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Journalism Students' Newsgathering Practice: Experimental Testing of Methodologies and Instructional Techniques

Olga Petrova ^a, Irina Belyakova ^{a,*}, Nikolay Shishkin ^a

^a University of Tyumen, Russian Federation

Abstract

The authors address newsworthiness as a critical concept in media studies and newsgathering skills as a core journalistic competency.

The latest research in media studies and information behavior suggests that journalism students have difficulty finding newsworthy topics: their search is aimed either at specific topics drawn from their personal experiences or the global media coverage. They tend to overlook minor issues, daily challenges of the 'average level' of importance linked to specific social contexts and regions.

The authors designed and successfully tested an educational methodology to enhance journalism students' newsgathering and writing ability as a basis for the development of their information literacy competencies. The methodology consisted of a number of techniques and writing exercises aimed at 'landing' the global agenda on the regional ground and raising awareness of local stories. Two approaches of working with information were tested: "from particular to specific" and "from general to specific".

The method of expanding the range of the search "from particular to general" proved effective. The quality of students' search for newsworthy events and their ability to analyze such events from the point of view of their global and regional significance have improved.

Keywords: media studies, journalism education, pedagogical experiment, newsgathering, newsworthy event, news sense.

1. Introduction

Nowadays, media professionals and academic experts state that the evolution of media has led to such changes in the profession which have made the current journalism curricula and approaches to journalist training highly debatable. A key area of discussion is professional and personal competencies of the modern journalist. In this regard, the issue of the qualities of the new generation of students and the effectiveness of professional media education methods is all the more important.

Within the framework of the generational theory, researchers address components of personality and value orientations of university applicants. The identity of journalism students in terms of their personal and professional self-realization; approaches to the formation of media personality were outlined in (Oleshko, 2021; Gavrilov, 2022).

Scholars note the direct impact of digitalization and technological transformation on adolescents and young people, on the process of their socialization (Soldatova et al., 2017), as well as media consumption (Vartanov et al., 2021). The following problem areas are identified: "priority

* Corresponding author

E-mail addresses: o.a.petrova@utmn.ru (O.A. Petrova), i.e.belyakova@utmn.ru (I.E. Belyakova), n.e.shishkin@utmn.ru (N.E. Shishkin)

of the virtual world over reality and, as a consequence, escapism” (Morozova et al., 2023: 97), information overload and difficulties in its navigation, finding reliable and useful information, its processing and usage for the purposes of professional and personal development, its comprehension and presentation (Mantulenko, 2023: 48).

Journalism students point out such disadvantages of digitalization as ‘density’ of the information flow, “in which it is easy to get lost and incredibly difficult to make a choice, somehow analyze it” (Oleshko, 2021). At the same time, participants of local surveys point out the importance of the skill “to analyze information and creatively process it” for their future employment (Gavrilov, 2021: 109), information handling.

Pre-university practices of media consumption and content creation contradict journalists’-to-be understanding of the importance of information in modern society.

The problem is that students have difficulty finding newsworthy topics, one of the key journalism competencies. Their search is aimed either at specific topics drawn from their personal experiences or at ‘global problems’ that are circulating around the Internet. At the same time, students have difficulty identifying minor issues, daily challenges of the ‘average level’ of importance linked to a specific social context and region.

This is closely related to the difficulties faced by journalism students in the process of their professional self-identification. To a greater extent, contemporary students do not identify themselves with professional journalists, instead they pose as non-institutional communicators: bloggers of low social significance (entertainment, consumption) or authors of personal web pages on social networks. Hence, they have problems with distinguishing newsworthy events in the flow of personal experiences and feelings.

Teaching methods and techniques should reflect the reality of modern journalism and take into account the essential characteristics and basic competencies of the profession as early as possible. On the other hand, the digital generation students’ personality traits and their media consumption experience should also be embraced.

2. Materials and methods

Our approach to the development of competencies in future journalists is based on the research by V.V. Tulupov, L.G. Svitich, A.A. Shiryayeva (Svitich, 2013; Svitich, 2017; Tulupov, 2016; Tulupov, 2023). We also rely on the idea of news as a special phenomenon of reality, which is formed in multiple studies of journalism genres and news journalism (Lazutina, 2011; Tertychny, 2017).

The experimental part of the study was designed in accordance with V.I. Zagvyazinsky’s and M.M. Potashnik’s works (Zagvyazinsky, 1981; Potashnik, 1991). The results of the study are based on an experiment on the implementation of teaching methods and technologies and content analysis of the texts created by the participants as well as quantitative analysis of the newsworthy events offered by students during the diagnostic and final tests. The experiment involved students majoring in journalism at the University of Tyumen and already taking specialized journalism courses. The experiment lasted for one academic semester (February – June 2024), with 20 face-to-face classroom meetings in each group of students, the total number of students was 58. The expert principle was used in diagnosing and analyzing the results. The content analysis method was used to process 58 texts written in the genre of news reporting.

