

REVIEW

of **Natalya Bidyuk,**

Full Professor, Doctor of Pedagogical Sciences (ScD in Education),
Head of the Department of Foreign Language Education and Intercultural
Communication, Khmelnytskyi National University,
of the **thesis “Professional training of future journalists in the conditions of
intensive development of media technologies in People’s Republic of China”**
written by **Zhu Fangzhou**

submitted for the Degree of Doctor of Philosophy
in the specialty 011 Educational, Pedagogical Sciences

1. The topicality of the performed work and its connection with the relevant plans of the branches of science

The problem of future journalists’ professional training in the context of the media technologies development in China is highly relevant due to the following aspects: the rapid evolution of digital media, including artificial intelligence (AI), augmented reality (AR), and virtual reality (VR); the growing demand for highly qualified journalists amid the globalization of the information space; the unique characteristics of China’s media landscape shaped by state regulations, restricted access to certain global platforms, and the development of alternative national networks; the reorientation of educational program content in response to social challenges and ethical considerations; the impact on China’s international image; and the need for a comprehensive analysis of current practices to develop recommendations for improving the professional training of future journalists. So, the relevance of this research lies in the necessity of creating a modern model for journalists’ training in China that addresses the challenges of digital transformation, the specificity of the national media space, global trends, and ethical requirements. This will enhance the professional competence of future specialists, strengthen the position of Chinese journalism in the international space, and ensure its alignment with contemporary demands. Therefore, there is no doubt about the relevance and appropriateness of the research conducted.

The theme of the thesis research corresponds to the scientific and research work of the Department of Pedagogy and Innovative Education at Lviv Polytechnic National University, titled “Theoretical and methodological foundations of the personal and professional development of a modern specialist in the conditions of integration into the international educational space” (number of state registration 0121U113179). The topic of this thesis was approved (minutes № 6/22 dated 01.02.2022) and specified (minutes № 8/24 dated 25.03.2024) at the meetings of the Academic Council of the Institute of Jurisprudence, Psychology and Innovative Education of Lviv Polytechnic National University.

2. The most significant scientific results contained in the thesis

Zhu Fangzhou determined the theoretical foundations of professional training of future journalists in conditions of intensive development of media technologies;

characterized the modern system of professional training of future journalists in China; analyzed the development of future journalists' professional training content in Chinese universities; identified the peculiarities of the technological component of the professional training of future journalists; studied the current state of the problem and develop prospective strategies for using historical and pedagogical experience to improve the professional training of future journalists in conditions of intensive development of media technologies.

3. New facts obtained in the thesis

The scientific novelty of the obtained results lies in the fact that *for the first time* in Ukraine, the comprehensive analysis of the professional training of future journalists in higher education institutions of China was carried out and the prospects for the further use of historical and pedagogical experience in order to improve it in the conditions of intensive development of media technologies were determined. The theoretical foundations of the professional training of future journalists in conditions of intensive development of media technologies have been determined: theories of media-intensive development (technological theory, audience theory, audience individual differences theory, selective reception theory, uses and gratifications theory, media dependency theory), and theories of journalism education (student-centered educational theory, student development theory (individual and environmental theories, social-psychological theories, cognitive and values-based theories, reception aesthetics theory, Perspective of expectations theory, aesthetic experience theory, reader engagement theory). The modern system of professional training of future journalists at three levels was characterized: at the macro level – new concepts in journalism education, meso level – reform of journalism education, micro level – specific implementation. The development of future journalists' professional training content in Chinese universities was analyzed, which made it possible to reveal the drawbacks, challenges, peculiarities of its development, and its main features (the increase of content due to the progress of the times and the development of the discipline; its adjustment and updating due to the advancement of media technology; the adjustment of content according to the subject characteristics of Journalism schools). It was revealed that modern media technologies exert a significant influence on journalism and journalism education and require the development of professional competencies (necessary for collection of multimedia news resources, and knowledge management), as well as media literacy, excellent professional ability, high professional qualities, technical skills, etc. The current state of professional training of future journalists in the conditions of intensive development of media technologies was studied and promising strategies of using historical and pedagogical experience for its improvement were developed. The definitions of notions of new media, future journalists, training models, journalism education, and media technologies *were clarified*. The scientific understanding of concepts and terminology related to journalism education as well as organizational features which characterize the Chinese experience *were enhanced and expanded*. The significant volume of materials on the investigated issues, as well as numerous facts, ideas and approaches relevant to the field of journalism education in Chinese universities, were introduced into *scientific circulation*.

