

Deep Media Integration: Cultivating Comprehensive Capabilities of Media Professionals

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Abstract: Under the general trend of media convergence and transformation, the media industry and form have changed dramatically, putting forward new requirements for practitioners in terms of practicability, convergence and innovation, which are more refined and specialized. The article introduces the characteristics of the deep integration of media from the perspective of communication concepts, operation platforms and communication methods, and analyzes the recruitment needs of the media industry. The article analyzes the recruitment needs of the media industry, and learns that the media industry requires not only high professional competence, but also a wide range of practical skills, such as the skillful use of information technology tools, various office software, and the ability to produce text, video and photo content. Based on the analysis of the problems in the training of media majors in LG colleges and universities. The results show that the practical courses of media majors only account for about 1/3 of the major courses, only 48.7% of the teachers belong to media majors, and teachers born in 1976-1982 account for about 53.85% of the whole teaching staff. This means that there are problems such as insufficient practical teaching, relatively weak media theory foundation of teachers, fewer young teachers, and difficulty in adapting to the new media environment in this school. In view of this, based on connectionist learning theory, the article proposes integrated curriculum design, extended teaching mode, and composite talent training cultivation mode from the basic process of learning and the core elements of talent cultivation, expecting to make the media professionals cultivated in colleges and universities more adaptable to today's media development, and more in line with the employment standards of the media industry.

Keywords: Media Integration, Connectivism, Model Innovation, Media Majors, Composite Talents

1. INTRODUCTION

With the extensive use of digital technology and the rapid development of Internet communication in China, the integration of various media has become a mainstream trend and an important symbol of China's media development. In particular, the “Three Networks Convergence” as a national project has entered into the implementation stage, signaling the advent of a new era of media convergence (O’Sullivan & Fortunati, 2021). The changes brought about by media convergence not only bring new

opportunities and challenges to the media industry, but also put forward new requirements for the training of media professionals. In the past, the traditional media talent training model because too much focus on a single medium of talent training, has been unable to adapt to the convergence of the media on the development of the type, complex, application-oriented talent needs (Kim, 2018). Modern media talents must have the following three professional ability, one is to media convergence as the core of cross-media resource integration and comprehensive application ability, the second is to network technology as the core of the use of digital media ability, the third is across the theory of news and communication, news editing and production ability, film and television production art and technology, media management and media management and other disciplines of professional integrated ability (Andreeva et al., 2018). Therefore, colleges and universities must update the training concept, change the mode of human training and improve the training standards. In these aspects, some foreign colleges and universities have done a lot of useful exploration and attempts, compared with them, there are still a lot of problems and deficiencies in the cultivation of media talents in Chinese colleges and universities (Li, 2020; Sihan, 2024). In view of the current situation of media integration development, media faculties in colleges and universities should move in response to the times and act in accordance with the trend, jump out of the traditional pattern of increasing or decreasing the number of courses, and carry out a holistic paradigm shift in terms of disciplinary integration, conceptual updating, path selection and cultivation methods, so as to promote the innovation of media talent cultivation mode, and then enhance the comprehensive ability of media professionals (Chen, 2020; Linghao, 2021; Wang et al., 2021). New media technology has brought profound changes to the media industry, and the high-speed development of the media environment puts forward higher requirements for the cultivation of media talents in colleges and universities. Literature (Jia, 2019) pointed out that the dilemma facing the cultivation of innovative talents in colleges and universities, and analyzed the social demand, the creative training system with innovative talents as the core, and the value-oriented enhancement of disciplinary construction with the vision of journalism at three levels, to explore the path of establishing the cultivation mode of innovative talents in journalism and communication majors. Literature (Zhang, 2019) for the news communication personnel training and the actual needs of society between the disconnect between the phenomenon, put forward from the professional positioning planning, faculty, school conditions and facilities,

teaching reform, student personality development of five aspects of the reconstruction of talent training mode reform of the system framework proposal, the study of the media professional talents comprehensive ability training innovation is of great significance. Literature (Sun & Liu, 2019) addresses the gap between digital media talents cultivated in today's schools and the market demand, and constructs an applied talent cultivation system based on the OBE model for digital media technology majors, in order to meet the needs of the society and enterprises for applied talents in digital media technology majors. Literature (Shi, 2021) describes the impact of the arrival of the new media era on the entire news media industry, and after analyzing the current situation of broadcasting and hosting talent training in colleges and universities, combining with the development needs of broadcasting and hosting talents in the new media era, it puts forward the innovative strategy of broadcasting and hosting talent training in colleges and universities. Literature (Zhang, 2021) launched a survey on three dimensions of college students' new media career choice behavior, college students' cognitive attitude towards new media, and college students' professional learning expectations during college for broadcasting art students in Henan Province, aiming to break through and develop the broadcasting and hosting professional talent cultivation mode, in order to realize the perfect docking between professional talent needs and enterprises under the environment of big data media innovation. Literature (Zhang & Sun, 2021) points out the importance of industry-teaching integration for vocational education, and takes the Film and Television Art Department of Shanghai Publishing and Printing Higher Specialized School as the research object to explore the innovative mode, path and ideas of film and television talent cultivation of higher vocational colleges and universities under the perspective of industry-teaching integration. Literature (Cao, 2020) refers to the University of Missouri School of Journalism's applied media talent cultivation method, and for the problem of the disconnect between China's media convergence applied talent cultivation and the actual needs of the industry, it puts forward the reconstruction of talent cultivation concepts, the reform of applied faculty and optimization of the practice teaching system and other suggestions for the cultivation of applied media talents. The cultivation of media professionals is not only to cultivate news communication talents and advertising specialists, but also to cultivate composite talents with certain writing ability and a variety of new media production skills. Literature (Xing, 2023) is oriented to social demand, taking into account the dual role of on-campus teaching and off-campus practical training, exploring the