3. Discussion

In this part, we review the existing research in the field of professional journalists’ competencies and outline the basic skills and abilities to be trained in journalism students. We also consider the concept of a newsworthy event and the influence of the global and local contexts on thematic priorities.

In recent years, more and more attention has been paid to the technological aspects of the profession and transformation of journalism in the digital environment. This quickly raised the question of additional essential characteristics of journalistic activities and shifting information competency needs. According to the forecasts of Russian and European instructors involved in the training of journalists, the importance of such competencies will keep growing in the next ten years.

Nowadays, media organizations can rely on digital innovations such as Journalistic Knowledge Platforms (JKP) which support “ingestion of real-time news items from multiple sources and production of potentially newsworthy events which are continuously pushed to journalists” (Gallofré Ocaña, Opdahl, 2023; Liu et al., 2023). For example, “Reuters developed a

real-time platform to analyze around 12 million tweets per day from Twitter to identify and verify newsworthy events before they are reported by other news agencies and automate news production processes" (Gallofré Ocaña, Opdahl, 2023). To work with such platforms, young journalists need to develop special newsgathering competencies and become more aware of their professional information behavior.

These competencies include the ability to see connections between events on the local, national and global levels; follow current events and their contexts; do in-depth research to identify events important for media coverage; identify different angles to a single news story; determine dependable sources and select information based on the principle of its reliability (Drok, Lukina, 2019).

T. Rogers points to the need to find a "news angle" of the event: national/local, breaking news/follow-up story, as well as an aspect that can be interesting/important to different groups of the population, in accordance with which one can write several articles on one news item (Rogers, 2024). Researchers conclude that "searching for relevant sources, excluding unreliable information, achieving information balance in news coverage, in-depth research of the problem and understanding the context of what is happening" (Drok, Lukina 2019: 21) are the basic principles of journalism.

A similar position is expressed by Russian media experts in the paper "Journalism Schools in Russia: the experience of professional expertise" (Berezhnaya, Korkonosenko, 2021: 416). Among the key journalist skills, they name the so-called news sense – the ability to "decide on a topic, understand where there is a topic, where there is no topic, find a news item, get to sources" (Berezhnaya, Korkonosenko, 2021: 410). A large-scale study of journalists' ideas about the profession, conducted by the ZIRCON company, highlights the characteristics traditionally associated with the profession – "the presence of journalism skills and talent, attention to social problems" (Predstavleniya..., 2017: 37).

Interest in social phenomena and problems is an important criterion of belongingness to the profession. The author of a paper on technology journalism M.N. Kim writes that coming up with ideas for a topic results from "awareness of what is relevant and significant for the public, tracking all changes in different spheres of people's lives, and, finally, a clear understanding of the range of life phenomena or issues that require media covering" (Kim, 2001: 6). G. Kennedy identifies 4 criteria for determining newsworthiness of an event: 1) the circle of people whom this event can influence, the degree of impact; 2) the geographical proximity of the event – the closer to the reader, the more significant; 3) time frame – the more recent, the more significant; 4) the fame of the participants in the event – the more famous/well-known the people, organizations involved, etc. the better (Kennedy, 1988).

To produce news stories, journalists need to know how to obtain information from sources. After analyzing 90 papers on journalists' information seeking practices around the world (mostly Europe, North and Latin America, and Asia), M. Hertzum comes to a conclusion that for global news journalists rely on the Internet and informal sources, for medical and science news – on professionals and scientists; for local news – on businesses and ordinary citizens; and for crisis reporting – on first responders, victims, and local government (Hertzum, 2022).

After identification of the source, journalists embark on the interaction with the source, which requires a special skill of building true rapport. Journalists should find balance between being too polite or too critical. Besides, they should do preparations prior to source interactions such as collecting the wider context to better understand the story and the participants. "Another skill is checking the information accurately and impartially taking into account that the sources may be wrong or have an agenda" (Hertzum, 2022).

Traditionally, the ability to recognize important and socially significant events, to 'pick out' newsworthy events from the flow of information, to have a journalistic 'nose' for news (Dedov, 2017; Svitich, 2013) is primarily associated with news journalism. L.G. Svitich, E.V. Akhmadulin highlight promptness of presenting important, objective and useful information for the audience as a fundamental principle in the profession (Akhmadulin, 2020; Svitich, 2013).

We suggest that the ability of a journalism student to identify a newsworthy event in the format of news journalism can become the basis for the development of the information literacy competencies.

