Research on Training Strategies of Innovative and Entrepreneurial Media Professionals in Colleges and Universities

Yuanyuan Kong

School of Economics and Management, Xi'an University of Posts and Telecommunications, Xi'an, China

Abstract: With the advent of the omnimedia era, there is a huge demand gap for "mass entrepreneurship and innovation" talents in the media field. From the perspective of colleges and universities, the education and teaching reform combining theory and practice has achieved phased results after years of practice, but there are still many deficiencies and problems in the cultivation of innovative and entrepreneurial media talents in colleges and universities in the era of all media. Therefore, based on the current situation of media talents training in colleges and universities, this paper analyzes the current problems in the training of media talents based on the investigation of the entrepreneurship and innovation education in some universities in Shaanxi Province. On the premise of clarifying the goal of cultivating innovative and entrepreneurial talents in media majors, this paper proposes specific strategies to optimize the training mode of innovative and entrepreneurial talents in media majors in colleges and universities under the guidance of "mass entrepreneurship" thinking in the era of all media.

Keywords: omnimedia; olleges and universities; "Double gen "; Media major; Cultivation of talents

1. Introduction

With the progress of The Times and the update and iteration of science and technology, the educational concept of "mass entrepreneurship and innovation" has been continuously deepened. The innovation of knowledge becomes more critical and important. It will control the pace of a country's economic and social growth, and even become the fundamental economic development of a large country. If education is not innovative, science and technology will not progress, society will not develop, and the country will lose its international status. The difficulty of mass entrepreneurship and innovation must be fundamentally and thoroughly addressed. Since The General Office of the State Council issued the Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education Institutions in May 2016, the concept of mass entrepreneurship education in China is still lagging behind in many universities.[1] In China, when mass entrepreneurship and innovation comes to mind, humanities, science and technology, rather than media majors, come to mind. In fact, with the advent of the omnimedia era, the media industry has more potential and appeal than any other field due to its individuality and uniqueness. At present, the talent training system of "mass entrepreneurship and innovation" in the media industry needs to be improved. The main courses of "mass entrepreneurship and innovation" in Chinese universities are mainly direct education based on theoretical knowledge, while the establishment of practice bases and practical training simulation conditions are still not perfect. It is still necessary to start from the characteristics of the media industry, adapt to the changes of The Times, keep up with the trend, and promote the training of media professionals in universities.

Current situation of education and media professionals training for mass innovation in colleges and universities.

Looking at the plans and plans for the cultivation of media professionals in colleges and universities, it is not difficult to find from the macro level that the cultivation of media professionals in colleges and universities is still in the general goal. For example, "the training goal of this professional field is to cultivate professional talents with moral, intellectual, physical, aesthetic and labor as a whole, with innovative spirit and practical ability." However, at the micro level, such training objectives do not make clear provisions on the special needs of professionals in the whole media era. Under such a macro

goal, it is inevitable that college students will not have strong professional skills, poor comprehensive application ability and insufficient creativity. It is far from the quality requirements of media workers in the whole all-media era. In the long run, such educational purposes will inevitably lead to schools acting like "processing factories", churning out meaningless stylized products in accordance with fixed models, but it is obvious that such products are far out of touch with the needs of society.[2]

1.1. Shortage of teachers, lack of good teachers

At present, the main training programs for media professionals in colleges and universities are school-enterprise cooperation. It is an innovative and entrepreneurial talent training program with eco-sphere construction as the core, and has "double-qualified" teachers. However, the current problem is that many double-qualified teachers are not true to their name, and there is still a big gap between their theoretical level and practical ability. In addition, there are many double-qualified teachers who hold multiple jobs. It is difficult to allocate concentrated teaching time properly. Some professional teachers are perfunctory and do not take responsibility. These problems will have a direct impact on the improvement of the quality of education.

1.2. Insufficient practical training

Media education is a highly practical undergraduate major, which is characterized by strong application and technology. It requires practitioners to have certain practical operation ability, and it needs to cultivate innovative practical compound specialized talents with multiple abilities. For example, news interview, editing and planning, as well as the pre-production, editing and broadcasting of some television and broadcasting media, etc. For example, radio and television editing and directing major (direction) usually also requires rich production teaching experience and nonlinear editing teaching. However, there is not much difference between the major of radio and television directing and Chinese literature, journalism and communication in many universities. In spite of their profound cultural background, most of the students they cultivate focus on theoretical research and ignore the application of art and digital technology, which is inconsistent with the development trend of "all media". Many universities have gradually recognized and paid attention to the cultivation of practical ability when setting teaching objectives. The proportion of practical courses is also gradually increasing. However, in practical teaching, few practical activities "go out", limited to the campus, not much contact with off-campus media units, lack of real practice opportunities.[3] This kind of teaching method divorced from theory and practice has been unable to meet the realistic needs of the media industry. Nor can it be combined with large-scale media integration. Practical teaching plays an important role in the current university education system because of its strong practicality and high comprehensive quality requirements.