measures for cultivating journalism and communication professionals in higher vocational colleges and universities under the convergence of media, aiming at cultivating and improving the skills of students in order to promote the sustainable development of the media profession. Literature (Xu, 2021) explores the reform trend of journalism education in private colleges and universities under the era of media convergence, combines the media development concept of media convergence with the applied cultivation of disciplinary construction, and aims to innovate the media talent cultivation mode of private colleges and universities, and cultivate high-quality applied talents for the society. Literature (Wang et al., 2022) emphasizes the importance of sports media talent cultivation, and under the guidance of the student-centered concept, constructs a sports media talent cultivation mode based on PBL, and the study provides reference value for the teaching and reform of related professions. Literature (Wu, 2022) takes the role positioning and ability requirements of bilingual broadcaster host as the entry point, and analyzes the demand for bilingual broadcaster host talent ability in colleges and universities for the bilingual broadcasting position through the research methods such as literature research method, survey research method, content analysis method and comparative research method, and provides the research direction for the cultivation of bilingual broadcasting talent's comprehensive ability. Literature (Chao, 2024), in order to cultivate compound talents who adapt to the needs of the development of the media industry, takes Qilu University of Technology's new media technology major and new media major as an example, analyzes the problems that arise in the aspects of talent cultivation objectives, curriculum, teaching content, teaching methods, etc., and constructs a complete, open, flexible, and cross-fertilized undergraduate teaching system of new media technology that emphasizes cross-fertilization. Literature (Wang, 2023) analyzes the method of cultivating journalism professionals in Yanjing University, and finds that it will consider the cultivation of news leaders who will transform the society, multidisciplinary synergistic cultivation, close interaction between the school and the news, the cultivation of persistence, the spirit of seeking and the scholars' unique vision of development in the specific implementation, and the study is of great significance to cultivate the comprehensive ability of the media professionals. Literature (Zhu, 2021) pointed out the impact of the trend of media convergence on the quality and ability of media talents, and constructed a model diagram of journalism professional talent training mode based on the optimization theory of Internet information technology and algorithmic research, aiming to

cultivate a new type of media talents with diversified knowledge, diversified media skills and diversified media education for the society. Literature (Zhang, 2020) in order to meet the current needs of various types of media on the news communication talents, for the “Internet +” era of independent colleges of journalism and communication professional talent training mode of the problems that exist in the corresponding solutions, and then for the community to cultivate high-quality journalism and communication talents. In this paper, we firstly obtain the recruitment information of 36 head media companies and some integrated media positions in the industry by means of web crawler, and classify them into word frequency analysis and TF-IDF weight sorting to explore the characteristics and development trend of integrated media talent demand in the media industry. Secondly, based on the dual connectivity model (SCCS) of connectionist learning theory, the basic model of talent cultivation is extended in the context of media integration, and an extended model of media talent cultivation is constructed with the effective integration of learning content and learning resources, and the multi-dimensional interaction between students and the learning environment. The interconnections and constraints between the core elements of talent cultivation concepts, goals and processes are used to construct the basic framework of the talent cultivation model. Finally, we analyze the problems existing in the cultivation of media education talents in LC colleges and universities, and put forward the innovative practice methods of talent cultivation mode in LC colleges and universities.

2. STUDY ON THE DEMAND FOR MEDIA PROFESSIONALS IN A CONVERGED MEDIA ENVIRONMENT

From newspapers to radio and television, from the development of the Internet to the mobile Internet, the media form is changing, the media industry is changing, and the media pattern is adjusting. In the context of media convergence, the demand for media talents is in the midst of profound changes (Jiheng, 2024).

2.1 Study Design

2.1.1 Sample Selection

The recruitment information of the media and enterprise and public institutions for media integration positions is selected as the research sample, in which the media units cover a variety of media forms, such as

newspapers, television, online media, advertising, public relations, etc., and the enterprises and public institutions include a variety of industry types, such as media, manufacturing industry, e-commerce industry, as well as some institutions, etc., and the types of positions include multiple types such as news editing, film and television production, advertisement planning and production, to try to ensure that the sample is as rich as possible. The sample selection criteria are as follows. The sample selection criteria are as follows:

(1) Recruitment information sources: The media has a certain scale of audience and media influence, and the enterprises and institutions have a certain scale and standardization.

(2) Content of recruitment information: Complete, representative and analytical value.

(3) Distribution of recruitment information: The distribution of media forms, enterprises and institutions in terms of industry and geography is as wide as possible. The distribution of job types is as broad as possible, avoiding purely technical jobs as much as possible.

In addition, to ensure the representativeness of the sample, 36 head companies and institutions within the media industry were manually selected as supplements.

2.1.2 Data Acquisition

The sources of the analyzed samples are mainly the recruitment information released by the official websites of media, media recruitment information released by professional recruitment websites, and media recruitment information released by public numbers “Media Recruitment Information”, “News Internship”, “Media Circle Recruitment”. The media recruitment information released by the public number “Media Recruitment Information”, “News Intern”, “Media Circle Recruitment” and so on. With the help of Python tool to obtain the media recruitment information, using jieba Chinese word segmentation toolkit for word segmentation, the initial calculation of the keyword word frequency, the lexical nature of the screening based on the screening, sieve out the semicolon symbols and numbers, most of the prepositions and verbs that do not have descriptive significance. And based on the number of words in the vocabulary, sieve out the word frequency of a word. Remove the content of the same job positions or similar job information, a total of 652 job information on media industry fusion media positions were obtained by screening, and a total of 2,813 words were obtained after removing words with similar lexical meaning.

2.1.3 Reliability Tests

The determination of the sample size of this study was based on the guideline of information saturation, and 621 talent recruitment information in the media industry was finally obtained. 2/3 of the talent recruitment information (414) was randomly selected for word splitting and weight sorting, and the other 1/3 of the interview information (207) was tested for saturation. The remaining 207 job postings were also subjected to word splitting and weight ordering, and it was found that no new words appeared and the weights were arranged in roughly the same order, so the sample selection passed the saturation test.

2.2 Analysis of Recruitment Requirements for Financial Media Positions

2.2.1 Job Content Requirements

As shown in Table 1, the word frequency statistics of the job content demand in the media industry show that relatively conventional jobs and contents such as planning and content production, operation, video editing and production, brand promotion and marketing are the main components of the jobs in the media industry. Words such as “news” and “editing” appear with high frequency, especially the news production, content editing and other recruitment positions of traditional media at all levels, and the demand for talents is high. Although the new media industry has a higher level of talent absorption, the demand for talent in traditional media should not be underestimated, especially the need for high-quality talents with high-level integrated production capacity and social connectivity.

