

DOI: 10.46340/eppd.2020.7.5.22

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DISTINCTION BETWEEN THE CONCEPTS OF «EDUCATIONAL JOURNALISM» AND «PEDAGOGICAL JOURNALISM» IN MEDIA DISCOURSE

The concept of «educational journalism», its functions and typology remain unexplored in European journalism. A few theoretical studies on this subject do not allow us to define the essence of the phenomenon of «educational journalism» in media discourse to the full extent. However, in both the Ukrainian local and global media space, there are specialized publications that work on the range of problems of education. Therefore, the practical constituent exists, but the lack of theoretical basis does not allow to research extensively the functional features of educational journalism, as well as restrains the development of the industry. The concept of «pedagogical journalism» is somewhat more studied, but often the definitions of «educational journalism» and «pedagogical journalism» are mixed, comprehended as the same, not delimited. If we approach ad fontes, then pedagogical journalism is focused more on scientific bases, didactics, while educational – on innovative processes and changes, that take place in education nowadays. The problem we address in our study is to distinguish the concepts of «educational journalism» and «pedagogical journalism», which significantly complements the journalistic research concerning this issue.

Keywords: education, journalism, educational journalism, educational mass media, educated journalist, pedagogy, educational changes, educational mythologeme.

Problem formulation. There is often a definition of «pedagogical journalism» in European journalism, which refers to the content that touches on the educational process, pedagogical innovations and the content of education. However, pedagogical journalism, in our opinion, tends to theorize the material, does not simplify the information, but on the contrary – makes it specialized and interesting to a narrow range of professional readers. The authors of pedagogical content are often teachers, experts in the field of education, i.e. people without journalistic education. The preparation of material by a journalist includes a series of activities: from the collection and analysis of information to its simplification and presentation to readers in an accessible form. Instead of this, authors of pedagogical texts frequently use complex terminology and address the text to a narrow range of people. We have researched quite a lot of the theories, that identify «educational journalism» with «pedagogical». Since researchers do not focus on the functions, genre palette and specifics of educational journalism, as well as poorly ground the meaning of pedagogical journalism, we analyze this experience and give our own characteristics of both fields of journalism.

The aim of our study is to track the differences between educational and pedagogical journalism. The aim of the work is corresponded to the set tasks: to analyze the available developments on the topic, to define the concepts of educational and pedagogical journalism, to establish differences between these concepts.

Our research is relevant because before that in European journalism there were no active attempts to ground the differences between educational and pedagogical journalism, the functions of these fields of journalism and their main recipients.

The source base of the research is the scientific developments of researchers G. Perez (definition of educational journalism), T. Denisevych (developments in the field of pedagogical journalism, establishment of its functions and typology of pedagogical content), B. Hamukova (works in which there are the attempts to divide educational and pedagogical journalism), O. Volyk, V. Rozgon (the attempts to define the concept of pedagogical journalism), T. Sutyryna (pedagogical mythologeme, study of the phenomenon of pedagogical journalism), as well as A. Bulygin, V. Leikin and other researchers.

Research results. According to Guillermo Perez, a professor of educational journalism at the University of Seville, «educational journalism is a systematic, socially oriented conceptualization of current information in educational processes, which we call «educational society» or «lifelong education»¹. In Perez's opinion, it is necessary to divide educational communication, which sets the agenda of an educated journalist, and pedagogical journalism, which includes employees of educational institutions who write on educational topics to dedicated publications.

The differences between educational and pedagogical journalism are much wider. It is worth starting off with the academic definition of the term «education» and «pedagogy». The academic explanatory dictionary of the Ukrainian language gives the following definitions of «education» – «a set of knowledge acquired in the learning process; level, degree of knowledge acquired in the learning process; education (1); upgrading of the level of knowledge; learning / process of digestion of knowledge (2), general level of knowledge / system of educational activities / system of institutions through which these activities are carried out²». Pedagogy is defined in the following way: «the science of upbringing, education and training»³. In summary, in the definition of «pedagogy» the essential concept of science is established, it is primarily a field of knowledge aimed at revealing the scientific potential of education, that studies the content, forms and methods of education and training. It means that pedagogical developments rather lie in the plane of scientific developments and research activities, while education reveals a hierarchical structure of educational systems and models aimed at studying the processes and educational needs of society.