1.3. The quality of students is uneven

In the current stage of college enrollment, the cultural courses of media majors are generally poor. Established schools, such as Beijing Film, China Film and China Drama, have developed a high reputation over a long period of time and attracted many aspiring students, so their enrollment quality is relatively high. For many ordinary schools, this attraction is not so much, and many students are not interested in this major, just to be able to go to college. The low enrollment scores of some media majors are not only reflected in the low requirements for cultural courses, but also the relatively low technical level of media majors compared with traditional art, music and other traditional art categories. The quality of students' cultural courses is high, which is a great advantage, especially for radio and television directors, who need to have certain knowledge and cultural accomplishment to plan programs in television media.[4] In sharp contrast, many university media majors in the cultural courses of the poor performance of students, which has a great negative effect on the training of professional comprehensive talents.

2. The situation of innovation and entrepreneurship education of media major in Shaanxi universities

2.1. Research ideas and methods

This paper uses three research methods to explore the cultivation of university professionals in the

field of media.

2.1.1. The literature

Through the review and analysis of domestic and foreign literature, find out valuable data as the research basis. The main sources of literature were China National Knowledge Infrastructure, Baidu Search, Wanfang database and other search websites, as well as related academic monographs and books in the library.

2.1.2. Questionnaire survey

Based on the classical questionnaire in the existing literature, this paper redesigned the targeted questions to make the questionnaire more comprehensive and targeted, closer to the actual situation of college students' entrepreneurship, understand the reality of college students' self-employment in the environment of the advent of the omnimedia era, and collect the most accurate data.

2.1.3. The interview method

According to the research content, a practical interview outline was designed to conduct targeted interviews with college students of different majors in some universities in Shaanxi Province who have entrepreneurial intention, so as to understand the real ideas of these college students in the context of the all-media era, and to conduct empirical analysis.

2.2. Sample source investigation

The survey samples were mainly from some universities in Shaanxi Province, and the subjects were junior colleges, undergraduates and postgraduates. There were 350 valid questionnaires, which could basically represent college students in Shaanxi province.

2.3. Basic information of the investigation team

This survey: 85 male students, accounting for 25.7% of the total number; There were 265 girls, accounting for 74.2% of the total. 73.1% were 21-25 years old, 15.7% were 26-31 years old, only 5 were above 31 years old, and 34 were below 20 years old. There were 70.7%(247) students from rural areas and 29.43%(103) students from urban areas. 60.6% (bachelor's degree), 25.3% (master's degree), 87%(30 students) of junior college, 5.4%(18 students) of doctor's degree.

2.4. Analysis of questionnaire results

The results of the questionnaire showed that 94.7% of the students believed that innovation spirit and innovation ability were the two most important factors in the innovation and entrepreneurship activities of the media major.[5] Among them, 90.9% of the students thought that the basic ability of entrepreneurship should include communication, 85.4% thought that it should include management ability, 78.7% thought that it should have risk tolerance, 73.7% thought that it should have solid basic professional knowledge and opportunity grasp, and 72.6% thought that it should be familiar with entrepreneurship policy. In terms of personal cognition of entrepreneurship knowledge, more than half (54.2%) of the students think it cannot be satisfied, 14.00% of the students are basically satisfied, 30.00% of the students are not sure, and only 6 students choose to be satisfied (1.7%).It can be seen that college students lack entrepreneurial knowledge and skills. For the lack of entrepreneurial knowledge and skills, 74.2% of students think the most needed supplement is analysis of entrepreneurial opportunities and environment.

According to the above questionnaires, we can find that mass entrepreneurship and innovation education is still superficial in the cultivation of media professionals, such as journalism, editing and directing, and art design. Although the school is trying to meet the needs of the development of the all-media era, the innovation and entrepreneurship ability of media majors will be vigorously cultivated. However, the awareness training and policy publicity are still relatively weak, and there is a lack of systematic talent training system for mass entrepreneurship and innovation. Furthermore, through a structured interview we can also find, despite the current colleges has been widely carried out in colleges and universities innovation entrepreneurship training activities, but mostly is carried out in the form of teaching, teaching content and method is relatively simple, does not take into account to the actual needs of each student, for a basic understanding of innovative undertaking also only stay in concept phase.

3. Problems existing in innovation and entrepreneurship education of media major

According to the research results, it can be seen. In the process of implementing innovation and entrepreneurship education and training, the lack of professional practice platform, weak knowledge accumulation and transformation, and weak awareness of innovation and entrepreneurship are the important reasons that restrict the talent training of media majors. In addition, in the design of project practice, most of the problems are concentrated in the lag of practical projects, too many virtual projects and the lack of close integration between disciplines. In addition, in the field of innovation and entrepreneurship, 29% of the respondents believe that the teaching ability of media teachers is relatively weak. 68.4% of the students thought that the teachers of innovation and entrepreneurship should come from professional courses, and 76% of the students thought that they should come from the industry.

3.1. Mass entrepreneurship and innovation education is not closely integrated with professional education

According to the survey results, most universities focus on professional knowledge in the cultivation of media professionals for mass entrepreneurship and innovation, and do not involve too much in the cultivation of students' innovation and entrepreneurship ability. The syllabus of teaching tasks does not clearly specify the methods and arrangements for cultivating students' innovation and entrepreneurship ability. Teachers of various subjects often arrange lectures on innovation and entrepreneurship in a general way according to the rigid rules of the school, and the time is too random.

