

Broadcast Hosting Art Education Reform in the Era of Media Convergence: Transition from Traditional Host Training to Social Media Broadcaster Skills

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Abstract: With the advent of the media convergence era, traditional radio and television broadcasting and hosting arts face challenges from social media platforms. As an emerging profession, social media broadcasters have rapidly risen, influencing the expression style and career positioning of traditional hosts. Against this background, the educational reform of broadcasting and hosting arts in colleges and universities is imperative. This paper analyses the transformation cases of broadcasting and hosting arts majors in the context of media convergence, exploring how to integrate the professional skills of social media broadcasters into curriculum teaching to enhance students' adaptability and career competitiveness in a multi-platform environment. By comparing the differences between traditional host training and social media broadcaster skills, this paper proposes specific paths for educational reform, providing references for future talent cultivation.

Keywords: Media Convergence; Broadcasting and Hosting Arts; Social Media Broadcaster; Teaching Reform; Career Competitiveness

1. Introduction

With the rapid development of information technology, the media landscape has undergone profound changes, with traditional radio and television media gradually being challenged by diversified social media platforms. In recent years, social media broadcasters have become a highly regarded emerging profession, especially driven by short video and live streaming platforms, with internet celebrity culture gaining widespread dissemination and recognition. This emerging profession has impacted traditional broadcasting and hosting arts, particularly influencing career positioning, expression methods, and skill requirements. Currently, broadcasting and hosting arts education mainly focuses on the radio and television industry, emphasizing language expression ability, image shaping, and the standardization of information delivery ^[1]. However, the skills required for social media broadcasters differ significantly from those of traditional hosts, placing more emphasis on personalized expression, interactive abilities, and content creativity. Therefore, in the context of media convergence, broadcasting and hosting arts education needs to reform existing curriculum systems and teaching models to meet the demands of this emerging profession of social media broadcasters. Through case analysis, this paper explores how to effectively integrate social media broadcaster skills into the teaching of broadcasting and hosting arts majors.

2. Background of the Study

In the wake of rapid information technology development, the global media landscape has undergone profound changes, with traditional radio and television media facing tremendous impact from social media platforms. Today, social media is no longer just a channel for information dissemination but has become an important platform for personal expression, social interaction, and content creation ^[2]. Particularly driven by short videos and live streaming, many social media influencers and streamers have emerged, quickly developing into a highly regarded emerging profession. This professional development has not only changed audience media consumption habits but has fundamentally affected the authority and unidirectional nature of traditional information dissemination. Traditional radio and television hosts gradually face new challenges in their role positioning and communication models, while personalized, decentralized social media influencers have become an important part of popular culture. This

transformation poses new requirements for the future development of broadcasting and hosting arts.

The rise of social media influencers and streamers has directly impacted traditional broadcasting and hosting arts, particularly in terms of professional positioning and skill requirements. Traditional radio and television hosts' core competencies include standardized language expression, proper image building, and authoritative information delivery, typically requiring systematic professional training to meet the high standards of broadcasting systems^[3]. However, social media hosts emphasize more personalized expression, real-time interaction capabilities with audiences, and creative content that can attract viewers in short periods. Social media influencers narrow the distance with their audience through distinctive expression styles and frequent interaction, reflecting the trend of decentralized communication. Therefore, if traditional broadcasting and hosting arts wish to maintain competitiveness in the new media environment, they must re-examine their professional positioning and integrate emerging skills into traditional education to adapt to new media requirements.

Currently, broadcasting and hosting arts education primarily focuses on the radio and television industry, with teaching content concentrated on language expression ability, standardized image building, content structure rigor, and information delivery standards. However, with the rise of social media hosts, this traditional education system faces a disconnect between curriculum content and actual career demands. On social media platforms, hosts need strong content creativity and flexible language expression abilities, along with the ability to respond promptly to audience feedback and participation needs. Additionally, hosts need to master various skills including content planning, short video shooting, and editing. Therefore, the broadcasting and hosting arts education system needs continuous adjustment and innovation to help students master the diverse skills needed for the emerging profession of social media hosting.

3. Main Content

3.1. Characteristics and Limitations of Traditional Host Training

Traditional broadcasting and hosting arts education has always held an important position in mainstream media such as radio and television, with the goal of cultivating professional hosts who can deliver information to audiences in a standardized and authoritative manner^[4]. In the early media environment, which was primarily one-way communication, hosts served as authoritative information transmitters and were one of the main channels through which the public obtained information. Under this model, a host's responsibility was not simply reading scripts, but delivering credible information to audiences through stable tone, accurate expression, and composed demeanor. This role positioning shaped the professional and authoritative image of traditional hosts.

