SECTION 4. MEDIA ETHICS, MEDIA EDUCATION AND MEDIA LITERACY

CURRENT DEMANDS OF JOURNALISM STUDENTS TO PROFESSIONAL MEDIA TRAINING

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The rapid digitalization of the society gives rise to new demands. The labour market today is in dire need of specialists in new professions, and requires media professionals to have additional skills needed to work in a modern digital space. Automation has already radically changed entire business processes. This forces the media to review their business models, organization of media production, and the functional responsibilities of media workers. Education has always been regarded as the response to technological progress and automation in particular. However, with the current pace of IT development, the future specialists may well face a situation where at the time of their graduation, their professions may simply no longer exist [1]. In these circumstances, according to some researchers, in training, the focus on specific professions is no longer justified [2]. At the same time, possession of more competencies that meet the needs of the market will only increase journalist's chances of employment. Both the students themselves, who have chosen their own path in the media industry, and educational institutions that train such professionals understand this.

Educational media institutions today are attentive to updated student requests and refocus their curricula to equip students with competencies that they especially need. However, educational programmes do not seem to be updated rapidly enough, as they can be modified once a year, whereas the curriculum for some programmes has been approved in advance for all years. Therefore, more and more students are looking towards the companies and institutions that provide both academic diplomas and certificates confirming the possession of certain competencies.

During the lockdown, when the distance learning has intensified young people have paid attention to online educational opportunities. The below survey results constitute a part of the study of the media educational system

and are intended to identify the changed students' needs with the purpose to revise approaches to the media education in the future. At this stage, our intention was to find out whether students attended additional courses, workshops or seminars to gain competences and skills necessary for employment in the media sphere. Since the survey was conducted during the quarantine, we also looked at distance learning. Journalism students were surveyed using google forms and stratified sampling.

The survey results showed that concurrently with their study in the university over 60 % journalism students regularly took courses (Tab.1) offered by other institutions and companies. More than 56 % preferred individual online webinars on the topics of interest to them. At the same time, unlike 1st and 2nd year students, the graduate students attended courses more often. It can be explained by their clearer understanding of the future job search plans and employers' requirements.

Table 1.

**Do you attend courses (including online) offered by external institutions in parallel to your study?**
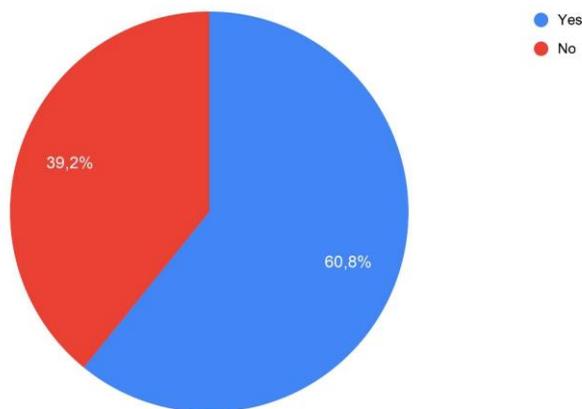
In the segment of educational opportunities enhancing professional skills, future media workers are happy to attend courses and seminars in photography, SMM, design, and blogging. An interesting trend was observed – many students have admitted that they take courses organized by potential employers in order to increase their chances of employment. It should be noted that among courses and workshops that could be useful for employment, many students indicate those developing skills in starting business, marketing, branding, financial literacy, and networking.

As to the topics, about 36 % of the students that took courses on a regular basis mentioned foreign languages, and over 26 % – the comprehensive personal development. Only 13.1% of the surveyed chose the professional

development opportunities, and 21.3 % decided to take those that in their opinion could be useful for employment (Tab.2).

Table 2.

What are the topics of the courses that you attend?
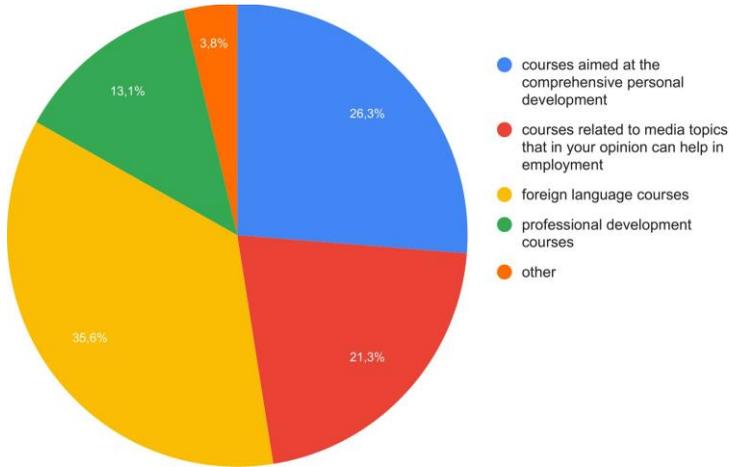
We cannot disregard the fact that management in the media sphere is primarily the talent management. The creative aspect of the journalism profession is still very relevant. In a world where artificial intelligence technologies are confidently replacing people, it is the creative potential of individuals that enables them to be in demand in the profession [3]. It explains why courses in phycology, literature, speaking, and screenwriting are popular among recipients.

The obtained results clearly demonstrate that future representatives of the profession do not consider their skills of using up-to-date technological tools necessary to work as journalist insufficient. At the same time, they pay a special attention to financial and marketing aspects of their training, which can be explained by their desire to develop their own media startup, media channel (in YouTube, Instagram, etc.), and the personal brand. On top of that, students do not see the automation of media production as a threat to their employment. On the contrary, they are focused on the comprehensive personal development, and the development of creative thinking and creativity.

References:

1. Omary, J. Jobs and University Skills: Artificial Intelligence Effects on Employment in the Future. – Memorial University of Newfoundland, 2018.

2. Manyika J., Chui M. and other A future that works: automation, employment, and productivity. – McKinsey Global Institute January. 2017, 148 p.

3. K. Horska A New Test of Artificial Intelligence: Should the Media Industry Be Afraid? Science and education a new dimension. Humanities and Social Sciences. – 2020. – VIII(39), Issue 231. P. 26–29.