Original Paper

Integrating the Survey of Regional Rural Cultural Inheritance into the Teaching Practice of Communication Studies

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Abstract

In China, communication studies, as a discipline, have a history of more than ten years, but as a secondary discipline under "journalism and communication studies", communication education has no its own characteristics from traditional journalism education. The talent cultivation model that not only focuses on cultivating students' social science theoretical qualities, but also on cultivating practical skills and professional practical abilities has not yet been formed. In order to cultivate students' social awareness in professional practice, the study explores, for the regional universities in China, how to incorporate regional cultural characteristic elements into cultivating journalism and communication talents with the construction of a "practice-oriented" applied communication talent training model.

Keywords

communication studies, practice-oriented, teaching model

1. Introduction

Communication studies, as a discipline, is an academic field that studies the the diverse and complex process of human communication, in which the discourse and language are naturally related to politics, culture, economy, and other social contexts. This definition, on the one hand, illustrates the value rationality of the natural integration of communication studies with politics, economy, and culture. On the other hand, it indicates its practical applicability and guiding significance for social reality. Therefore, in essence, communication studies is a discipline that closely combines fundamental

theories with practical social applications.

In the era of new media convergence, the expectations for communication professionals are constantly increasing. It not only requires practitioners to have a solid theoretical foundation, proficient practical operation skills, and the ability to immediately engage in work after taking up their positions, but also requires them to have certain professional expertise and creative performance in their work. The contradiction between the current situation of talent cultivation in communication studies and social needs urgently forces us to reflect, adjust, and even reconstruct the model of talent cultivation in communication studies.

Due to the different regional situations, the "practice-oriented" teaching of communication majors should be combined with the regional advantages of the university itself, and the resource advantages of relevant disciplines should be integrated. Therefore, the study will rely on this resource advantage and combine with the current development status of journalism and communication disciplines to construct a "practice-oriented" teaching model. The study is conducted under the technical route of "theoretical foundation—model construction—teaching practice".

2. Theoretical Foundation: Research on Practical Teaching of Communication Studies

At present, there are common problems in teaching of communication studies in China, such as excessive theoretical courses and insufficient practical courses, and outdated practical teaching content. How to explore a practical teaching method that suits the students in the era of new media convergence and achieve the ideal teaching model is a topic that every communication major is pondering and exploring. On the basis of emphasizing the cultivation of students' professional practical abilities, expert has proposed a "four-dimensional integration" practical teaching model: classroom case-based practical teaching, project-based practical teaching, media simulation practical teaching, and hands-on experience practical teaching, combining classroom teaching with extracurricular practice, teaching goals, and career needs (Zhou, 2012). Scholars (such as Chen & Shan, 2024) have pointed out that most news and communication majors in universities still prioritize theory over practice, making it difficult for students to familiarize themselves with practical operating procedures. Therefore, various paths have been proposed to explore new practical teaching models, aiming to expand on campus and off campus training platforms, and enable students to master the methods and steps of social investigation research in practical teaching, cultivate their thinking and abilities to actively analyze and solve social problems.

At the same time, some journalism and communication schools rely on their own educational characteristics and disciplinary advantages to form diversified teaching models through years of practical teaching exploration (Wu & Dong, 2011). For example, the practical aspect at a strategic level has been placed. Efforts have been made to construct a reasonable knowledge and ability structure for students. Some experimental teaching centers, relying on the advantages of the ethnology discipline, fully utilizes the resources and advantages of the journalism and communication discipline in

expanding the characteristics of ethnic research, to demonstrate outstanding local characteristics and distinctive ethnic regional characteristics in experimental and practical teaching.

3. Model Construction: "Practice-oriented" Talent Cultivation Model for Communication Studies

The practice-oriented teaching of communication studies, which focuses on the inheritance of rural culture, should first strengthen the construction of the practical teaching system, construct a reasonable practical teaching model, and achieve seamless integration between news professional education and the media industry. This study aims to construct a "practice-oriented" communication talent training model from the following three aspects.

3.1 Curriculum Redesigning: Bridging the Theory-Practice Gap

According to Fateeva (2006), journalism education is defined as "a media literacy practice-based education for training journalists after school graduation". This definition emphasizes a practice-oriented approach which cultivates the very journalism competencies needed to address market challenges in students. Contemporary journalism education that should focus on cultivating of application-oriented talents. In the teaching system of communication studies, theoretical courses and practical courses must maintain a reasonable proportion structure. Especially in the era of media convergence, practitioners face significant challenges in their practical abilities. The curriculum structure of communication studies should be adjusted according to the actual situation. While emphasizing the cultivation of basic theories in communication studies, we should moderately increase practical teaching courses and strengthen practical and professional awareness, making it easier for students to adapt to the changing trends in media development. Therefore, a practice-oriented curriculum system should be constructed in the curriculum of communication studies. Putting students at the center, internalize theoretical knowledge in practice through group collaborative learning and teacher guidance in a certain context. The task for curriculum designers is to "connect theory to real-world experience" and demonstrate how theory has "real-world application" and an "impact on lived experience" (Davidson, 2017).

