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Published in the USA
Media Education (Mediaobrazovanie)
Issued since 2014.
ISSN 1994-4160
E-ISSN 1994-4195
2023. 19(3): 453-465

DOI: 10.13187/me.2023.3.453
<https://me.cherkasgu.press>



Innovations in the Global and Russian Media Industry and Media Education

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Abstract

The article is devoted to the analysis of innovative approaches used in the contemporary media industry and media education. The research is based on a critical analysis of scientific literature, both national and foreign, that point out the facts of the beginning of the use of innovative technologies in the work of editorial boards in the last 5 years, as well as trends in the development of the media sphere, positive and negative factors that affect the quality of the information product. Researchers mainly point out in their articles the trend of the increase of the role of mass media in the society as well as the increase of their influence on the government, social institutions and social groups. Experts also emphasize that the media agenda, professionally generated by communicators, covers a significant number of Internet users and a significant audience of online media.

Contemporary researches take into account the key parameters of the information environment – convergence, interactivity, hypertextuality and multiplatform, which give us an opportunity to find new ways for presenting the information. Experts pay increased attention to civil journalists who by their selves study the professions of commentator, reporter, photojournalist, service editor, SMM specialist, SEO manager, content manager, etc.

The authors come to the conclusion that in contemporary media studies they mark the fundamental role of the audience in the exchange of information and point out the striving of the media for democratic principles, such as independence, impartiality, relevance and correctness. The functions of providing information, critical assessment, monitoring and participation are assigned to the media. The main competition unfolded for the trust of the audience, the quality of the content and the style of work of the media. Economic sectors are being integrated with the information and communication technology sector.

The problem of the predominance of the technological factor over the content factor is raised. On the one hand, automated problems, improved tools, the appearance of infographics and multimedia elements have opened up opportunities for creating a high-quality information product. On the other hand, in conditions of competition and economic instability, representatives of the media industry are forced to balance between the obligation to promote certain values and the need to earn money and therefore simplify the information product, following the unassuming interests of the audience.

Keywords: media, media education, media literacy, media competence, media studies, university, students, media industry, innovations, advanced technologies, media research, journalism.

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1. Introduction

Over the past five years, the problem of innovation in journalism has been a priority in scientific discourse. According to the definition proposed by Rogers in the year 2003 under the innovations one should understand an idea, approach or object that is perceived as a new way to improve the current state (Rogers, 2003: 12). These include elements of diffusion, a history of diffusion research, contributions and criticisms of diffusion research, the generation of innovations, the innovation-decision process, attributes of innovations and their rate of adoption, innovativeness and adopter categories, diffusion networks. Researchers approach the main features of innovations in the media industry and media education from the standpoint of methodological, conceptual and systematic analysis (Goodman, 2017).

According to E. Vartanova, it is difficult to exaggerate the role of modern mass media, which today "select, structure, illustrate, comment, analyze and distribute huge amounts of information", but the main point is that "this process of the processing of the original information that leads to the appearance of new senses and values construct the backbone of the mediatization" (Vartanova, 2018: 34).

Profound changes in the media sphere caused by digitalization have opened a new phase in the development of media production at all levels and stages, as well as new technological opportunities for obtaining a high-quality information product. There has been happened a radicalization of traditional media caused by the possibilities of digitalization and the conditions of competition with network media. The main struggle unfolded for the trust of the audience, the quality of the content and the style of work of the media. Competent selection, interpretation and prompt delivery of content were decisive in the choice of information sources by the audience (Rossijskaya..., 2021).

The scientific discourse actively discusses the causes of deep transformations in media production that affect the nature of communication, draws attention to the fact that the media space opens up unprecedented opportunities for the activation of the younger generation, its representatives act as subjects of communication (Demidov, Lomteva, 2022).