4. The degree of validity of the scientific statements, conclusions and recommendations formulated in the thesis

The novelty and reliability of the conclusions are ensured through the use of theoretical and empirical methods, the analysis of a sufficient number of scientific sources (267 references), legislative and regulatory, program documents, and the effective implementation of the research materials and results into the learning process of higher education institutions in Ukraine. The thesis has been conducted at an appropriate scientific level. It clearly justifies the choice of the research topic, defines its object, subject, aim, and objectives, and the content of the abstract highlights the essential aspects and key provisions of the thesis. The main scientific statements and results of the research have been widely presented at scientific and practical international conferences and are fully covered in scientific publications.

5. Significance for science and practice of the author's obtained results

The practical significance of the research lies in the fact that the research materials are used in institutions of higher education in the process of teaching subjects "Comparative pedagogy", "Comparative studies in education", and "Media literacy" at the second (master's) and the third (educational and scientific) levels of higher education (speciality 011 Educational, pedagogical sciences). The main provisions and conclusions were used in the process of teaching subject "Information security and information warfare in mass media" at the second (master's) level of higher education (the educational and professional program "Journalism". The results of the research have been **implemented** at the following higher education intuitions: Stepan Gzhytskyi National University of Veterinary Medicine and Biotechnologies of Lviv (Certificate #310-16.02 dated 26.06.2024); Lesya Ukrainka Volyn National University (Certificate #03-24/04/1836 dated 01.07.2024); Lviv Polytechnic National University (Certificate # 67-01-1423 dated 22.08.2024); Drohobych Ivan Franko State Pedagogical University (Certificate # 1955 dated 15.11.2024).

6. Recommendations for the use of the results and conclusions of the thesis

The author's research materials may be used in the development of educational programs and training plans for specialists in the specialty "Journalism", as well as for the continuation of research in this field. The practical results obtained can be used by Ukrainian researchers for conducting further comparative pedagogical studies. The author's recommendations are undoubtedly valuable for improving and mastering future journalists' professional training in Ukraine (revision of professional classification, updating knowledge framework and system; optimization concept for core courses in journalism; transformation of multidisciplinary courses with a journalism and communication focus; strengthening of core professional identity, addressing industry talent needs, and focus on competency-based talent development).

7. Assessment of the content of the thesis and its completeness

Zhu Fangzhou's thesis is a complete academic paper with a clear structure and sequence content of scientific statements, which correspond to the purpose and logical solution of the research objectives. The work consists of two abstracts in English and Ukrainian languages, a list of the author's publications, an introduction, three chapters, conclusions to the chapters, general conclusions, a list of references (267 items) and 6

appendices. The content of the study demonstrates the high degree of validity of the scientific findings and the quality of the research.

The first chapter “**Professional training of future journalists in the conditions of intensive development of media technologies as a scientific and pedagogical problem**” explores education under conditions of intensive media technology development. It begins by delineating key concepts and categories in journalism education, providing definitions for news media, journalism education, and related fields. Subsequently, it conducts a thorough theoretical analysis of future journalist training, encompassing the historical and foundational theories of journalism and education. By examining current research on journalism education in the context of media convergence and artificial intelligence, this chapter aims not only to offer a clearer and more systematic understanding of the current state and shortcomings of journalism education, but also to deepen our comprehension of relevant concepts, broaden perspectives, consolidate and expand achievements in journalism education reform and innovation, enrich the theoretical foundation of journalism education, and explore more suitable educational models for cultivating future journalists.

The second chapter “**Organization of professional training of future journalists in the conditions of intensive development of media technologies in the People’s Republic of China**” clarifies the social, economic, and cultural aspects influencing the professional training of future journalists as well as substantiate the regulatory system for undergraduate education in Chinese journalism. This chapter provides a detailed description of the impact of the intensive development of Chinese media technology, covering the internet’s emergence in the 1990s, the rise of Web 2.0 in the 2000s, and the convergence of media and the application of contemporary artificial intelligence in the 2010s. The changes of the era imply that journalism education must embrace technology while contemplating the future of journalism student training. The three-level system of professional training of future journalists, and its content in the People's Republic of China are presented (macro-, meso- and micro levels). Special attention is paid to the content of journalism education and its technological component in the process of journalist training. It also describes the current state of journalism education goals, with a detailed analysis of the training objectives and curriculum settings at Renmin University of China and Fudan University and outlines the legal requirements for journalism education training.

