

# Based on the Marxist View of Journalism The «4 + 4» Practice Teaching Mode Construction and Implementation

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**Abstract:** In order to meet the practical needs of Marxist journalism education, teachers took the practical teaching of media majors as the starting point, refined four practice sections based on the teaching content, and created four scenarios based on media practice, initially forming a system that combines theory and practice. The “4+4” practical teaching model combines practice and scenarios, which is the main feature. Efforts are made to cultivate students to become innovative and practical journalism talents with a strong sense of value identity, social responsibility and media mission.

**Keywords:** Marxist view of journalism; Practical teaching; Teaching model

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## Fund Project:

This article is a phased result of Taishan College’s 2020 school-level first-class course “Introduction to Journalism” and Taishan College’s 2022 teaching reform and research project “Research on College Students’ Internet Literacy Education from the Perspective of Internet Public Opinion Governance” (project number JG202216).

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In order to continuously deepen the comprehensive reform of journalism and communication education in colleges and universities under the new news communication environment and adapt to the practical needs of Marxist journalism education, teachers rely on the “Introduction to Journalism” course as the main basis and the practical teaching of media majors as the entry point. The teaching practice summarizes three types of problems, refines four major sections based on the teaching content, and creates four scenarios based on media practice. The four major sections are benchmarked against the three categories of issues, and the four scenarios are benchmarked against the four major sections. A preliminary model based on theory and The “4+4” practical teaching model features the combination of practice and practice and scenarios. In practice, students are truly trained to become innovative and practical media talents with a sense of social responsibility and a sense of media mission under the guidance of Marxist news concepts.

### 1.1 Problems that need to be solved

Specifically, in daily teaching practice, we need to focus on solving the following problems: First, the problem of combining implicit teaching with explicit teaching. That is, how to use more flexible and diverse methods to not only have a clear-cut stand, but also subtly enhance students’ value and emotional identification with Marxist news concepts, and maintain its dominant position and leading role? Second, there is the issue of combining Marxist news concepts with news practice. On the one hand, how to deepen and materialize students’ understanding of journalism theory through journalism practice, and on the other hand, how to train students to get out of the ivory tower, grow through cultivation, train in practice, and acquire the professional qualities and abilities to devote themselves to journalism practice? Third, there is the issue of the integration of traditional media and new media. That is, how to adapt to the new media landscape and changes in news production in the context of the Internet, so as to better link the Marxist view of news and online news practice?

## 2. Construction of the “4+4” practical teaching model

Faced with the above problems, the teaching team built a “4+4” practical teaching model in order to effectively solve problems such as strengthening value guidance, improving practical skills, and shifting to the frontier of new media in teaching. The “4+4” practical teaching model is mainly targeted at students majoring in media, and takes the students’ news practice as the entry point. The four related practical sections are the “Case Study Section”, “News Commentary Section”, “Video News Section” and “Integrated News Section”. Four types of practice scenarios are created based on the characteristics of different sections and specific media work. The four major sections correspond to the four types of practice scenarios. Through practical teaching, students can truly realize the positive interaction between news theory and news practice, and in this process The Marxist journalistic outlook should be internalized in the mind and externalized in the behavior.

## **2.1 Four major practice sections**

The case study section mainly targets teaching content such as positive publicity and theme reporting. The teacher team will carefully select news cases, starting from the vivid reporting cases of the major mainstream media and the main creative team’s writing notes and review of the interview process. Through the teachers A series of processes such as explanations, student analysis, interactive discussions, and case summaries deepen students’ understanding of journalism practice cases. At the same time, through the vivid presentation of news cases and the personal experiences of front-line reporters, students can establish a preliminary concrete understanding of journalism practice and enhance their value and emotional identification with the Marxist journalistic outlook.

The news commentary section mainly targets teaching content such as public opinion guidance and journalism ethics. Based on the hot public events of the year, the teacher team will use the news reports and online public opinion trends corresponding to the hot events as the entry point to arrange students to simulate online comments and comments in public fields. News commentary in the media field. Through sorting out, analyzing and commenting on hot public opinion events, students can enhance their critical thinking ability, public opinion guidance ability and comprehensive media literacy.

The video news section mainly targets teaching content such as news selection and news value. Students can independently determine news topics based on hot events and work in teams to complete the production of one or several video news. The video news section takes traditional video news topic selection, news value judgment and news collection and production as the entry point, and strives to cultivate and train students’ correct news values and practical business capabilities.

The integrated news section mainly benchmarks teaching content such as online news and innovative reporting. The teaching team uses case analysis of online news, H5 news and data news and other types of integrated news production as the entry point to encourage students to benchmark news production in the new media ecosystem. Work characteristics, complete the production of integrated news works according to the new media environment and audience characteristics. The main goal of the integrated news section is to enable students to better adapt to the new styles, new methods and new thinking of news business in the online media environment.