The attention of experts is drawn to the unprecedented change in the perception of online texts. Thus, based on the materials of the undertaken sociological research and analysis of the situation, the article examines the problems of youth media consumption and its impact on the formation of behavior stereotypes from different points of view. On the one hand, media consumption is considered as a factor that influence the successful socialization of the young generation and the most effective profound career guidance, on the other hand, as a negative factor that affects the quality of processing and analysis of the huge amount of information, which undoubtedly negatively affects both the psychological and physical health of young people and their increasing to illegal and political manipulations. These authors come to the conclusion that uncontrolled amusement in the Net as well as the neglect of personal data protection, associated with the actual lack of formation of a national information security policy, personal culture, associated with a complete lack of training and skills development in the educational field as well as in the family and the society.

The study of media experts that has been undertaken in last five years has shown that virtual communication has become a common environment for the information exchange for millions of people. Anybody can turn into a media when "passing through himself flows of information, transforming them and becoming a source of new information" (Zhilavskaya, 2014).

Scientists focus on the changing roles of the audience associated with selectivity in the choice of the content and the individualization of the choice (Fateeva, 2022). "Information is increasingly acquiring the properties of consumer goods, the main sectors of the economy are integrated with the ICT sector and information and telecommunication networks. Consumption itself is moving into the sphere of digital services, information products and communication" (Vartanova, 2018: 32; Kruglova, 2019).

Changes in the production of the information product caused changes in the problem-thematic range and formats (Ivanova, 2020; Simakova et al., 2020). Taking into account the changes in the perception of information, the editorial boards began offering texts for different consumption on different platforms (mobile applications (Melnik, 2019), for example, for reading in transport (lean forward) and leisurely reading on the "sofa" (back lean). In the information environment, the behavior of the audience is modified, its consumer habits are changing. Target audiences are offered different traffics (Crompton, Burke, 2018).

At the same time, these studies are still fragmentary, although they affect different aspects of the functioning of modern media.

2. Materials and methods

Both reviews and fundamental articles of a number of foreign and national authors concerning the problem of innovations in the media industry and media education, published in the last 5 years, have been critically analyzed (Berezhnaya, Korkonosenko, 2021; Burgess et al., 2020; Byundyugova et al., 2021; Fateeva, 2017; Fedorov et al., 2018a; Fedorov et al., 2018b; Fedorov et al., 2020; Fedorov et al., 2022; Gladkova et al., 2020; Hubetsova, 2019; Steensen, Westlund, 2021; Vartanova, 2019; Vermeer et al., 2020).

When preparing these articles following research methods have been used by the authors: search, generalization, analysis and synthesis of scientific information on media education in universities; generalization and classification.

3. Discussion

Russian researchers mainly focus on the qualitative originality, the current state and problems of improving journalistic education in Russia in their articles (Blokhin, 2020; Byundyugova et al., 2021; Gladkova et al., 2020; Hubetsova, 2019).

Singling out the school of journalism as an independent object of study, identifying and emphasizing the features of originality in it, members of the research team thereby refer it to models that deny global standardization and reflect diversity in the training of specialists. The authors of the article "Schools of Journalism in Russia: experience of professional expertise", recognizing the variability of approaches to education under the influence of fundamental shifts in practice and momentary conjuncture, at the same time emphasize the importance of permanent characteristics of the phenomenon of the school. The article is based on the materials of expert interviews (Berezhnaya, Korkonosenko, 2021; Korkonosenko, 2018; Korkonosenko et al., 2018).

In the book "Mass media education in the CIS countries " by Russian authors who are at the origins of the Russian media education, a comparative analysis of journalistic education around the world is given and retrospect, conceptual, theoretical, empirical and practical understanding of its present and future are considered (Fedorov et al., 2020). In the fundamental study, the goals, objectives and concepts of the media education project in the Commonwealth of Independent States (CIS) are identified, innovative forms of media education in the general education system are considered.