In our opinion, materials prepared for educational or didactic purposes, aimed at using in highly specialized publications intended for a certain range of specialists, do not have a constituent of «journalism» in the formula of «pedagogical journalism». We recommend to use the definition of «pedagogical material» or «pedagogical journalism» – i.e. created by a specialist (teacher, educator, mentor) a material of popular science or of scientific nature, using specialized vocabulary and technology that disclose the content of education or methodology of an educational field. If we add to the «pedagogical» constituent the «journalism» constituent, this allows a teacher or scholar-educator who creates pedagogical content for educational purposes and places it on a specialized portal without journalistic education and basic knowledge of genres to be called «a journalist».

Pedagogy as a science is primarily engaged in the study of educational processes at the fundamental level, beginning from «studying the choice of human goal of preparation for life, concepts and approaches to knowledge of pedagogical reality, the driving forces of education development, the subject of pedagogy as a science, methods of pedagogical research, etc.»⁴ In addition, pedagogy studies the characteristics of the student and the teacher as subjects of pedagogical interaction, and so on.

Education, on the other hand, involves a less in-depth study of the phenomena of formation of concepts and approaches, but concerns the current processes and educational changes in public life, an educated journalist is interested not only in methodology or theory as practical phenomenon of pedagogical concepts, development of educational systems in practice, the level of non-philosophical categories and theoretical bases, but also the practical effects of approaches to the organization of educational systems, management decisions, the factors of regression and progress, innovative decisions and first of all – people around whom the education system concentrates is its core.

Returning to the topic of the existence of the terms «educational» and «pedagogical» journalism in the information environment, it should be noted that there are authors who «propagandize» the introduction of the term «pedagogical journalism» in journalism. Among them – Russian researcher, teacher T. Denisevich. T Denisevych in the manual «Pedagogical Journalism» recounts to the prehistory of pedagogical publications, identifies the ways to train journalists with the active introduction of the course of lectures on the history of pedagogy and the study of modern pedagogical processes, as well as practical classes to create periodicals, identifies the functions of pedagogical journalism, among which – mental, educational, cognitive, educational ...⁵

¹ Raigón Pérez de la Concha, G. (1998). El periodismo educativo: objetivos. *Ámbitos. Revista Internacional de Comunicación*, 15, 172-183.

² Академічний словник української мови. *Визначення поняття «освіта»*. <<http://sum.in.ua/s/osvita>>. (2020, September, 13).

³ Академічний словник української мови. *Визначення поняття «педагогіка»*. <<http://sum.in.ua/s/pedagoghika>>. (2020, September, 13).

⁴ Портал Студопедія. *Розділи педагогіки*. <https://studopedia.su/8_47018_rozdili-pedagogiki.html>. (2020, September, 13).

⁵ Денисович, Т.Е. (2009). *Педагогическая журналистика*. Москва: ФОРУМ.

The analysis of the manual of T. Denisevych gives the awareness of the author's focus rather on the pedagogical aspects and the educational and didactic spectra of formation of educational content. After all, the author defended her dissertation in the field of pedagogical sciences.

T. Denisevych's works are corresponded to some extent to the research of T. Sutyryna, who considers the phenomenon of formation of «pedagogical mythologeme», in which «the canons of description of the existing constitution of things and what has the right to exist are fixed, phenomenologically real and those that influence the state of things, values, purposes, nature, content of the pedagogical process, the behavior of the individual in such a process»¹. T. Sutyryna «crosses» the concept of «pedagogical mythologeme» and «pedagogical journalism» and derives a hybrid meaning of pedagogical text, which «is determined by current socially significant pedagogical problems and leads to intensive development of pedagogical theory and practice, affects the further development of education as a social institution, saturated with humanistic ideas and values, that forms not only a public opinion but also a pedagogical consciousness, actively influencing them with conceptual or figurative means of expression, their combination, the means of logical and emotional influence».