Table 1: (a) Position and Job Content Demand Word Frequency Statistics

Sort	Keyword	Fre	TF-IDF	Sort	Keyword	Fre	TF-IDF
1	Plan	386	0.3064	26	Advertisement	57	0.0359
2	Content	322	0.1975	27	Script	54	0.0343
3	Video	198	0.1788	28	Editing	29	0.0328
4	Customer	220	0.1450	29	Tactics	67	0.0322
5	Project	260	0.1313	30	Leader	65	0.0312
6	Media	185	0.1181	31	Marketplace	96	0.0309
7	Copywriting	107	0.1150	32	Top line	45	0.0306
8	Select a topic	94	0.1156	33	Relation	67	0.0302
9	Books	113	0.1139	34	Industry	65	0.0298
10	Platform	117	0.1090	35	Hot spot	45	0.0295
11	Edit	110	0.0885	36	Channel	52	0.0291
12	Data	144	0.0774	37	Special subject	32	0.0283
13	Products	139	0.0703	38	Program	39	0.0276
14	Department	110	0.0671	39	Effect	43	0.0268

Table 1: (b) Position and Job Content Demand Word Frequency Statistics

Sort	Keyword	Fre	TF-IDF	Sort	Keyword	Fre	TF-IDF
15	Resources	103	0.0624	40	Report	46	0.0261
16	User	86	0.0607	41	Team	45	0.0252
17	Manuscript	59	0.0529	42	Project	53	0.0245
18	Account	54	0.0503	43	Landing	40	0.0239
19	Tidy up	76	0.0455	44	Goal	42	0.0232
20	News	75	0.0422	45	Quest	47	0.0226
21	Business	89	0.0407	46	Quality	41	0.0225
22	Vermicelli	55	0.0404	47	Material	30	0.0223
23	Flow	62	0.0401	48	Superior leader	31	0.0222
24	Brand	72	0.0394	49	Chance	43	0.0216
25	Message	85	0.0380	50	Public	44	0.0211

The frequency of the word “data” is 142, and the TF-IDF weight reaches 0.0683, which is also high. The demand for data talents in fusion media positions is relatively significant, especially in the marketing department of new media companies and the news department of traditional media, where the demand for data mining and processing talents is high. Compared with graduates of computer science and other majors, journalism and communication students have relatively weak data skills and are not good at the field of data technology application and development, but are better at using data as a tool to serve analytical insights and content output.

2.2.2 Skill Literacy Needs

As shown in Table 2, the results of the word frequency demand statistics of skill literacy in the media industry show that the word “software” tops the TF-IDF list with 0.52, which shows that recruiters have a more general demand for the software application level of job seekers. Specifically, the connotation of “software” includes office software such as Word, Excel and PPT, as well as content production and authoring software such as PS, PR and AE. From the complete recruitment information, the above skill requirements usually appear in combination, and the recruiter's requirements for practitioners' skill quality are often broad but not in-depth, requiring practitioners to basically master a variety of skills, and rarely requiring them to be proficient in a variety of skills or a certain field. This is related to the characteristics of the work in the inclusive media industry, where practitioners often need to take care of the operation of the two micro-teens and one end, as well as the production of text, video and photo content and other types of work. Therefore, practitioners are required to have “multiple competencies”, while “one specialized

competency” is their personal strength and competitiveness.

Table 2: Statistical Results of Word Frequency Demand for Skill Literacy

Sort	Keyword	Fre	TF-IDF	Sort	Keyword	Fre	TF-IDF
1	Software	201	0.5308	26	Language	19	0.0455
2	Ability	255	0.4586	27	Books	16	0.0411
3	Office	103	0.2975	28	News Hot	10	0.0403
4	Video	98	0.2803	29	Option	19	0.0387
5	Plan	97	0.2636	30	Consciousness	18	0.0371
6	Basic training	74	0.2609	31	Sensibility	14	0.0370
7	Copy Writing	60	0.2164	32	Picture	18	0.0363
8	Text	87	0.2005	33	Information	17	0.0351
9	Editing	47	0.1949	34	Process	11	0.0347
10	News	49	0.1412	35	Profession	19	0.0340
11	Medium	43	0.1358	36	Sensitivity	13	0.0339
12	Expressive ability	24	0.1147	37	Manuscript	10	0.0336
13	Writing ability	22	0.1039	38	User	13	0.0330
14	Experience	45	0.1019	39	Basics	18	0.0325
15	Tools	36	0.0903	40	Painting	7	0.0326
16	Skill	27	0.0818	41	Judgment ability	6	0.0314
17	Content	38	0.0737	42	Team	8	0.0311
18	EDITOR	24	0.0679	43	Lens	12	0.0297
19	Hot spot	27	0.0588	44	Social	6	0.0281
20	Internet	22	0.0528	45	Profession	13	0.0273
21	Select a topic	14	0.0507	46	Marketplace	22	0.0269
22	Network	24	0.0502	47	Language expression	10	0.0258
23	Data	28	0.0483	48	Insight	6	0.0248
24	Platform	24	0.0475	49	Web sense	6	0.0240
25	Thinking	14	0.0464	50	Professional knowledge	8	0.0239

2.3 Problems in the Training of Media Talents in Colleges and Universities

From the above research and analysis, it can be seen that the changes in the development of the media industry under the environment of convergent media on the demand for talents show the following new trends:

(1) The talent absorption capacity of traditional media is declining, the demand for media positions in related industries is strong, and the employment of media students is becoming more and more extensive.

(2) Job categories from traditional media to emerging media expansion, the media industry, a large number of new jobs, traditional jobs have been

given new connotations.

(3) Media jobs require more comprehensive ability and media literacy of the candidates, and the professional skills show two aspects of “skill integration” and “skill specialization”.

(4) New media skills have become the necessary foundation, and Internet thinking and social media practical ability have been emphasized unprecedentedly.

However, the following four problems exist in the cultivation of media professionals in colleges and universities, which makes it difficult for college graduates to adapt to the needs of the current employment environment:

(1) The traditional education concept is not compatible with the development of convergent media: The development of media convergence has put forward higher requirements for media professional education, which requires media colleges and universities to cultivate students not only to master the basic professional theory and professional skills, but also to have the ability to produce all-media news, such as print media news gathering, broadcasting and television news gathering, network news gathering and other media news production. However, at present, the education concept of many media colleges and universities still has not changed, and still focuses on cultivating a single professional ability in the teaching process. The training goal is a single newspaper reporter or radio and television reporter, which will lead to students entering the media is difficult to adapt to the new environment of media convergence. In the era of media convergence, what is needed is cross-media all-round journalists. Therefore, the traditional concept of media education can no longer adapt to the development requirements of the convergence of media, media colleges and universities must change the concept of education.

(2) The traditional teaching mode is not compatible with the development of new media communication technology: New media communication technology refers to the technology of unified collection, editing and dissemination of print, audio, video and other all-media information in the context of media convergence. This puts forward higher requirements for media staff, which requires practitioners to have the ability to deal with a variety of information resources in order to adapt to the needs of all-media information collection and dissemination. At present, the teaching mode of some media colleges and universities is still set up for the unique information production forms of different media, such as the teaching mode for print media, which is set up according to the cycle of interviewing, editing, layout and distribution of a 24-hour

newspaper. The teaching mode for television media operates according to the needs of news programs, entertainment and sports programs and social education programs. The professional knowledge and skills that students need to master are also “typecast”. This results in students not being able to fully grasp the new media communication technology, which makes it difficult for them to work well in the media fusion environment.

