

Transformation and Reform of Broadcasting and Hosting Education from the Perspective of "Internet Plus"

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Abstract: The growth of the Internet has created new avenues for the information media industry to expand and change. It is essential to modify and reform the broadcasting and hosting education major in order to foster skills in these areas. However, there are still some problems in the transformation and reform of traditional broadcasting and hosting education majors. In response to the problems of students' poor oral expression and voice shaping abilities and low satisfaction with teaching models in the current transformation and reform of broadcasting and hosting education majors, this article aimed to use internet technology to promote the transformation and reform of their majors, in order to better cultivate broadcasting and hosting professionals. The article first analyzed the development of broadcasting and hosting education in the internet environment, and then elaborated on new media technologies under the internet. Then, dynamic group strategy teaching optimization algorithms were used to optimize its transformation and reform methods, and then specific transformation and reform strategies were elaborated. To test the effectiveness of the Internet in the transformation and reform of broadcasting and hosting education majors, this article compared it with traditional methods. The research results showed that the average scores of oral expression and voice shaping abilities of Class 1 students using internet methods during the 8th assessment were 89.5 and 88.5, respectively; the average scores for oral expression and voice shaping abilities of students using traditional methods were 78.4 and 77.8, respectively. The results indicate that students majoring in broadcasting and hosting education under the Internet method have better oral expression and voice shaping abilities, and their overall professional level is also better than traditional methods. This study has highlighted the important role of "Internet plus" in improving the professional ability of students majoring in broadcasting and hosting education, and provided more methods to promote the transformation and reform of broadcasting and hosting education.

1. Introduction

With the rapid development of internet technology and the emergence of various new media, the traditional mode of information dissemination has undergone tremendous changes. This has put

forward new requirements for the educational model and market demand of broadcasting and hosting majors. Firstly, the derivative benefits of online platforms continue to impact the advantageous territory of traditional broadcasting and hosting communication. The rise of internet platforms has made information dissemination more convenient, fast, and widespread, which has gradually led to the loss of audience for traditional broadcasting and hosting communication, and also posed serious challenges to traditional media. Secondly, with the development of the Internet, the teaching methods of broadcasting and hosting majors have also undergone changes. The development of network technology has provided conditions for remote teaching, and students can use network platforms to obtain more teaching resources and materials, and can engage in independent learning at any time and place. Finally, with the development of the internet, the market demand for broadcasting and hosting professionals has also been impacted. Traditional media is gradually losing its advantages, and new media platforms urgently need a large number of broadcasting and hosting professionals to support their information dissemination. This has led to a change in the market demand for broadcasting and hosting majors, requiring more professionals with new media skills and knowledge. To cope with this change, the broadcasting and hosting education major must undergo transformation and reform in the construction of internet platforms, innovation of management mechanisms, and other aspects, in order to cultivate more competitive professionals who can adapt to the development of the times.

The information media sector now has more opportunities to grow and adapt because to the expansion of the Internet. To develop abilities in these areas, the broadcasting and hosting education major must be changed and restructured. Finally, through empirical research, it was found that the internet method proposed in this article can significantly improve students' oral expression and voice shaping abilities. Compared with traditional methods, the innovation of this article's method lies in its attention to the importance of artificial intelligence and new media technology under the Internet and its application in transformation and reform. This helps to promote better transformation and reform of education majors, and enables students majoring in broadcasting and hosting education to develop more comprehensively.

2. Related Work

In order to respond to future difficulties, enhance educational quality, modernize educational concepts, encourage the merger of industry and education, and adjust to social growth, the education profession must undergo a necessary change and reform. Only by deepening reform can outstanding talents be better cultivated and make greater contributions to the development of society. Therefore, many scholars have conducted in-depth research on the transformation and reform of the education profession [1]. Slavin Robert E discussed the increasingly important role of evidence in education policies and stated that using validated methods can significantly improve educational outcomes [2]. Rosenberg Joshua M discussed how the next generation of science standard chat, as a social media professional network, can achieve large-scale changes in science education and explore its new vision for science education [3]. Goh Pauline Swee-Choo believed that educational institutions need to shift from traditional methods of imparting knowledge and conducting research to a new way of providing autonomy for educators and learners through technology [4]. Qutoshi Sadruddin Bahadur explored the journey of teacher education informatization, reform, and transformation, as well as his reflections on the image of the curriculum [5]. Scholars have conducted research on the transformation and reform of the education profession at different levels, which provides more possibilities for the transformation and reform of the education profession. However, due to the lack of integration of internet technology in their research, the effectiveness of the transformation and reform is not satisfactory, and students' professional abilities still need to be

improved.

