

Original Paper

Exploring the Practice of Ideological and Political Theories teaching in Journalism Courses in the Era of Smart Media

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Abstracts

With the wave of informationisation and intelligence sweeping the world today, smart media is profoundly changing the face of the news industry with its powerful data integration capability, personalised information pushing method and instant interactive communication mechanism. News is not only a medium of information transmission but also an important force in shaping social opinion and leading value orientation. Therefore, in the era of smart media, the teaching content and methods of journalism courses need to keep pace with the times in order to better cultivate journalism talents who can meet the needs of the times. This paper describes the intrinsic connection between journalism courses and civic education, analyses the significance of the integration of journalism courses and civic education in the era of smart media, and explores the integration path to provide more reference for cultivating more excellent journalism talents.

Keywords

Smart Media, Journalism Courses, Curriculum Ideology and Politics

Introduction

General Secretary has stressed the need to smooth the virtuous cycle of education, science and technology, and talent in accordance with the requirements for the development of new quality productive forces, and to improve the working mechanism for the cultivation, introduction, use and reasonable mobility of talent. The exposition points out the central role of education, science and technology, and talents in promoting the development of new quality productive forces. As the cradle of

talent cultivation, colleges and universities should actively respond to the call to integrate the construction of curriculum ideology and politics into the development of new quality productive forces, so as to provide strong support for the strategy of developing the country through science and education, the strategy of strengthening the country through talents, and the strategy of innovation-driven development. As an important part of the university curriculum system, journalism courses not only carry the mission of teaching professional knowledge of journalism, but also shoulder the important task of cultivating students' journalism ethics and enhancing their sense of social responsibility. In the era of smart media, the integration of journalism courses with curriculum politics is particularly important. By integrating the elements of course ideology and politics into the teaching process of journalism courses, students can not only be guided to correctly understand the social value of journalism, but also cultivate their critical thinking and innovative spirit, so that they can become new-age journalism talents with a high degree of journalistic sensitivity and sense of social responsibility.

1. The Intrinsic Connection between Journalism Courses and Civic Education

The intrinsic connection between journalism courses and civic education is far-reaching and close, and this connection is not only reflected in the educational concept, but also through the teaching content and educational objectives.

First, the fit of educational philosophy. Journalism courses and Civic and Political Education have a high degree of fit in the educational philosophy. Journalism courses aim to cultivate students with news sensitivity, interviewing ability, editing and planning and other professional skills, while stressing the importance of journalism ethics and professional morality; Civic education is committed to shaping students' correct values, morality and worldview, and guiding students to establish a correct sense of social responsibility and civic awareness. The educational concepts of the two are similar in nature, and both emphasise the cultivation of students' all-round development, moral cultivation and sense of social responsibility.

Secondly, the teaching content is complementary. Journalism courses and civic education are complementary in teaching content. Through specific news cases, interviews and other practical activities, journalism courses allow students to gain a deeper understanding of the operating rules of the news industry and the professional requirements of journalists, and these practical activities also provide students with a wealth of material for political education such as social hotspots, people's livelihood issues, moral and ethical issues, etc. Civic education can guide students to deeper thinking and discussion through these materials to help students better understand the social phenomena and values behind the news. Civic education, on the other hand, can guide students to in-depth thinking and discussion through these materials, help students better understand the social phenomena and values behind the news, and cultivate students' critical thinking and independent thinking ability. This complementarity makes journalism courses and Civic Education interpenetrate and promote each other

in terms of teaching content (Zhuang, 2024).

Third, the unity of educational objectives. The educational objectives of journalism courses and Civic and Political Education are unified, both of which are committed to cultivating high-quality talents with a sense of social responsibility, civic awareness and innovative spirit. By cultivating students' professional skills and journalism ethics, journalism courses enable students to become qualified journalists and contribute to the dissemination of information and guidance of public opinion in the society; Civic and political education shapes students' correct values and morals, enabling them to become citizens with a sense of social responsibility and civic awareness, and contributing to the harmony, stability and development of the society. The educational objectives of the two are essentially the same, both aiming to cultivate talents with all-round qualities and to contribute to the progress and development of society.

2. The Significance of the Integration of Journalism Courses and Course Ideology in the Age of Smart Media

2.1 Enhance the Ideological Content and Depth of Journalism Courses

The integration of curriculum Civics helps to cultivate the comprehensive quality of students' all-round development. In journalism courses, students not only need to master professional skills such as news gathering and dissemination, but also need to have comprehensive qualities such as critical thinking, humanistic care and social responsibility. Through the guidance of course ideology, students can think about the relationship between news and society, news and human beings while learning professional knowledge of journalism, and cultivate their own independent thinking ability and sense of social responsibility, and the cultivation of this comprehensive quality is of great significance for students to become a qualified journalist in the era of intelligent media (Li, Miao, & Yu, 2023).

2.2 Cultivate Students' Comprehensive Quality for All-Round Development

The integration of curriculum Civics helps to cultivate the comprehensive quality of students' all-round development. In journalism courses, students not only need to master professional skills such as news gathering and dissemination, but also need to have comprehensive qualities such as critical thinking, humanistic care and social responsibility. Through the guidance of course ideology, students can think about the relationship between news and society, news and human beings while learning professional knowledge of journalism, and cultivate their own independent thinking ability and sense of social responsibility, and the cultivation of this comprehensive quality is of great significance for students to become a qualified journalist in the era of intelligent media.

