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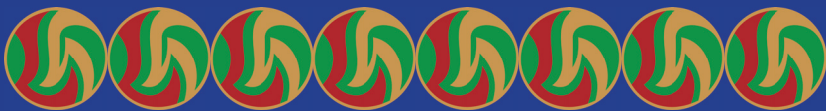
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## **Modern media pedagogy: Ways of forming public journalism in Ukraine**

IRYNA B. IVANOVA<sup>1\*</sup>, IURII L. MOSENKIS<sup>2</sup> AND  
OLEKSANDR M. STROKAL<sup>2</sup>

Today, various media technologies have a significant impact on the development of society, cultural and artistic horizons of modern Ukraine. There are a lot of aspects that depend on the quality and effective work of mass media and the level of responsibility of the employees of the media industry. The purpose of the article is to determine the main directions in the development of curricula concerning focus on the modern media space and its transformations; considering the mutual influence of advertising and journalism in contemporary Ukrainian media; positive attitude and support of activities of public voluntary organizations. The article deals with the ways of introducing media pedagogy into the educational process. The means of forming public journalism in Ukraine are identified. The peculiarities of the application of innovative methods with the purpose of qualitative training of specialists who study advertising and public relations are defined. Particular attention is paid to the role of volunteer movements as a factor in motivating a young journalist. The training of specialists who are going to work in public journalism includes involvement in exhibiting activities, competition, and festival activities, as well as the ability to navigate the media space, to be able to identify high-quality and reliable sources of information, distinguish facts from factoids and media facts.

**Keywords:** media pedagogy, motivation, independent work, volunteer movement.

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## INTRODUCTION

The top priorities in the field of higher education in Ukraine should include the goals of spiritual consolidation, cultural, and national self-awareness of the people of Ukraine as a united community. They are to ensure the internal stability of the Ukrainian society united by the common values of civil community, and to ensure socio-cultural consciousness and the integrity of Ukraine. A comprehensive approach to learning provides an idea of civic position as a coherent system with a complex structure, where all the elements are interconnected, co-ordinated within different forms of communication. Thus, functional-stylistic, socio-cultural and communicative-activity approaches to learning are realized. The urgency of providing such educational policy is determined by the need to implement the socio-cultural substantive element of education, which is presented in the State Higher Education (State Standard 2019).

Today, various media technologies have a significant impact on the development of society, cultural and artistic horizons of modern Ukraine. There are a lot of aspects that depend on the quality and effective work of mass media and the level of responsibility of the employees of the media industry: the forms, methods, channels and nature of the media product. Therefore, great attention should be paid to the media literacy of students. This fact caused the problematics of this work.

The degree of developing the problem is determined by the complexity of such a phenomenon as media space. Among the latest researches, there is the analysis of media resources as a basis for further modernization of modern education (Bondarenko (1997), Pelepeichenko (2007), Yatsko (2015)), the study of communication mechanisms and manipulative techniques used in modern Ukrainian advertising (Bondarenko (1997), Zelinska (2000), Ivanov (Ivanov and Rizun, 2011)), and pathological and therapeutic effects of the media on the audience (Sluhan (2002), Koval (2012)). The problems of manipulative influences of the media, determination of effective means of counteracting propaganda techniques aimed at consumers of media production still remains unresolved.

In the scope of scientific interests of Ukrainian researchers in the field of journalism, political science, and social communications there is media education itself, as well as communicative aspects of the formation of media education. Conceptual foundations of sociocultural approaches to the formation of the civic position of youth have been identified by many Ukrainian scholars (I. Ogienko (Timoshik, 2010), Y. Shevelyov (Sherekh) (2001), S. Yermolenko (2009), L. Matsko (2008), V. Kononenko (2008), etc.), researchers present culture, primarily as a nationally determined phenomenon – “a factor in the formation of linguistic phenomena and processes” (Kononenko 2008).

This determines the task of the article – to identify the leading directions of media education development in high school and to outline ways of increasing the level of media literacy in the professional field; to name effective educational programs on the education of a media literate specialist. The research is based on a comprehensive approach. The article uses inductive and deductive methods and the method of interdisciplinary research. The possibilities of the interpretative methodology used in interdisciplinary research are also taken into account.