In traditional host training, language expression ability is one of the primary training contents. Students receive rigorous standard Mandarin pronunciation training at school, requiring standard and clear pronunciation, while striving for natural and fluent expression techniques. The courses also include how to enhance information transmission effects through changes in speech speed and tone to achieve the purpose of audience understanding and retention. Although these techniques help hosts deliver serious and authoritative information on a single platform, traditional expression methods may appear rigid and lack appeal when facing audiences who pursue more personalized needs.

Additionally, image and demeanor management is one of the core contents of traditional host training. Students need to strictly shape their professional image during training, including dressing formally and maintaining composed demeanor, to meet traditional media's requirements for high credibility of hosts. This image shaping has played a role in enhancing hosts' professionalism and audience trust. However, as audience requirements for host image shift from serious to more personalized and approachable, traditional image management methods have certain limitations in adapting to emerging media needs.

Traditional broadcasting and hosting arts courses also emphasize information delivery and content organization abilities, requiring hosts to deliver information clearly and accurately while avoiding the addition of personal emotions. Content often focuses on serious topics such as news and education, with students learning how to maintain neutrality and impartiality in content. This one-way information delivery model is effective in radio and television but appears rigid in highly interactive new media environments, making it difficult to maintain continuous audience attention.

Overall, traditional hosting arts education emphasizes authoritative image, standardized language, and neutral expression. While it has cultivated hosts with highly professional capabilities, it lacks

flexibility in developing diverse expression and interaction skills. In the social media era, audiences expect to see more life-like and personalized hosting styles, which traditional education models struggle to fully meet. Therefore, facing the new media environment, traditional host education methods urgently need adaptive reform and innovation.

3.2. Characteristics of Social Media Broadcaster Skills

Unlike traditional hosts, social media broadcasters are primarily characterized by their distinctive personalized expression. Audience interest has gradually shifted from information delivery to appreciation of hosts' personalities and styles [5]. Therefore, social media broadcasters often combine personal strengths and interests to create unique personal brands, making themselves stand out among numerous broadcasters. This trend has promoted the diversification of content forms; thus, meeting audience demands for novel and interesting content.

Another characteristic of personalized expression is free and flexible expression methods. Social media broadcasters' speech is no longer limited to standardized language norms but adopts life-like language according to their style, accompanied by vivid expressions and body movements. Through this approach, broadcasters can more easily close the distance with audiences, making the viewing experience more engaging. This free expression method forms a sharp contrast with traditional hosts' rigorous, standardized expression, highlighting the openness and diversity of social media.

Interactive ability is a core skill for social media broadcasters. Unlike traditional media hosts' one-way information delivery, social media gives audiences the right to participate in real-time. Broadcasters can interact with audiences through live streaming or comment sections, answering their questions and responding to their comments. Audiences directly participate in programs through likes, comments, and shares, becoming "collaborators" in content production. This real-time interaction not only increases program content appeal but also enhances audience stickiness, turning them into loyal fans.

Multi-platform adaptation ability is an important factor for social media broadcasters' success. In today's media ecology, a broadcaster typically needs to adapt to multiple platforms' characteristics, produce content on different platforms, and utilize each platform's advantages for distribution. For example, short video platforms are suitable for presenting light, entertaining content, while live streaming platforms are suitable for deep interaction and fan maintenance. Social media broadcasters need to flexibly switch between different platforms, adapting to each platform's communication logic to ensure content distribution effectiveness.

Therefore, compared to traditional hosts, social media broadcasters need not only content creativity and personalized expression but also strong interactive abilities and cross-platform operational flexibility. Cultivating these skills helps broadcasters attract audiences, enhance content distribution power, and enables them to stand out in fierce competition and win audience attention and support.

3.3. The Necessity of Educational Reform

Against the background of current media convergence and emerging communication technologies, traditional broadcasting and hosting arts education faces the necessity of reform. With the rapid rise of social media formats such as short videos and live streaming, audience media habits are gradually shifting towards fragmentation, personalization, and interactivity [6]. The rapid emergence of internet celebrity broadcasters has profoundly influenced the traditional media ecosystem. Social media hosts have gained widespread attention through their flexible expression, strong interactivity, and creative content, becoming a mainstream form of communication. In comparison, traditional radio and television hosts' professional characteristics mainly focus on authority and standardization, emphasizing one-way information delivery. To keep broadcasting and hosting arts education in pace with media development, the teaching system needs to be adjusted to cultivate diverse talents that adapt to new media requirements.