In fact, the perception of the «pedagogical text» as one that promotes the development of pedagogical theory and practice has more application in pedagogical science than in journalism. From the point of view of media discourse, it should be highlighted the essence of such a mythologeme the wider needs of the audience – the simplification of the text, the introduction of comments and opinions of participants in the educational process, refusal to theorize the significant elements of content. Since the term «mythologeme» has an ambivalent nature (here is both mythological material and the ground for the formation of new material), we consider it rational to use for educational journalism a mythologeme of «educational change». In varying degrees, this mythologeme is present in the cultures of many countries and adapts to modern innovation processes in education. The development of the mythologeme of «educational change» depends on the apperception of educated journalists, and reveals the essence of educational reforms and the integration of educational space into the international educational landscape.

In order to avoid the cognitive dissonance, it is necessary to divide the mythologeme of «pedagogy» and the mythologeme of «educational media», although the first one is the theoretical basis for the second one. Journalists work mainly with the mythologeme of «educational change», while scientists and teachers work with the mythologeme of «pedagogy», although all of them (journalists, scientists and teachers) are the participants in the local and global educational process and interact with the process of educational change. However, certain branches of education (such as vocational education or inclusive education) are rarely the subjects of study of journalists compared to others and are in the cognitive shadow.

According to T. Sutyryna, «pedagogical journalism» is an example of «messianic content» – we can distinguish the following types of pedagogical journalism: preservation (the preservation of the eternal values of humanistic ideas that characterize the education in different periods of its development), prediction (the prediction of humanistic ideas that cannot be involved nowadays, but will be high demanded in the future), agitation (the propagation of pedagogical ideas, influence on public opinion, influence on society to convince the accuracy of a pedagogical or educational policy), propaganda (the extended knowledge of pedagogical ideas, studying theories, experience, intended for a specific group of people, such as teachers, students of pedagogical universities, etc.)²

Russian researcher B. Khamukova notices: «The educational function is that with the help of the pedagogical press the necessary learning environment is created, first of all for those teachers-practitioners who need constant improvement of their skills in connection with the fundamental changes that take place today in the educational sphere».³ The scientist writes that «many teachers pay great attention to reading the professional press, the pages of which tell about the peculiarities of the organization of the educational process, the updating of pedagogical technologies, etc».⁴ It shows once again the orientation of researchers-teachers rather to the pedagogical function of the journalistic text, acquaintance with professional developments and scientific communication on the pages of portals, which T. Denisevych calls «pedagogical

¹ Сутырина, Т.А. (2006). Взаимодействие педагогической публицистики и педагогической мифологемы. *Образование и наука*, 4 (40), 125.

² Сутырина, Т.А. (2010). Миссия педагогической публицистики в образовании. *Образование и наука*, 3 (71), 116.

³ Хамукова, Б.Х. (2013). Функции педагогической публицистики в период модернизации российской системы образования. *Научный вестник ЮИИМ*, 3, 93.

⁴ Хамукова, Б.Х. (2013). Функции педагогической публицистики в период модернизации российской системы образования. *Научный вестник ЮИИМ*, 3, 94.

media». The same conclusion can be reached if we get acquainted with the structure of the functions of pedagogical journalism, which was proposed by B. Khamukova. In particular, in the researcher's opinion, the educational function is that «with the help of the pedagogical press the necessary learning environment is created, especially for those teachers-practitioners who need constant improvement of their skills in connection with the fundamental changes that take place nowadays in education sphere», the educational function «is closely related to the study of important problems of education, provides not only a description of problems that need immediate decision, but also the establishment of educational needs, determining the relationship between the level of education development and society development.» Among the new functions B. Khamukova distinguishes a cognitive one, which is «caused by the need to draw attention to pedagogical innovations, ideas and technologies.» B. Khamukova assimilates this function with diagnostic-prognostic, which aims to predict the sequence of events and innovations in education.

Researcher O. Volyk writes that pedagogical journalism «selects published materials for usage in the educational process», i.e. for educational purposes¹. The identification of pedagogical and educational spheres, in our opinion, is not the right approach, because, taking the definitions we gave above, using an explanatory dictionary, the pedagogical sphere has broader scientific modifications and rather performs the functions of study, strategy and planning, while the educational one – introduction and management.