The purpose of the article is to determine the main directions in the development of curricula concerning focus on the modern media space and its transformations; considering the mutual influence of advertising and journalism in contemporary Ukrainian media; positive attitude and support of activities of public voluntary organizations.

## **Modern mediapedagogy: Ways of forming public journalism in Ukraine**

### **THEORETICAL OVERVIEW**

In Ukraine, the development of journalism has been influenced by several powerful trends. It is the European creative, industrial and artistic culture. We can't also reject the Soviet traditions of propaganda and agitation nature, which are strongly involved in the education and practical activity of a modern journalist. The third aspect is the national specificity since the national language must determine the subject matter, nature and focus of periodicals (Mykhailin 2011).

The language of the works proved to be as effective as the author of the broadcast message was competent and educated. It is the question of an author's professionalism and his ability to navigate the flow of information that contributed to the development of media education, rapprochement of advertising, PR-activities, and journalism. As for today's Ukraine, changes in the technology of execution and the level of creativity of the text in the media are taking place right now; also the discussions about the interconnection of media and advertising are ongoing. Such processes contribute to the emergence of a separate field of Ukrainian journalism – public journalism. The need to increase the level of media literacy of future specialists in all areas related to social communications, makes it important to form a complex of disciplines designed to increase the level of humanitarian students' media literacy. A number of disciplines in journalism and advertising, that must correlate, are of particular importance.

A number of researchers (V. Tsvik (2001), V. Detynkina (2010), H. Kaftandzhiev (2005)) have identified the possibility to manipulate information, create advertising images, mythologems, which become part of modern Ukrainian journalism. It is this tendency in contemporary Ukrainian media that determines the need to provide students with additional knowledge and skills in the field of media education, and most importantly – to educate a responsible literate activist in society. This new type of media text dictates the need to give future media professionals the ability to counter manipulative influences and provide for independent activities. It is important to increase the level of social responsibility for actions since the social activity is a necessary factor in the formation of a media literate personality. In such circumstances, the work of education staff in volunteer organizations, cooperation with such organizations will help to improve the skills of self-education; the media industry is not an exception here. The journalist's profession requires constant work on itself, the formation of a harmonious, comprehensively developed personality. This work begins with an educational institution, with the need to observe the standards of professional ethics, moral standards of a journalist. After all, on the basis of moral beliefs, the spiritual orientation of the individual is realized, a system of moral and ethical values is being formed, most of which will be guided by the future specialist in everyday life and professional activity. That is why the topic of volunteer activity as a charity for the benefit of society - is very relevant to modern Ukraine.

Today we have developed an understanding of the need to study the culture of the media, to develop the ability to navigate the media space, to be able to identify a high-quality and reliable source of information, to distinguish between facts and factoids, sheer fakes, etc. Volunteering should become part of their skills. The processes of spiritual revival of national consciousness, which have been taking place in Ukrainian society in recent decades, have led to the development of fundamentally new technology for introduction and teaching media literacy in high school. The modern teacher does not participate in the formation of an already adult personality; he can adjust the value system, show the best way to the harmonious development of personality, and assist in the formation of a media literate employee. Such a concept goes well with the concept of volunteerism as a national and social phenomenon, since European and humanistic ideals and personal freedom of choice in society must be a part of national and national

policies and values that should be followed by every citizen. T. Liakh states: “Volunteer activity in the field of providing social services (voluntary activity) is a voluntary non-profit activity of physical persons – volunteers. Such activity is aimed at providing assistance to persons who are in difficult circumstances and in need of outside help and promotes the self-realization of the volunteer as a harmonious personality” (Liakh 2006). A volunteer is a person who volunteers for free work. This activity is confidential and socially focused on individuals, groups, communities, who are in difficult living conditions.

There are a number of principled positions in volunteer work: voluntariness and charity of the work performed; compliance with the legislation, confidentiality; humanity and respectful attitude; common interests and equality; responsibility and openness. It should be noted that increasing the level of media literacy also contributes to the effectiveness of volunteer activity. First, media pedagogy should be based on the sociocultural substantive ground, the component of which is the media, implemented on the basis of carefully selected cultural and socially relevant texts used as didactic material for different types of communications, substantive elements. They provide detailed elaboration of these texts in order to promote the development of the individual, to enter him into a multicultural society. The formation of sociocultural competence of students through audiovisual communication as a sociocultural component is an urgent task of modern education. This dictates the need to modernize the principles, aims, and methods of language learning in higher education. These training programs on audiovisual art as a phenomenon of culture and society must have a humanistic focus on the formation of multilingual linguistic personality, its sociocultural competence, its moral norms, and values.