First, traditional broadcasting and hosting education's curriculum focuses too much on standardized expression in radio and television, with relatively singular content that struggles to meet the diverse skill requirements of emerging professions. Traditional broadcasters primarily receive standardized training in language expression, image management, and vocal techniques in their education, which are indeed essential skills in the radio and television system but appear limited in the social media hosting field. In today's social media environment, audiences focus not only on content quality but also pursue personalization and innovation. Therefore, the curriculum system needs to expand to content creativity, audience interaction, short video shooting and editing, to better meet the diverse demands for hosts in

social media environments.

Secondly, the necessity of educational reform lies in cultivating students' cross-platform adaptability. On social media platforms, the interaction between hosts and audiences is more flexible and improvisational, while traditional host education emphasizes programmed and formulaic expression, which is difficult to fully apply in new media platforms. Social media hosts often need to improvise in live streaming rooms, interact with audiences, and respond to immediate feedback. This unstructured communication style presents new challenges to traditional hosts' improvisational abilities. Reformed education should place more emphasis on practical operation and interactive skills training, enabling students to have good adaptability and improvisational expression abilities when facing new media environments, capable of handling cross-platform, multi-channel communication demands.

Third, in the new media environment, audience participation and interaction demands have significantly increased; therefore, traditional education needs to help students develop "audience awareness." Unlike radio and television, social media communication is bidirectional, with audiences playing a more active role in content creation. Traditional broadcasting and hosting arts majors mainly focus on how to deliver information to audiences rather than audience engagement and feedback. Therefore, when reforming the educational system, emphasis should be placed on cultivating students' keen insight into audience needs. Through interactive exercises, live streaming simulations, and real-time feedback teaching methods, students can better understand and adapt to audience needs, enhancing their interactivity and appeal in new media environments.

Fourth, against the backdrop of rapid information technology development, social media platforms have become core channels for diversified communication. Traditional broadcasters can only adapt to this transformation by mastering technical applications. Currently, short video production, live streaming editing, and AI tool applications have become indispensable skills in social media hosting careers. Therefore, educational reform needs to incorporate new media technology applications into the curriculum to enhance students' technical adaptability. By introducing practical courses such as short video shooting, content editing, and live streaming operations, students can learn and master these emerging skills through practice, laying a foundation for future multi-platform development.

Finally, the reform of broadcasting and hosting arts education should also emphasize developing students' creative abilities to address social media's personalization needs. In traditional broadcasting and hosting education, content creation often follows predetermined forms, with limited training in content creativity. However, internet celebrity hosts' core competitiveness often comes from their unique creative expression, enabling them to stand out among numerous content creators and attract audience attention. Therefore, the educational system should increase investment in content innovation and personalized expression, encouraging students to explore different content forms, stimulating their creative potential, enabling them to create unique personal styles based on social media characteristics, thus enhancing their future competitiveness in the new media field.

In conclusion, educational reform in broadcasting and hosting arts is imperative in the era of media convergence. This reform is not only an urgent response to changes in the media environment but also a necessary path to cultivating high-quality talents that meet new media environment requirements. Through comprehensive upgrades in curriculum design, cross-platform adaptability, audience awareness, technical applications, and creative abilities, broadcasting and hosting arts education can better support students in meeting the challenges of emerging social media hosting careers, laying a solid foundation for future media convergence and cultural communication.

3.4. Integration Paths for Educational Reform

3.4.1. Introduction and Expansion of Personalized Expression

In the era of media convergence, the education of traditional broadcasting and hosting arts is facing the challenge of innovation, and personalized expression has become an important requirement for adapting to the new media environment^[7]. In the past, broadcasting and hosting courses paid more attention to standardized expression, and students needed to master standard Mandarin pronunciation, formal language style, and rigorous expression to ensure an authoritative image on radio and television. However, with social media gradually becoming the main channel for information dissemination, the audience tends to prefer a more natural and life-like language style, and the interaction with personalized expression has increased significantly. This change has led to a re-examination of traditional courses, that is, how to guide students to demonstrate richer personal characteristics and expression styles while maintaining professionalism.