In our opinion, V. Rozgon gives the over scientifically adventurous and narrow definition of «pedagogical journalism» as a specific sphere of activity that reflects two important socio-cultural phenomena – pedagogy and journalism.»² Firstly, both journalism and pedagogy are quite multicomponent sciences, secondly, it is not quite clear what a «specific field» is, and thirdly, the definition does not throw daylight upon the functional-explanatory constituent of this type of journalism.

Researcher L. Puzyreva notes that the pedagogical press «provides a theoretical comprehension of the problems of pedagogy and accumulated pedagogical experience, the heritage of theorists, looks for the solutions to fundamental problems of education and provides the maximum possible participation in the discussion of theoretical and practical problems of the school of practicing teachers».³ Consequently, it is more appropriate to talk about pedagogical journalism in the framework of educational journalism. First of all, it will allow to regulate approaches to the definition of concepts, and second, it will avoid quasi-genre transformations that will negatively affect traditional journalistic approaches and genre structure.

A. Bulygin in his work «Pedagogical Journalism: A Theoretical Analysis of the Concept» writes that «the pedagogical press includes the whole complex of newspapers, magazines, periodicals and non-periodical collections, which are entirely or partially devoted to the problems of education, theory and the practice of learning. The main purpose of the pedagogical press is to increase the pedagogical and information culture of teachers, to stimulate the growth of their interest in pedagogical theory and practice, to the point of the development of national education and active participation in the reform processes.» As was stated before, according to A. Bulygin, the so-called «pedagogical journalism» is aimed at «problems, theories and practices». Such theorization and low focusing on practical approaches allow us to draw conclusions on pedagogical journalism as a field of scientific journalism, to which researchers also include medical and environmental fields.

We do not deal with the issue of belonging of pedagogical journalism to the field of science in our study, but it should be noted that the materials of teachers are often overloaded with facts and empirical rating that need to be simplified for the general public. Let us take, for example, the material «The impact of jokes in the network on the psychological health of students», posted on the portal «Osvita.ua» (media about education). First, the title is neither factual nor intriguing (the text contains information that «those who were harassed online are twice a large think about suicide – this information in the title could increase the click-through rate and representativeness of the text), such a title is better fits the criteria of «cliché title» and tends to be scientific. The words «psychological impact» overwhelm us with excessive dryness and reduce our interest in reading material that, if reviewed, is quite interesting and contains statistics that lead to consideration. This is a typical work of a teacher-researcher who has experience in the field and is interested in the subject. But, beginning with the title, and then taking into account the structure of the text, the material

¹ Волик, Е.А. (2018). Медийное освещение образовательного пространства как предпосылка педагогической журналистики. *Казанский педагогический журнал*, 5, 190.

² Розгон, В.В. (2012). Соціокультурна та освітня місія педагогічної преси на прикладі журналу „Дошкільне виховання”. *Педагогічний дискурс*, 11.

³ Пузырьова, Л.В. (2012). О феномене русской педагогической журналистики (вторая половина XIX – начало XX вв.). *Проблемы современного образования*, 1, 50.

needs to involve the journalist – he will be able to reduce productively the amount of «extra material», build key theses and compose an attractive title. And furthermore, using the tools of a multimedia journalist, he will be able to create infographics and increase the click-through rate of such content.

We point to the fact that now researchers are considering the technology of professional training of a journalist to work in the educational press, research pedagogical journalism or even consider media products from a pedagogical point of view.

We agree with the researcher N. Bondarenko, who writes that «in general, the range of materials that appear in pedagogical periodicals can be typologized within the following thematic categories: the theory and practice of education, teaching theory, the methods of teaching subjects, the state of educational institutions, the position of teachers (teachers and educators), pedagogical literature, the history of pedagogy, prominent teachers, the economic state of the educational system, the regulation of teachers, the interaction of school and society...»¹ Namely, it all tends to the concept of «pedagogical journalism» rather than «journalism». As L. Kachalova writes, «the pedagogical approach in journalism actualizes a research approach to the analysis of educational practice.»