On the basis of our own experience of working with students who have chosen the media for the future profession, we will present several areas of work for teachers, students and media professionals, practitioners. These directions proved to be effective and brought up a responsible journalist with a stable civic position:

1. Participation in media literacy programs.
2. Participation in the creation of exhibitions, festivals and open events, competitions.
3. Ability to independently create media projects of a wide range of themes.

Volunteering in Ukraine is not new, but today it is a very topical and necessary social movement that has long represented the public position of a person. It is an opportunity to do useful things, to carry out promising projects of their own, without guidance from the state, officials, power structures, by creating a joint group of interests and beliefs. We have done a lot in my city together and are now doing. But some of the ideas haven't been realized yet, because it is not possible to implement volunteer projects with your own funds. We will consider it necessary to learn how to find grant proposals in the field we need, to fill in the documentation correctly, and to know all the details of communication with grant-givers.

Today, Ukrainian public media representatives are building a regional network of active fact-checkers, as well as improving the professional level of these specialists, creating a mentoring system to support their activities. Fact-checking is a tool for controlling and validating political rhetoric, billboards, events, and news reports. Creating and mentoring a journalistic program on fact-checking and media literacy are aimed at objective coverage of the political life of countries in order to enhance overall information hygiene and accountability for revealed information. The purpose of such laboratories is to teach technologies to counteract propaganda influences, information and communication wars; creating a qualitative media product, etc. Research in this area is presented in a number of scientific publications on propaganda. The processes of public



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life and the peculiarities of their informational presentation in national science have been investigated by political scientists, as well as presented in journalism, history, public service, philosophy, and even jurisprudence works. Among those who studied propaganda, there are M. Kravchuk (2005), A. Leontiev (1974), G. Pocheptsov (2018), N. Yakovleva (2010), O. Detsyk (2014).

O. Detsyk, exploring propaganda methods, noted that political propaganda is a form of communicative activity that is focused on fixing in mind or transformation of certain attitudes, beliefs, stereotypes of the target audience with the help of informative manipulative techniques, methods to achieve the set goals and objectives (Detsyk 2014). The scientist states that propaganda, PR, and advertising are independent ways of organizing communication. In addition, a set of common features has been identified: they influence the attitudes and the behavior of people and are relayed mainly through mass media, referring to socialized individuals. However, their differences are determined precisely in the purpose, task, object of influence, time period of action, and functions. M. Kravchuk (Kravchuk 2005) emphasizes that contemporary political propaganda in both totalitarian and democratic systems takes official status, is sometimes funded and regulated by the state. For the first time, there are branched specialized organizational structures for which it becomes a profession and main task. In Ukraine, fact-checking is closely linked to volunteer movement and the appearance of independent agencies.

Researchers (G. Pocheptsov (2018), O. Detsyk (2014), M. Kravchuk (2005)) link the development of propaganda to the World Wars, where the First World War opened up opportunities for propaganda, a powerful influence on public opinion; in the Second World War technologies and methods of communication and influence were refined, over time the role of information warfare has increased, and the awareness of the effectiveness of manipulating society's consciousness through the media has also increased.

### **MOTIVATION. PROJECT COMPETITION. PROJECT ACTIVITY AS A FORM OF STUDENT'S INDEPENDENT WORK**

The teaching of counter-propaganda techniques has led to the creation of fact-checking training programs. One of them belongs to BezBrehni Agency with the support of the American Foundation. In the 2018/2019 academic year, a series of multi-day fact-checking pieces of training were held in a number of Ukrainian cities, also at the journalism department of Kharkiv State Academy of Culture, and 'Nakipelo' Media Group; further training was carried out on-line. In the end, students were asked to create a creative competition work; as a result, 2 students were offered to study in Germany.

