

A Study on the Cultivation of Students' Creative Ability in Journalism and Communication Teaching

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Abstract: With the rapid changes in society and the rapid dissemination of information, the journalism and communication industry is facing unprecedented challenges and opportunities. Students need to be equipped with innovative thinking and problem-solving skills to adapt to this rapidly changing industry. However, traditional teaching methods are often dominated by inculcating knowledge and single answers, and lack the practice of cultivating students' innovative ability. Therefore, teachers should adopt some innovative teaching methods to stimulate students' creativity and innovative thinking. The methods of cultivating students' innovative ability in journalism and communication teaching include establishing a positive learning environment, guiding students to think independently and critically, utilizing technological means for interactive teaching, introducing case studies and teamwork projects, and developing a scientific assessment system. Based on this, this article studies the cultivation of students' innovative ability in journalism and communication teaching for reference.

Keywords: journalism and communication teaching; students' innovative ability; cultivation methods

1. Introduction

Creative ability is especially important for journalism and communication students because the profession is in a constant state of change and development. The methods of cultivating students' innovative ability in journalism and communication teaching include establishing a positive learning environment, encouraging students to express their own opinions and ideas, guiding students to think independently and critically, cultivating problem solving ability, utilizing technology to carry out interactive teaching, stimulating students' interest and creativity, introducing case studies and teamwork projects to exercise students' teamwork and collaboration ability, and developing a scientific assessment system that focuses on both the process and the results of students' innovation. Assessment system that focuses on both the creative process and the results of students, etc. Based on this, by introducing appropriate teaching methods and practical programs, teachers can help students develop innovative thinking, problem-solving skills, and a work attitude of excellence. [1]

2. Journalism and communication, the concepts related to the development of innovation ability of students

2.1 The importance of change and innovation in the news communication industry

With the rapid development of science and technology and the arrival of the information age, the news communication industry is experiencing great change and innovation. The traditional news model and industry are gradually losing their monopoly, and the rise of social media, mobile Internet and digital technology makes the news boundaries broken, and the ways and forms of information dissemination are constantly evolving. In this context, innovation has become the key to maintaining competitiveness and adapting to market demand in the news dissemination industry. Changes and innovations in the industry have brought great opportunities and challenges to news dissemination, and traditional media are being impacted by the Internet and social media, and the emergence of new technologies and platforms has changed the way of information acquisition and dissemination. This means that traditional news organizations and practitioners need to transform and adapt to the new situation, study new technological tools and methods, and continue to innovate communication methods and content forms in order to attract and retain audiences.

The importance of the ability to innovate in the news communication industry cannot be overstated. In the face of fierce competition and fast-changing market demand, news practitioners need to have

keen insight and innovative thinking to better meet the needs of audiences. The ability to innovate enables journalists to expand the field of information dissemination, develop new forms of content and interaction, and realize in-depth reporting and multi-dimensional viewpoint presentation, thus winning the attention and recognition of students. The ability to innovate also helps journalists to cope with many challenges in the profession. For example, the proliferation of fake news and distortion of information requires journalists to employ innovative strategies and technological tools to provide truthful, accurate and objective news coverage. And with the help of innovative technological tools and solutions, the news industry can also better respond to social hotspots and public concerns, and promote social progress and public opinion guidance. Therefore, the ability to innovate can help practitioners update their way of thinking, expand the scope of their work, improve the presentation of content, and better adapt to and meet the needs of their audiences in an ever-changing environment. Only by maintaining the spirit of innovation and advancing with the times can we stand out and be invincible in the news communication industry. [2]

2.2 Meaning of students' creative ability

Student innovation ability refers to the ability and literacy of students to be creative in thinking, knowledge and skills. It contains multiple levels of connotation.

