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COMPARISON OF JOURNALISM CURRICULUM IN CHINA AND UKRAINE

This article delves into a comprehensive understanding of the curriculum of journalism major in Ukraine. Basic characteristics of the curriculum are analyzed and compared with Chinese one. Valuable recommendations are also offered for future journalists in China.

It aims to explore how journalism education can adapt to the new environment of internet communication and the convergence of media development through a comparison of journalism education curriculum settings in China and Ukraine.

Ukraine, with its vast land area, is not only highly developed in science and technology but also has a well-established higher education system. The privatization of national media and the strong professionalism of journalists make journalism education in Ukraine a leader globally, positioning it as one of the birthplaces of modern journalism education. In the early stages of journalism education development, the curriculum design for journalism majors in China and Ukraine was quite similar. However, as time went on, the two countries took different development paths. To address the quality of journalism talent cultivation, we must revisit the issue of journalism curriculum design.

Curriculum, as the primary element of education, directly influences the future journalists we aim to nurture. Behind Ukraine's highly developed journalism education there is the question of how its talent cultivation goals are positioned, what characteristics its curriculum structure has, and how its curriculum content is determined. These are current issues that draw special attention in journalism education and demand in-depth research.

Known to all, educational issues involve a series of aspects as educational philosophy, talent cultivation goals, curriculum design, and teaching staff. Among these, curriculum design serves as the carrier and presenter of educational philosophy and talent cultivation goals, making it the core of teaching.

Key words: *journalism education; curriculum, professional training of journalists, media education, internet communication, modern conditions.*

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ПОРІВНЯННЯ НАВЧАЛЬНИХ ПРОГРАМ З ЖУРНАЛІСТИКИ В КИТАЇ ТА УКРАЇНІ

У статті охарактеризовано навчальну програму спеціальності «журналістика» в Україні. Проаналізовано основні характеристики навчального плану та порівняно його з китайським. Цінні рекомендації також пропонуються майбутнім журналістам у Китаї.

Метою є порівняти навчальні програми журналістської освіти в Китаї та Україні і встановити як журналістська освіта може адаптуватися до нового середовища Інтернет-комунікації та конвергенції розвитку медіа.

Україна, з її величезною територією, не тільки має високий рівень науки і техніки, але також має і добре налагоджену систему вищої освіти. Приватизація національних медіа та високий професіоналізм журналістів роблять журналістську освіту в Україні лідером у світі, позиціонуючи її як одну з ведучих сучасної журналістики. На ранніх етапах розвитку журналістської освіти навчальні програми для спеціальностей журналістики в Китаї та Україні були досить схожими. Проте, з часом обидві країни пішли різними шляхами розвитку. Щоб вирішити питання якості виховання журналістських талантів, ми повинні переглянути питання розробки навчальної програми з журналістики у Китаї.

Навчальна програма, як основний елемент освіти, безпосередньо впливає на майбутніх журналістів, яких ми прагнемо підготувати. За високо розвинутою журналістською освітою в Україні стоїть питання про те, як позиціонуються цілі розвитку талантів, які характеристики має структура навчального плану та як визначається зміст навчального плану. Ці актуальні питання привертають особливу увагу в журналістській освіті та вимагають поглибленого дослідження.

Загальновідомо, що питання освіти включають низку аспектів, таких як освітня філософія, цілі розвитку талантів, розробка навчальної програми та викладацький склад. Серед яких розробка навчальної програми є носієм і презентатором філософії освіти та цілей розвитку талантів, що робить її ядром викладання.

Ключові слова: *журналістська освіта; навчальний план, професійна підготовка журналістів, медіаосвіта, інтернет-комунікація, сучасні умови.*

Introduction. At the contemporary period of the development of science and technology, journalism is considered to be one of the significant tools of influence to people and society, politics and the economy of the state. The new status of journalism and modern conditions place make demands on the quality of professional education and make it necessary to modernize the model of professional training of journalists, which would be optimal, ideal and acceptable for society.

Journalism education is closely linked to the development of the news and media landscape. In the rapidly evolving and increasingly complex landscape of news and media, particularly in the era of new media, the disruptive changes in the industry and the reconfiguration of social resources make optimizing news education a topic and challenge of international significance. At the core of news and media education is the curriculum, and the curriculum is essentially an explanation of the educational goals and course offerings.