The working group consisted of 19 people. Among them, there were 9 people from Kharkiv, 2 from Kharkiv region, 1 person from Gorishni Plavni (Poltava region); 1 person from Poltava; 3 persons from Lysychansk; 1 person from Donetsk, 1 person from Slovyansk; 1 person from Kramatorsk. After completing the course of study 12 people continued their professional work, 4 of them are engaged in a fact-checking activity. During the training, a combination of interactive methods and a game component of working with the audience was used. Half of the time was devoted to the assignment with a gradual increase in difficulty. The program facilitated realizing several specific educational goals:

1. To effectively interact with the Ukrainian media and educational institutions. It helped to teach future media specialists to create a qualitative information product. This opportunity is presented to students and young professionals thanks to the work of the fact-checking agency, the laboratory of the Department of Journalism.

2. It taught the basic rules for monitoring public statements, slogans, information messages, and programs of government officers, politicians and officials through fact-checking tools.

3. Video versions of the most successful fact-checking findings were created, intended for target groups in order to refute the fakes and identify the distorted facts.

4. Publications, video versions of facts that reveal the information about abuse and powerful manipulations were distributed, influencing the attitude of future voters to certain events, persons, activities, that contribute to the distortion of democratic will during the elections.

5. Tools for the systematic verification of the presence of manipulations, promises, messages, slogans from officials and politicians of Ukraine has been created; publication of relevant fact-investigations in the media has been made.

6. Fact-checkers have learned to identify the facts of the activities of MPs and officials while reviewing their previous and current activities and to publish relevant fact-checking investigation. Opportunities for independent activity and participation in volunteer groups have been created.

7. A program has been developed to increase the critical thinking of Kharkiv citizens by providing them with factual materials of quality, verified, impartial information about events and persons who, in different ways, are involved in the political and public life of Kharkiv, Kharkiv region.

The systematized materials during the project had become the basis for the project coursework and diploma work of students. According to the results of the work, a conference was held and the results and ratings of manipulations, abuses, and distortions of information were published in scientific and special editions.

Media project contests should be the part of the structure of students' independent work, and also a part of the control over acquired knowledge and skills. Working on a project is mostly about student work and is one of the most difficult forms of organizing the education process because it is difficult to be managed from the outside. But it should be considered that the most effective training material is learned in this way. Therefore, if independent work is organized rationally and carefully, according to somatic-psychological characteristics of the individual, it remains one of the most effective ways of self-development of the professional.

The rules and laws of the organization of self-training work become the center of O. Leontiev's (2003) research (psychological theory of activity), and methodical developments of E. Zaika are also important. First of all, the motives of the project activity are considered, E. Zaika notes: "Social and psychological researches conducted in different universities of the country, as well as at Kharkiv University, demonstrate the following: the percentage of students, whose leading motives are educational and cognitive activity and the desire for professional development (desire to master a future specialty), is not large and in various studies ranges from 8% to 38% (depending on the profile of the university, settlement, specialty, etc.)(Zaika 1991). Therefore, it can be concluded that professional and cognitive interest is not a leading motive for quality learning.

Most often, the stimulating aspects of the first stage of a media project are ambition, the desire to increase the professional level, monetary benefits, considerations of prestige, the desire to stand out, to become known in the media environment. So, it is worth talking about the multi-motivated activity. Multi-motivated activity is an activity created by a combination of a number of motives, one of which can be defined as the principal and the other as additional. The design of the project creation algorithm should take into account the principle of "dynamic multi-motivation". Dynamics of motives in the development of independent creative activity leads to motivational transformations,

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which helps to improve the quality of work, completeness of subject content, which is opened for participants in the process of creating a project.

In practice, students should first be encouraged and interested in completing the first steps to creating a media project. Having identified the main motive, it is necessary to choose the nature of filling the future project, to organize a further aspect, adjusting the direction of work. In this way, the student's motivation is restructured so that professional and cognitive motives should become the main ones, but also the desire for independent creative work should emerge. Emphasis, when choosing a topic, was made on socially important issues. In Ukraine, such a topic is military action in the East of Ukraine. This topic was taken by a group of 10 second and third-year students, "Social and Cultural Journalism" Faculty. It should be noted that 3 students were Kharkiv residents, 4 – residents of Poltava region, 3 – representatives of Donetsk and Luhansk regions (close to the "hotspot" areas).