With the deeper development and wider application of the Internet, the concept of Internet plus education has gradually been mentioned and attracted more attention. Internet plus education is of great significance for promoting education reform. Convenient learning environments, a wealth of learning resources, and top-notch educational services are all things that it can offer students. These things can help to improve the effectiveness and quality of education, encourage resource sharing and equity in education, foster creativity, and support curriculum reform [6-7]. For this reason, some scholars also try to provide more ways for educational transformation and reform from the perspective of Internet plus education. Su Baohua analyzed the current situation of online Chinese language education and established connections with the broader Chinese language education ecosystem through the Internet to meet the learning needs of Chinese language learners around the world, thereby promoting educational transformation and reform [8]. Wu Wei pointed out that "Internet plus" has become a new development engine, affecting people's way of thinking, value orientation and development trend in the cultural and ideological fields. He believed that network information technology has provided rich resources for ideological and political education, expanded the direction of ideological and political education, and promoted the transformation and development of ideological and political education [9]. These scholars pointed out the advantages of Internet plus education, which provided a theoretical basis for this study. However, because their research did not focus on the transformation and reform of broadcasting and hosting education, there are still many deficiencies in the research, which needs to be improved.

3. Transformation and Reform Methods of Broadcasting and Hosting Education Majors

3.1 Development of Broadcasting and Hosting Education Major under the Internet

Currently, the broadcasting and hosting education major is facing problems such as outdated curriculum content, single teaching models, and homogenization of talent cultivation [10-11]. Therefore, under the Internet plus environment, how to better develop the major of broadcasting and hosting education is a subject worthy of deep consideration.

Firstly, the current teaching content of the broadcasting and hosting education major is outdated, and there is a significant gap with the development of the times. The teaching mode has serious drawbacks, such as a lack of training in adaptability, hands-on ability, humanistic literacy, and courses related to the Internet and new media. This makes it difficult for students to adapt well to the broadcasting and hosting work.

Secondly, a single training method and teaching mode have led to a serious phenomenon of "homogenization" of talents. Among them, "recitation style" is mainly used, and the hosting style is similar and lacks individuality. There is no significant difference in the appearance and temperament of the hosts, and their core competitiveness is not strong. In the context of "Internet plus", traditional radio and new media have embarked on the road of specialization and refinement. Therefore, the broadcasting host should not only have a certain level of professional knowledge, but also have their own hosting style.

Broadcasting and hosting is a highly practical major. Under the background of "Internet plus", higher requirements are put forward for students' practical application ability. At present, many university teachers generally have a mindset of "valuing theory" and "neglecting practice", and "practice" often does not receive the attention it deserves. This leads to low professional abilities, weak innovative thinking and group awareness among students, and poor quality of work.

3.2 Optimization of Transformation and Reform Methods of Broadcasting and Hosting Education Specialty Based on Internet Plus

Internet plus education is a new teaching method that organically integrates network technology and teaching work, that is, it can enrich and expand teaching resources through network technology, improve teaching interaction methods, transcend the confines of space and time, and provide students with a broader learning platform. At present, the combination of internet technology and education has become a trend. Thus, investigating particular application tactics and channels can help to enhance the quality of instruction and offer direction to students in the modern day.

3.2.1 New Media Technology

The emergence of new technologies such as artificial intelligence, virtual reality, and augmented reality has greatly promoted the development of the broadcasting and hosting industry. At present, artificial intelligence technology is gradually being accepted by people. Through speech recognition, natural language processing, and artificial intelligence, content such as speech and text can be automatically generated, greatly improving the efficiency and accuracy of broadcasting and hosting. In addition, artificial intelligence also has great application prospects in broadcasting and hosting education. For example, using intelligent speech evaluation technology can accurately evaluate and provide feedback on students' pronunciation, intonation, etc., which helps students further improve their broadcasting and hosting skills. This article uses an artificial intelligence-based dynamic group strategy teaching optimization method to optimize and enhance the broadcasting and hosting education major.