The flourishing of news and media education globally has led to a trend towards standardization in its management. In China, there is the «Higher Education Teaching Guidance Committee of the Ministry of Education,» which formulates national standards for the teaching quality of undergraduate programs, including journalism and communication majors.

In Ukraine, there are organizations and associations of journalists protecting journalists' rights and promote their professional development. Consequently, the Independent Media Trade Union of Ukraine unites hundreds of journalists throughout Ukraine; it is a member of the European and International Federation of Journalists; The Association of European Journalists in Ukraine provides exchange between Ukrainian and European journalists; The National Union of Journalists of Ukraine promotes media development and protects professional, cultural, political, and social interests of journalists, etc.

During the war in Ukraine, journalism as a profession becomes a dangerous work not only for the journalist himself, who is in the epicenter of events. Journalism becomes a dominant informational and technological weapon for both adversaries and poses a threat to one or another warring party.

Standardization, to some extent, has reduced the exploration and trial-and-error costs of curriculum development in journalism and communication schools but has also sparked considerable controversy. The national standards for undergraduate teaching quality in journalism and communication majors in China outline the educational objectives for cultivating news and media talents. It emphasizes the need to produce

applied, versatile, and innovative talents with a solid foundation in Marxist journalism principles, a correct political stance, and a comprehensive understanding of multimedia news communication, as well as international talents with a global perspective and cross-cultural communication abilities.

In Ukraine, professional training of Bachelors in the field of journalism is based on the principles of fundamentalization, globalization, humanitarization and life-long professional training.

Review of publications. The development of journalism and communication education is driven by two major forces: one is changes in the media, and the other is education reform. These two forces cannot be ignored. popular education institutions also provide degrees or courses in journalism (Drok, 2019: 69-80; Hovden, 2016: 334). The curriculum systems of various journalism and communication schools are basically adjusted slightly every year and major adjustments every four years. As we know journalists worldwide receive education in tertiary journalism programmes. (Wahl-Jorgensen, 2009: 55-69).

China's journalism education is acutely aware of the significance of news curriculum design. Xie Liuyi, one of the pioneers in China's journalism education and the founder of Fudan University's Journalism Department, stated in the article, «The development of a country's journalism industry should be assessed by the development of its journalism education» (Zai, 2010: 43). There is a correlation between the curriculum setup in journalism education and the level of development in the journalism field. The ideal curriculum for journalism education should encompass the following: for aspiring political reporters, the focus should be on history, geography, law, national economics, statistics, and foreign languages; for ideal business reporters, the curriculum should cover national economics, statistics, private economics, geography, significant legal aspects, and English. Reporters for provincial or local newspapers should study history, geography, international law, national economics, statistics, and specific legal subjects. Ideal literary reporters should delve into philosophy, history, and the country's literature. Based on the analysis of nearly a hundred research papers on journalism education published in international journal databases (Web of Knowledge, SAGE, Taylor & Francis, ProQuest) from 2000 to 2015, Du Huizhen, from a reform perspective, selected five major focuses of journalism education for evaluation. One of these focuses is «how to optimize curriculum design to cultivate students' core competitiveness» (Du, 2015: 151-155). On this particular focus, the author summarized the following: «The majority

of research papers on journalism education involve curriculum design, and many teaching reform measures start with the curriculum. Over the past 15 years, the main strategies for optimizing journalism curriculum design include: transitioning from vocational training to true university education, achieving a paradigm shift from teaching to learning, and cultivating students' core competitiveness and employability».

Research Method. Comparison is a fundamental method for understanding phenomena, serving as the most commonly used thinking approach for humans to recognize, differentiate, and determine similarities and differences. In the context of this research, since it involves a comparative study, the comparative method is naturally the primary approach used. Key aspects of the study include comparing the differences in the national conditions, educational systems, and goals of journalism education between China and Ukraine, as well as the differences in curriculum structure and content under these educational goals. Through these comparisons, the goal is to identify gaps and differences, leading to the formulation of fundamental recommendations and ideas for the curriculum setting in journalism programs in China.

Case study is a specialized qualitative research method that involves detailed and extensive observation of specific, typical events to derive inherent patterns. In this article, case studies will be employed to analyze curriculum cases, selecting representative universities in China and Ukraine to explore their overall characteristics and developmental changes in journalism program curricula.