In fact, the choice of primary motive must be chosen individually for each student as a unique personality. Such motives or groups of motives may be personal problems, pre-existing interests, self-affirmation, or communication. This is exactly what the motivational moment is. Table 1 shows the changes that had taken place in the motivation of a group of students (10 people) who prepared material for a short film and presented an exhibition on the problem of refugees, ATO veterans, and their families.

Table 1. Proportion of personal interest, communication, self-affirmation and personal interest as motives for students' independent work

Term	Personal interest	Qualification training	Self-affirmation	Communication
At the beginning of the work	1	4	4	1
Before the exhibition	2	3	4	1
The final stage	3	3	2	2

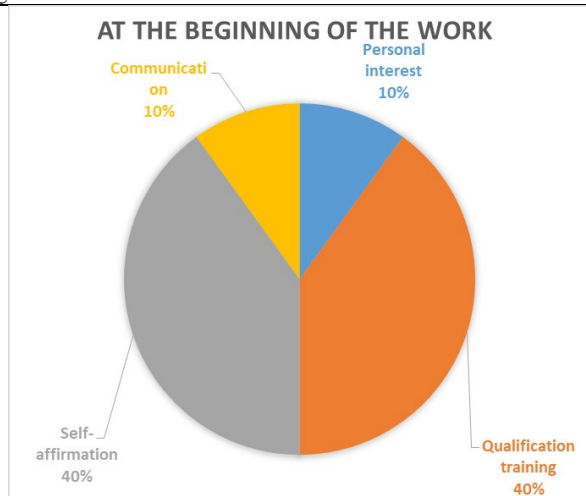


Figure 1. Proportionality of motives of independent activity in the field of public journalism at the beginning of the programme on creating an exhibition

As we can see on Figure 1, at the beginning of the program, the motives of advanced training and self-affirmation, which are characteristic of young creative and

ambitious future media workers, predominate. Less attention is paid to personal interest and communication. The motive of personal interest has been increased before the exhibition (Fig. 2), as in-depth understanding of socially acute topics and relevant material leads to the evolution of priorities. The self-affirmation motive remains in full force and the motive of communication has the lowest rate.

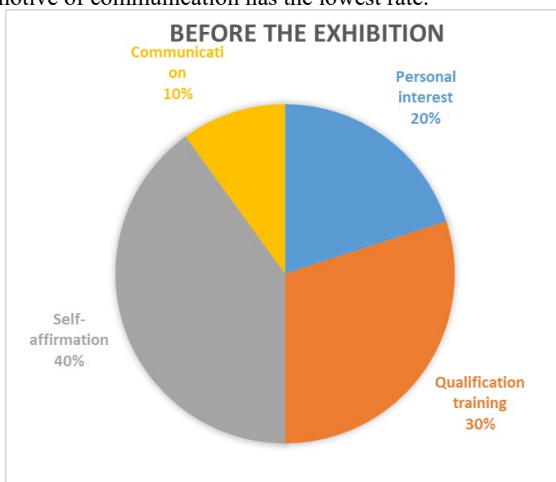


Figure 2. The evolution of motivation to perform independent activity in the field of public journalism; the results of interviewing a group of students before the exhibition and short film demonstration

The response to the successful work of media students in the field of public journalism is a tangible evolution of motivation concerning their independent work. The set of motives is more proportionally distributed. During the work, the communication motive and the motive of personal interest in volunteer work had increased (Fig. 3). Self-affirmation motives had decreased, and the professional growth motive moved one position down.

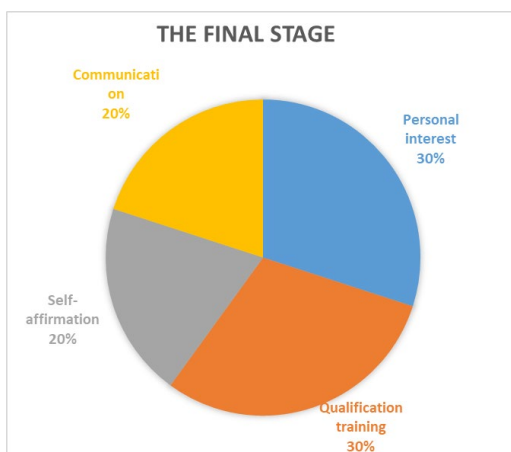


Figure 3. Evolutionary changes in the motivation at the final stage of independent work