A profound review of publications of specialized professional journals is of great importance in promoting the theories of journalism and mass communication. Thus authors of the article "European Countries from 2010 to 2020.MDP" (Meier et al., 2020) analyze texts of 5 specialized journals: "Digital Journalism", "Journalism", "Journalistic Studies", "Journalism. Practice", and "Journalism and Mass Communication", where the development of diversity is evaluating, comparing and forecasting.

The researches reveal the problem of a high level of inequality in the field of media and communications, point to the line of the global gap between the North and the South, where 93 % of all publications in this field account for the North. Data from other studies have also shown how the heritage of colonialism goes on influencing the development of academic science in Africa (Schoon et al., 2020), Asia (Ullah, 2014) and Latin America (De Albuquerque, 2019).

Western approaches especially that of the USA and Great Britain, have become dominated ones among the theories of journalism and mass communication over the past five years. Studies of African journalism rarely come into the field of researchers. The publications of the Chinese journals "Journalism and Communication" and "Communal Car" are also not widespread enough. Meanwhile, these journals have a strong regional focus and play an important role in promoting journalistic education.

Attention is drawn to the fact that regional scientists of the humanitarian sphere should be able to defend their (regional) peculiarities in conceptualizing and defining approaches to media analysis (Zeng et al., 2019; Zeng, Chan, 2023). Despite the fact that the mainstream ignores the theoretical and methodological developments of the "peripheral" South, these concepts are quite viable and scientific, as indicated, for example, by the author of the article "Digital Methods in Africa and beyond: A View from down Under." African Journalism Studies" (Burgess et al., 2020). Some representatives of Western schools still emphasize their desire for inclusivity, pay attention

to the rapidly changing demands of journalistic research, and the need to understand diverse local contexts, diverse and innovative methodologies, which, unfortunately, are still not very developed and remain fragmentary (Steensen, Westlund, 2021).

Some Western media experts focus on the difference in approaches to the analysis of media content among male and female researchers. The authors are convinced that gender diversity can lead to higher research results and innovative discoveries (Nielsen et al., 2017; Søråa et al., 2020).

Some studies, including national ones, devote to journalistic education in the context of a COVID-19 pandemic (Grabelnikov et al., 2020).

A number of media studies use a computational method. The results of their analysis show that the vast majority of studies on computational methods come from the countries of the Global North. Semi-quantitative research methods, especially manual content analysis, are going on dominating in the publications of media journals (Steensen, Westlund, 2021). However, modern programs allow the use of data mining and methods of processing millions of news articles on the Internet. Tracked online activity also allows researchers to study the consumption of news by individuals without relying on data provided by users themselves (Vermeer et al., 2020; Zorin, 2018).

An important remark of the researchers concerns the predominance of the technological factor over the content, which leads to a deterioration in the quality of the information offered. The so-called computational turn "risks contributing to normativity, which devalues other methodological traditions, which, in turn, leads to a distorted assessment of institutions and individuals with technological resources" (Steensen, Westlund, 2021). Blind normalization of computational approaches – point out media experts – can't satisfy neither practitioners nor theorists in the field of media (Agudelo-González et al., 2022).

Nowadays a database of numerous surveys of journalists and bloggers has accumulated, showing international diversity at the level of authors. "In total, researchers have identified 1,275 unique corresponding authors in the data set. For example, the final information was extracted about countries from the address field of the websites of specialized publications" (Meier et al., 2020).

The fundamental work was presented by scientists who conducted a comparative analysis of innovations in journalism in several European countries (Meier et al., 2020). The media of Austria, Germany, Spain, Switzerland and the United Kingdom have been in the focus of the researchers' attention in the last decade. The main research method is expert interviews with journalists, which allowed experts to identify more than 50 different types of innovations and identify the 20 most relevant ones.

A number of studies have rethought the phenomenon of journalism as a profession and commercial and social activities. Digitalization has posed new challenges, changing the system of access to information, as well as the habits of information consumption by the audience. Technological capabilities have made it possible to increase the affinity between news producers and consumers and increase the personalization of content (Liao Sheng, Luo Yicheng, 2016).

