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TRAINING OF JOURNALISTS FOR PROFESSIONAL PRACTICE IN ARTS TELEVISION

The study aims to demonstrate the importance of fostering creative perception among students in higher education as part of journalism training, as a foundation for their future professional practice in arts television.

Research methodology. The research employs analysis and synthesis to examine academic literature, curricula, educational and professional programs, and higher education standards. The generalization method was applied to formulate conclusions regarding journalists' competencies.

Results. The study identifies current and required reforms in the educational process of higher education institutions in the «Journalism» specialty. It highlights the digitalisation of the media landscape and the importance of digital and visual media literacy. The impact of the Russian-Ukrainian war on the adaptability of the educational process is also identified. The findings emphasise the interdisciplinary nature of journalism training for arts television, driven by the diversity of knowledge and competencies provided by different specialties, namely «Journalism» and «Audiovisual Arts and Production».

Novelty. The novelty of the study lies in the analysis of journalist training for professional practice in arts television and in the integration of relevant knowledge, skills, and competencies into the educational process.

Practical significance. The proposed recommendations can be applied to improve educational and professional programs for training of journalists for professional practice in arts television. The findings may be used to develop instructional materials. For students, the results can support the development of individual professional pathways and enhance their understanding of soft and hard skills, thereby increasing their competitiveness in the labour market.

Key words: education and training, journalist, competencies, professional realization, arts television, digitalization.

I. Introduction

The study of the educational process of training journalists for professional practice in arts television is relevant due to several factors, including the rapid transformation of the contemporary media landscape, the reform of higher education in Ukraine, and external pressures, particularly the Russian-Ukrainian war. In the context of digital transformation and ongoing military aggression against Ukraine, the demand for high-quality cultural content is increasing. This brings to the fore the need to develop a new cohort of media professionals who must acquire comprehensive knowledge of the humanities and culture, as well as master modern audiovisual technologies at a professional level.

I. Gadd discusses the impact on the reform of journalism education in Ukraine through the Erasmus+ funded project DESTIN «Journalism Education for Democracy in Ukraine: Developing Standards, Integrity, and Professionalism», a KA2 Capacity Building project (November 2018 – November 2022) [10, p. 3]. V. Rizun outlines the historical aspect of the reform of journalism education in accordance with European standards [7]. L. Vasylyk addresses the training of versatile journalists in the context of challenges in the modern media market, highlighting media convergence in the transformation of existing media formats [2, p. 41]. O. Ivanova defines «journalistic education as a promising opportunity for the ambitious creative class», emphasizing the potential for developing creativity and talent in future professionals [5]. Researchers also highlight the challenges posed by the use of social networks and artificial intelligence tools [3; 8; 9].

II. Research objectives and methods

The aim of the article is to substantiate the importance of developing creative perception among students in the process of training journalists as a foundation for their professional practice in arts television.

The research employed analysis and synthesis to study academic literature, curricula, educational and professional programs, and higher education standards. The comparative-typological method

enabled comparison of approaches to training students in different specialties. The method of generalization was used to draw conclusions about journalists' competencies.

III. Results

Arts journalism in the contemporary socio-cultural space is undergoing active transformation into a multifaceted instrument of cultural diplomacy, awareness of national and cultural identity, memorialisation, and the preservation of cultural memory.

Reforming higher education in the field of journalism was initiated through the DESTIN project «Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism,» which involved 20 partners from various European countries and Ukraine, including the United Kingdom, Ireland, the Netherlands, Sweden, Poland and Austria, as well as 10 Ukrainian universities, the Ukrainian Association of Students, Hromadske Radio, and the Ministry of Education and Science of Ukraine [10, p. 3].

A key initiator of reforms in education, V. Rizun notes that the development of bachelor's and master's programs is grounded in European standards. A defining feature of contemporary quality education is the establishment of academic integrity and the implementation of a student-centered approach, which involves students' participation in the design and delivery of learning paths and the teaching process, the introduction of feedback systems, and comprehensive academic mentoring support in university processes. As a result, the standard has become a foundation for the professional profile of a journalist with updated competencies, knowledge, and skills.

Given the stated requirements for the professional development of future media practitioners in arts television, there is a clear need for specialisation through the cultivation of aesthetic expertise among students at both bachelor's and master's levels. During training, it is essential to develop skills in the professional interpretation of information about cultural events by adapting art-historical categories that are not always accessible to the audience. To this end, an interdisciplinary approach to teaching should be adopted, integrating educational components of journalism, art history, and television criticism. Young scholars in journalism are aware of the importance of high-quality training, emphasizing that creative development and development of creative perception are key factors in enhancing students' competitiveness in the labour market and supporting their professional fulfilment [1, p. 202].

Digitalization and the convergence of the modern media landscape underscore the importance of media literacy, particularly its digital and visual dimensions. This includes mastering social media algorithms, online platforms, analytics tools, artificial intelligence, and the technical and aesthetic editing of visual content [4; 6]. A journalist's media literacy is fundamental to producing high-quality media content. Global experience also demonstrates a shift in the media business paradigm, which requires an active response from the education system [8; 11].

Visual imagery forms the foundation of arts television. Therefore, theoretical knowledge, competencies, and skills in screen aesthetics, principles of shot composition, and editing dynamics should be prioritised within educational components. Media content should achieve harmony between visual sequence and art object.

