

Innovation of Practical Teaching Mode of Journalism and Communication Specialty Driven by Discipline Competition

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Abstract

Due to the influence of the Internet communication environment and new media technology, the development mode of China's traditional media industry has undergone earth shaking changes. In the process of carrying out the teaching of traditional journalism and communication in Colleges and universities, both the teaching content and practical teaching links can not meet the social demand for Journalism and communication professionals under the background of the new era. In order to effectively solve this problem, this paper fully integrates the discipline competition with the practical teaching of Journalism and communication, ensures that the enthusiasm of teachers to actively participate in practical teaching is fully stimulated, further optimizes the effect of practical teaching, and lays a solid foundation for improving the teaching quality of Journalism and communication.

Keywords

Subject Competition; Journalism and Communication; Practical Teaching; Innovative Approach.

1. Introduction

For the major of Journalism and communication, there are many contents involved, which are mainly divided into four majors: advertising, radio and television, journalism and editing and publishing. As an application-oriented undergraduate major, one of the obvious characteristics of Journalism and communication major is that the relevant professional contents can be closely related to real life. The news, radio, television and advertising are closely related to the daily life of the public. Therefore, students are easy to have an interest in in-depth understanding in the process of contacting the relevant professional contents. At the same time, students majoring in journalism and communication have a wide range of employment fields[1-2]. They can not only engage in the media industry, but also have the ability to meet the employment needs of enterprises and institutions, and even show their skills in the cultural and creative industry. However, because of this, there are a series of problems in the process of learning theoretical knowledge and practical skills, which seriously hinders the innovative development of practical teaching mode. Therefore, we should actively promote the effective integration of discipline competition and practical teaching of communication specialty, and make use of the driving force of discipline competition to promote the innovative development of practical teaching of communication specialty[3-4].

2. The Specific Driving Mode of Discipline Competition in the Teaching Practice of Journalism and Communication Specialty

2.1. Build a Team

As the first step for students majoring in journalism and communication to participate in discipline competitions, the formation of a team is also an extremely important link. Good team cooperation can help the effective development of discipline competitions and effectively improve the quality of entries. In the process of forming a team, the team leader plays a vital role. Therefore, the instructor of the discipline competition project should select the students whose professional ability is highly consistent with the needs of the project as the team leader in combination with the organization and management ability and leadership ability of the participating students. In the process of arranging the structure of team members, we should always follow the principle of students' voluntariness and arrange corresponding work for team members in combination with their own advantages. The members of each discipline competition team should not be too many or too few, and it is best to keep 3-4 people[5-6].

2.2. Import Project

Colleges and universities should reasonably arrange the topics according to the requirements of different subject competitions. In the process of introducing specific projects, it is necessary to ensure that every member of the team can fully understand the core requirements of the proposition strategy sheet and avoid confusion in the research direction. In this process, the team leader shall take the actual ability and advantages of team members as the basis to ensure that the selected category of entries is appropriate to the situation of the team[7-8].

2.3. Creative Works

In the process of creating the entries, the team should pay attention to refining the creative concepts of the works in combination with the requirements of specific problems and the results of market analysis to ensure that the refined contents have high accuracy and reliability. Team leaders should start from all aspects to stimulate the potential ability and innovative thinking of each member of the team. By leading team members to brainstorm, the essence of the content will be continuously aggregated to ensure that the selection of creative solutions can not only meet the requirements of discipline competition, but also reflect the team characteristics.

After the scheme is determined, the team should also make a reasonable plan for the creation progress of the works according to the schedule requirements of the discipline competition, so as to avoid the phenomenon of "tiger head and snake tail" of the entries due to time problems, which will affect the quality of the works.

In the process of designing discipline competition works, the team should pay high attention to the normative requirements of the entries, strictly follow the requirements of the competitors for the entries, and check again according to the relevant requirements after the works are completed. For example, check the specifications of graphic design works, the duration of film and television works, and the content items of planning works.

2.4. Teacher Guidance

The process of students creating works and the process of teachers guiding students to create works are a process of mutual stimulation and interweaving. In the process of creating entries, instructors should not only fully understand the advantages of each member of the team, but also communicate with members in a timely and effective manner for the works, control the creation progress of the works in real time, deeply understand the difficulties faced by students in the creation process, and take reasonable ways to guide students to solve problems

independently. Instructors should give full play to their guiding role, start from the level of thought and action, and adopt diversified and effective ways to stimulate students' creative ability and inspiration, so as to maximize students' creative effect. After the creation of the entries is completed, the instructors should give full play to their professional ability and professional quality, organize team members to adjust the details of the entries together, help the works polish, and give necessary process reminders and standardized guidance in the process of students submitting the entries.