In order to track the significant differences between the «pedagogical» and «educational» fields of journalism, let us look at the Table 1:

Table 1

**Significant differences between pedagogical and educational journalism.
Our own development**

<i>Criteria</i>	<i>Pedagogical journalism</i>	<i>Educational journalism</i>
Education of author	usually pedagogical	usually journalistic
Place of employment	educational institution or scientific institution, government executive bodies	editorial office or freelance
Stylish features	scientific style of speech, sometimes – popular science, rarely – artistic (if it is the development of classes with children), can be official manner	journalistic
Genre features	mostly a scientific article or lecture using special words, references to primary sources, sometimes – epistolary or artistic style	notes, articles, reports, interviews, classic traditional genres with some differences (further in the text they are specified)
Tools for creation the content	mostly textual, sometimes using illustrative content	a wide range of multimedia tools
Platform for material placement	specialized publications and portals or platforms for pedagogical creativity on online educational media	educational publications, specialized or wide-section media and media platforms, social media pages, sometimes blogs
Collection of material	experience, pedagogical developments, implementation of ideas on the basis of scientific interest in various forms, the study of forms of pedagogical control, and also the organization of educational process – in the form of a lesson, game, colloquium...	information processing, analysis, collection of expert opinions, design of analytical material; sometimes – press conferences or briefings; materials based on experience – attending school or communicating with parents, students, teachers
Presumable result	using in the educational process, the exchange of experience, the advanced training and obtaining of new skills, professional response	informing the audience, public response

¹ Бондаренко, Н.И. (2010). *Традиции отечественной педагогической журналистики и их роль в развитии российского образования: на примере журнала «Учитель» – 1861–1918; 1997–2009 гг.*: диссертация кандидата педагогических наук. Москва.

In support of our hypothesis, V. Leikin notes «there is only the lack of educational content in the media, it is necessary to cover the actual topic of education.» To the researcher's mind, the importance of covering the topic of education may exceed the importance of the actual educational content. «Its development also depends on how the media provide information about the educational sphere. If the media do not cover the educational sphere enough and do not focus the public's attention on the problems of modern education, the process of development of this sphere may pass incorrectly or significantly slow down. Today, however, the educational sphere is mostly covered by people who are «thoroughly up» in this point. The authors of articles, the creators of radio or television programs of educational orientation are journalists who understand the pedagogical issues, and often the teachers themselves are the founders of educational media,» – says V. Leikin¹.

In Ukraine, there is an obvious confirmation of this thesis – Honored Worker of Education of Ukraine, the public figure and entrepreneur Zoya Lytvyn, who is the founder of the elite Novopechersk school, and who is also the head of the public association "Osvitoria", which includes the resource of the same name with educational content. Even more, Zoya Lytvyn is the founder of the national award for teachers-innovators «Global Teacher Prize Ukraine»². Zoya Lytvyn was educated on the specialty «School Management», i.e. the educational manager is the founder of the news portal of educational topics. As we can see, this combination is quite successful, as the Osvitoria portal which was analyzed by us in our dissertation, is one of the most innovative educational media in Ukraine on the Internet.

A. Bulygin remarks that covering and discussing the problems of the education system, the authors of articles – teachers, politicians and cultural figures act as a kind of public experts, forming a certain attitude of readers to these problems³.

V. Leikin emphasizes the small number of publications on education, which is also one of the problems of modern educational journalism. «This problem, however, depends on many factors. First, there are a few mass media outlets specializing in education. Some media assume an educational function, but do not put it first. Such mass media provide educational content to the society when this content is available, or when the media have time and place for it. Third, a small amount of educational publications may indicate that the pedagogical community could not or did not consider it necessary to establish constant contact with journalists,» – wrote V. Leikin⁴ with reference to A. Koptelov⁵.

N. Gerasymchuk researches the pedagogical publications of Ukraine. The researcher divides pedagogical journals by content into official, general pedagogical and subject-pedagogical. She divides them by purpose into scientific-methodical and scientific-practical⁶. T. Denisevych names among the main missions of pedagogical publications a socio-cultural one⁷.