The challenges facing journalism education in preparing students for professional practice in arts television should be addressed in the design of educational and professional programs, as the preparation of a multimedia practitioner is a complex, multi-component task. A journalist must be able to perform the roles of reporter, screenwriter, and editor; demonstrate strong analytical skills; adhere to professional ethical standards; understand their mediating role between the artist and the audience; critically evaluate works of art; and possess a solid theoretical foundation in art history.

An analysis of professional education in the field of «Social Sciences, Journalism and Information», namely the journalism training in arts television, indicates that it is characterised by an effort to balance classical academic traditions with the demands of labour market competitiveness. Interdisciplinarity emerges as a key development trend.

Several key issues in professional education are becoming increasingly prominent:

1) a skills gap, i.e. a mismatch between theoretical training in institutions of higher education and the practical requirements of television production professionals;

2) the absence or extremely limited availability of specialisations in arts journalism in institutions of higher education, where it is typically offered only as an elective educational component, which significantly undermines the quality of professional training.

A major external challenge for Ukraine is the Russian-Ukrainian war, which has significantly affected the ability of educators and students to adapt. Under these highly challenging conditions, arts television is shifting away from its entertainment function and taking on a role in providing psychological support and fostering cultural resistance.

The interdisciplinary nature of journalism training for professional practice in arts television stems from the diverse range of knowledge and competencies required, which can be provided by different fields of study, namely specialties «Journalism» and «Audiovisual Arts and Production». Journalism programs focus on social communication, ethical standards, data analysis and verification, and an understanding of socio-political processes. Programs in «Audiovisual Arts and Production» emphasise

aestheticization of shot, dramaturgy of visual images, directing skills, and the technical aspects of media production. For successful professional practice in arts television, a specialist must possess the journalistic talent of an interviewer or analyst, have a deep understanding of the language of art, and master skills of creative editing and visual style in order to enhance media content production. Accordingly, we propose the following courses to integrate the two specialties: «Philosophy of Culture and the Artistic Perception of Works of Art», «Hermeneutics of Film and Television Documentary», «Integrative Processes in Arts Television», «Directing Practicum», and «Aesthetics of the Shot», among others.

The aim of arts education is to develop creativity, a sense of beauty, and emotional maturity through immersion in the world of art. It can be of different types: formal, non-formal, and informal. The main objective of arts education is to promote the development of creative individuals who are able to express themselves through various art forms and to perceive reality through an aesthetic lens.

The integration of two disciplines with distinct characteristics – «Journalism» and «Audiovisual Arts and Production» – holds considerable potential for the training of journalists in arts television. At the same time, several constraints hinder the effective development of professional competencies, including outdated infrastructure in higher education institutions, a shortage of practicing teachers able to transfer contemporary knowledge and skills to students, and insufficient cooperation between field-specific academic departments and internship placements.

IV. Conclusion

An analysis of the current process of training journalists for professional practice in arts television indicates the emergence of a new paradigm in education. The shift towards interdisciplinarity creates opportunities for integrating arts and journalism education. Key challenges include insufficient practical components in educational programs and inadequate technical facilities of laboratories in higher education institutions. Consequently, graduates require additional on-the-job training, which reduces their competitiveness in the labour market. Enhancing educational programs is therefore essential to ensure the high-quality training of journalists for professional practice in arts television.

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Порожна С. Г. Процес освітньої підготовки журналістів до професійної реалізації в мистецькому телебаченні

Метою дослідження є обґрунтування цінності формування творчого сприйняття здобувачів освіти в процесі освітньої підготовки журналістів як підґрунтя їхньої професійної реалізації в мистецькому телебаченні.

Методологія дослідження. У ході дослідження використано метод аналізу та синтезу для вивчення наукової літератури, навчальних планів, освітньо-професійних програм, стандартів вищої освіти, узагальнення – для формулювання висновків щодо компетентностей журналістів.

Результатами дослідження є аналіз актуальних та необхідних реформ освітнього процесу ЗВО зі спеціальності «Журналістика». Актуалізовано процес цифровізації медіапростору та медіаграмотності: цифрової й візуальної. Означено вплив російсько-української війни на адаптаційні можливості освітнього процесу. Наголошено на міждисциплінарності підготовки журналіста з метою його професійної реалізації в мистецькому телебаченні, що зумовлене

різнобічністю необхідних знань та компетентностей, які можуть надати різні спеціальності, а саме: «Журналістика» та «Аудіовізуальне мистецтво та виробництво».

Новизною дослідження є аналіз процесу підготовки журналістів до професійної реалізації в мистецькому телебаченні, інтеграція актуальних знань, навичок та компетентностей в освітній процес.

Практичне значення. Запропоновані рекомендації можуть бути впроваджені в освітньо-професійні програми підготовки журналістів для професійної діяльності в мистецькому телебаченні; результати дослідження можуть використовуватися для створення навчально-методичних матеріалів; здобувачам освіти матеріали можуть бути допоміжними у вибудові власної траєкторії професійного розвитку з покращеним розумінням *soft-* та *hard-skills* (навичок) для власної конкурентоспроможності на ринку праці.

Ключові слова: освітня підготовка, журналіст, компетентності, професійна реалізація, мистецьке телебачення, цифровізація.