This article **aims** to explore how journalism education can adapt to the new environment of internet communication and the convergence of media development through a comparison of journalism education curriculum settings in China and Ukraine. In the face of these challenges, journalism education should continue to respond effectively. Regarding curriculum settings, it is crucial to maintain disciplinary principles and adhere to training objectives while fully adapting to the advancements in communication technologies. To achieve this, a significant innovation is needed in curriculum design, ensuring that the curriculum system reflects disciplinary characteristics, preserves excellent traditions, and meets the requirements of the evolving landscape of new media communication technologies. The goal is to cultivate future journalists who are better suited to the evolving needs of human development.

Discussion

1. Curriculum Settings in Chinese Journalism Education

Chinese journalism education boasts a history spanning nearly a century, enduring the twists and turns of historical upheavals. The curriculum settings that have traversed the lengthy journey of Chinese journalism education should encapsulate the essence of this educational endeavor. Upon examining the curriculum settings across different historical periods, it becomes evident that the curriculum in Chinese journalism education, while preserving core courses, maintains openness. The curriculum emphasizes the integration of theory and practice, balancing teaching and practical application. There is a focus on nurturing talents with specified standards and abilities for journalism. The curriculum also takes into account the development of the journalism and communication industry.

1.1 Curriculum Settings in the Initial Stage of Journalism Education

In 1918, the Journalism Research Association of Peking University was established, and the first group to join received certificates, totaling 55 individuals. The content studied by the association included not only a systematic introduction to the organization and scale of news agencies and newspapers worldwide but also an in-depth exploration of specific operational processes involved in newspaper publishing, such as article compilation, interviewing, editing, proofreading, layout design, and printing. The association placed a strong emphasis on the theoretical study of journalism, covering topics such as the role of newspapers, the definition of news, the essence of captivating news, and the value of news. Additionally, the association organized lectures, visits, practical exercises, and publication initiatives (Lu, 1980: 124-129).

Regarding curriculum settings in journalism during this period, it exhibits several characteristics: (1) Due to the fact that many journalism faculty members were returned overseas students, the curriculum settings largely followed the foreign journalism education system. (2) Professional courses constituted a relatively small proportion of the curriculum. Besides professional courses, a significant number of courses related to literature, history, law, politics, economics, and diplomacy were included to broaden students' horizons and cultivate their abilities. (3) Foreign language courses were integrated throughout the four years of university, emphasizing the importance of foreign language proficiency for journalism students. (4) Printing technology, considered a contemporary new media

technology at that time, received significant attention. (5) Internships held a crucial position, indicating the practical emphasis of journalism as a discipline, with curriculum settings providing ample support for practical experiences.

1.2 Curriculum Settings in the 1980s

The Department of Journalism at National Chengchi University was established by the Kuomintang (KMT). It resumed enrollment in 1943 with the aim of cultivating modern journalists who would uphold the «Three Principles of the People,» adhere to professional ethics, and elevate the standards of the journalism profession. The courses introduced in 1946 included: First Year: Chinese Literature, English, «Three Principles of the People,» News English, Political Science, Economics, Chinese General History, Introduction to Philosophy. Second Year: Chinese Literature, English, News English, News Writing, Journalism, International Trade and Exchange, Western Modern Cultural History, Criminal Law, Physical Education, Second Foreign Language or Dialect. Third Year: News English, News Dialogue, Modern History of Asia, Western Diplomatic History, Governments and Politics of Various Countries, International Law, Journalism, News Literature, Second Foreign Language or Dialect. Fourth Year: History of Journalism, Newspaper Management, Editorial Techniques, News English, News Literature, Modern Political Thought, International Relations and Organizations, Japanese, Graduation Thesis, Specialized Speech, etc. (Zhao, 2018: 15-20).

During this period, the new features of the curriculum were characterized by: (1) The curriculum was designed to have a strong foundation and emphasized the development of skills, including the introduction of major and minor courses. (2) There was a significant emphasis on Marxist theory and the history of the Chinese revolution within the curriculum. (3) A significant amount of literary and artistic content was incorporated into the courses.

1.3 Curriculum settings after the 21st century

The undergraduate curriculum system includes theoretical courses, practical teaching components, and graduation theses or projects. The theoretical courses comprise general education, public foundation, basic professional and major courses. The basic professional courses cover introductory subjects such as journalism, radio and television, communication, network and new media, publishing and digital publishing, ethics and regulations in news communication, Marxist journalism thought, digital media technology, and research methods in journalism and communication. The major courses are tailored to specific specialties,

with recommended of 8–10 compulsory courses. Practical teaching components consist of professional training courses and internships (Journalism & Communication Education Research team from Renmin University of China, 2014: 123–134). This standard is a guiding plan and is highly open. Each journalism and communication school formulates its own training plan and curriculum system based on the standards, combined with its own characteristics and social needs.