The problem of the predominance of the technological factor over the content factor is raised. On the one hand, problems generated by the automation processes, as well as an improvement of tools, the appearance of infographics and multimedia elements have opened up opportunities for creating a high-quality information product. On the other hand, in conditions of competition and economic instability, representatives of the media industry are forced to balance between the obligation to promote certain values and the need to earn money for production and therefore simplify the information product, following the unassuming interests of the audience.

The commercialization of the press has been vividly expressed in the monetization of journalism, changing the models of functioning, where membership is combined with paid access and donations or crowdfunding.

An important observation of researchers is that innovations manifest themselves in changing formats (Zubko, Klyuev, 2022), media production organization processes (Gladkova et al., 2020; García-Avilés et al., 2018; 2021), fact-checking and audience involvement (Meier et al., 2017).

Media experts comprehend new phenomena in news production – data journalism, diversification of online platforms, new digital narratology, "slow journalism" (Barabash et al., 2021), adaptation to the tastes of the audience.

The problem of audience coverage on all channels and devices represents the main interest for researchers. In this regard, innovations such as audio and podcasts, streaming and processing of user data to increase engagement are analyzed.

Among the popular innovations, researchers include the distribution of journalistic content in social media and the mobile-first strategy, mobile journalism (Melnik, 2017), the development of native advertising, Full Fact as a monitoring and control system.

The publications emphasize the distortions in the research sector – Americanocentrism, especially in the journal DJ, where researches related to the USA account for about 76 % of publications (Meier, 2020). Regional studies are significantly less represented. Of interest are the studies of African humanities scholars who notice the powerful incursions of Western theories into Africa. Scientists contribute to the conceptualization of the theory and practice of journalism (Pratt, Isine, 2023). In the context of global initiatives that led to deep invasions of the ideas of the Western world into the African continent, the transformations of the modern mass communication system in Africa are considered. One of the chapters is devoted to reports on China's Maritime Silk Road initiative in four African newspapers.

The authors predict an inclusive future for digital journalism, state the growing number of discussions in media discourse about self-reflection, hegemonic structures and inclusive participation in the media (Allen et al., 2020; Soldatova, Rasskazova, 2014; Zeng, Chan, 2023; Zorin, 2018). In this regard, an article of Turkish scientists T.S., Gorpe and B. Oksu should be considered very interesting. Nowadays, media organizations – as for-profit organizations – conduct corporate social responsibility. (In this way, they contribute to society and strengthen and/or establish relationships with their stakeholders. “One of the reasons they are doing CSR is because of the impact of CSR on their reputation, CSR projects and media organizations are aware of this result; they are also doing 'business'“. The authors study the concepts of media responsibility and CSR of media institutions in Turkey from the point of view of journalism teachers and their understanding by journalism teachers (Gorpe, Oksuz, 2023).

4. Results

We've analyzed two types of research articles – *concerning media production and media education*.

In the last five years, there has been an increase in scientific discussions about the inclusive participation of media and communication bodies in the development of the world (Zeng et al., 2019; Zeng, Chan, 2023). They evaluate the diversity of journalistic research in the books and their authors foresee a more inclusive future for digital journalism.

Experts in the field of theory and practice of mass media are increasingly associated with the concepts of "journalism", "technology" and "truth". Presenting his view on immersive journalism, Robert Hassan, for example, writes that these are inextricably linked idealized components that shed critical light on immersive virtual reality (VR) (Hassan, 2023).

The analysis of cases of scientific research on communications conducted in Latin American countries shows their rapid growth and integration into European trends. The indicators of articles published in 2018–2022 in the *Scopus* databases are steadily growing. However, as J.F. Munoz Uribe notes in the article “The importance of scientific publications in the discourse of communication: the case of Latin America”, the works of Latin American authors are not properly evaluated. The author of the article believes that media science "has the opportunity to have a positive impact on social progress and constructive development in various fields of science and the production. A study of the scale of scientific output in high-impact journals (quartiles 1, 2, 3 and 4) shows that Latin America and the whole world have increased not only research, but also scientific output in the field of communication in the period from 2018–2022. (Hassan, 2023).