(3) Specialized settings and teaching programs are not compatible with the new media system: The goal of traditional media education is relatively single, often only for a medium, to train students into a certain professional direction. Therefore, the arrangement of professional settings and teaching programs are also relatively single. At the beginning, the main target of the newspaper, the basic curriculum to print news “picking, writing, editing, commenting” as the main. Later, radio and television news was added, mainly focusing on the study of audio, video, editing and production skills of radio and television news. This has led to limiting the field of study of students to a single professional direction, thus neglecting the characteristics of the new media system of media integration. Because of the relative independence of each specialty, it is difficult to cultivate students' ability to comprehensively handle news and information, which makes students unable to well combine news and information with new technical means, and thus unable to adapt to the new media system. Therefore, media education should not be too specialized in professional settings and teaching program arrangements, without focusing on media integration and interoperability, and should strengthen the cultivation of students' all-media comprehensive skills to adapt to the requirements of the new media system under the background of integrated media.

(4) The level of teaching staff is not compatible with the requirements of media integration development: At present, most of the professional teachers in media colleges and universities are hired based on their academic background, and most of them have a high level of professional theory, but a relative lack of work experience on the front line of the media, and poor practical ability. Moreover, often they only master the communication theory and technical means of one medium. The development of media convergence has put forward more and higher requirements for media educators. It requires teachers not to master only one media communication theory and communication skills, but should be proficient in a variety of media communication theories and technical means, only in this way can the level of media education faculty adapt to the needs of media convergence development.

3. MODE INNOVATION AND MODELING OF MEDIA PERSONNEL TRAINING

3.1 Innovation in the Mode of Media Personnel Training

In the context of media convergence in the Internet era, there are more opportunities for personalized and collaborative learning, and more factors affecting learning. In this context, the interactive dimension becomes even more important.

3.1.1 Dual Connectivity Model

The dual connectivity model (SCCS) based on connectionist learning theory is shown in Figure 1, which integrates the teaching design and learning environment design, and integrates the teacher-student interaction and human-computer interaction in the network era. The model's emphasis on the interaction dimension is of great significance to the innovation of media talent cultivation mode in colleges and universities (Dziubaniuk et al., 2023). Under the dominance of the teaching paradigm, teachers spend their main efforts on the inculcation of concepts and the transfer of knowledge, and some diligent teachers also spend their efforts mainly on instructional design. When examined from the perspective of the learning paradigm, instructional interaction and learning environment design become particularly important. Connectionist learning theory emphasizes that learning is about building connections, the developmental and diverse nature of learning environments, and multi-level instructional interactions.

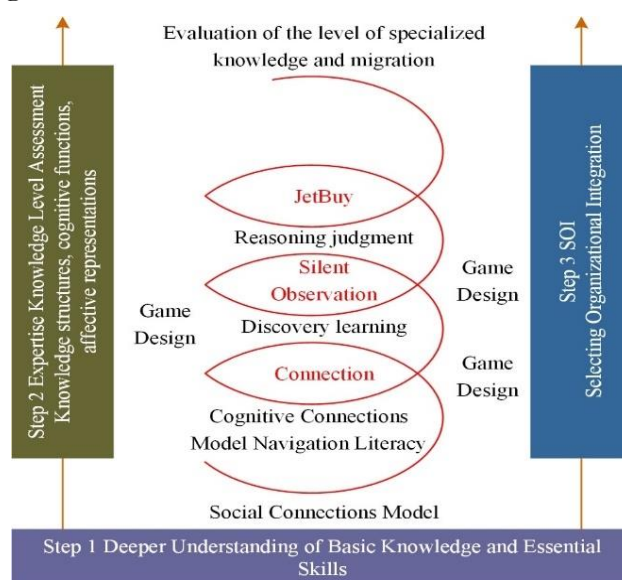


Figure 1: Connectionism Based Double-Connected Model (SCCS)

From an instructional design perspective, the SCCS Dual Connectivity Model divides instructional design into three distinct phases:

In the first stage, there is a deep understanding of basic knowledge and basic skills. In the second stage, teachers apply formative and summative assessment to evaluate students' expertise knowledge, the level of which involves three main aspects: knowledge structures, cognitive functions, and affective representations. In the third stage, teachers sequenced and scaffolded the learning resources involved and designed learning experiences and instruction to facilitate students' selection, organization, and integration of these resources.

3.1.2 Connectivism-Based Media Talent Development

In the context of media convergence, open learning environment and rich learning resources have become a reality, and the development of Internet and media convergence provides new possibilities for effective learning support. Accordingly, the basic model of talent cultivation is extended, and an extended model of media talent cultivation is constructed with effective integration of learning content and learning resources, and multi-dimensional interaction between students and the learning environment as shown in Figure 2. The model as a whole resembles a WiFi icon, which is in line with the importance of Internet connectivity and the spirit of openness. On the basis of the three dimensions of content, motivation and interaction, the three elements of learning support, learning resources and learning environment are gradually added outward. Regarding the relationship between learning resources, learning content and learning environment, there is no unanimity in the academic community. In this paper, we believe that compared with specific learning content, learning resources are generalized. Compared with the external learning environment, learning resources are internal. In the context of integration, the learning environment is very open, learning resources are extremely rich, and more effective learning support is under constant exploration.

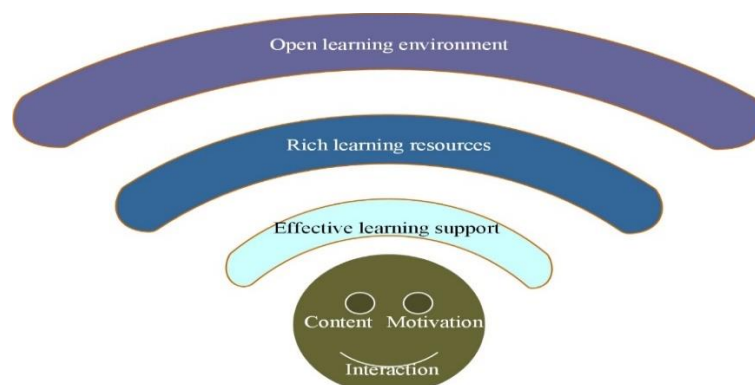


Figure 2: The Extension Model of Media Talent Training

3.2 Media Talent Cultivation Model for Media Integration in Colleges and Universities

3.2.1 Core Elements of the Talent Training Model

The core elements of the talent cultivation model refer to the talent cultivation concept, talent cultivation goals and talent cultivation process. Talent cultivation cannot be separated from the social context at that time, and the current media talent cultivation is carried out in the context of the rapid development of the Internet and the continuous promotion of media integration. The integration context has reshaped the training concepts and objectives of media talents, which will inevitably play a role in the training process of media talents. The three core elements of talent cultivation concept, talent cultivation goal and talent cultivation process are interconnected and constrained each other, and in the interaction of certain social and cultural contexts, the basic framework of talent cultivation model is formed as shown in Figure 3.