Finally, it provides an analysis of technical components, which encompasses technical skills and media literacy. It suggests the following measures: Incorporate Media Literacy Education into Ideological Education: Build a media literacy education platform within campus media. Launch Special Media Literacy Education Courses: these should be introduced when conditions are ripe. Train Media Literacy Education Teachers: appropriate measures should be taken to enhance the training of media literacy educators in colleges and universities.

The third chapter “**Prospective ways of professional training of future journalists in higher educational institutions in China**” highlights the intensive development of media technology as a widespread application in the field of journalism and communication education, driving a practical shift in future education, adjusting educational objectives, innovating teaching methods, and upgrading

teaching environments. As media technologies continue to advance, future journalism and communication education should shift from traditional, utility-focused educational concepts to modern educational philosophies guided by intelligent thinking. The aim is to cultivate journalism talents with both functional and transferable skills while aligning with the characteristics of journalism and communication education to achieve deep integration with media technologies.

Zhu Fangzhou's thesis is the result of independent research and does not contain elements of plagiarism or borrowed content. The ideas, results, and texts from other authors are appropriately cited with references to the corresponding sources. The thesis is characterized by content coherence, complies with the formatting requirements, and follows the conventions of the scientific style.

8. Discussion points, recommendations and comments on the content of the thesis

In general, while highly appreciating the scientific and practical significance of the results obtained, there are still several points for discussion and suggestions regarding the content of the study:

1. The first chapter requires deeper interpretation and argumentation of the theoretical foundations, particularly regarding the approaches and principles of future journalists' professional training in the conditions of intensive media technologies development in China.

2. In the second chapter, it would be valuable to explore innovative approaches to assessing the academic achievements of future journalists (Portfolio-Based Evaluation, Project-Based Learning, Competency-Based Assessment etc).

3. As a comprehensive summary of the results obtained, developing a model or structure of the modern system of future journalists' professional training in China would greatly enhance the study. It would highlight the systemic nature of this education phenomenon in the country.

4. Analyzing the development of the professional training content for future journalists in Chinese universities, it would be both interesting and appropriate to provide more detailed information about the development of research skills of future journalists.

5. Despite the substantial number and broad geographical scope of publications, the research problem is inherently comparative in nature and constitutes an independent scientific investigation in the field of comparative pedagogy. Therefore, it would be advisable to publish the research results in professional scientific journals specializing in this area, particularly in the Ukrainian scientific journal *Comparative Professional Pedagogy*.

9. Completeness coverage of results in publications

The main statements and results of the thesis are sufficiently fully presented in 13 publications of the author (9 of them are individual): 1 article in Scopus journal, 5 articles in journals included in the list of specialized scientific publications of Ukraine, 7 works which certify the approbation of thesis' materials on the conferences.

10. Conclusion

The thesis “**Professional training of future journalists in the conditions of intensive development of media technologies in People’s Republic of China**” written by Zhu Fangzhou is an independent and complete academic paper. It has solved a number of scientific problems and obtained the findings containing scientific novelty, theoretical and practical value for pedagogical science and practice. We affirm that the thesis deserves a positive assessment and meets the requirements of the Order On Approval of Requirements for Thesis Formatting (as amended) No. 40 of 12 January 2017 by the Ministry of Education and Science of Ukraine, and the Procedure for Awarding the Degree of Doctor of Philosophy and Cancellation of the Decision of a One-time Specialised Academic Council of a Higher Education Institution or Research Institution to Award the Degree of Doctor of Philosophy (Resolution of the Cabinet of Ministers of Ukraine No. 44 of 12 January 2022). Its author Zhu Fangzhou deserves the award of the scientific degree of Doctor of Philosophy in the specialty 011 Educational, pedagogical sciences, field of knowledge 01 Education/Pedagogy.

Reviewer:

Full Professor,
Doctor of Pedagogical Sciences (ScD in Education),
Head of the Department of Foreign Language Education
and Intercultural Communication,
Khmelnytskyi National University

Natalya BIDYUK

The signature of Natalya BIDYUK certifies:

Vice-Rector for Scientific Work,
Khmelnytskyi National University



Oleh SYNYUK