The Industry Report "The State of Mass Media in 2021" notes that similar processes have occurred in Europe, South America, Israel, Turkey.

A critical review of the research literature devoted to the study of approaches to journalism education of the XXI century is offered in the book by L. Solkin (Solkin, 2020). The problems of transformation of the media industry caused by the new reality are invariably associated with the need to *restructure media education*. A.V. Sharikov, in his article "On the relationship between media culture and media education", quite rightly writes that "Media education is a necessary element "that ensures the reproduction and production of media culture samples, as well as a mechanism for quality control of produced media products through an assessment tool for people educated in the field of media, which contributes to further development of the media sphere" (Sharikov, 2014: 57). The structure of media education should reflect the structure of the media

sphere. Technological, semiotic, and communication aspects should be present in this structure, which are now being added by institutional and economic aspects.

The opinion of St. Petersburg scientists about the state of media education in Russia is also important. "In the conditions of information turbulence, political and social instability, uncertainty at the regional and global levels of the future state of social development, the need for systematic and interdisciplinary training of highly qualified professionals in the communication industry is increasing, the requirements for training communicators for different fields of activity are becoming more complicated" (Zubko, Klyuev, 2022: 106).

Contemporary media market needs specialists with new communication competencies, critical thinking, comprehension and interpretation skills, and the ability to work with various sources. In a report by LinkedIn, owned by Microsoft Corporation, "Classical journalists who can only put words into sentences and not delay the delivery of texts are in less and less demand today. Now the winners are those who not only understand the preferences of the audience, but also what influences decision-making and attention to information. Basic knowledge of neuroscience is increasingly in demand, as cognitive sciences are developing at a rapid pace towards understanding any human reaction to any message." The requirements for competencies in big-data have increased, the need for new technologies offering unique information products" (Rossijskaya..., 2021: 11).

Media research is actively developing in post-soviet countries. An important problem is considered to be the achievement of media literacy of the population, which becomes the basis of media security in Uzbekistan (Abdullina, Bekbosynova, 2021). At each stage of the proposed educational model, a "creative" component is laid, then this factor, along with basic skills and a new educational policy, which guarantees a competitive specialist by the end of the faculty. The result of the study by L.I. Abdullina and G.A. Beksynbaeva can be considered the study of the model of formation of journalists in the system: university-creativity-practice, based on multimedia and the principles of effective communication.

In modern researches, the authors address the problem of the use of artificial intelligence in education, as an example, projects and programs of faculties of journalism in Russian universities are given (Boaters, 2021; Botarev, 2021; Grove, Mare, 2020; Herari, 2019; Nerets, 2020; Rykov et al., 2017; Seizhtililova, 2022; Zeng et al., 2021). This was the consequence of the active implementation of AI-based technologies in the work of journalists in last few years. There has been even appeared a special concept of "automated journalism" or "data journalism" that means the use of different AI-based algorithms especially recurrent neural networks (RNN) to seek the information in the information space, to interpret input flows of text symbols, analyze them, rewrite and distribute original texts already ready for publication in the style of this or that outstanding journalist.

The above mentioned technological novelties lead to the need for the complete modernization of the system of media education that should combine both professional journalistic and technical skills in order «to train journalists who, due to their understanding of the basics of machine learning, would be able to formulate tasks for technical specialists to write appropriate computer algorithms; and subsequently could effectively use them in their daily work related to the textual design of news and the interpretation of large amounts of data and information» (Pantserev, 2021: 512).