To effectively introduce personalized expression, the course design can be centered around the students' personal strengths, and personalized expression can be incorporated as a core module in professional training. For example, adding a "personal brand building" module in the classroom can help students explore their unique interests and strengths, and encourage them to integrate these characteristics into their expression. By showcasing their hobbies or areas of expertise, students can gradually form a unique personal style, which not only meets the social media platform's demand for personalization, but also lays the foundation for their future content creation. At the same time, this training can help students create differentiated content in the highly competitive self-media environment, thereby attracting a wider audience.

Under the guidance of personalized expression, the cultivation of language expression flexibility is crucial. Courses can use scenario-based training and diverse situational simulations to enhance students' adaptability, helping them flexibly adjust their language style in different situations. For example, the classroom simulation session can guide students to choose appropriate language styles when faced with news events, entertainment interviews, or life stories, thereby improving their ability to control language styles. This targeted training allows students to be more adept at dealing with diverse audiences, thereby demonstrating the personalized characteristics favored by social media audiences in their expression.

In addition, personalized image management is also an important aspect of realizing personalized expression. Audiences on social media platforms prefer anchors with approachable and sincere images and expect to see real and vivid expressions on the screen. Therefore, the curriculum can introduce an "image management" module to help students perfect the personalized style of visual presentation in addition to the personalization of language expression. For example, encouraging students to maintain a natural image in front of the camera, and even appropriately display a life-like state, can enhance the audience's sense of intimacy. This training helps students establish the image that the audience loves while maintaining professional quality.

Through the systematic training of personalized expression and image management, the traditional education system of broadcasting and hosting arts can more flexibly respond to the requirements of new media. Personalized expression not only meets the audience's preference for natural communication, but also allows students to confidently showcase their characteristics and diverse personal styles in their future careers. Overall, this teaching design that integrates personalized expression lays a solid foundation for students' professional development and enables them to be more competitive in the future self-media environment.

3.4.2. Cultivation of Interactive Abilities and Audience Communication Strategies

Interactive ability plays a key role in the training of social media hosts. Hosts in traditional media usually appear as one-way information providers, with limited and low-timeliness audience feedback, while in scenarios such as social media live streaming, audience participation has significantly increased, and real-time interaction has become an important part of the audience experience. To meet this demand, interactive ability needs to be a core content in broadcasting and hosting arts education, guiding students to achieve effective communication through interaction. Through classroom simulation, let students experience real-time live streaming or interactive scenarios, and gradually cultivate their interactive skills in practice, which can enable students to respond calmly to the audience's immediate feedback.

In interactive training, you can set up live streaming simulations in different scenarios to help students experience diverse interactions with the audience. For example, teachers can design interactive sessions in the simulation process, using virtual audience's questions, likes, and bullet screens as instant feedback, to enhance students' responsiveness and communication skills. In this way, students gradually master the changes in audience preferences in actual battles and can adjust their expression methods according to real-time interactions, thereby enhancing the audience's participation and program effects to a greater extent. Compared with the traditional teaching mode of one-way expression, this multi-directional interactive training method not only enriches the classroom content, but also brings students closer to the actual working environment of social media.

In the process of improving interactive ability, emotional perception and response are also crucial training content. Faced with fluctuations in audience emotions, hosts need to respond flexibly, such as when the audience is emotionally excited or raises questions, appropriate response methods can not only defuse the tense situation, but also demonstrate the host's ability to control the overall situation. In the classroom, teachers can guide students to identify audience emotions and simulate response methods under different emotional states, such as using humor to relieve tension and using rationality to answer questions. This training allows students to be more at ease when dealing with complex audience demands, not only demonstrating their language expression ability, but also enhancing their comprehensive quality

in controlling the rhythm of live broadcasts.

In more advanced interactive training, teachers can simulate audiences of different age groups and cultural backgrounds, allowing students to experience multi-level scenario training. Faced with the needs of audiences with different backgrounds, students need to master the adjustment methods of language style and expression to adapt to the communication needs of diverse cultures. For example, when facing young audiences, students can use a more intimate and casual language, while when facing the elderly, they can choose a more rigorous expression. This hierarchical training helps students adapt to different audience demands and be able to handle the changing audience emotions and feedback in the real social media environment.

Overall, through the systematic cultivation of interactive ability and audience communication strategies, broadcasting and hosting arts education can provide students with more practical professional preparation in the era of social media. Interactive training enables students to flexibly respond to audience feedback and enhance their on-site responsiveness in the future, which is undoubtedly an important enhancement to their competitiveness in professional development.

