

Research on experiential teaching of broadcasting and hosting specialty in universities

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Abstract: With the advent of the era of financial media, the professional ability of radio and television practitioners has been put forward higher requirements. In this regard, college broadcasting and hosting major as an important source of radio and television talents, only by changing the modern education concept, innovation and reform of teaching methods, in order to cultivate professional broadcasting and hosting talents in line with the needs of The Times and society. Starting from the importance of experiential teaching for broadcasting and hosting major in colleges and universities, this paper analyzes the teaching status quo of broadcasting and hosting major in colleges and universities and puts forward some strategies for developing experiential teaching.

Key words: universities; Broadcasting and hosting major; Experiential teaching

At present, with the rapid development of Internet technology, radio, television, Internet and other media integration, new media emerge in an endless stream, and the mode of communication, communication channels are also constantly innovated. Therefore, the modern society has higher and higher requirements for broadcasting and hosting practitioners. In order to really improve the professional quality and enhance the professional ability of students majoring in broadcasting and hosting, in addition to setting up theoretical courses that keep pace with The Times, we should also provide practical opportunities and platforms for students and create innovative experiential teaching activities, so that students can flexibly apply what they have learned to practice, so as to enhance their core competitiveness. In order to achieve the purpose of cultivating high-quality broadcasting and hosting talents.

I. The importance of experiential teaching for broadcasting and hosting majors in universities

The traditional teaching activities of broadcasting and hosting major are mostly static teaching methods, and the relationship between teachers and students is that of professors and learners. Teachers impart knowledge step by step through teaching theory and guiding practice, and students passively accept knowledge according to the rhythm of teachers. Under the traditional teaching method, more and more students lose their interest in broadcasting and hosting, and can not effectively improve their learning ability and professional level. With the deepening of education reform in colleges and universities, experiential teaching has become a teaching method favored by teachers and students of broadcasting and hosting major. Experiential teaching refers to a teaching method that regards students as teaching subjects and guides them to learn theoretical knowledge and practice professional skills through specific teaching situations according to their character characteristics, professional ability and cognitive level.

The experiential teaching of broadcasting and hosting majors in colleges and universities is mainly to change the traditional teacher-led teaching mode, so that students can take the initiative to learn knowledge instead of passively receiving knowledge, and teachers can change from knowledge imparts to creating practical teaching situations to guide students to improve their own subjective initiative in learning in practice, so as to achieve the transformation of theoretical knowledge into skill practice. Therefore, teachers should pay attention to the experiential teaching method in the daily teaching activities of broadcasting and hosting majors. This teaching method, in addition to the use of recording laboratory, virtual studio, physical training room and other practical training laboratory, professional practice competition, discipline skills competition, teaching practice training and other activities need to be actively guided and promoted by teachers in specific situations, students show enthusiasm and autonomy, take the initiative to think and solve practical problems, and better complete teaching practice activities. To achieve the goal of improving students' comprehensive professional quality.

II. Present teaching situation of broadcasting and hosting major in colleges and universities

1. The teaching environment and teaching facilities need to be improved

The classrooms for broadcasting and hosting professional teaching in colleges and universities should have clear functional distinctions, but many colleges and universities usually set a classroom for multiple purposes, and the number of professional classrooms is insufficient from time to time. Broadcasting and hosting is a very practical profession, which also means that broadcasting and hosting have higher requirements for teachers' level, teaching environment, teaching facilities and so on. However, at present, in addition to some media colleges and universities, general comprehensive colleges and universities do not have professional classrooms such as camera rooms, recording studios, studios, and directing halls to make a clear distinction. Or although corresponding classrooms are set up, the teaching facilities are outdated or limited, resulting in students having to queue up for practice and even wait for the maintenance of the facilities when using these teaching facilities for learning. Which wastes a lot of students' learning time. At the same time, some facilities and equipment have been outdated and aging for many years, and can not meet the teaching needs of contemporary broadcasting and hosting majors, and colleges have not updated in time, so that some practical courses have become formalized theoretical courses. In the long run, when students graduate and enter the workplace, they will need to spend a lot of time and energy to learn the use of equipment and the application of new technologies,

which runs counter to the educational goal of cultivating high-quality professionals for broadcasting and hosting majors in colleges and universities.