One of the student innovation ability includes the ability to think independently and critically. This means that students have the spirit of independent thinking and questioning, are able to propose new ideas and insights, challenge traditional concepts and existing frameworks, and are able to support and express their ideas through sound logic and evidence. Secondly student innovation also involves the ability to solve problems and face challenges. Innovation is achieved by solving real problems and responding to challenges. Students need to have creative problem-solving skills, be able to use their acquired knowledge and skills, combine them with practical experience to find innovative solutions, and be able to face difficulties and challenges positively and try new methods and approaches. Thirdly students' innovation ability also includes teamwork and communication ability. Innovation often requires sharing and cooperation with others, so students need to have the ability to work effectively with others, to play their own strengths in the team, and to utilize collective wisdom through collaborative work. At the same time, students also need to have good communication skills, be able to express their ideas and opinions clearly, and be able to understand and accept the opinions and feedback of others. Fourthly, student innovation ability also involves the ability to adapt to change and uncertainty. The current society is changing rapidly and all walks of life are facing uncertainty and risk, students need to have the ability to cope with such change and uncertainty, to be able to adjust and adapt to new environments and situations, and to have the courage and willingness to explore unknown territories and accept new challenges.

Therefore, students' innovation ability includes multiple aspects of independent thinking, critical thinking, problem solving, teamwork, communication skills, and adapting to change. Cultivating students' innovation ability can help them better adapt to challenges and changes in their future careers, and equip them with the ability to think and act innovatively, so as to stand out in a highly competitive society.

2.3 The value of students' innovation ability in journalism and communication work

The news and communication industry is in an era of rapid change, and innovation has become the key to meeting the challenges and growth of the industry. Student innovation ability enables students to keep abreast of new technologies and trends and to apply these new tools and methods creatively to provide more attractive and competitive news products and services.

First, student innovation skills help to improve the quality and creativity of news content. Innovative thinking and creativity are key to obtaining unique, insightful and impactful news stories and reports. Through the use of innovative ideas, formats and approaches, students are able to develop new story ideas and angles, transform complex issues and information into accessible and engaging content, and break out of conventional reporting frameworks to provide more diverse and interesting content.

Secondly, students' innovative ability can bring new business opportunities and profit models to the news and communication industry. With the rapid development of digital technology and social media, new business models and revenue streams are emerging. Student innovation ability enables students to capture these changes and opportunities, creatively propose new business models and strategies, and

bring new profit avenues and growth drivers to both traditional and new media.

Thirdly, student innovation ability also plays an important role in promoting social progress and guiding public opinion. News media play the roles of social watchdog and public opinion guide, while students' innovation ability enables students to think and present issues from different perspectives and provide comprehensive, objective and in-depth reports to promote social change, call for public attention, and promote social progress and development.

Therefore, student innovation ability has important value and significance in journalism and communication work. It enables students to adapt to changes in the industry, enhance journalistic quality and creativity, explore business opportunities, and promote social progress and public opinion guidance.

3. Problems in the cultivation of students' innovative ability in journalism and communication teaching

Traditional journalism and communication teaching often favors the teaching of theoretical knowledge and skills, ignoring the cultivation of students' innovative thinking and creativity, which leads to students focusing only on absorbing and memorizing the content of knowledge, lacking independent thinking and problem-solving ability, and being unable to flexibly apply what they have learned to innovation.

Teaching methods and evaluation systems have the problem of limiting the development of students' innovative ability. The traditional teaching mode mainly focuses on information transmission and knowledge assessment, which regards students' innovative ability as the result of passive acceptance and lacks the cultivation and evaluation of their innovative thinking and practical ability; in addition, too much attention is paid to students' test scores and standardized answers, which provides fewer chances and support for students' innovative exploration and failure.

The role change of journalism and communication teachers also faces certain dilemmas. Under the traditional education model, teachers often play the role of authority transmitters and knowledge explainers, and lack the opportunity to interact with students and stimulate their creative abilities. At the same time, teachers themselves may have limited knowledge of emerging technologies and news industry patterns, resulting in a disconnect between teaching content and industry needs.

Students face disciplinary barriers and a nurturing environment that also limits the development of their creative abilities. Journalism and communication involves a number of disciplinary fields, which requires students to have interdisciplinary thinking and comprehensive ability, but in reality, the disciplinary division is obvious and the learning pattern is fragmented, which makes it difficult to cultivate the innovative ability of multidisciplinary intersection.

Therefore, there are some problems in journalism and communication teaching to cultivate students' innovative ability, including the lack of cultivation of innovative thinking and creativity, the limitations of teaching methodology and evaluation system, the dilemma of changing the role of teachers, as well as the limitations of disciplinary barriers and cultivation environment.