2.5. Achievement Award

With the joint efforts of the instructor and all members of the team, the design of the entries won the honorary award of the contestant, which fully shows that the efforts of the instructor and the whole team in the above work have been affirmed, which can further improve the enthusiasm of teachers and students to participate in the discipline competition. The award-winning works have the greatest incentive for students, which is not only a high recognition of students' professional ability, but also help students transform their sense of achievement and pride of winning works into their enthusiasm for subsequent learning professional knowledge and practical operation.

2.6. Effective Connection of Theoretical Courses

For teachers, the rewards students get in the process of participating in the subject competition and the quality of their designed works will make teachers reflect on their problems in professional curriculum teaching and the shortcomings in practical teaching to a certain extent. Explore the causes of relevant problems, and take practical and effective ways to properly solve the problems by constantly summarizing experience and lessons, so as to effectively make up for the deficiencies. On this basis, combining relevant experience as a case into the teaching of theoretical courses and discussing with students can not only update the teaching content, but also carry out theoretical and practical guidance in a way loved by students, so as to ensure the effective connection between theoretical knowledge and practical teaching content.

2.7. Cooperation in Practice

In the process of carrying out the practical teaching of Journalism and communication specialty, teachers should comprehensively think about the arrangement of the follow-up practical teaching content through a detailed analysis of the arrangement of the competition process and the difference between the competition effect and the actual effect, so as to make the design content of the practical project more reasonable and feasible, and make full preparations for the effective development of the next discipline competition.

3. Innovative Mechanism of Practical Teaching Mode of Journalism and Communication Specialty Driven by Scientific Competition

3.1. Daily Mechanism

In the process of carrying out practical teaching of Journalism and communication specialty, teachers can not simply rely on the existing practical teaching links, but should integrate students' daily life and learning into practical teaching, so as to make them indispensable to each other. Therefore, teachers should carry out open management of practice places and related equipment in combination with the actual teaching contents and students' learning needs. Usually, in the process of overall planning of discipline competition, the arrangement will be based on several months of continuous practice. Students should be able to enter and leave the practice place freely in combination with the actual situation during the competition time. At the same time, in the process of arranging and designing the specific experimental links,

it should also be consistent with the topics and requirements of the subject competition as much as possible.

3.2. Incentive Mechanism

In order to ensure that the driving role of subject competition can really play in the practical teaching of Journalism and communication specialty, colleges and universities should strengthen the continuous optimization and improvement of the incentive mechanism for teachers and students to participate in the competition. Actively encourage students to participate in relevant competitions and obtain corresponding honors from them, and give reasonable extra points in the evaluation of scholarships and excellent and advanced links. When encouraging teachers to participate in discipline competitions, they should not only give teaching rewards at the material and spiritual levels to the instructors of honorary students, but also reasonably set up the supporting mechanism in combination with the actual situation. For example, the workload of teachers guiding students to participate in the competition will be included in the teaching workload evaluation, so that teachers can actively participate in the relevant guidance work, and further improve the enthusiasm of students to participate in the subject competition.

3.3. Long Term Mechanism

From the perspective of colleges and universities and Journalism and communication majors, in order to ensure that the role and value of discipline competition are continuously expanded and have more power to promote the effective development of college education, we can start from the level of establishing and perfecting the long-term mechanism. For example, in the process of overall planning of teaching reform projects, try to ensure that the selected topics of the design are related to the contents of subject competitions. In the process of revising the talent training program, colleges and universities can set the subject competition as an elective link of Journalism and communication specialty, and give a certain proportion of credits. When practicing the contents in the syllabus, we should scientifically plan the practical teaching projects and activities related to the subject competition, and formulate a set of reasonable and scientific management mechanism to help students transform the results of the subject competition into higher-level innovation and entrepreneurship projects.

4. Conclusion

By giving full play to the driving force of discipline competition, students' enthusiasm for participating in practical courses of Journalism and communication specialty can be further improved, the specified tasks of each link of practical teaching can be actively completed, and remarkable practical results can be obtained. By participating in cutting-edge practical cases in the news and communication industry, students can further deepen their understanding of the news industry and enable students to have professional practical ability in line with the development requirements of the industry. A large number of practical achievements derived from discipline competition activities can not only be reasonably transformed and used as teaching cases to provide typical templates and samples for students to carry out practical teaching next time, but also serve as students' spiritual wealth and provide value guidance for improving students' professional identity. Therefore, teachers majoring in journalism and communication should pay more attention to the teaching mode of the integration of subject competition and practical teaching, take diversified and effective measures to properly solve the existing problems, and further improve the teaching level of Journalism and communication.

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