A so-called newsmaker is defined as "the basis for creating a media product, indication of a situation that can make headlines and affect the general public (including journalists and media editors), relevant in terms of time, arousing interest and requiring interpretation, commentary and

further mentioning” (Gikis, 2024). Key newsmakers are: news; memorable dates; socially significant problems; special or PR events; extraordinary events leading to possible sensations (Bykov, 2008: 118-121). In local media, newsmakers are classified as object-, event-, and fact-related (Nemets, 2015: 73).

Professional journalists often cite “a news sense”, “a nose for news” or “an intuitive understanding of a news event” and agree that it is hard to pinpoint a scientific definition of a newsworthy event (Brewer, 2024; Loecherbach et al., 2024; Rogers, 2024). In general, “news events are specific events that lead to news coverage, such as a specific debate on a specific day in a specific parliament, a specific accident, or a specific football match. They can be covered by one or more articles in one or more outlets, but relate to one specific and identifiable event and are thus much more fine-grained than news topics, issues, or news categories” (Trilling, van Hoof, 2020).

Researchers often distinguish between global (international) and local (regional) newsworthy events based on geography and range of readership or viewership. “The national angle is taken by national media for major stories, trend pieces, and stories about issues that affect the country as a whole: those are the kinds of stories that fill the front pages of major metropolitan dailies. The local angle comes when a reporter localizes those stories and focuses on the local or regional impact of those events, making them immediately relevant to the local readers. Local stories can go national—when, for example, an event in a small town is so impactful as to prompt a national look at an issue or the passage of a national bill” (Rogers, 2024). Young journalists are advised to begin with their own life experiences, thus, assuming the local angle.

By way of advice to beginning journalists, a former BBC journalist Jaldeep Katwala suggests asking 10 questions to validate the newsworthiness of an event: if it is of interest, unknown to the audience, possibly secret, of high impact, true, from reliable sources, and to be continued (Katwala, 2018).

V. Dorokhov considers a newsworthy event as a tool for influencing economy and politics on a global scale. Factors drawing the media’s attention to an event include participation of the political and economic elite of society, personalization, and negativity (Dorokhov, 2013). Generally, the audience’s interest in international news is decreasing. It is influenced by economic and political factors (GDP volume, export-import ratio, factors such as ongoing conflicts or natural disasters) (Sabykina, 2020: 229), and the foreign policy of the Russian Federation.

Journalism instructors insist on focusing on the specifics of regional journalism when teaching students: regional journalists exchange experiences in their professional community (Magazine “Zhurnalist”), create consortiums (“The Alliance of Independent Regional Publishers”), researchers contrast patterns of the regional agenda-setting in the local and national media (Fokina, 2013; Kurmanina, 2020; Pavlova, 2019).

The national media outlets write about regions only if news events are related to poor municipal budgeting, industrial development, federal subsidies, benefits; visits of top officials, arrests of governors and mayors; urban improvement projects; regional celebrities; culture news is typically about all-Russian events, capital city theater tours, as well as certain regional cultural events; crime and incidents are covered in stories about corruption scandals, terrorist threats, road accidents, fires, problems of municipal utilities (Pavlova, 2019: 164). News agencies collect news from the regions on political, social, criminal, and economic topics. Often, large agencies correlate a local fact with a national one (competitions, visits of international delegations, etc. (Kurmanina, 2020: 23). An important conclusion for our work is made about the priority of local information for the residents of the regions.

Yu.M. Ershov outlines regional features of information, “this is the linking of news reports to a given area and taking into account the information needs of a specific group of residents” (Ershov, 2012: 6). Regional news helps understand what is going on in a city or region and can be practically useful as a way to attract attention of the authorities or general public to the existing problems and find a suitable solution (Kurmanina, 2020; Novak, 2018).

Researchers analyze the agenda of regional media and identify topics that determine attention to newsworthy topics: politics (activities of mayors, governors, administrations, new laws and reforms, elections, corruption), economics, housing and communal services and infrastructure changes. To a lesser extent, the media turn to international events and incidents (Novak, 2018: 135). The media provide a fairly broad thematic overview of events, the selection of which is consistent with the “needs and interests of the audience, but, of course, also depends on political and economic actors” (Novak, 2018: 135).

Thus, the “average level” of issues, tied to a specific social context and region, has its own thematic priorities and a set of news stories.

4. Results

The experiment was conducted within the framework of personal and competence-based approaches, promoting students' independence in decision-making and readiness to work with specific problems (Tulupov, 2016: 11). The search for newsworthy stories is one of the pressing daily problems of a journalist; the ability to solve it independently is an indicator of professional suitability and a guarantee of success.