4. Methods of Cultivating Students' Creative Ability in Journalism and Communication Teaching

4.1 Establish a positive learning environment and encourage students to express their views and ideas

Teachers can set up open discussion sessions to give students the opportunity to ask questions and share their opinions. This can be achieved through group discussions, role-playing, debates, etc., to stimulate students' active thinking and cultivate their dialectical thinking and expression ability. Teachers should act as a guide, constantly pursuing and guiding students to think deeply, discovering the essence of the problem and pushing the discussion to a deeper level.

Teachers can also encourage students to carry out independent research and exploration to cultivate their active learning ability. Students can choose topics or areas of interest, conduct independent research and present the results. Teachers can provide guidance and resource support so that students can experience the joy of independent learning and discovery, and learn to organize and express their findings.

Teachers should also give students positive feedback and guidance to encourage continued engagement and deeper thinking. Teachers' feedback should focus on recognizing students' efforts and innovative thinking, and encouraging them to dig further into the depth of the problem and put forward new ideas. At the same time, teachers can also give constructive guidance and encouragement to students' shortcomings, helping them to continuously improve and surpass their own abilities.

Therefore, teachers can create a positive learning environment that stimulates students' interest in learning and creativity. This encouraging and supportive atmosphere can stimulate students' self-confidence and learning motivation, make students dare to express their own views and opinions, and gradually develop independent thinking, innovative thinking and problem-solving ability. [3]

4.2 Guiding students to think independently and critically to develop problem-solving ability

Students should be guided to independent thinking and critical thinking, which is to cultivate students' ability to actively discover problems, raise questions and solve problems by stimulating their curiosity and desire to explore. Teachers can utilize heuristic teaching methods to encourage students to think independently about problems. Teachers can ask challenging and thought-provoking questions to encourage students to explore and find answers on their own. Teachers can also guide students to think about problems from different perspectives and provide relevant resources and information to stimulate students' interest and curiosity. Teachers can promote critical thinking and help students analyze and evaluate ideas and information. By teaching skills such as logical thinking, argumentation and verification methods, teachers can enable students to learn to distinguish the truthfulness and reliability of information, and to develop their ability to assess information rationally. At the same time, teachers should guide students to engage in critical thinking and discussion around issues to promote rational thinking and to make reasoned decisions from different perspectives and interests. When students are encouraged to think critically, they also need to be provided with an environment where opinions are freely expressed and respected. Teachers should encourage students to actively participate in classroom discussions and interactions and to respect students' views and positions. Teachers can also provide specific problem-solving tasks that allow students to work independently or collaboratively to solve real-world problems, from which they can develop their problem-solving and creative skills. As a result, teachers can effectively develop independent thinking and critical thinking and improve students' problem-solving skills.

4.3 Utilizing technological means to implement interactive teaching to stimulate students' interest and creativity

In order to stimulate students' interest and creativity, teachers can use technology to implement interactive teaching. Through innovative teaching methods and interactive tools, a diverse and personalized learning environment can be provided to stimulate students' active participation and active learning. Teachers can utilize technological tools such as online discussion platforms, social media and virtual collaboration tools to facilitate interaction and communication among students. These tools can break the geographical constraints of the traditional classroom and provide students with more opportunities to present and share their views. By engaging in discussions, sharing resources and giving feedback on these platforms, students can actively participate in learning and explore and innovate with their peers. At the same time, teachers can also utilize technical means such as multimedia and virtual reality to create rich and diverse learning experiences and stimulate students' creativity. For example, through the use of multimedia elements such as images, audio and video, teachers can design engaging classroom content to make students more engaged and focused on learning. In addition, using virtual reality technology, teachers can create immersive learning environments that allow students to experience and explore knowledge in an immersive way, further stimulating their creativity and imagination. At the same time, teachers can also utilize technological tools such as online games and simulation practices to develop students' creativity and problem-solving skills. By designing challenging and cooperative games, students can engage in activities such as role-playing, puzzle solving and simulation scenarios to exercise logical and creative thinking and improve their problem-solving skills in practice. Tools such as virtual labs can also be used to allow students to explore and practice scientific principles on their own, stimulating their interest in science and creative thinking. So through a variety of interactive tools and innovative teaching methods, teachers can break the limitations of the traditional classroom, provide a rich learning experience, and stimulate students' active participation and active learning, which not only improves students' learning effect, but also develops students' ability in problem solving and innovative thinking, and lays a solid foundation for

students' future development.