3.4.3. Strengthening Multi-Platform Content Production and Dissemination Capabilities

In the diverse social media environment, hosts need cross-platform operational abilities to adapt to different platforms' distribution characteristics and user needs. This requires not only technical operational proficiency but also strategy adjustments in content style, time management, and audience interaction. Course settings can include "cross-platform content production" modules, allowing students to simulate content production on various platforms, mastering different platform characteristics and best practices. For example, short video platforms emphasize content creativity and visual impact, requiring students to capture audience attention in a short time; while live streaming platforms focus on interactivity and duration control. Through practical operation and feedback analysis, students can gradually master content adaptation techniques for different platforms and learn to effectively display their personality and style on each platform. This cross-platform training provides more possibilities for students' future career choices and lays a foundation for them to adapt to constantly changing media environments.

In actual teaching, combining various platform characteristics, students can complete multi-platform content publishing and data analysis projects in groups, further optimizing content through observing audience feedback. Teachers can guide students in observing content performance through data, cultivating their ability to improve content based on data. This comprehensive training from content creation to data analysis enables students to better meet the media industry's demand for multi-skilled compound talents in the future. Additionally, cross-platform operation includes managing fan relationships across different platforms. Different platforms' audiences have varying needs and interaction methods; students need to adapt to these differentiated needs through observation and learning. Through cross-platform fan relationship management course training, students can gradually accumulate experience in handling different audience groups, laying a solid foundation for future multi-platform content management in new media.

In the new media environment, hosts need not only basic language expression skills but also cross-disciplinary knowledge reserves to meet audiences' diverse content needs. The current media environment is no longer single-field hosting and communication but requires integrating knowledge from multiple fields such as entertainment, education, and technology into programs to increase information content and viewing appeal. Therefore, host training needs to add interdisciplinary courses to broaden students' knowledge and cultivate their multi-dimensional thinking abilities. For example, in news programs, hosts need to understand current affairs, economics, politics, and other topics to ask more professional questions when interviewing experts. In entertainment programs, hosts may need to understand psychology, sociology, and other aspects to better mobilize audience emotions. Therefore, basic training modules for different disciplinary knowledge can be designed in courses to help students establish cross-disciplinary knowledge frameworks, giving them broader vision in content creation.

Cultivating innovative thinking is also part of interdisciplinary courses. While learning different disciplinary knowledge, students can develop creative thinking through course designs such as brainstorming and interdisciplinary collaboration projects. For example, students can be organized to design content ideas based on learned knowledge and propose innovative program forms through team collaboration. Through interdisciplinary and cross-field learning, students can not only expand their knowledge breadth but also better stimulate creative thinking to adapt to the media industry's ever-changing innovation needs. This integration of interdisciplinary and innovative thinking not only helps students gain advantages in content creation but also helps them more flexibly respond to the changing

media environment in their future careers. This cultivation model breaks the limitations of traditional single disciplines, creating more possibilities for students' career development in the new media era.

3.4.4. Technical Skills and Data-Driven Analysis Capabilities

In the new media communication environment, technical skills and data analysis have become core competencies for broadcasters and content creators. With the popularization of short video and live streaming platforms, along with the advancement of artificial intelligence, virtual reality, and other technologies, content creators not only need to master basic shooting and editing skills but also possess data analysis capabilities to understand audience needs and optimize content strategies. Organically combining technical training with data analysis through integrated teaching design enables students to parallel technology and strategy in creation, enhancing their content's professionalism and influence.

First, technical skills such as photography, editing, and post-production are the foundation of high-quality content. Courses should include comprehensive skill training from equipment operation and lens language to video editing, enabling students to master the production process of short videos and live streaming. Furthermore, by integrating data analysis modules, students can understand in real-time which video elements are most popular with audiences, transforming analytical results into creative direction. Thus, technical learning is no longer merely tool operation, but comprehensive training combined with audience needs analysis, helping content creators more precisely meet audience preferences.

Second, with the application of artificial intelligence technology in content creation, such as automatic editing, personalized recommendations, and audience emotion recognition, teaching content can introduce basic AI technology operations and practical applications. By learning how to utilize AI to optimize content, students can improve work efficiency in the creative process and further release creative potential. Meanwhile, through data analysis, students can better understand how AI recommendation algorithms work, enabling their content to effectively increase user viewing duration and interaction rates. This training that incorporates emerging technologies will give students stronger competitive advantages in the future media environment.