According to V. I. Zagvyazinsky's classification, this is a didactic experiment conducted in the natural learning environment. Its complex nature lets do an experiment in variable conditions allowing for a comparative analysis of the results (Zagvyazinsky, 1981: 127).

Experimental activities were carried out in accordance with the stages identified by V.I. Zagvyazinsky (Zagvyazinsky, 1981) and later developed in the works of other scholars (Sidenko, Khmeleva, 2008).

Preparatory stage. The experiment lasted one academic semester; the number of classes per each group of students is 20; the total number of participants is 58. A preliminary survey revealed that most students had no or minimal experience of working in the media. Working with the entire student body involves testing the effectiveness of the methodological and educational techniques and solutions developed and implemented within the framework of the new discipline News Journalism with the assistance of the School of Education at the Tyumen State University. The experience of teaching the course Journalistic Mastery, which formed the basis for the News Journalism curriculum, has shown that the skill of working with the theory and practice of genres is not enough to develop professional reporting skills. Students should be taught independent newsgathering skills.

While delivering the News Journalism course we tested two hypotheses and, accordingly, evaluated effectiveness of one of the educational techniques, which was tentatively called *Monitoring the Online Information Environment*. The hypotheses are as follows:

1) introduction into the course of additional practice aimed at independent work on ‘landing’ the global agenda on the regional ground and raising awareness of local stories and issues will develop students' news gathering skills;

2) effectiveness of the two exercises “from particular to specific” or “from general to specific” may differ in favor of one of the approaches.

Students were subdivided into 5 groups of 10-12 people. Weekly, the two experimental groups in each class completed an assignment involving monitoring the online information environment and identifying links and possible influences of personal or global events onto the life of the region. The purpose of this assignment was to tune the professional optics of future journalists onto events of various importance, including both personal experiences and events not affecting the life of an individual directly.

Experimental subgroup 1 (‘from general to specific’ approach). Students were asked to name 1-2 most important events which occurred in Russia or in the world over the past week and indicate how these events affected (or will affect from their point of view) the life of their city or region, then find 1-2 publications covering them in the regional media. Completion time: 10 min. Expert assessment of the result (assessed by the instructor): 0 – cannot formulate significance of the global event for the regional context, 1 – is able to formulate the influence of the global event on the regional context.

Experimental subgroup 2 (‘from specific to general’ approach). Students were asked to name 1–2 significant events that they have personally encountered (experienced) over the past week, indicate how these events are related to the life of their city or region, find 1–2 publications covering them in the regional media. Completion time: 10 min. Expert assessment of the result (assessed by the instructor): 0 – cannot formulate connection between the specific event and the regional context; 1 – is able to formulate connection between the specific event and the regional context.

Thus, we experimentally tested the two methodologies underlying the entire academic course and revealed the effectiveness of one of the instructional techniques.

The Experiment

1. *Preliminary diagnostics.* Diagnostics was conducted during the first class of the News Journalism course. The goal was to find out how confidently students navigate events in Tyumen

city and Tyumen region; whether they are able to identify newsworthy stories in the information flow. All students were given a task of naming at least five events socially significant for the city and region over the past two weeks which they could cover in a news story in the media. They were given 10 minutes to complete the task.

An expert principle was used to evaluate the results: we invited the head of the news department of a city TV channel, which is part of the regional media holding, and its producer responsible for international broadcasting. The experts used two assessment scales: 0 – not a newsworthy story appropriate for coverage; 1 – a newsworthy story appropriate for coverage.

The analysis of the results of the diagnostic test was carried out for the entire group of students and separately for each of the five subgroups (experimental subgroups 1 and 2, control subgroups 3, 4 and 5). More than half of the students (54.17 %) failed the task. Of these, 40 % in the first experimental subgroup and 57.14 % in the second one.