In the new millennium, students majoring in Journalism at Renmin University of China's School of Journalism and Communication are required to take foundational courses offered by the entire school. These courses include Introduction to Journalism, Introduction to Communication, History of Chinese Journalism and Communication, History of World Journalism and Communication, Media Management, and Journalism Ethics and Regulations. Additionally, the core courses for the Journalism major encompass subjects as News Interview, News Writing, News Editing, and News Commentary.

The salient features of the curriculum during this period are as follows: (1) Pay attention to the cultivation of students' comprehensive abilities in the curriculum. In addition to general courses, related professional courses also focus on the cross-integration of disciplines; (2) Adapt to new media technology. With the development, the application of digital communication technology, network communication, multimedia production, introduction to media integration, etc. have been added to the course.

2. Journalism Curriculum in Ukraine

In the system of higher education of Ukraine, one can distinguish the following approaches to the professional training of future journalists, namely: personal, reflective, diagnostic, integrative, acmeological, axiological, cultural, collaborative inquiry-based and competence-based approaches.

The curriculum offerings in the field of journalism in Ukraine are exemplified by Taras Shevchenko National University of Kyiv and Ivano-Frankivsk National University. According to authoritative statistics from the annual European Higher Education Conference, Taras Shevchenko National University of Kyiv is recognized as the best higher education institution in Ukraine. Taras Shevchenko National University of Kyiv has been offering journalism courses since [specific year], boasting nearly a century of experience.

Ivano-Frankivsk National University serves as a scientific, cultural, and educational hub in the northern Carpathian region of Ukraine. It is also a renowned institution established by presidential decree on

the first anniversary of Ukraine's independence. These universities represent authoritative figures in the Ukrainian academic landscape. Therefore, by examining the journalism curriculum at these two universities, one can gain a fundamental understanding of the journalism programs offered across various Ukrainian institutions of higher learning.

According to the regulations of the Ukrainian Accreditation Commission for Journalism and Mass Communication Education, journalism students are not allowed to take more than 30% of their total courses in journalism. Typically, students are required to complete around 45 credits of compulsory public courses, approximately 40 credits of major courses, around 30 credits of elective courses, and 12 credits of internship. (Katerynych, 2021: 86-95) Students can apply for specific courses based on their interests and needs, and academic advisors will provide course selection recommendations considering the students' academic background, learning interests, and requirements. Generally, journalism programs in Ukraine offer various types of courses, including but not limited to:

2.1 Compulsory Public Courses

Students have the flexibility to choose from a wide range of compulsory public courses offered by various departments within the university to fulfill the required credits. The course categories include Humanities and Arts, Scientific Inquiry and Research, Global Perspectives, and Ukrainian Traditions. As of 2005, the compulsory public courses at Taras Shevchenko National University of Kyiv of Journalism Department are as follows: Humanities and Arts: A minimum of 12 credits, equivalent to 4 courses. This area encompasses subjects such as literature, philosophy, and the arts. Scientific Inquiry and Research: A minimum of 12 credits, equivalent to 4 courses. This area focuses on scientific investigation and research methodologies. Ukrainian Traditions: A minimum of credits and a specified number of courses. Topics in this area may include studies on social inequality, Ukrainian heroes, modern Europe, contemporary Germany, history of minority races, etc. Global Perspectives: A minimum of 9 credits, equivalent to 3 courses. This category covers courses related to world civilizations and cultures, as well as foreign language studies.

2.2 Major Courses

Within the journalism and communication departments, there are various specialized majors, such as Broadcast Journalism, Newspaper Journalism, Magazine Journalism, Advertising, Public Relations, etc. Specific courses are designed for each major to meet the unique requirements of the field. The overall

teaching philosophy emphasizes staying closely attuned to the needs and trends in the journalism job market, remaining in sync with the latest developments.