## **2.2 Four types of practice scenarios**

### **2.2.1 Case studies and practical teaching in cloud classroom scenarios**

“China Journalism and Communication Lecture Hall” is organized by the Journalism and Communication Teaching Steering Committee of Colleges and Universities. It focuses on a theme every year and invites outstanding journalists to share their personal work experiences and insights, and to share the most important aspects of journalism work in the form of case sharing. Bring real and fresh stories into the classroom. Taishan University is one of more than 700 participating universities. Taking this as an opportunity, in daily teaching, teachers determine discussion topics and ask relevant questions based on different cases. Students use Xuedutong as a platform and the case videos of “China News Communication Lecture Hall” as the main learning content, and learn through cloud classroom scenes Complete case study, problem analysis and topic discussion independently, and the teacher will summarize and conduct data collection and process evaluation.

### **2.2.2 Practical teaching of news commentary in the online public opinion scene**

In the Internet era, the characteristics of information dissemination have undergone profound changes. For journalism education, it is an important goal of journalism education to enable students to speak out rationally and objectively, guide online public opinion, and spread mainstream values. Therefore, the practical teaching of news commentary in the online public opinion scene is to simulate recent hot public opinion events designated by teachers or selected by students themselves to simulate the online public opinion field. Students need to independently organize the timeline of news events, the overall process of media reporting, the selection of perspectives in media reporting, the different voices in the public opinion field, determine the main direction of public opinion guidance, and write commentary manuscripts. Presentation formats can be diversified. Students can either choose to publish news

commentary articles through online platform accounts, or they can choose to simulate news commentators in classroom news program scenarios to conduct news interviews and comments. Finally, teachers will comment and students will evaluate each other. Practical teaching of news commentary.

### **2.2.3 Practical teaching of video journalism in traditional media scenarios**

The practical teaching of video news in traditional media scenarios is to allow students to work in groups, according to different time periods and geographical locations, to determine news topics and formulate reporting ideas through analysis and discussion of news value, and then collect video materials and post-production. Make. If it is a non-breaking news topic, students can select appropriate typical news video cases for analysis and study based on the type of reporting objects, and then enter the news video collection and editing process. After review, the video news works can be broadcast through campus radio and television stations, course platforms or the Internet platform for publishing. Finally, a comprehensive evaluation is conducted from several aspects such as the news value of the topic, video collection, post-production and release platform data.

## **3. Innovative features**

### **3.1 Adhere to classroom ideological and political education and explore the Marxist view of journalism in practice**

The four types of practical teaching scenarios in the “4+4” practical teaching model take the Marxist view of journalism as the starting point and foothold in terms of case selection and practical training projects, insisting on the correct value orientation being subtly cast in the classroom, so that Students establish value identity through emotional resonance. For example, relying on the “China News Communication Lecture Hall” platform, we fully explore front-line news practices, and use the vivid narration and review of front-line reporters such as “Despite the Wind and Rain”, “Wuhan Documentary” and “The Loveliest Person” to set examples The force drives students to integrate the “Four Forces” into their thinking and continuously practice the Marxist view of journalism in their studies.

### **3.2 Emphasis on interaction between theory and practice , and project-based practical teaching**

In teaching, we pay attention to the two-way interaction and integration of theory and practice, adhere to problem orientation, adhere to the unity of theory and practice. Relying on school-enterprise resources such as the School Media Center, Tai’an Media Group, Time Coordinate Film and Television Media, Shandong Culture and Tourism Media Group, and Li Video, the practical teaching process is associated with the industry’s front-line resources, and through news interviewing and writing, news short Specific news projects such as video production allow students to participate in real news business throughout the process, improve students’ practical ability, and deepen students’ understanding of news theory.

### **3.3 Pay attention to the development of online media and emphasize the integration of news concepts and practices**

The teaching team keeps up with the development of media technology, shifts its vision from traditional news to news practice in the online environment, adheres to the practical orientation of integrated journalism teaching, strengthens the cultivation of students’ interdisciplinary knowledge structure, and strives to improve students’ digital humanities literacy. In teaching, the teaching team integrates new news forms such as data news, H5 news, and VR news into the teaching process through theme discussions, work analysis, case production, etc., and guides students to master the visual presentation and interactive application of integrated news. , data analysis and other aspects, strengthen the guidance and training of integrated news concepts, and form a integrated news work resource library represented by data news and H5 news collections.

## **Conclusion**

Through several years of teaching, students’ identification with Marxist news concepts has been further enhanced through specific participation in news practice, and has gradually been internalized into the action guide for media people. Students have shifted from passive learning in the past to active exploration, and problem awareness and practical awareness have been activated, which has steadily improved the learning atmosphere and learning effects. In the future, the course team will actively cooperate with other domestic university teams in depth, strive to achieve interoperability and sharing in teaching cases, electronic courseware, practice bases, practical training projects, etc., and continue to deepen the reform and exploration of teaching models.

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