3.2.2 Dynamic Group Strategy Teaching Optimization Algorithm

The dynamic group strategy teaching optimization algorithm has two parts, among which the directed acyclic graph is its algorithm structure [12]. The related variable is represented by each node in the graph, and the conditional independence of the dynamic group strategy teaching optimization method is shown by the connections between nodes. A set of probability values makes up the conditional probability table, which is the other component. Computable probability is the capacity to calculate any known joint probability given enough conditional probabilities. Figure 1 displays the dynamic group strategy teaching optimization algorithm.

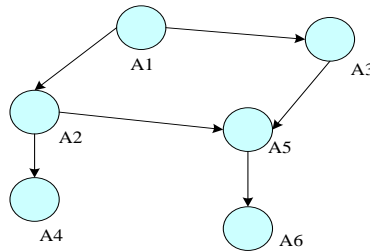


Figure 1: Optimizing algorithm through dynamic group strategy instruction

The six nodes that make up the dynamic group strategy teaching optimization method are depicted in Figure 1 as a sequence of conditional independence: each variable in the graph is independent of the uninherited nodes while the parent node's state is known. A qualitative framework of probability distribution is captured in Figure 1, which is useful for effective inference and decision-making. In addition to expressing simple structure distributions, the dynamic group strategy teaching optimization method may represent any probability distribution.

Vertex Z_m is assumed to have a parent node set of Q_{ai} , and each variable's $Q(Z_m|Q_{ai})$

conditional probability is Z_m . Consequently, the following formula can be used to determine the joint probability distribution of the vertex set $Z = \{z_1, z_2, K, z_j\}$:

$$Q(Z) = \prod_{m=1}^j Q(Z_m|Q_{ai}) \quad (1)$$

At this point, the dynamic group strategy teaching optimization algorithm's simplified joint probability formula is as follows:

$$Q(z_1, z_2, z_3, z_4, z_5, z_6) = Q(z_6|z_5)fQ(z_5|z_2, z_3)fQ(z_6|z_1, z_2) \cdot fQ(z_3|z_1)fQ(z_2|z_1)fQ(z_1) \quad (2)$$

When obtaining new evidence, the likelihood of each proposition should be fully tested, and the confidence level of each node can be defined as $D(z)$. At this point, it can be specified that:

$$D(z) = Q(Z = z_n|V) \quad (3)$$

By using Formula (2), the calculation of $D(z)$ can be greatly simplified. At this point, the teaching mode of internet-based broadcasting and hosting education is shown in Figure 2:

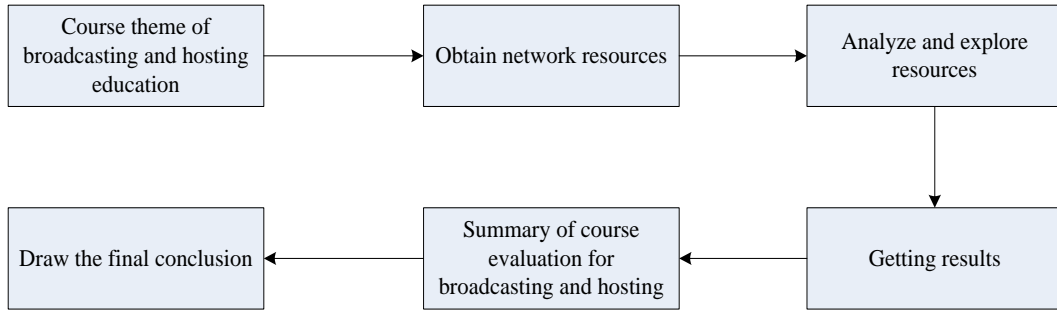


Figure 2: Internet-based teaching mode for broadcasting and hosting education majors

3.3 Transformation and Reform Strategy of Broadcasting and Hosting Education Specialty Based on Internet Plus

First, in the "Internet plus" era, it is essential to incorporate Internet thinking into course curriculum in order to enhance students' media quality and support the growth of broadcasting and hosting education. Firstly, it is necessary to increase the proportion of internships in the teaching content and assess students in the form of formal broadcasts. The latest program theme is chosen to encourage students to practice firsthand. Recorded programs mainly train students in skills such as searching for information, planning programs, recording, and editing. Live streaming is used to exercise students' adaptability and control of the scene. Adding these practical projects to the teaching of broadcasting and hosting education is beneficial for cultivating students' practical abilities.