## **Modern mediapedagogy: Ways of forming public journalism in Ukraine**

in the field of public journalism. The results after the exhibition and film demonstration

An important role in the initial stages of self-study activities is played by additional external incentives. A group of students began to prepare the project together with representatives of the UN office in Kharkiv. This was a project of grant application for holding an exhibition on a selected topic, which was also implemented with the help of specialists who had long been working on the topic. The creative group that consisted of 8 people was set up: 2 persons from Kharkiv, 1 person from Donetsk region, 2 persons from Poltava (Poltava region). Each type of work was undertaken by a specific group to perform, had its structure, purpose and content. The ability to determine the limits of their capabilities and formulated specific individual goals greatly facilitated the students work process to implement the project.

Examples of successful project activity are exhibitions, internships, and conferences. For example, NGO “Sholom PP” and a group of students of the Department of Journalism (Kharkiv State Academy of Culture) created a photo exhibition “War is a Community Work”, which represents Ukrainian volunteer work related to the Russia-Ukrainian war, which has been ongoing since 2014. Spectators were able to get acquainted with the volunteers and authors of the exhibition in person, to find out about the activities of the volunteer organizations in the front zone.

A short, but the meaningful film about the work, creativity and enormous contribution of volunteers to the life of Ukraine, its struggle for a peaceful life and the preservation of world values, was presented. Three blocks were prepared: 1. “War is hard work”. Fighters are at war. They live, carry out their daily duties, keep the peace of Europe and pay dearly for it. 2. “Soldier and family”. Each soldier has a family, friends, and loved people. This is a series of photographs dedicated to soldiers and their personal family happiness. 3. “War is a community affair”. In difficult times for Ukraine, volunteers appeared who helped the army to get to their feet and still haven’t left the defenders. The third cycle of pictures tells about their activity. Thus, the student solves the problem, begins to gradually master the way and means of solving it. At the same time, the range of knowledge and skills is expanding, and further, the set of methods and means of solving problematic issues is being expanded, they are not perceived formally, but personally. This makes the learning process more efficient. The use of external influences in teaching, the involvement of media professionals, volunteers, and public figures that are thought leaders, help to find a more an effective set of motives. These motives compel the student to be active, draw him to work independently to create effective projects.

A striking example in the education of a conscious citizen with an active position, an independent media worker, is engaging young people in the ‘Plast’ organization. The organization's website states: “‘Plast’ – the National Scout Organization of Ukraine is a non-political and non-religious youth organization. The purpose of ‘Plast’ is to promote the comprehensive, patriotic upbringing and self-education of Ukrainian youth and conscious, responsible and full-fledged citizens of local, national and world communities, leaders of society on the ideological foundations of ‘Plast’ and on the basis of Christian morality” (Plast 2018). It is an analog of the European Scout Movement, created in 1911. The founders of the organization were Alexander Tysovsky, Petro Franko and Ivan Chmola. This date is still celebrated as the Birthday of the Ukrainian ‘Plast’. The organization has a ‘Plast’ method of education. What is the achievement of educational goals and basic principles of action based on? It is voluntary membership in the organization; education and training through play and work; a gradual program of classes and tests, a group system of self-organization, knowledge of nature and life in nature, support of special interests and abilities of children and young people.

In modern Ukraine, the activity of 'Plast' has also been resumed in Kharkiv. 'Plast' is the largest youth organization in Ukraine: 137 'Plast' centers operate in 23 regions of Ukraine. 'Plast' brings together 10.000 thousands of members of all ages (from 6-year-olds to seniors who assist in the education of the younger ones). 'Plast' provides an active festival and competition activities: sports competitions, hiking competitions "Trails of Heroes" and "Autumn raid", 'Plast' Creativity Festival "Plast-member Day", the international scouting event "Bethlehem Peace Fire", art and art competitions, etc. V. Zhulkovskyi states: "The duty to help others outlines the attitude of a 'Plast'-member to his environment, to people and nature. This means not only fulfilling public responsibilities but also doing good on their own initiative. 'Plast'-members try to develop and become better not only for their own success but also for the sake of society, the people and the state. Ukrainian 'Plast'-members cherish love for the Ukrainian community and are ready to work for its good. They are also useful citizens of the state in which they live" (Zhulkovskyi 2016).