2. Social practice and practical operation teaching still need to be improved

At present, the practical courses offered by broadcasting and hosting majors in colleges and universities are mostly carried out on campus, such as completing a news program independently or jointly by a group in the school's studio. For location interview, students usually shoot scenes on campus or around the campus, cooperate with classmates or complete them independently. The content of the program is basically a simple imitation and copy of the teaching content, and the completion process lacks personal thinking and innovation on practice, which still falls far short of the ability requirements of broadcasting and hosting practitioners in actual work. Moreover, it has little involvement in the communication effect, technical operation, personnel scheduling, emergencies and other aspects that we have to face in today's financial media working environment. At the same time, there are limited school-enterprise cooperation platforms in many colleges and universities, and the practical exercises completed by students in class are more about practicing the basic skills of language expression in the face of the traditional media footage in the simulation studio, and the combination with the new media platform is less, so there is still some distance from the exercise of all aspects of skills under the financial media. To further improve the effectiveness of practical exercise teaching and social practice has become an urgent need for innovation and reform in the teaching of broadcasting and hosting majors in colleges and universities.

III. The strategy of experiential teaching in college hosting majors

1. Create experiential teaching of theoretical courses

Professional theory course is an indispensable and important course for broadcasting and hosting majors in colleges and universities. Taking "Broadcasting and Hosting" as an example, colleges and universities set this course as 48 hours, which shows the importance of this course. The traditional teaching methods mostly adopt the model of teacher explanation, student practice and puzzle solution. This mode emphasizes too much on students' understanding and mastering of theoretical knowledge, and weakens practical operation. Students can only learn and communicate professionally through words and pictures, audio and video or classroom display in teaching materials. Therefore, teachers should carry out innovative reforms to the talent training program of "Broadcasting and Hosting", and change the course into a course combining theory and practice. Practice classes are set up in the recording lab, and corresponding practical assignments are assigned to students after each theory class, so that students can become the real creators and experiencers of teaching activities. Guide students to directly apply the theoretical knowledge to the experiential practice of real scenes. The teacher then analyzes and gives feedback on the students' broadcast audio works in class to help the students understand their shortcomings and ways of improvement in time. Teachers can also encourage students to upload their audio works to platforms such as Ximalaya and accept suggestions and comments from ordinary listeners, so as to promote the continuous improvement of students' professional quality. In addition, for the differences and similarities between live broadcast and recorded broadcast programs, it is difficult for teachers to instill theoretical explanations in class to give students a deep understanding. Teachers should innovate experiential teaching, set specific program themes, lead students to experience live broadcast and recorded broadcast, strengthen students' specific cognition of theoretical concepts, and improve the overall quality of individual broadcasting and hosting in the process.

2. Innovation of studio teaching mode

In the era of media integration, practical and applied talents have become a requirement for the development of broadcasting and hosting industry. In recent years, many colleges and universities have established their own teacher-student studios, which not only strengthen professional practice, but also promote the concept of experiential teaching. The establishment of teacher-student studios requires the support of key teaching and research teachers of broadcasting and hosting majors and teachers related to editing and directing majors, as well as the corresponding facilities and equipment and financial support from colleges and universities. After the establishment of the teacher-student studio, in addition to drawing lessons from the modern teaching concept of mentoring system, a simulated practical teaching platform has been built for students majoring in broadcasting and hosting, and a new way has been provided for students to better absorb and understand theoretical knowledge. Broadcasting and hosting majors in colleges and universities use studios to implement experiential teaching, which is also easier to achieve the teaching effect of improving students' comprehensive ability of broadcasting and hosting. For example, teachers carry out experiential teaching activities in the campus studio, requiring students to independently complete the creation of a relatively complete TV program consisting of real scene and virtual matting, in a small group, and test students' ability to apply theoretical knowledge to specific practical creation, as well as their spirit of solidarity and cooperation.