Secondly, talent training methods are transformed to promote the diversified and personalized development of college students. In the internet environment, the hosting methods of broadcasters and hosts should be more closely related to the lives of the audience. This requires a transformation of traditional educational methods to achieve students' diversified and personalized development. It is necessary to change the serious form of broadcasting in the past and adopt personalized language expressions. Through online platforms and online and offline interactions, the program is closer to the audience. In teaching, emphasis should be placed on the use of new media and the internet to enhance their communication skills. At the same time, it is also necessary to find a connection between personal communication and mass communication. In teaching, students' preferences for the audience are trained to determine the topic of the program based on current hot topics, thereby attracting the audience more quickly.

Thirdly, online platforms are utilized to reform teaching methods and improve diversified evaluation systems. Utilizing online platforms for teaching reform is beneficial for improving teaching effectiveness. The camera and recording functions of mobile phones can be used to record the teaching content in class, and information can also be shared through online platforms to enhance communication between students. Mobile terminals are used to record and edit videos for the convenience of students' creativity, while also training students' ability to host using online platforms.

4. Demonstration of Transformation and Reform of Broadcasting and Hosting Education from the Perspective of "Internet Plus"

4.1 Experimental Design and Data Sources

After analyzing the methods and strategies of the transformation and reform of broadcasting and hosting education from the perspective of "Internet plus", it is necessary to verify the effect of the Internet on the transformation and reform of broadcasting and hosting education through practical tests. Therefore, this article selects two classes of students in the second year of the local university's broadcasting and hosting major, Class 1 and Class 2, as experimental research subjects. Class 1 uses the internet method used in this article, while Class 2 uses traditional methods. Both classes have 45 students. After comparing the oral expression ability, voice shaping ability, and satisfaction of the two classes of students using different methods for professional transformation and reform, relevant conclusions are drawn.

4.2 Results

4.2.1 Score Results of Oral Expression and Voice Shaping Ability

Oral expression ability and voice shaping ability are important indicators for measuring the overall ability of students majoring in broadcasting and hosting education, as well as important standards for evaluating the effectiveness of transformation and reform. This article uses a scoring method to evaluate students' oral expression ability and voice shaping ability, and calculates the score results of eight tests conducted by two classes of students, as shown in Figure 3.

From Figures 3 (A) and 3 (B), it can be seen that in the first test, the average score of oral expression ability and voice shaping ability of Class 1 students is 85.2 and 86.7 respectively; the average score of oral expression ability and voice shaping ability for Class 2 students in the first test is 75.2 and 76.2, respectively. In the fourth test, the average score of students' oral expression ability in Class 1 is 85.8, and the average score of their voice shaping ability is 87.9; the average score for oral expression ability and voice shaping ability of Class 2 students in the fourth test is 76.9 and 77.2, respectively. In the 8th test, the average score of oral expression ability and voice shaping ability of Class 1 students is 89.5 and 88.5 respectively; the average score of students in Class 2 on the 8th test for oral expression ability is 78.4, and the average score for voice shaping ability is 77.8. From it, it can be seen that in each department test, the average scores of students in Class 1 in terms of oral expression ability and voice shaping ability are higher than those in Class 2. This indicates that using internet methods can better promote the transformation and reform of broadcasting and hosting education majors, thereby improving students' oral expression ability and voice shaping ability, and promoting the expansion of students' professional abilities.