2.3 Promoting the Healthy Development of the Journalism Profession and Social Responsibility

The integration of journalism courses in colleges and universities with the Civics and Politics of the Curriculum has a positive effect on the promotion of the healthy development of the journalism profession and the assumption of social responsibility. Through the guidance of curriculum Civics and Politics, students can have a deeper understanding of the professional ethics and social responsibility of

the journalism industry, and recognise the important role of journalists in disseminating information and guiding public opinion, which can motivate students to pay more attention to the truthfulness, fairness and objectivity of the news, adhere to the journalism ethics and professional morality, and make contributions to the healthy development of the journalism industry and the assumption of social responsibility in their future careers. and contribute to the healthy development of the journalism industry and the assumption of social responsibility. At the same time, this kind of integration can also promote the positive interaction between the journalism industry and the society, and enhance the credibility and social influence of the journalism industry.

3. Analysis of the Practical Path of Integration of Journalism Courses and Curriculum Civics in the Smart Media Era

3.1 Real-Time News Data Is Integrated into the Teaching of the Course to Deepen the Understanding of the Content of Civics and Politics

In the context of the smart media era, the dissemination speed and influence of news have reached unprecedented heights. As an important position for training future journalism talents, journalism courses should be closely integrated with the characteristics of the times, and real-time news data should be integrated into the course teaching, so as to deepen students' understanding of the content of ideology and politics.

On the one hand, collect real-time news data as teaching materials. Teachers use real-time news data as teaching materials for news courses, which not only allows students to keep abreast of the latest news at home and abroad, but also guides them to make in-depth analyses from the perspective of ideology and politics. Teachers select news events related to the content of Civics according to the course content, and guide students to understand the social phenomena, values and policy orientation behind the news by means of data analysis and case discussion, which can make students more intuitively feel the close connection between the news and Civics, so as to deepen their understanding of the content of Civics (Lu, Li, & Guo, 2024).

On the other hand, the use of intelligent media tools to analyse news data. In the era of intelligent media, using big data analysis tools to mine and analyse news data has become an important trend in the news industry. In journalism courses, teachers can introduce these smart media tools to guide students to collect, organise and analyse news data. By analysing the results, students can gain a deeper understanding of the ins and outs of news events, social impact and values, thus deepening their understanding of the content of ideology and politics, and also laying a solid foundation for their future journalism work.

3.2 Create Immersive News Scenes to Lead Students to Analyse the Value of Thinking and Politics

In the era of smart media, both the way of news dissemination and the educational environment have undergone profound changes. As an important position for cultivating students' news communication literacy and professional ethics, the integration of journalism courses with the Civics of the curriculum

is particularly crucial. By creating an immersive news scene, it can not only enhance students' learning interest and practical ability, but also guide them to analyse the value of Civics and form a correct worldview, outlook on life and values in a subtle way.

First, build a news scene combining virtual and real. In journalism courses, teachers can use intelligent media technologies such as VR and AR to build highly simulated news scenes. Students can play the role of news practitioners in these scenes and experience the whole process from news interview, editing to publishing, and this immersive learning method can make students feel more intuitively the hardship and responsibility of journalism, so as to enhance their sense of professional identity and sense of mission.

Secondly, integrating the elements of ideology and politics, guiding students to analyse the value of news. In the learning of news scenes, the integration of Civic-Political elements guides students to analyse the news value from various perspectives, such as politics, economy and culture. For example, in the simulation interview link in the highly simulated news scene, teachers can set up some topics involving national policies and hot social issues, so that students can think deeply about the ins and outs of these issues in the interview process and understand the Civic and political value, so that students can better grasp the direction of news dissemination and social impact, and enhance their news literacy and critical thinking ability (Wang, 2024).

3.3 Set up News Data analysis Projects to Cultivate Students' Independent Thinking Ability

In the era of smart media, the massive growth and complex changes of news data put forward higher requirements for news practitioners. Journalism courses not only need to teach students the basics of news gathering, writing, editing and evaluation, but also need to cultivate students' data analysis and independent thinking skills. The integration of course ideology can enable students to form correct values and critical thinking when analysing news data.

Firstly, introduce news data analysis projects to cultivate students' practical ability. In journalism courses, news data analysis projects are introduced to allow students to collect, organize and analyse news data with their own hands. Through this process, students can gain a deeper understanding of the source, characteristics and value of news data, and master the basic methods and skills of data analysis, and this practical way of learning can stimulate students' interest in learning and cultivate their hands-on ability and problem-solving ability.

Secondly, combined with the content of Civics, students are guided to think independently. When setting up the news data analysis project, incorporating the content of Civics and Politics, teachers can guide students to think about the meaning and value of the news data from multiple perspectives. For example, when analysing hot social news, students can be guided to think about the social issues, moral ethics and values behind these news events. Through such a thinking process, students can develop the ability to think independently and make in-depth analyses and interpretations of news events. At the same time, this way of thinking can also help students form correct values and critical thinking, and improve their comprehensive quality.

Finally, the project guidance is strengthened, focusing on students' personalised development. During the implementation of the news data analysis project, teachers need to strengthen guidance, pay attention to the progress and confusion of each student, and provide timely help and advice. In addition, teachers should encourage students to choose news data analysis methods and tools suitable for them according to their own interests and strengths. For example, students who are good at programming can use Python and other tools for data analysis; students who are good at visual design can use charts, animation and other ways to present the analysis results.

4. Conclusion

In the context of the smart media era, the practical exploration of the integration of journalism courses and curriculum ideology and politics not only provides students with a rich body of knowledge and skills training, but also shapes students' firm ideals and correct values. With the continuous development of smart media technology, the integration practice of journalism courses and curriculum Civic and political thinking will continue to deepen. Educators should actively explore and innovate, build a more perfect teaching system, and contribute wisdom and strength to cultivate journalism talents with a sense of social responsibility, innovative spirit and practical ability.

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Author Introduction

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