Taking the Journalism major at Taras Shevchenko National University of Kyiv of Journalism and Communication Department as an example, it includes four specialized majors: News Editing, Broadcast Journalism, Public Relations, and Media Studies. Across all majors, there are common required courses, including Introduction to Mass Communication, Basics of Reporting, Empirical Research in Communication, Media Law, Media Responsibility, and Mass Communication History. In addition, each major has from 5 to 11 additional required courses.

2.3 Elective Courses

All departments encourage students to take elective courses outside their specific majors to enrich their knowledge in journalism and communication and strategically enhance their expertise in a particular area.

In addition to required courses in public and major disciplines, each department may recommend or require students to pursue a minor or obtain a double degree in fields such as humanities and arts, creative arts, social sciences, and physical sciences. For instance, Taras Shevchenko National University of Kyiv stipulates that students must meet one of the following conditions as a prerequisite for graduation: completing a minor, undertaking specialized learning in a specific field offered by the school, or completing a course of study in a foreign language.

About the characteristics of the curriculum structure in the Ukrainian journalism major, we can summarize at least two points.

Firstly, emphasis on general education courses: Taras Shevchenko National University of Kyiv of Journalism and Mass Communication School stipulates that credits for journalism major courses can only account for 25% of the total credits, while other courses (including courses in literature, history, social sciences, and natural sciences) make up the remaining 75%. Due to the emphasis on controlling major courses in the curriculum, with a greater focus on other courses, students cultivated in this system often have a broad knowledge base and strong adaptability. Additionally, 5% of undergraduate courses are dedicated to non-journalism courses, such as language, Ukrainian language and literature, literary knowledge, and foreign language courses.

Secondly, emphasis on practical courses: Journalism is a highly practical discipline, and therefore, the curriculum structure in Ukrainian

journalism majors places particular emphasis on practical goals.

3. Comparison of Journalism Major Curriculum Structures in China and Ukraine

Compared to the curriculum structure of the journalism major in Ukraine, we find four differences in the curriculum structure of the journalism major in China:

Firstly, there are more public basic courses, and relatively fewer major courses. In Chinese journalism majors, public basic courses like «Introduction to Mao Zedong Thought» constitute nearly one-third of the curriculum, while in the Ukrainian curriculum, similar courses are almost nonexistent.

Secondly, there are more theoretical courses and fewer practical courses. Although the proportion of practical courses in Chinese journalism education is gradually increasing through reforms, it still lags significantly behind Ukraine. Ukraine places a strong emphasis on practical courses and diversifies the methods of practical education.

Thirdly, there are more required courses and fewer elective courses.

Fourthly, there are more major courses, and fewer general education courses outside the major. In recent years, some journalism departments in China have adjusted their courses to meet the needs of social development, adding some general knowledge courses. However, these courses have relatively few credits and hours, constituting a low proportion of the total credits and hours. In contrast, in Ukraine, where journalism and communication education is more developed, the proportion of social science and natural science courses is much higher.

Conclusion and Implications. The news industry is rapidly following the trend of new technologies, continuously innovating communication concepts and reporting methods, thereby changing the relationships among individuals, information, and society. Educators in journalism need to have practical experiences to understand how technology, through

information dissemination, drives the transformation of social, political, economic, and cultural aspects. The development of journalism education in Chinese universities has a history of more than a century. During this period, the curriculum of journalism majors has been continuously updated and developed. Some high-quality courses have been preserved, while many courses have been eliminated over time.

With the rapid development of internet technology, journalism education in universities is facing unprecedented challenges, especially for journalism courses, reform is imperative. This article, by combining the historical research of journalism courses in China with the well-developed journalism education in Ukrainian universities, analyzes how journalism education can better carry out curriculum reforms.

In the 21st century, journalism education must undertake multiple responsibilities as “it may be necessary to clearly reserve more space for scientific knowledge in journalism syllabi at research universities. s worldwide receive education in tertiary journalism programmes” (Ripatti-Torniainen & Mikkola, 2023: 270-287). On one hand, it needs to cultivate new information citizens who take social responsibility, possess humanistic sentiments, better understand and judge social situations, and have the ability to reflect on and adapt to the complex and rapidly changing society. This lays the foundation for their future career development and personal life. On the other hand, journalism education must train professional new journalists, providing them with comprehensive education from values, theoretical foundations, traditional journalism skills to new technological skills. This ensures their ability to survive and create in the new communication ecosystem. To fulfill this educational mission, journalism education must adhere to humanistic values, integrate social sciences, and continuously cross interdisciplinary boundaries, including information science and others.

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