As we can see, a clear goal and desirable result are equally important components of forming an independent and publicly active media worker. The aim is the result that a person expects to receive at the end of their activity. The purpose specifies and directs, helps to formulate a set of tasks, to present a certain result in a real situation in the educational process. It activates the desire to get acquainted with the subject of study, to explore it, and change its attitude to it. It is the specificity and closeness of the goal to the real material that executes the managing function in the implementation of the project activity. The purpose of the goal is to direct the desire to see the result - teasers, photos, exhibits, texts, etc.

In order to make optimum use of the potential of project activity, it is necessary to clearly distinguish between the purpose of the teacher and the purpose of students. The purpose of the teacher is to form the professional and cognitive skills of students, to facilitate the process of entering the profession, learn to evaluate the problem from an ethical and professional standpoint, be able to think professionally, act independently, and increase the students' intellectual level. Independent and deep immersion in a particular topic should be guided by natural interest, relevance, the sharpness of perception and accuracy. It should be a specific material, its task is to delve deeper into the material, and finally see the prospects for further work with it.

The purpose of the student is a concrete, near-term result, not stretched in time tangible result (photo exhibition, presentation, press conference, overseas journey, creation of audiovisual products). A common goal, distant in time, abstract slogans will not be of interest and understanding, do not facilitate the separation of tasks and functions or the organization of exhibition and production activities. The goal must also be related to personal interests of the individual and transform them in some way. The connection of the the immediate goal with the more distant one leads to the gradual fulfillment of the task as a whole, gaining certain creative independence, improving the level of qualification and gaining experience. The difference between student and teacher commitment, organization and performance are an objective necessity. The task formulated clearly by the teacher leads to full implementation of the task given to students.

The main condition for independent activity and the beginnings of volunteering is creative in content and clear in form result. In the first stage of the process of organizing exhibition and festival materials, it is necessary to rely on reproductive results that produce and repeat already finished material, and actualize previously acquired skills. The first photos, videos, and audio may not contain anything new technically and technologically created by the student. The creative findings are obtained by the student independently; the information is obtained by the creative group through the activation

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of independent activity, which reveals completely new skills, not existing before. It should be noted that independent activity can be steady and intense when it is aimed at achieving creative artistic results, and making qualitative media production.

When organizing exhibition and festival videos, reproductive activity should be secondary because it does not take into account the individual's personal beginnings. It cannot be basic in the performance of independent work; reproduction is only a means to further achievement of creative results. In the form, the results can be divided into ideal and materialized. The materialized are the results that find their realization in a particular material subject; they can be seen and held. For example, layout, diagram, drawings. Ideal are results that are empirically owned by the student, not fixed at all.

For example, Alcido de Gasperi Higher School of Euroregional Economics (Poland), together with the Kharkiv State Academy of Culture, annually organizes internship courses for students and teachers of the media industry. Since 2017 Ukrainian students have been bringing documentaries, promotional teasers and photo exhibitions to Poland, which become a topic for presentations and discussions. It is a manifestation of the students' independent creative activity, which has a materialized result in the project activity (competition films, photos, publications). But understanding their creative abilities, getting pleasure from the results of their work, realizing their efforts to stand out, to prove themselves a professional in this field.

Materialized results are most desirable and convenient in such a situation, while the ideal ones can be seen as intermediate in the course of a student's creative self-activity. During the project activity the student learns to work by himself, is able to apply personal qualities and information independently, use most effectively all new and traditional forms of classroom teaching (lectures, seminars, practical classes, trainings, master classes). But it should be taken into account that the greatest benefits of independent work can be achieved through creative and independent teacher's work.

### EXHIBITION ACTIVITIES, COMPETITION AND FESTIVAL ACTIVITIES AS THE MEANS OF ORGANIZING STUDENTS' INDEPENDENCE

In the range of audiovisual disciplines, the exhibition, competition, and festival activities are one of the possible forms of independent work. It is a product of the student's educational and cognitive activity. Any activity as a psychological and, to some extent, conscious process has a specific concrete structure. It consists of the structural interconnected components that form a particular activity. The development and enrichment of each of the components of independent creative work are considered the conditions for the development, improvement and awakening of social responsibility, and the desire to act independently.