3.2. The professional practice platform is single, the project results cannot be transformed, and the cultural atmosphere of innovation and entrepreneurship is lacking

Although many projects of off-campus internship platforms come from the most cutting-edge fields in the industry, the vast majority of students are "bystanders" in the process, and there is little room for independent innovation. Therefore, even creative students cannot integrate with social industries due to the lack of entrepreneurial environment and platform in the practice process, so that the project results cannot be effectively translated.

3.3. There are a large number of virtual projects in practice, which are relatively backward and lack of a dynamic regulation mechanism

In my university, 8 of the 11 practical subjects of radio and television directors are virtual and cannot be modified at will. The development of the media industry is changing with each passing day, and new ways of media expression and creation are constantly emerging. However, in the aspect of curriculum setting, it is difficult to make dynamic adjustment due to the changing industrial situation.

3.4. The faculty is weak, and there is a lack of guidance from professional teachers and industry personnel.

Through research and reviewing the reality, we will find that students' requirements for teachers are far from the actual situation. At present, most of the teachers of innovation and entrepreneurship education are employed by administrative staff such as innovation and entrepreneurship centers, employment guidance centers and counselors, while the number of professional teachers and staff of related disciplines is still vacant, which is the main reason for the separation between higher vocational education and innovation and entrepreneurship education.

4. Training strategies for innovative and entrepreneurial media professionals in colleges and universities under the background of omnimedia

4.1. Strengthen the government's policy guarantee function

The government has played a great role in promoting the innovation and entrepreneurship ability of college students. Under the background of the omnimedia era, new requirements have been put forward for the cultivation of media professionals in universities. Policy coordination among governments should be combined with the integration of various social resources to give full play to the role of

various policies and resources and maximize benefits.

4.2. Strengthening the "classroom" and "base" channels

Make full use of teaching channels in class. Classroom teaching is the most important and basic teaching means for college students in terms of their innovative and entrepreneurial abilities. In the era of omnimedia, universities should constantly update their ideas, take basic courses of innovation and entrepreneurship as the main body, and actively build comprehensive courses of innovation and entrepreneurship combined with professional discipline education. The basic courses of innovation and entrepreneurship education should be well done, and the curriculum objectives and teaching contents should be set reasonably. The course practice should be increased, and college students should be actively encouraged to improve their innovation and entrepreneurship ability in practice. By inviting outstanding alumni, successful entrepreneurs, investors and so on to participate in the classroom teaching, exchange entrepreneurial experience, guide students to learn successful experience, avoid risks; On-site interaction sessions were organized to answer questions raised by students.

4.3. Consolidate the three platforms of "campus culture "+" new media "+" competition"

Campus culture construction is an effective way for college students to innovate and start their own businesses. Promote college students' innovation and entrepreneurship through campus culture construction. We will enrich the application of online media. With the rapid development of science and technology, new media has become the focus of attention of college students. On the basis of cultivating the innovative spirit of college students and combining with new media, we can achieve twice the result with half the effort. Colleges and universities should intensify efforts to build new media platforms for college students' innovation and entrepreneurship. Make full use of modern information technology to organically integrate new media and traditional education.

5. Conclusions

Under the background of China's economic restructuring and innovation-driven development strategy, the cultivation ability and effect of innovative and entrepreneurial talents in Chinese higher education institutions will have a direct bearing on the development of China's higher education, the quality of talent cultivation and the realization of the goals of national economic growth.The media discipline must start from the elements of cultivating innovative and entrepreneurial talents, and effectively realize the organic integration of "mass entrepreneurship and innovation" education and professional education.

References

[1] Jian Li, Fuqiang Guo, Xueyin Hu, Xiangrong Wang. (2021). Visual Analysis of Chinese Sports College Students' Entrepreneurship Research Based on Knowledge Graph [J]. Sports Technology Literature Bulletin(09):64-66+70. DOI:10.19379/j.cnki.issn. 1005-0256.2021.09.022.
[2] Zhang Lihui, Chen Wei, Zheng Juan. (2021).The Construction and Practice of Innovation and Entrepreneurship Education System in Application-oriented Undergraduate Colleges——takes Chuzhou College as an example [J]. Journal of Chuzhou University(03): 102-106 + 120.
[3] Li Xiaoyan. (2020). Research on the talent training strategy of university film and television media professionals under the background of "Mass entrepreneurship and Innovation" [J]. A Guide for News Research(01): 46-47.
[4] Yu Shengnan, Zhu Hongyan, Wang Chan. (2018). Analysis on innovation and Entrepreneurship Teaching Practice of Media Major in Applied Universities under the New Media Environment [J]. News Research Guide(17): 30-31.
[5] Tao Yanan. (2017). Study on the Effect of Psychological Quality on College Students' Innovation and Entrepreneurship Ability [J]. Examination Weekly(A4): 178-179.