3. Establish a practice platform for school-enterprise cooperation

In order to cultivate innovative and application-oriented broadcasting and hosting professionals, colleges and universities should strengthen exchanges and cooperation with enterprises or relevant units, set up school-enterprise cooperation points, and provide more experiential teaching practices for teachers and students of broadcasting and hosting majors in colleges and universities. For example, colleges and universities can co-organize TV programs with local TV stations to provide students with opportunities to join first-line media teams and learn and improve broadcasting and hosting professional skills that meet actual work needs in a real working environment. Colleges and universities can also carry out targeted personnel training according to the post needs of their cooperative enterprises and units. At the same time, in the school-enterprise cooperation, colleges and universities can adopt the mode of dual tutorial system, so that students

can not only learn rich theoretical knowledge in school, but also get the guidance of experienced practitioners in frontline media positions, so that the cultivated broadcasting and hosting talents will have better career competitiveness in the future employment. In addition, colleges and universities should also provide broadcasting and hosting majors with opportunities to participate in a variety of large-scale activities and related events, such as the National College student host competition, Qiyujie, as well as local provincial and municipal TV stations large-scale evening parties or activities, so that students in the process of the competition to achieve further improvement of professional quality, but also use this opportunity to test students' professional learning results. At the same time, colleges and universities can also hold independently or jointly with other local colleges and universities, such as news broadcast creative contest, news Vlog contest and other new media events related to broadcasting and hosting, so as to provide students with a platform to show themselves.

4. Change the traditional classroom teaching

To carry out experiential teaching in broadcasting and hosting majors in universities, teachers need to break the limitation of time and space in traditional classroom teaching, and lead students out of the classroom, out of the campus and into the society. First of all, for freshmen who have just come into contact with the professional knowledge of broadcasting and hosting, teachers can encourage them to actively apply for university-level broadcasting and hosting organizations such as university radio stations and broadcasting societies, so as to exercise their courage and further familiarize themselves with the related work content of broadcasting and hosting. In the broadcasting and hosting practice course, teachers can lead students on campus, let them conduct "campus theme interview" according to the study group, and guide the students' interview and shooting skills in the process. For senior students, teachers should encourage them to actively strive for the internship opportunities of local TV stations and radio stations, and experience the practical application of professional knowledge of broadcasting and hosting in the front line of work. Teachers can also put broadcasting and hosting practice classes in the streets and alleys, so that students can independently search for local hot news about people's livelihood and conduct interviews and reports; Or let students establish self-media accounts, and independently or in groups jointly operate news self-media accounts with themes and styles, so as to test students' comprehensive literacy in broadcasting and hosting. Secondly, teachers should guide students to independently discover hot news in winter and summer vacations or holidays, and complete related video assignments, putting the experience of experiential teaching outside of classroom teaching. For example, students are assigned to shoot and produce travel Vlog and post it on the "we media" account during the holiday trip, or introduce the travel experience, customs and beautiful scenery of the tourist destination from the perspective of the host. At the beginning of the semester, these works will be submitted to teachers in the form of compressed packages, and then the teachers will make comments in class, analyze the advantages and disadvantages of the video content for students, and help students learn from other strengths and make up for omissions.

IV. Conclusion

With the rapid development of traditional media and new media, the education and teaching of broadcasting and hosting in colleges and universities are faced with many opportunities and challenges. Therefore, teachers should adopt modern education concepts, change traditional teaching methods, apply experiential teaching, and train more high-quality broadcasting and hosting talents. Teachers can promote the innovative development of experiential teaching in broadcasting and hosting professional education by creating theoretical curriculum experiential teaching, establishing a practice platform for school-enterprise cooperation, establishing a practice platform for school-enterprise cooperation, and changing traditional classroom teaching.

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