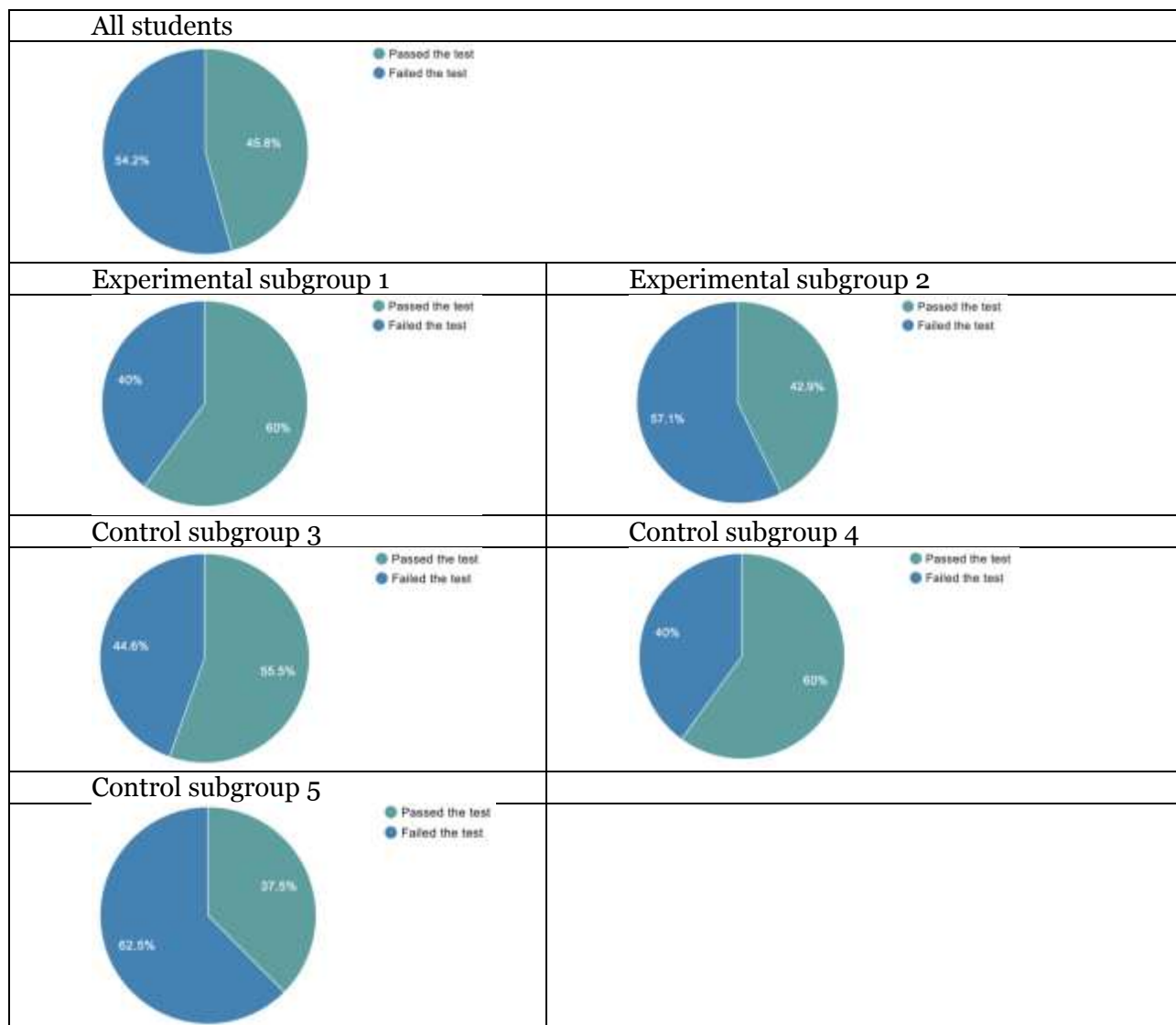


Fig. 1. Results of the preliminary diagnostic test

The topics of the 169 newsworthy events in the preliminary diagnostic test included: municipal infrastructure – 27.81 %; accidents – 27.22 %; education/youth – 12.43 %; weather – 9.47 %; culture – 5.92 %; human interest – 5.33 %; social life – 5.33 %; medicine – 2.96 %; politics – 2.37 %; sports – 1.18 %.

2. *Introduction of instructional techniques.* The experiment was based on a number of instructional techniques and technologies based on the following principles.

1. From the simple to the complex. The principle is implemented at the genre level of educational publications. The first task is writing a sketch story based on the method of direct observation. This is

followed by writing a brief news item, in the preparation of which observation is combined with document analysis. The brief news item is followed by in-depth analysis: details, background, and elements of analytics are added to the text. Communication skills are practiced in the preparation of mock-up interviews. The course ends with a report, which contains all of these elements.

2. From the personal to the local and regional. Implemented at the thematic level of searching for newsworthy events to be covered in the writing exercises. Working in each genre, students go through the following stages of searching for newsworthy stories: happened near me – learned from a press release – found the story myself. In the experimental subgroups, we added an exercise called “monitoring the online information environment” aimed at continuous searching for newsworthy events.

3. From understanding the creative production process to its reproduction. It is implemented at the level of creating a text for the writing exercise. First comes analysis of the structure and style of the texts written by professional reporters, then creation of certain blocks of text (for example, in a report, description of the event context, key scenes, details, elements of an interview, etc. in accordance with the prepared detailed outline); assembly of these blocks into a finished work; individual and group reflection on the work progress and the finished product.