Closer to our ideas are the opinions of researchers V. Slavina and N. Nazarova where in the study «Educational Journalism: Problems and Prospects» they note that «educational journalism» is a more capacious concept than «pedagogical», which reflects the realities of the current stage of society⁸. The authors write: «educational journalism not only includes a variety of «pedagogical» topics, but also focuses on the functions of journalism in general, as a multifunctional system (reference to the study of E. Prokhorov)⁹. The work of V. Slavina and N. Nazarova shows that «it is more logical to use the term «educational journalism», which includes such typological groups as scientific, pedagogical,

¹ Лейкин, В.В. (2020). Образовательная журналистика: проблемы и перспективы. *Global and regional research*, 2 (2), 571.

² *Global teacher prize Ukraine*. < <https://globalteacherprize.org.ua/>>. (2020, September, 13).

³ Булыгин, А.М. (2013). Педагогическая журналистика: теоретический анализ понятия. *Научный поиск: вестник кафедры педагогики и психологии ФГБОУ ВПО ШГПИ*, 1, 13-22.

⁴ Лейкин, В.В. (2020). Образовательная журналистика: проблемы и перспективы. *Global and regional research*, 2 (2), 572-573.

⁵ Коптелов, А.В. (2008). Организация работы муниципальных методических служб... *Тенденции дополнительного профессионально-педагогического образования в контексте современной образовательной политики*. Челябинск, 62-69.

⁶ Герасимчук, Н.Г. (2016). Моніторинг сучасних українських педагогічних журналів. *Журналістика*, 15, 55-68. <http://nbuv.gov.ua/UJRN/zhur_2016_15_6>. (2020, September, 13).

⁷ Денисович, Т.Е. (2009). *Педагогическая журналистика*. Москва: ФОРУМ.

⁸ Славина, В.А., Назарова, Н.Е. (2010). Образовательная журналистика: проблемы и перспективы. *Преподаватель XXI век*, 13-18. <<https://cyberleninka.ru/article/n/obrazovatel'naya-zhurnalistika-problemy-i-perspektivy>>. (2020, September, 13).

⁹ Прохоров, Е.П. (1995). *Введение в теорию журналистики*. Москва.

youth, information and advertising publications, as well as the corporate publications of educational institutions.»¹

L. Svitich, describing the features of the journalistic profession, draws the parallels with other professions, such as a writer, teacher, scientist.

V. Kikhtan in his dissertation research «Educational content in online media: the history of formation and development trends» defines the educational function of the media, which «does not add up to the previously described educational function; the case in point is the meaningful interaction of the media with the system of knowledge and the projection of the media in the social institute of education and exchange of experience in a single information space»². Such a theory may exist, but it is worth adding the functions of informing and analyzing the educational space. In our opinion, the functions of informing and analyzing the educational space depend on educational triggers.

An educational trigger is an initial event or phenomenon that underlies an information motive for an educated journalist. Such a trigger can be, for example, a minister's speech, changes to the rules of admission to educational institutions or changes in the conduct of External independent evaluation (the exam for admission to higher education in Ukraine, which is taken after high school). Any change is a trigger for the analysis of such educational information and subsequent creation of content on educational topics. The educational function of the media is not only to inform the public about an event or phenomenon, but also to analyze such an event or phenomenon, identify prospects and possible consequences. Accordingly, the educated journalist predicts the development of the educational sphere, determines the riskiness of educational reforms. In terms of clip thinking and technology development, the journalist plays a special role – the information should be simple, visual (using multimedia tools) and at the same time balanced with ideas, architecture of the material and genre specificity.

As a final point, in our study, we have investigated the difference between the definitions of «educational journalism» and «pedagogical journalism». In our opinion, pedagogical journalism tends to theorize the material, does not simplify the information, but on the contrary – makes it specialized and interesting to a narrow range of professional readers. The authors of such materials are teachers, experts in the field of education, i.e. people without journalistic education. Therefore, it is rational, in our opinion, to name the content prepared by specialists for a specialized audience on the topics of education and training, pedagogical journalism. In order the "average citizen" can benefit in the aspect of education, scientific language often needs to be simplified. Educational journalism is designed to promote a better understanding of scientific discoveries by simplifying information about new trends, as well as classifying them socially and politically. Hence, educational journalism primarily means working with information and its processing, i.e. handling data and facts about relevant events in preschool education, secondary education, school organizations and study groups, adult education, universities, educational policy and more.

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