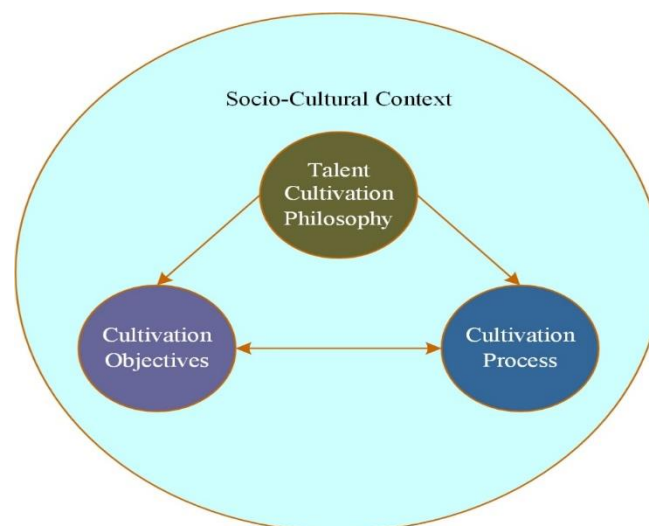


Figure 3: The Core Elements of Talent Training Mode

3.2.2 Framework Model for Media Personnel Training in Higher Education Institutions

Talent cultivation is a systematic project, teachers, students, schools and other participating subjects and teaching, learning, internship and other links will have an impact on talent cultivation. Due to different education and teaching concepts and institutional arrangements, different weightings and combinations of these factors will produce different talent development models. However, any talent cultivation model only has substantive significance if it works effectively in the learning process of students. In the context of integration, the new connotation of media talents and the new concept of media talent cultivation can only be realized

when they are implemented into the specific cultivation process and intersect and interact with the learning process of each student, so that the new cultivation goal can be realized. From the basic process of learning, this paper attempts to construct a framework model of media talent cultivation as shown in Figure 4.

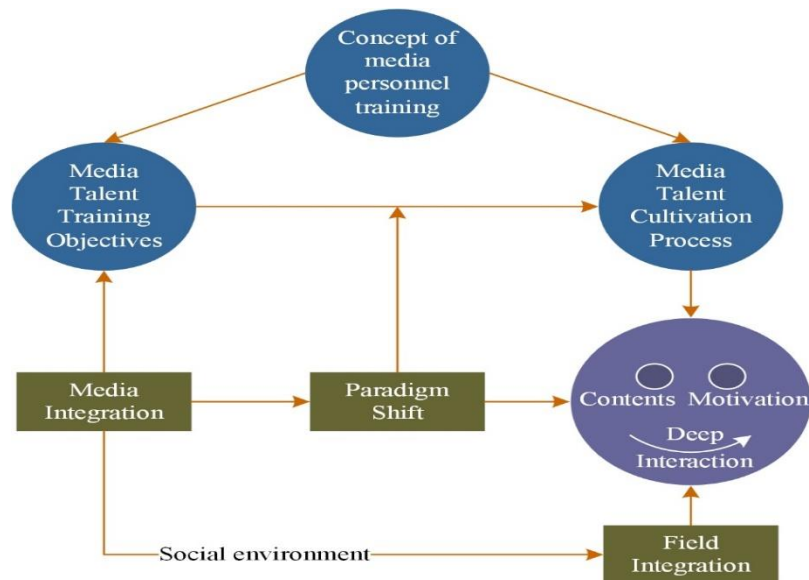


Figure 4: Media Talent Training Model for Media Convergence

It is worth noting that, in order to show the core elements of the model in a concise and clear manner, the model is only a framework model of media talent cultivation at the meso level. At the macro level, the openness of the learning environment and the richness of learning resources in the context of integration should be fully noted, and should be grasped in the context of the extended model of media talent cultivation, which is summarized here by the term “social environment” only. At the micro level, based on the basic model of “content, motivation and interaction”, in addition to the content of media education, the dynamic role of the motivation dimension in talent cultivation and the holistic nature of the learning interaction dimension should be fully considered. Generally speaking, media education shows three orientations in talent cultivation goals: The first is to cultivate research and teaching talents needed for the construction of media disciplines and the development of media higher education. The second is to cultivate high-quality industry specialists adapted to the requirements of the media industry. The third is to cultivate pan-media industry professionals. At the same time, the identified talent cultivation objectives should be carried through the whole process of talent cultivation, and appropriate curriculum system, practice system and support system should be adopted to improve the quality of talent

cultivation. At the same time, the curriculum should be formed into a system rather than just a “platter” made up of various courses, the practice should be formed into a system rather than just unilaterally increasing the weight of practice, and the support should be formed into a system rather than overly emphasizing one aspect and losing sight of the other. At the same time, the curriculum system, the practice system and the support system should be in line with the goal of training media talents.

4. ANALYSIS OF THE PRACTICE OF TALENT TRAINING MODEL INNOVATION

4.1 Study Cases

It has been more than ten years since Prof. Cai Wen of Renmin University of China put forward the idea of “media convergence” in mainland China in 2005. During these years, media education in local universities in China has achieved rapid development, with an increasing number of new majors and a large-scale expansion of enrollment. While the rapid development, there are also a series of problems, such as unclear professional training programs, uneven distribution of faculty, insufficient teaching equipment and resources, disconnection between teaching and practice, and difficulties in employment. Under the premise of media integration, we clarify the current social requirements for media talents, and analyze the problems existing in the cultivation of media education talents in LC colleges and universities.

4.1.1 Training Objectives

The objectives of training talents for media education in LC colleges and universities follow the traditional training objectives, without taking into account the new requirements for media talents in the era of media integration. It can be summarized as strengthening quality education focusing on the overall development of students, cultivating applied talents with a certain basic theoretical quality of Marxism, a firm political stance, a solid theoretical foundation of specialization, a proficient mastery of the professional skills learned, and a certain innovative spirit and practical ability.