4. From repetition of the tasks performed to acquiring the skill. According to G. Lazutina's concept, it is a kind of sum total of the above principles aimed at building the appropriate level of professionalism (Lazutina, 2000: 21-22).

3. *Interim diagnostics* of learning outcomes in the form of expert assessment was conducted in the middle of the semester, after the completion of the training block devoted to writing a brief news item. Students learned the skills of structural and stylistic analysis of such texts, identification of newsworthy events/stories, and taking notes. Our experts assessed the events/stories chosen by the students and the compliance of the news texts they wrote with professional requirements. Thematic analysis of the texts produced by students revealed expected topics: students mostly wrote about cultural events and student life, things they know about and can relate to.

Less popular topics included hobbies and pastime activities. The topics of social life and accidents accounted for one fifth of the writings. No one wrote about politics or economics. Obviously, students do not yet have free access to accident reports and sources of political information, press releases of various corporate PR departments. However, social events and a number of other topics important to local residents are just out of the scope of students' interest. That is where more effort should be made by the course instructors.

Results of the expert assessment can be considered positive: the overwhelming majority of students' works were graded as excellent 60 %; 16 % as good; 12 % as satisfactory and 12 % as unsatisfactory. This indicates that most students are ready to perform professional tasks on searching for and reporting news. The main comments made by the experts during the experiment concerned redundancy of information when two or more news items were presented as one and use of information more suitable for advertising. This emphasizes the need to more clearly define the newsworthy event/story during class.

4. *Results of applying the weekly task of monitoring the online information environment.* Our analysis of the papers students wrote performing the weekly task called “Monitoring the Online Information Environment” showed that 26% of the students in experimental group 1 (from general to specific) perfectly coped with the task: they were able to find two events that took place in Russia or in the world and indicate how they affected or will affect the life of their city or region and find relevant media publications.

48 % of the students identified only one event in the time given, the rest of the task was completed correctly. 26 % of the students participating in the experiment failed the task: the news events they offered did not fit into the regional context. They were too general. They also had difficulty in finding the regional media coverage of these events. In the middle of the experiment, most of the students (71 %) demonstrated deep understanding of the connection between events of different scales and significance of global problems for the region and the city. They also managed to identify current events and formulate news items. Difficulties arose with their orientation in the information environment: it took time to find newsworthy events in the federal media and then in the local ones.

In experimental group 2, a quarter of students completed the task successfully (24.7 %), managing to establish a connection between two events from their personal lives and the life of their city or region as well as find the relevant media coverage. 57.3 % of the students managed to correctly

name only one event or find only one confirming publication. 18 % of the students failed to complete the task. This was due to the respondents' information behavior at the initial stage of the experiment: as the students themselves explained, the local news was not in their area of interest.

By the end of the experiment, this gap was filled. It is worth noting that in a number of cases, respondents did not see the difference between an event they experienced personally and one covered in the media. This concerned threatening events. Students had an impression that the facts presented in the media had been experienced by them. For example, the arrest of a pedophile in Tyumen, the fire in Tobolsk, and the flood in Orsk fell into the category of 'personally experienced'.

5. *The final diagnostic test* was conducted during the last class. The analysis of its results was conducted for the whole group of students and separately for each of the five subgroups (experimental groups 1 and 2, control subgroups 3, 4, 5). All the students demonstrated positive dynamics. The number of positive expert assessments increased by 31.25 % (from 45.83 % to 77.08 %).

Experimental group 1 ("from general to specific"), whose diagnostic test results were quite high, showed a 5.06% increase. Experimental group 2 ("from specific to general") had a significant 57.14 % increase. In the control groups, which were not subject to monitoring, the test results improved by 22.33 % (group 3), 11.43 % (group 4) and 30 % (group 5).