4.4 Introduce case studies and teamwork projects to exercise students' teamwork and collaboration skills

To exercise students' teamwork and collaboration skills, case studies and teamwork projects can be introduced. Through these activities, students will have the opportunity to work together in groups to solve real-world problems and develop teamwork and collaboration skills through cooperation.

Teachers can introduce case study activities so that students can discuss and analyze in-depth cases in groups. Students can think about the problem from different perspectives, propose solutions, and communicate and interact. This kind of case study activity can develop students' critical thinking and problem solving skills, and also promote their cooperation and collaboration skills. In a group, students need to give full play to their expertise and strengths, complementing and supporting each other to achieve the goal of solving problems together. Teachers can also design teamwork projects in which students work in teams to accomplish a specific task or project. Such a project could be a mock news report, planning an event, producing a multimedia work, etc. In this process, students need to divide up the work, coordinate and communicate, and work together to solve the problem and achieve the intended goal. Through such teamwork projects, students can practice their teamwork skills, learn to listen to others, communicate effectively and make cooperative decisions, promote and support each other in the team, and form a synergistic force. Teachers can also provide some organizational guidance and training to help students develop good teamwork and collaboration skills. This includes guidance on team role assignment, goal setting, task breakdown and rules of cooperation. By developing students' teamwork awareness, communication skills and problem-solving abilities, teachers can help students overcome challenges in teamwork and improve overall team performance. Introducing case studies and teamwork projects can effectively exercise students' teamwork and collaboration skills. Through group discussions and teamwork, students will learn to cooperate with others, communicate effectively, solve problems together, and develop the power of cooperation in the process of solving practical problems. [4]

4.5 Develop a scientific assessment system that focuses on students' innovation process as well as results

Teachers can use the method of observing and recording students' innovation process for qualitative assessment. Teachers can observe students' performance in solving problems, carrying out practical projects or participating in teamwork, and record students' way of thinking, initiative, communication and cooperation skills. Such qualitative assessments can help teachers understand how students think and behave during the innovation process, including their ability to explore problems, propose new ideas, receive feedback, and make improvements.

Teachers can use quantitative assessment methods to measure the quality of students' innovation outcomes. For example, through students' project reports, work presentations, and competition results, teachers can assess students' level of creativity, problem-solving ability, and the actual effects of their innovation results. Quantitative assessment can be realized by setting scoring criteria and using assessment tools and scales to measure the quality of innovation results more objectively. Teachers can also introduce peer review and peer evaluation methods to assess students' innovative abilities. By allowing other students or professionals to review and evaluate students' innovative projects, feedback and opinions from different perspectives can be obtained to provide a multi-dimensional assessment of students' innovative ability. Peer review and peer evaluation help to encourage cooperation and learning among students and improve the quality of innovative results. Teachers should provide feedback to students on the assessment process and results to help them understand their innovative abilities and provide suggestions and guidance for improvement. Through timely feedback, students can recognize their strengths and room for improvement, and develop a sense of continuous improvement and motivation. And teachers can also work with students to make development plans and goals to help students continuously improve their innovative ability. Therefore, teachers can adopt qualitative and quantitative assessment methods, focus on students' innovation process and results, and introduce methods such as peer review and peer evaluation to help students develop their innovation ability in multiple dimensions, and through timely feedback and guidance, students can realize their own strengths and weaknesses, and continue to improve their innovation ability to achieve personal and professional growth.

5. Conclusion

In conclusion, cultivating students' innovative ability is of great significance to journalism and communication education. By introducing case studies, stimulating creative thinking and participating in practical projects, teachers can help students develop their innovative ability and better adapt to the changes and development of the new communication industry. At the same time, teachers should provide the necessary guidance and support to encourage students to explore and experiment deeply in order to realize personal growth and career planning and promote the healthy development of the industry.

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