4.1.2 Training Programs and Curricula

Courses offered in each major of LC College Media College are divided into three categories, general education courses, professional education

courses, and practical courses. The general education courses mainly include the basic principles of Marxism, the foundation of ideological and moral cultivation and law, the introduction to Mao Zedong Thought, Deng Xiaoping Theory and the 'Three Represents' Important Thought, the Outline of Modern Chinese History, college English, computer fundamentals, and basic computer experiments. Practical courses mainly include entrance education, military training, graduation design, social practice, professional internship, graduation internship and so on. The general education courses and practical courses offered by all majors in the university are the same. Professional courses mainly include professional compulsory courses and professional elective courses, and the statistical results of the number of credit hours of general education courses and professional courses of each major in LC College of Media are shown in Figure 5. Comprehensive analysis of each major in LC college media college of majors in the professional required courses are about 20 courses, the general education courses learned only 893 hours, far less than the professional courses.

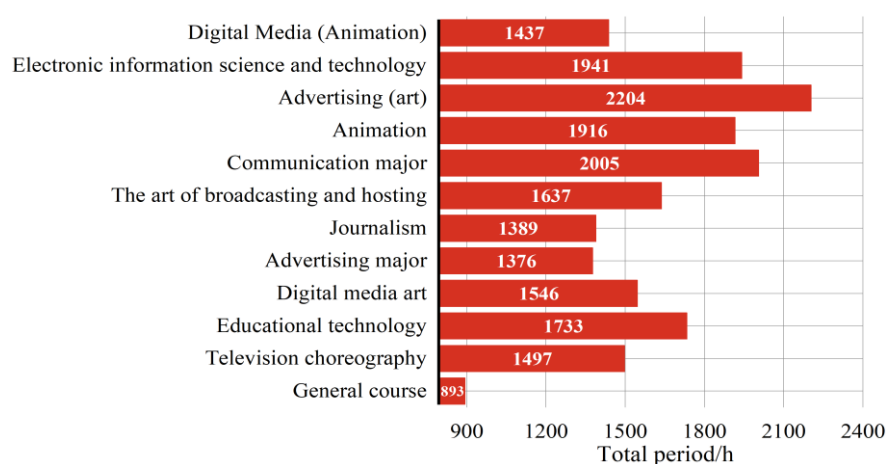


Figure 5: The Number of Hours of General and Professional Courses for Each Major

The statistics of the percentage of theoretical courses and practical courses of each major in the media school of LC University are shown in Figure 6. It can be seen that most of the professional courses are theoretical in nature, and the percentage of technical practical courses is obviously less than the theoretical courses, and most of the professional technical practical courses only account for about 1/3 of the professional courses. Although the theoretical courses are very helpful for cultivating students' basic knowledge of professional theory, media majors are majors with strong practical nature. Students have few practical courses during their school years, and their internships last only one or two months, thus

lacking practical experience. As a result, graduates of the LC College Media School face great difficulties in finding jobs.

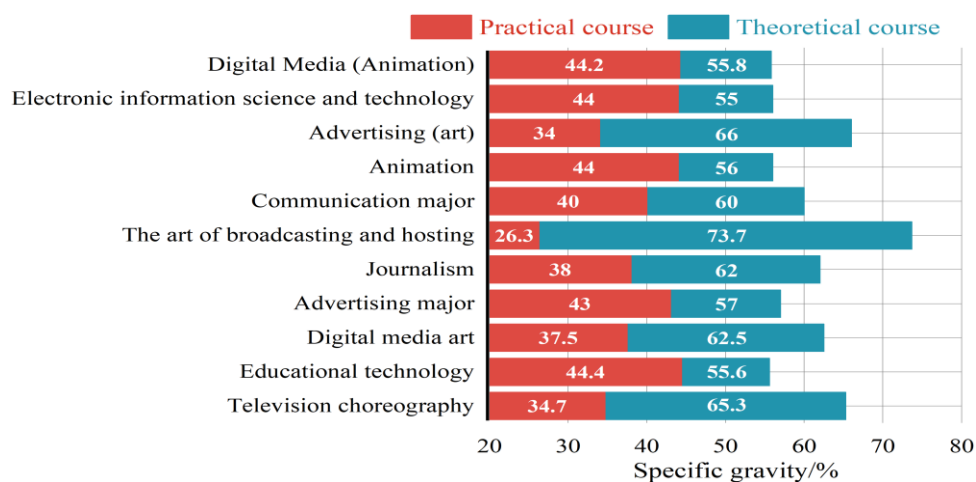


Figure 6: Statistics on the Percentage of Theoretical and Practical Courses

4.1.3 Faculty and Media Experience

The distribution of disciplinary backgrounds of teachers in the media schools of LC colleges is shown in Figure 7, which shows that about half of the teachers in the media schools of LC colleges graduated from non-media majors, such as Chinese Language and Literature (16.3%), Modern and Contemporary Literature (17.8%), Aesthetics (6.7%), and so on. Some teachers have been engaged in media education for many years and then went to media colleges for further study. Compared with the teachers who majored in media, the media theory foundation of the non-media teachers is relatively weak, which is not conducive to the construction of students' theoretical knowledge system.

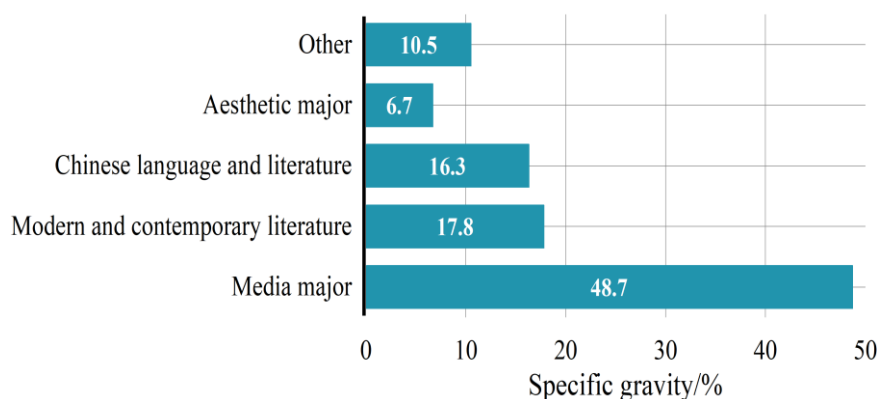


Figure 7: Subject Background Distribution of Teachers in LC College Of Media

The statistics of the date of birth of the faculty members of the LC College Media School are shown in Figure 8, which shows that the age of the faculty is more concentrated between 1976 and 1982. Teachers born in 1976-1982 are 42, accounting for about 53.85% of the entire teaching

force. There are very few teachers aged 25 to 29, only one. This is mainly due to the fact that in recent years, colleges and universities have been recruiting teachers who require a doctoral degree and very few majors require a master's degree. As a result, it is difficult for young teachers who have just graduated with bachelor's and master's degrees to enter colleges and universities.