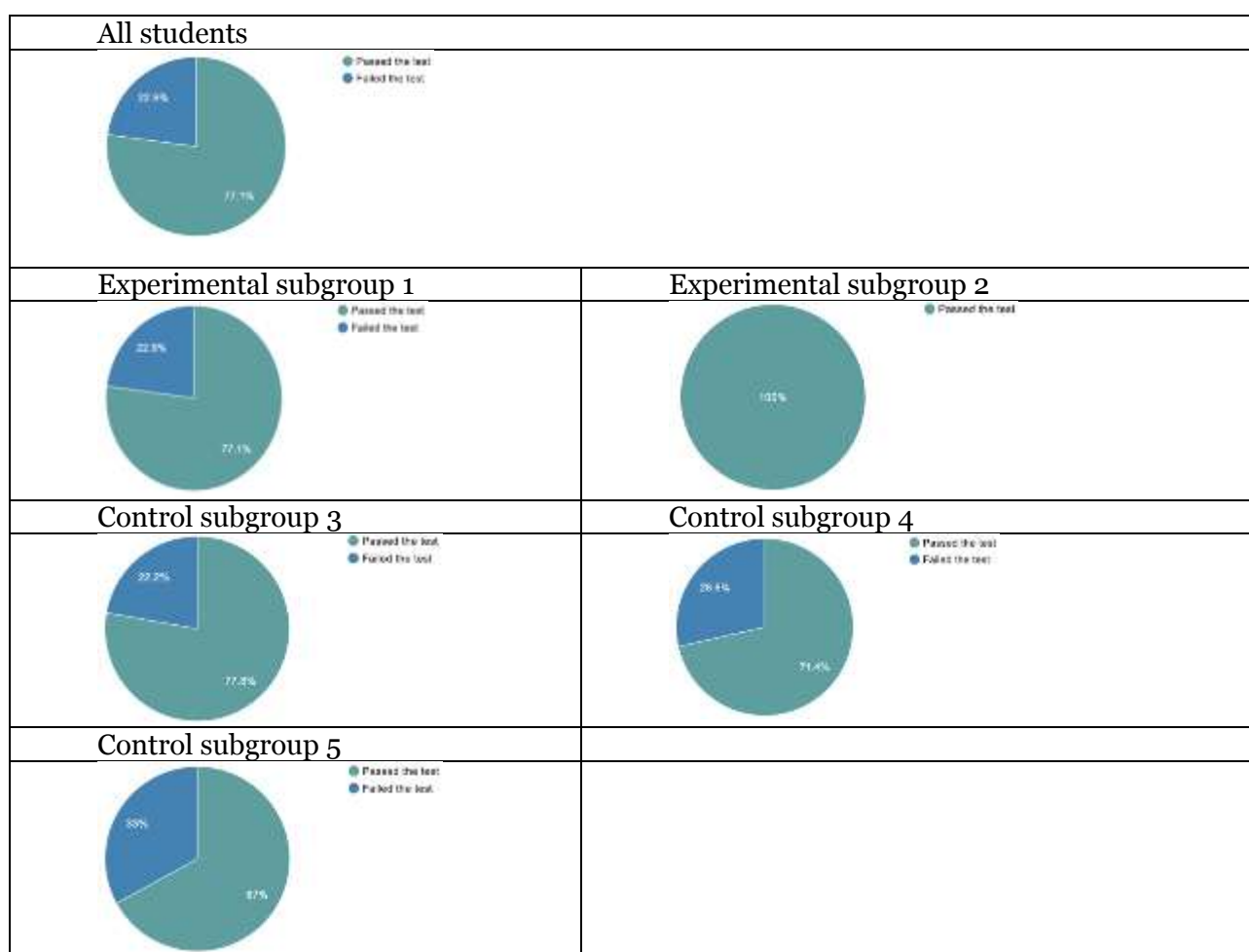


Fig. 2. Results of the final diagnostic test.

News topics suggested by students during the diagnostic test: municipal infrastructure – 28,7 %; accidents – 26,96 %; culture – 11,74 %; politics – 10,87 %; education/youth – 6,52 %; weather – 3,91 %; sports – 3,04 %; medicine – 2,61 %; social life – 1,74 %; human interest – 1,74 %; business – 1,74 %; agriculture – 0,43 %.

Summary

Comparison of the preliminary and final diagnostic test results shows that upon completion of the News Journalism course students were able to identify significantly more newsworthy events than at the start (230 versus 169). The top three topics remained the same

(municipal infrastructure, accidents, and education/youth), including their quantitative indicators. The surge of interest in some topics was 'seasonal' in nature and this is natural for the regional agenda. Summer is a vacation period, hence the increase in the number of cultural events. The growth of interest in political news is caused by high-profile reshuffling in the municipal and regional administrations.

Above we noted a small number of student's writings on the topics of accidents and social life. These results demonstrate that students still realize the importance of the former (second place in the ranking), but social life remains outside their scope of attention.