Furthermore, incorporating data-driven feedback mechanisms into technical training can help students develop optimization thinking. Through data analysis tools, students can identify effective elements in content, such as segments with high views and interaction rates, thereby developing content optimization capabilities based on data feedback. Real-time data feedback enables students to continuously improve content strategies during practical operations, learning how to dynamically adjust content direction according to audience needs. This process not only improves content adaptability but also cultivates students' ability for independent analysis and innovation in their future careers.

Moreover, data-driven feedback mechanisms can support students in designing precise audience interaction strategies. In live streaming or video creation, by analyzing audience interaction data, students can understand audience preferences, needs, and behavioral patterns, transforming technical operations into effective means of audience interaction. In this process, technology is not only a tool for content production, but data analysis also provides strategic support for enhancing interaction, enabling students to learn in practice how to increase audience engagement and loyalty, further enhancing content attractiveness and influence.

Finally, the integration of technical skills and data analysis helps students form innovative communication concepts, enabling them to actively explore new paths combining technology and content strategy in their future work. This training model not only provides students with dual capability support but also allows them to respond more flexibly to industry changes against the background of media convergence. Driven by both technology and data, students will be better able to achieve a win-win situation of content professionalism and precision, laying a solid foundation for their future career development.

4. Conclusions

With the rapid development of new media technology, the traditional education of hosts can no longer fully adapt to the current industry needs. In the new media environment, the audience's demand for diversified and personalized hosts is increasingly high, and the traditional education model urgently needs to be reformed to cultivate professional talents that can adapt to the new media ecosystem. Future host education reform will extend from language expression and etiquette management to interactive ability, cross-platform adaptability, and cross-disciplinary knowledge, thereby cultivating compound hosts with knowledge and skills in multiple fields. This transformation will enable future hosts to not

only provide professional content in the new media environment, but also meet the interactive needs of the audience, adapt to the characteristics of different media such as short videos and live broadcasts, and thus be more competitive. This is not only a redefinition of the host's role, but also puts forward new teaching models and training objectives for educators.

One of the core aspects of future host education is to strengthen the training of practical operation and audience feedback. Traditional host education has focused more on the standardization of language and form, neglecting the dynamic interaction between the host and the audience. However, on new media platforms, hosts need to have strong interactive abilities and respond to audience needs in real-time. Therefore, the teaching model will be more focused on simulating real scenarios, allowing students to exercise their expression and feedback response capabilities in a simulated interactive environment. Through this continuous simulation training, students not only can accumulate experience in actual operations, but also face the feedback from the audience in the classroom, gradually improving their ability to respond. In addition, when guiding technical operation, teachers also need to emphasize the cultivation of content creativity, encouraging students to make personalized content based on different platforms and audience needs, so that they can accumulate more innovative experience and professional qualities before graduation.

In the future host education, the curriculum design will be more flexible, and the introduction of cross-disciplinary knowledge and the practical courses of multi-platform content production will become an important part. Different from the traditional curriculum, the future host training will integrate knowledge from disciplines such as psychology, communication, and marketing, allowing students to have a cross-field vision and capabilities. In addition, considering the complexity of the new media environment, the course design will include training in multi-platform content production, such as learning the algorithm rules, content characteristics, and user needs of major social platforms, cultivating students' ability to plan and produce content accordingly. Through this multi-level training of cross-disciplinary and cross-platform, students not only have solid professional skills, but also have a rich reserve of cross-field knowledge, enabling them to respond flexibly in the ever-changing media environment, create content that is more in line with audience needs, and form personalized styles and market competitiveness.

With the continuous popularization of artificial intelligence technology, host education also needs to emphasize the organic integration of technology and humanistic care. The application of AI technology has brought more creative tools to content production for hosts, but it also puts forward higher requirements for the technical literacy of hosts. Therefore, the future education model should introduce AI skill training, allowing students to master certain AI application knowledge, thereby improving the efficiency and quality of content production. At the same time, strengthen the education of humanistic literacy in the process of technology application, so that students can maintain sensitivity to social responsibility and audience needs while using new technologies for creation. Through the integration of technology and humanistic care, hosts can better understand the psychological needs of the audience and their social responsibilities and provide content with humanistic care while shaping their own brands. This educational reform not only enhances the overall quality of the host, but also lays a solid foundation for the sustainable development of their future careers.

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