Following problems are being raised: 1) adaptation of the media education system to the requirements of the media industry; 2) development of theory; 3) formation of new standards and curricula. The works show a radical transformation of the conceptual and methodological foundations of higher education, project-based learning as a new educational concept in the teaching of journalism. The author reveals a great potential for the development of intellectual, creative abilities and professional skills of students, offers educational programs that stimulate their cognitive activity with multimedia formats such as longrid, podcast, text, and a special project. "Project-based learning as a new educational concept in journalism teaching" "Application of forms and methods of artificial intelligence in journalism" (Chutcheva, 2019; Fateeva, 2017; Golovko, 2019; Gubanova et al., 2020: 280; Melnik, 2017; Zamkov et al., 2017). Elements of game realization are being actively introduced into the teaching of academic disciplines in journalism (Fedotova, 2018).

The authors identify the main types of digital competence: a) information and media competence — knowledge, skills, motivation and responsibility related to the search, understanding, organization and archiving of digital information and its critical understanding,

as well as the creation of materials using digital resources (text, visual, audio and video); b) communicative competence – knowledge, skills, motivation and responsibility necessary for online communication in various forms (e-mail, chats, blogs, forums, social networks, etc.) and for various purposes; c) technical competence – knowledge, skills, motivation and responsibility that allow you to effectively and safely use a computer and appropriate software to solve various tasks, including the use of computer networks; d) consumer competence – knowledge, skills, motivation and responsibility that allow you to solve various everyday tasks using a computer and via the Internet, related to specific life situations involving the satisfaction of various needs" (Zhizina, 2013: 159-160; Zhizina, 2016).

They've underlined following key technological trends of media education in the report of the Institute for Advanced Technological Research (IPTS) at the Joint Research Center of the European Commission:

- "development and application of open content and opensource software (e.g, Wikipedia);
- creation and implementation of software enabling unlimited storage of digital information in terms of amount and time;
- webblogging, SMS and MMS; – distribution of podcasting (video and audio) for mobile use of educational information;
- increasing the number of Web 2.0 services for their application in the organization of educational interaction" (Punie, 2007).

Researchers at the Jose Simeon Cañas University in El Salvador are putting forward interesting and pragmatic proposals for the study of digital competencies in the curriculum for the training of bachelor journalists, based on the model proposed by the European Commission, which takes into account the distance learning associated with the pandemic. Content analysis of digital competencies showed the insufficiency of content related to "copyright, collective intelligence and especially Internet security as forms of protection of identity and personal information in social networks, abuse and/or dependencies created by technology, and personal concern about the abuse of technology" (Agudelo-González et al., 2023).

The article shows all aspects of digital competence, including technological, informational, multimedia and communicative aspects that contribute to the critical, responsible and creative use of practical media technologies).

Table 1. Categories of educational analysis of digital competencies

Curriculum content defining the category	Curricular content that defines the category
Language, communication and collaboration	- Information practices that focus on various systems and digital content in accordance with the communicative function and the interlocutor. Digital image analysis and semiotics. Analysis of new narratives and digital platforms. Media ecology analysis. Ethical use of information. Mass media, democratic participation and social development. Forms of expression and languages used in digital relations.
Technology, digital content and creation	- Creation of digital content and construction of information fragments in multimedia languages. Knowledge and application of copyright. Developing and reimagining digital content. Analysis of multimodal and multimedia interactive audiences. History of the Information Society.
Digital production and distribution	Using software to create content and digital information. Information production in digital media and the role of a digital communicator. Copyright. Production processes and infrastructure for digital news production. Analysis of content production on digital platforms. Collective intelligence and work on the web.