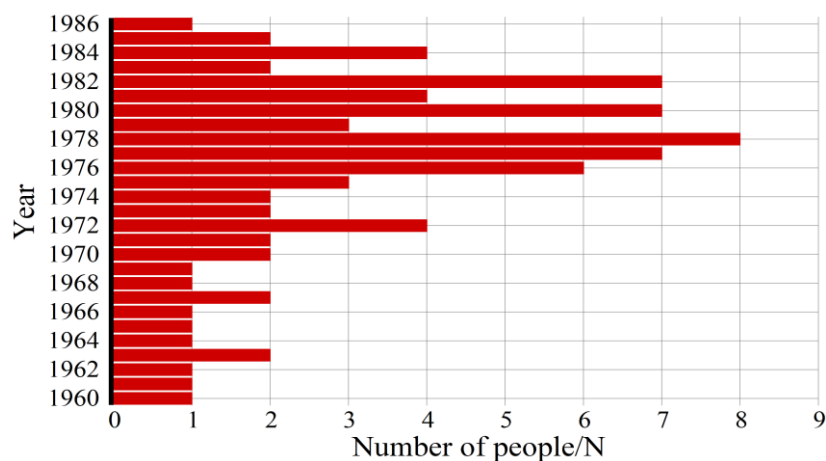


Figure 8: LC College of Media Teachers Date of Birth Statistics

The discipline of media education is of a practical nature, and the fact that teachers have high academic qualifications does not mean that they can fulfill the requirements of the discipline. Rich practical experience in media is the most valuable asset of teachers engaged in media education. Experienced teachers can teach from a practical point of view, combined with practical cases accumulated over the years, which is more conducive to students' understanding of the knowledge and enhances students' adaptability in dealing with practical problems.

4.1.4 Practical Teaching and Internship Environment

The practical courses of the majors in the media schools of LC colleges and universities mainly include military theory and training for admission, public welfare work, professional internship, educational internship, and graduation thesis. The only real opportunity for students to enter the media organizations and get in touch with the front-line media work is the professional internship, which usually lasts for one to two months. In recent years, the number of students majoring in media has been increasing, and there are relatively few local media units, therefore, it is very difficult for schools to arrange internship units and let students concentrate on internship. Most schools let students contact internship units by themselves, and students can only go to local TV stations, radio stations, newspapers, magazines, etc. These local units have limited resources and

equipment, and do not meet students' requirements. As students are scattered around the internship, it is difficult for schools to carry out comprehensive supervision of students, resulting in some students do not take the opportunity of internship and do not accumulate effective practical experience. Resulting in the lack of practical experience of LC college media college students, the situation of employment difficulties.

4.2 Innovative Practices of Talent Cultivation Mode in LC Colleges and Universities

4.2.1 Inclusive Curriculum Innovation

The emergence of media convergence has put forward a brand-new topic to the curriculum teaching of media majors, that is, how to complete the multiple composite teaching and training objectives in three to four years. Most of the students in the media of the School of Communication of LC universities come from related undergraduate majors, and some of them come from arts and sciences majors that are not related to media majors in other institutions, which makes the design of the professional elective courses and practical courses quite difficult. Difficulty. LC colleges and universities in the context of convergent media, 2021 to media professional talent training mode innovation, in the original course design ideas based on the integration of new content and optimize the original training system as shown in Figure 9, better complete the overall teaching objectives, achieved good results.

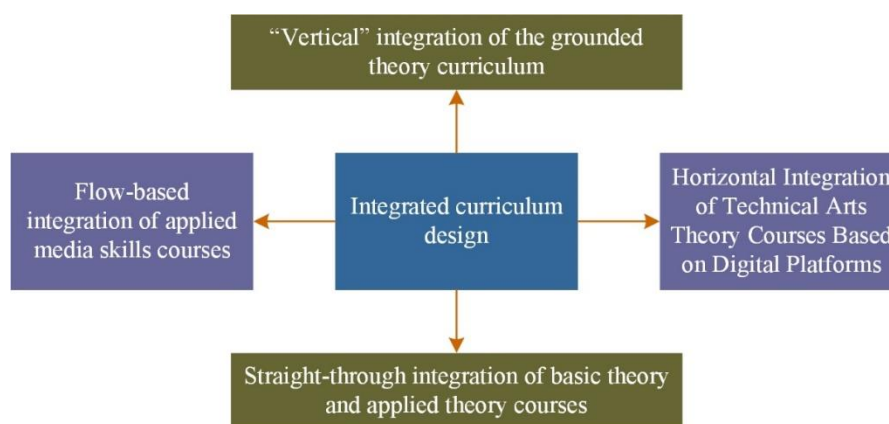


Figure 9: Curriculum System Optimization Design

(1) The College vertically integrates basic theory courses: For example, from the perspective of the history of visual arts development, the college has integrated the theories of plastic arts, photography, film and television arts, animation arts and the principles of aesthetics into one course, “Picture Aesthetics,” so that students from various disciplinary backgrounds can quickly enter the field of visual arts.

(2) The college integrates basic theory and applied theory courses in a “straight-through” manner: For example, the psychology of literature and art and the language of film and television have been synthesized into one course, “Artistic Thinking and the Language of Film and Television”, so that students can directly use their works to interpret the deeper theories of modern aesthetics, and integrate these theories into the creative thinking of their essays and creations.

(3) Faculty Horizontal Integration of Digital Platform-Based Technologies and Art Theory Courses. For example, two courses, Digital Media Art and Digital Media Technology, which have now become the curricula of many media disciplines, are arranged to be taught simultaneously.

(4) The college integrates the media application skills courses in a “flow-type” manner. For example, “Film and Television Animation Art” organically combines process, scriptwriting, directing, character design, scene design, and movement rules in one course, and accompanies it with tutorials on creative practice or allows students to enter the tutor's studio.