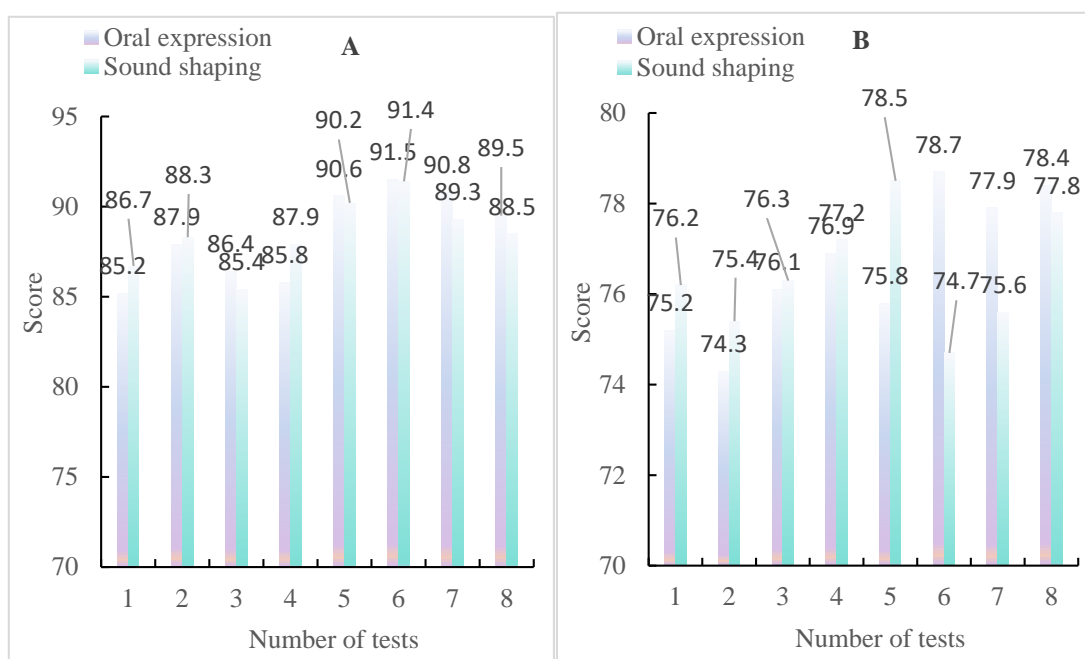


Figure 3 (A): Score results of 8 tests for students in Class 1 who underwent transformation and reform using internet methods;

Figure 3 (B): Score results of 8 tests for students in Class 2 who underwent transformation and reform using traditional methods.

Figure 3: Score results of 8 tests for students in two classes

4.2.2 Satisfaction Results

In addition to testing students' oral expression and voice shaping abilities, this article also counts the satisfaction of two classes of students with the teaching mode of broadcasting and hosting education after the transformation and reform. The results are shown in Table 1:

Table 1: Satisfaction status

Serial number	Class 1 satisfaction level	Number of people	Proportion(%)
1	Satisfaction	38	84.44%
2	Commonly	5	11.11%
3	Dissatisfied	2	4.45%
Serial number	Class 2 satisfaction level	Number of people	Proportion(%)
4	Satisfaction	25	55.56%
5	Commonly	15	33.33%
6	Dissatisfied	5	11.11%

In Class 1, 84.44% of students are satisfied with the teaching mode of broadcasting and hosting education after the transformation and reform, compared to 4.45% who are not, as shown in Table 1. In Class 2, the percentage of students who are satisfied with the teaching mode of broadcasting and hosting education after the transformation and reform is 55.56%, compared to 11.11% who are not. It is evident that Class 1 pupils are generally more satisfied than Class 2 students with the broadcasting and hosting of education as a teaching method following the transformation and reform. This indicates that using internet methods for education professional transformation and upgrading can significantly improve students' satisfaction, promote students' interest in learning, and have practical application value.

5. Conclusions

Opportunities for change and improvement have also been brought about by the Internet's current development and the ongoing expansion of new media technology's application scope. One such opportunity is the broadcasting and hosting education major. There is an immediate need to find a solution for how to support the growth of broadcasting and hosting education in the new setting. The research theme of this paper is the transformation and reform of broadcasting and hosting education from the perspective of "Internet plus". Firstly, the research background and significance of this article were introduced. Then, the advantages and disadvantages of previous scholars' research were analyzed, and the development of broadcasting and hosting education was elaborated. Subsequently, artificial intelligence under the Internet was combined to transform and reform the education profession, and its transformation and reform strategies were further explored. Finally, the effectiveness of internet methods in the transformation and upgrading of education majors was verified. The research results showed that using internet methods to transform and reform broadcasting and hosting majors can significantly improve students' oral expression and voice shaping abilities, enhance their professional level, and enable their professional abilities to better adapt to the needs of the current era. At the same time, this method can also improve students' satisfaction with teaching models, increase learning interest, promote better learning, and have good application prospects. However, there are also some shortcomings in this study. Due to the limitations of actual conditions, the experimental samples selected in this study are relatively small, and there is less research on students' language expression ability. This may have a certain impact on the research results, and further research is needed in the future.

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