Curriculum content defining the category	Curricular content that defines the category
Interaction and critical data analysis	Skills to browse, organize, store, manage, and evaluate digital content and information. Critical analysis of content and digital information. Analysis of digital messages and audience.
	Production of multimedia pieces with a social focus. Management of editing techniques and re-editing of messages. Selection of information and types of messages. Collective intelligence and work on the web. Society technologies and their effects. Relationships in hypermedia, transmedia, and multimodal environments. Assessment of the positive and negative effects of interaction with screens.
Identity, values, and security	Criteria for the selection of an infodiet or content. Personal information on social networks, online/offline identity, and control of own or others' private data. Analysis of the problems of abuse in social networks. Personal and group care actions against excesses in the use of ICT. Contextual analysis in interaction processes. Assessment of the impact of digital platforms on the learning process.
Aesthetics, digital content and creation	Production of content and digital information. Managing editing methods and republishing content and digital information. Copyright. Creating digital content with aesthetic and artistic elements.

Source: [Agudelo-González et al., 2022](#)

The teaching of journalism, according to the authors, should include data journalism. This category includes content with topics that are related to information practices in different systems and digital content, analysis of the digital image, new narratives and digital platforms of media ecology, content on the use of social networks, forms of expression, and languages used in digital relationships, digital theory, ethical use of information, the media, democratic participation, and social development.

The authors of the article evaluate, on the basis of Russian and foreign publications, the experience of introducing media education into modern higher education, characterize the main directions of integrating media education into extracurricular activities of modern university students. Tasks – to teach "to think, to master argumentation, to strengthen the evidence base of their own reasoning, to create texts for the media) ([Chelysheva, Mikhaleva, 2021](#); [Chelysheva, Mikhaleva, 2023](#)).

In the large-scale work of Elizabeth G. Rojas-Estrada, Rosa Garcia-Ruiz, Ignacio Agudado, "Media Competence in the curriculum of Latin American countries: a systematic review" ([Rojas-Estrada, 2023](#)). A systematic review of scientific developments on media competence (MS) in the curricula of 33 Latin American countries, which were identified in the databases *Web of Science (WoS)*, *Scopus*, *ERIC (ProQuest)*, *Dialnet (Plus)* and *Redalyc*, is given. The study covers a long period (January 2012 to December 2021). Scientists have revealed that: 1) "research dominated, the purpose of which was to determine the presence of mass communication in the curriculum; 2) there was no course in any of the countries, the main purpose of which was mass communication, nevertheless, the wide dissemination of its aspects implies its inclusion as an interdisciplinary component; 3) there are no studies in the region focused on primary education, adult education and the educational basis of education for indigenous peoples." The authors spoke about the need to develop critical, operational and social competencies that will help future journalists meet the socio-cultural requirements and phenomena of the new media system.

5. Conclusion

The study of the practice of media production has shown that modern convergent editorial bodies are looking for new ways to create texts, are engaged in monetization of an information

product in a competitive environment, for which they use marketing tools, print media simultaneously maintain pages in social networks. The latest study describes in detail the process from divergence to convergence in the media sphere.

Russian media literacy schools offer fundamental models of the high school educational system, reject untenable technocratic (rationalistic) paradigms, believing that universal values have priority over technical means. Unlike Western ones, universal values prevail over means in the Russian educational high school). The most attractive in terms of innovation for representatives of this school is the synergetic paradigm, which assumes open education in combination with the entire amount of means of cognition.

The main theoretical and methodological concepts of media education that can become a promising basis for further successful development in Russian conditions have been identified in the article.

As innovations, media experts indicate:

- contact with content creators through likes, comments, search queries, involvement in the story;
- strengthening the position of edutainment — the presentation of educational content in an entertaining and interactive form;
- targeting is about accuracy and individualization;
- Associated Press neural networks process information in seconds, which previously took many hours for journalists to analyze, continuously monitor the company's economic indicators;
- strategic planning of media enterprise activities;
- collecting a database of readers;
- prompt and high-quality access to media audiences, technological focus of the media industry: automation of external communications, use of the latest social and technical platforms, strategic focus on partnerships with large tech companies;
- use of artificial intelligence in the media industry and media education.

In the definition of innovation and innovation activity in modern science, the process approach prevails, considering innovation not from the point of view of the final result, but as a technological process.

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