First of all, the role of motive and motivation should be considered (Fig. 4). Motives encourage independence; contribute to the development of public position, the initiation of volunteer activity. The motive performs the functions of motivation and content making. At the beginning of the work, motivation is driven by result focus. It appears to be a source of activity that gives meaningful content to the project work. The power of motive is extremely valuable, important to the individual; it is determined by the level of importance for the subject of activity. The intensity, motive and orientation of students' activity depend on the intensity of the motives and their complete set.

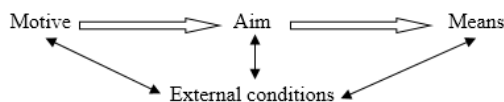


Figure 4. Links between aim, motive, aim, means and external conditions

It should be noted that in the absence or weakness of motives, the activity is not carried out or is extremely unstable. Specific motives for independent work may be:

1. Interest.
2. The desire to gain knowledge.
3. The desire to improve professionally.
4. The desire to receive a scholarship.
5. Fear of being expelled.
6. Fear of the teacher, etc.

Aim is an idea of the specific result to be achieved that must be obtained. Its function is to provide a specific direction for project activities. A clear goal gives the opportunity to define, structure the whole system of actions that make up an activity. Not clear, incorrectly worded goal leads to the disintegration of the system of operations, which is reflected in the results of the student's exhibition and competitive activities. The specific purpose for volunteer-based project work in the media sphere may be:

1. Formulating of theme, purpose and tasks for exhibitions and competition works.
2. Mastering the techniques and logic of the author's reasoning.
3. Mastering new educational material, acquiring new necessary professional skills.
4. Selection of the necessary works, creation of texts for their presentation.
5. Presentation at exhibitions, competitions, festivals.

The goal is directly related to the motive. The more important the motive is, the stronger the aim is. If the link between aim and motive is strong and meaningful (Fig. 4), then the ability to effectively accomplish the goal is enhanced. In the process of creation and use of means of project activity it is necessary to take into account external conditions of realization of project activity. Different means are used to achieve different goals, and external activities affect the project. Means become the main factors that determine the effectiveness of independent work.

As we can see, with the right combination of all the above components, project work can be carried out as a form of independent activity. It is necessary to ensure the diversity of components, the richness of content, the maximum possible level of development, the degree of freedom of activity and creativity. Working in the field of social journalism, and especially working with socially vulnerable groups, presupposes the ability to act independently. The result of the introduction of the educational and interactive programs of exhibition, media, volunteer activities, etc. from the standpoint of public journalism is a change of motivation to constructive positions, increase of student's self-employment, which promotes better employment, improvement of quality of course and diploma work. Involvement in volunteer work in the field of public journalism fosters students' active public position and teaches them to better understand the social processes that take place around them.

## CONCLUSIONS

The modern information society poses a lot of changes and tasks for young professionals and educators in the field of media, fulfillment of which is a step towards a new free and harmonious creativity. Let us introduce a number of authors' suggestions aimed at improving the quality of contemporary journalism and creating new opportunities in the evolution of contemporary media, the advertising industry, connecting the volunteer movement and public journalist:



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1. The problem of information wars should be taken seriously. Where public journalism is armed with fact-checking skills, it should be an effective part of the Ukrainian media space.

2. Innovative techniques in the field of media pedagogy should provide qualitative training for young professionals in the field of media. Among the innovative activities are the on-line courses, master classes of leading specialists, creative experiments with genres and styles in the media, interaction with volunteer movements, national government agencies, etc. Best authors should also be involved in creating the texts. This is the way to improve the quality of modern Ukrainian media products.

3. There must be a movement towards the dialogue with the audience and not just through marketing analysis. Work must continue to create new and universally recognized imagery, new stereotypes and standards that are close to the consciousness of the modern consumer. Media pedagogy should respond to social demands in society. The cliché, morally and technically outdated stock of traditional forms and methods of teaching should be decisively rejected. It is necessary to further develop the traditions of Ukrainian pedagogical culture.

4. Training of specialists in the field of media involves the creation of a complex of disciplines of a systemic nature that can combine new forms of teaching, effective practical activity of the student within the profession, becoming a responsible and socially active personality.

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