4.2.2 Innovations in Extended Teaching Modules

The School of Media Studies of the School of Communication of LC University takes a convergent course as its core and constructs several teaching modules, which are flexibly selected for teaching in response to the near and distant media development and needs. For example, the college takes “Digital Media Art” as the core, including a series of digital software learning media integration technology and art teaching modules. For example, the College takes “Film and Television Animation Art” as the core, including the digital animation art teaching module of basic plastic arts, digital animation production, comparative animation art and other extended contents. Such as the core of “Picture Studies”, the vertical through the classic art, photography and film and television visual arts teaching module and so on. Of course, the expansion of learning also needs to guide media students to establish good self-study habits, these teaching modules can not only be used in media disciplines, but also can be put into other kinds of disciplines and specialties, so that the cultivation and selection of senior talents are more suitable for the diversified needs of the modern media industry. At present, the media majors in the communication schools of LC colleges and universities have already set up such highly operational courses as Digital Software and Film and Television Stunts, Digital Image Design and Communication, and Network and Multimedia Design, with the aim of enabling students to

master the basic techniques and tools of the media in the first place, so that they can have a skill in the field.

4.2.3 Innovations in Integrated Teaching Materials

In conjunction with the integrated curriculum and extended teaching modules, the teaching and research group of the School of Media Studies of the School of Communication of LC University has focused on organizing the construction of integrated teaching materials in recent years, especially the preparation of integrated theoretical teaching materials on digital media technology and arts. These include Digital Technology and New Media Communication, Digital Media Analysis, Digital Media Art, Film and Television Animation Art, Digital Animation Production, as well as the comprehensive textbook of Film and Television Technology, Light of Film and Television. Digital technology courses belong to the emerging professional courses, there is a shortage of theoretical teaching materials and no systematic research results at present. The teaching and research group of the School of Media in the School of Communication of LC University has prepared a set of teaching materials on digital media technology and art on the basis of research on teaching digital technology for undergraduates and postgraduates. These textbooks have formed a comprehensive textbook system with solid theories, novel viewpoints and detailed explanations, filling the gaps in modern media digital technology textbooks, which have been applied to postgraduate and undergraduate teaching, with good teaching results.

4.3 Modalities for the Implementation of the Media Talent Strategy

4.3.1 New Media Talent Development

New media is developing in full swing, and the requirements for media talents are extremely strict. They are not just proficient in technology, or only have the unilateral ability of the arts, but a strong comprehensive will be both or more ability in one, and will be in the field of media to maximize the play out of the talent, such as this rich experience and experience of high-quality new media talent in the media market is in urgent need of media talent on the contrary, but the media talent but very much increased or even saturated state. Industry experts expect that in the next three to five years, China's digital media talent gap will reach as many as 500,000 people. The biggest difference between the new media industry and the traditional radio and television business talent is that the new media industry in the editorial staff not only need to be familiar with the

traditional business, but also need to be familiar with the Internet technology, visual design and other related. Therefore, the State has stepped up its efforts to train this kind of urgently needed personnel in order to meet the needs of the media market.

4.3.2 Composite Talent Development

The future of the media ecosystem may be unexpected, but it will be the convergence of channel players, operators and content providers. At that time, the mobile and telecom sectors, as well as financial institutions and even producers with a channel advantage, will be in dire need of media convergence talent to design precisely targeted content and information products. Understanding these trends, we can know that the future of these emerging fields will also need a large number of people with media integration concepts and operational skills, media graduates of employment far beyond the existing media organizations, and non-media students are not necessarily rejected by the media organizations, which is in fact a contradiction. At this stage, such as legal media programs, its internal structure, most of the workers, either law, or media professionals, so, just stepped into the industry in the process of the various professional talents have to carry out relatively professional learning and training, in order to be able to basically meet the needs of the program production. In order to reduce such further training after graduation, to meet the principle of market segmentation, in the education of composite personnel training to meet the media market demand for talent. In this way, specializing in media majors subdivided into types, such as legal, news, music, sports and other media majors, to train multiple professions in one ability, such talents need to pay attention to the following two points:

(1) Adapt to media integration: Due to the lack of professional media integration training and guidance, media organizations in the integration of work belongs to a directional groping process, but also by the media market forced to move forward, a kind of duck on the shelf state. Require some media workers skills to carry out the traditional process work, but also in other media situations, such as the network and other forms of work at the same time, need a certain amount of time to learn and adapt to new forms of work. Therefore, the media talents who don't need to adapt, have comprehensive ability, and get on the job in time have become the most scarce talents under the media convergence. The era of media convergence will create a group of “strange” competitors for the traditional media. They have strong channel advantages and huge customer terminals, professional data analysis and processing capabilities, and the ability to accurately

communicate and instantly interact with customers.

(2) Media professional leading, multiple mastery of other majors: Media composite talent training is a unique form of multi-faceted one form of training, different from the traditional form of talent training, the biggest difference is that “composite”, the profession itself can not be “professional standard” exclusion, must be in the guarantee of professional knowledge in-depth training. On the basis of professional knowledge in depth training, in a variety of aspects of training. In fact, universities and colleges have long been instilling this concept for many years, and students have been applying for double-degree programs on a voluntary basis, but it has not become a special training system. Therefore, the universities through the major and minor system, double major and double degree system to implement, to achieve a strong targeted training methods, for the media talent labeled as “composite”, delivered to the media market. In this way, to the media talent poses a formidable challenge, the accumulation of his profession, as well as its knowledge of the fuller grasp, is the best in the composite talent, the media industry in the future, there are sets of multi-professional high level of media talent to help the media to a higher level.

5. CONCLUSION

The rapid evolution of the Internet and the in-depth promotion of media convergence have greatly changed the traditional paradigm of information dissemination, and the mode of information production, information consumption and information services is in the midst of a historic reconstruction. With digitization, networking and the multifunctional integration of communication media, as well as the complex interaction and fusion development of traditional and emerging media, a brand-new context of convergent communication and a culture of convergence are taking shape. In the context of media convergence, the employment demand of traditional media has been declining, while the demand for media talents in the big media industry is strong, new media positions are emerging, traditional media positions have added new connotations, and media talents with Internet thinking, all-media awareness, convergent media skills and new media literacy are welcomed by the media industry. At present, the cultivation of media talents in colleges and universities is facing not only the updating of concepts and fine-tuning of methods, but also a subversive paradigm shift. Higher media education should actively embrace the Internet and media convergence, and innovate the media

talent cultivation mode from the height of paradigm shift. This paper proposes that higher media education should be oriented from "small news" to "big communication", and the training path of media talents should be from "teaching paradigm" to "learning paradigm", and from "teaching design" to "learning environment design". At the same time, the connectionist learning theory can provide theoretical support for this paradigm shift and the innovation of media talent training mode.

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