There is a trend of diversification in the cultivation of innovative talents in the field of communication studies. One of them is to establish a training model based on local characteristics. The practice-oriented communication course system, combined with regional advantages and disciplinary characteristics, is an innovative approach to incorporate the training model of applied communication talents into practical applications.

3.2 Multiplateform Building: Creating a Virtual-reality Learning Environment

Based on a practice-oriented curriculum, the study establishes a multi link, hierarchical, and all-round communication teaching practice platform, combining classroom teaching with extracurricular practice, teaching objectives, and career needs. The construction of a practice-oriented teaching platform includes:

1) Classroom case-based practical teaching. By presenting theoretical knowledge through examples and

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constructing case corpus for rural cultural inheritance, students have deepened their mastery of theoretical knowledge and improved their ability to analyze social issues with more "realistic" settings.

2) Simulated practical teaching. By using the provincial-level simulation laboratory platform, the study creates simulation training for newspapers, television, radio, and online media, allowing students to test their mastery and application ability of knowledge into practice. Using Virtual Reality, students can immerse themselves into the subject area to reinforce the concepts and information they are required to understand, and improve their learning experience.

3) Competition/Project-based practical teaching. The discipline competition of communication studies is closely aligned with industry reality. Participating in competitions enhances students' professional awareness and sense of professional identity.

3.3 Social-practice-based Practical Teaching

Another way for the practice-oriented teaching method is to organize students to intern on social media and enterprises outside of school, fully leveraging the positive role of social practice as the third classroom, allowing students to have early exposure to society, which is more conducive to the cultivation of their creative ability and innovative thinking.

4. Teaching Practice: A Case Study on Rural Cultural Inheritance Strategies

Taking the "Internet-plus Research on the Inheritance, Protection and Innovation Diffusion of Rural Cultural Resources" as a case study, the project guides students to conduct research design, teach them how to use research methods such as multiple case studies, participation in experimental studies, questionnaires, interviews, etc. On this basis, the study group explore the effect of network technology on rural cultural inheritance and innovation, and the factors affecting the cognition, behavior and decision-making of rural cultural subjects, evaluate the persuasive role and effectiveness of mass communication and interpersonal communication in social media, explore how innovative rural culture is accepted and utilized through network technology, and provide a basis and strategy for the development and dissemination of rural culture. The specific teaching steps are as follows.

4.1 Raising Questions

Through field research and literature review, students can understand the current situation and problems of rural cultural communication in the era of the Internet, such as the media centralization highlighted by network technology in rural cultural communication, the fragmentation of rural cultural communication content promoted by network technology, the dissolution of identity in rural cultural communication by network technology, and the neglect of the subjectivity of rural cultural communicators by network technology.

4.2 Analyzing Problems

On the basis of raising questions, the second step is to guide students to think and analyze at three levels around specific topic content. At the first level, in-depth field research is conducted in rural areas, using scientific sampling, questionnaires, interviews, and field investigations to empirically study rural

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online contact behavior. On the second level, through previous empirical research, the attempt is made to confirm the impact of network technology on traditional rural cultural subjects, and discover the reasons and trends for the changes in the subjectivity of individual and group farmers. On the third level, by combining with local economic, cultural and other social conditions, the localization application of network technology in rural areas, and the diffusion and innovation of rural economy can be achieved. The analysis of the influencing factors of network technology on rural culture is completed.

4.3 Solving Problems

Based on the above research processes, the last step is to propose communication strategies for rural culture in the era of the internet. By brainstorming and group discussion, the students are guided to propose solutions in cultivating opinion leaders in rural cultural communication, rebuilding intergenerational communication models, innovating rural cultural communication content, and combining mass and interpersonal communication.

At the same time, throughout the entire teaching process, emphasis is placed on the use of social survey methods, such as participatory experiments, typical cases, questionnaires, interviews, etc., to conduct empirical research on multiple cases, fully utilizing the documentary materials of rural chronicles in the research process, leveraging the advantages of the journalism and communication profession, producing visual works for inheriting and protecting rural cultural resources.

5. Conclusion

This research project, relying on the regional resource advantage of the rural cultural development and communication research, explores how to effectively carry out social practice teaching in communication studies and construct an applied practice-oriented communication talent training model. On the one hand, this study strengthens the construction of the practical teaching system in the field of communication studies, constructs a reasonable practice-oriented teaching model, and creates a talent cultivation model for communication studies with regional characteristics. Through classroom case-based practical teaching, competition/project-based practical teaching, and personal experience based practical teaching, this study explores feasible and effective practical teaching models. On the other hand, the project helps to understand and master the new situations and problems faced in the process of rural cultural inheritance under the background of rural revitalization strategy, provides practical basis for exploring effective measures for the development of rural cultural dissemination, and improves and innovates the mechanism of rural cultural inheritance and innovation.

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