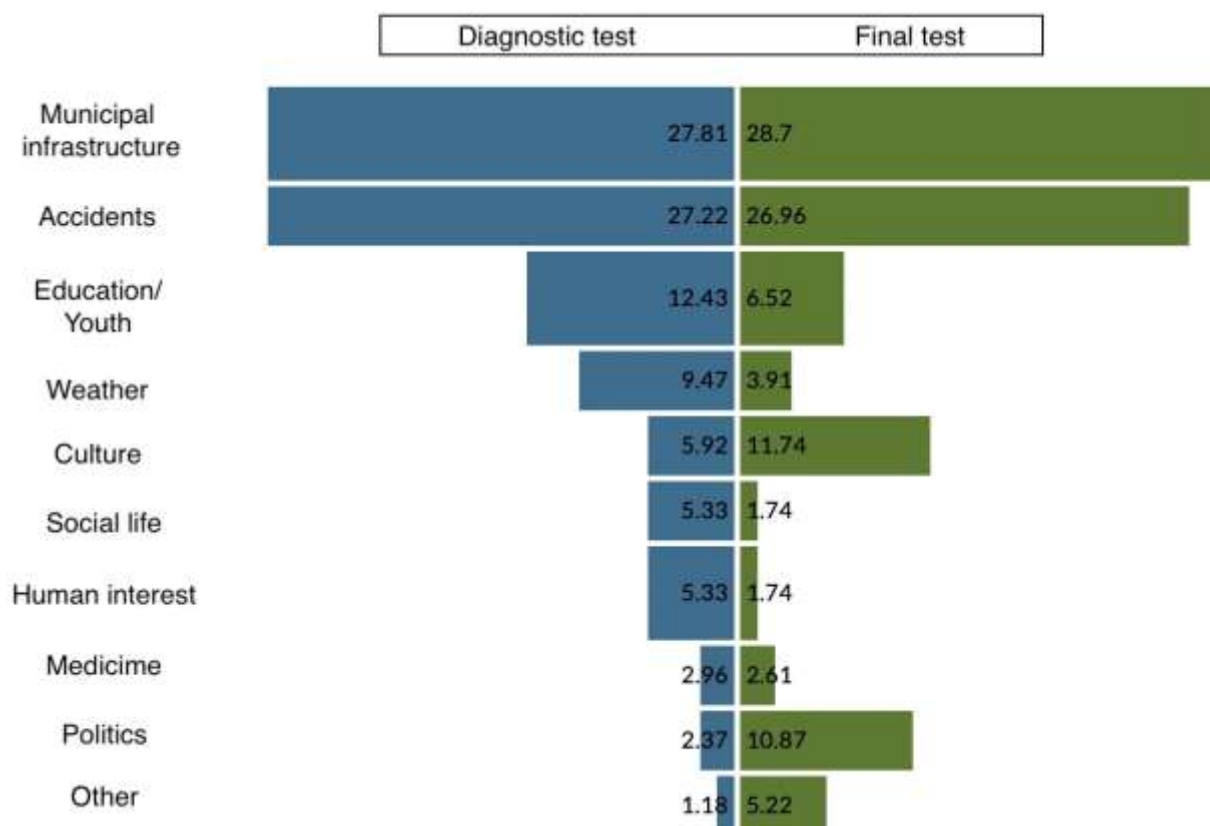


Fig. 3. Comparison of the diagnostic and final test results (in %) by identified topics

5. Conclusion

Based on the results of the experiment, we conclude that the methodologies and techniques underlying the course “News Journalism” contributed to the development of students’ competence responsible for working with information, namely, searching for newsworthy events appropriate for coverage in the regional media.

The methods of weekly monitoring of the online information environment and the use of media expert assessment of students’ works had a positive effect. Future journalists learned to better search, analyze, and filter information from the information flow suitable to be used for professional purposes as a basis of a media product. While assessing the news texts created by the students, experts agreed that they correlated with the local media agenda and could be used by professional journalists and media editorial offices (Gikis, 2024).

Weekly media monitoring enhanced the teaching effect developing in students the skill of continuous ‘scanning’ of the surrounding reality and the information environment. The quality of students’ search for newsworthy events and their ability to analyze such events from the point of view of their global and regional significance also improved. The method of expanding the range of the search – searching for newsworthy events “from particular to general” – proved effective. In our opinion, it requires further investigation and enhancement to be used regularly in journalists’ instruction.

The topics addressed by the participants of the experiment, namely the small number of writings on accidents and social life, are indicative of both the regional media agenda and modern student. Escapism of young people, which researchers write about (Morozova, Shevchenko,

Kuzmina, 2023: 97), remains an important problem in the instruction of future journalists, which cannot be solved during one course.

According to the researchers of the pedagogical experiment, its final phase is implementation (Sidenko, Khmeleva: 2008). The experiment we conducted will be put into practice in the News Journalism course as a technology used to develop the necessary professional skills in journalism students. In addition, its principles and elements can be extrapolated on the teaching of other academic disciplines. The method of measuring professional competencies in the input and final diagnostic tests, the effectiveness of which was substantiated above, can be successfully applied in other journalism courses. Work with newsworthy events should not end at the stage of writing brief news items.

Its more advanced version is necessary when teaching analytical and narrative genres, in the creation of which newsworthy events can be hidden from empirical observation and emerge only after the application of the theoretical knowledge on perception of reality.

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