧИТЕЛІВ МУЗИКИ ДО НАВЧАННЯ МИСТЕЦТВА ШКОЛЯРІВ

Розглянуто сутність феномену “освітнє середовище” стосовно закладів загальної середньої освіти. Виокремлено чинник “художньо-освітнє середовище” як складова освітнього середовища закладу. Показано, що в основі функціонування художньо-освітнього середовища лежить художня комунікація. Виділено поняття віртуального освітнього (художньо-освітнього) простору та окреслено труднощі мистецької освіти в ньому у зв'язку з нівелюванням міжособистісної комунікації як принципово притаманної навчання мистецтва. Сутність художньо-освітнього середовища подано як орієнтир для змістового збагачення фахової підготовки майбутнього вчителя музики.

**Ключові слова:** віртуальне освітнє середовище; пізнання мистецтва; учитель музики; художньо-освітнє середовище; художня комунікація.

Літ. 12.

Yue Ying, Postgraduate Student of Faculty of Arts named after Anatoliy Avdiyevskiy,  
Mykhaylo Drahomanov Ukrainian State University

THE POTENTIAL OF THE EDUCATIONAL ENVIRONMENT  
OF THE INSTITUTION AS A GUIDELINE FOR TRAINING  
OF MUSIC TEACHERS TO TEACH SCHOOL STUDENTS ART

The article is devoted to the phenomenon of the educational environment of an institution of general secondary education. The concept of an educational environment is interpreted in the context of art education as an artistic and educational environment.

The purpose of the article is to clarify the content and structure of the artistic and educational environment of a modern institution of general secondary education in order to predict the relevant factors of training of music teachers.