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Research on the Education Path of Marxist Journalism Theory Course

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Abstract: In the context of the new era, the Marxist news view, as the core guiding ideology of news communication education, is of great significance for cultivating high-quality news communication talents with correct news ethics and professional ethics. This article adopts a research model of current situation, problems, and paths to conduct in-depth analysis of the education path of Marxist journalism courses, aiming to propose targeted improvement suggestions to enhance the effectiveness of curriculum education.

Keywords: Marxist News Perspective; Curriculum Education; Route.

1. Introduction

The Marxist view of journalism, as an important theoretical system in the field of news communication, plays an irreplaceable role in the cultivation of journalism students. However, in actual teaching, due to various reasons, the educational effect of the Marxist news theory course is not ideal. Therefore, it is necessary to conduct in-depth research on the curriculum education path to explore more effective education models.

2. The Current Situation of Education in Marxist Journalism Theory Course

(1) The richness and depth of teaching content

Currently, universities have formed a relatively rich and systematic system in the teaching content of Marxist journalism courses. The course not only covers the basic theories of the Marxist concept of journalism, such as the truth principle of journalism, class characteristics, party spirit requirements, etc., but also deeply discusses its historical development context. From Marx, Engels, Lenin to the journalism ideas of leaders of the CPC in all generations, it provides students with a comprehensive theoretical background. In addition, the course also emphasizes practical application, helping students understand the guiding significance of Marxist news theory in practical work by analyzing typical cases in domestic and foreign news practice.

However, despite the rich teaching content, there is still room for improvement in depth. Some courses are too general in theoretical explanation, lacking in-depth analysis and interpretation, which makes it difficult for students to truly understand and grasp the essence of Marxist news theory. At the same time, the explanation of historical development is sometimes too brief, failing to fully demonstrate the evolution and development of Marxist news theory in different historical periods, which affects students' understanding of its historical continuity.

(2) Innovation and Diversity of Teaching Methods

In terms of teaching methods, universities are also constantly exploring and innovating. Case teaching, as an effective teaching method, is widely used in the course of Marxist journalism. By selecting representative news cases and guiding students to analyze the issues of news perspectives, students' critical thinking and problem-solving abilities have been cultivated. In addition, practical teaching has gradually become an important component of the curriculum, such as organizing students to visit news organizations, participate in news reporting, etc., allowing students to experience and understand Marxist news views in practice.

However, innovation and diversity in teaching methods still face some challenges. On the one hand, some teachers are not proficient enough in mastering and applying new teaching methods, resulting in poor teaching effectiveness. On the other hand, due to limitations in resources and conditions, the scope and depth of practical teaching are limited, making it difficult to meet the needs of all students. In addition, some courses are still too traditional in teaching methods, lacking interactivity and interest, making it difficult to stimulate students' interest and enthusiasm for learning.

(3) Student understanding and mastery level

From the perspective of practical effects, students' understanding and mastery of Marxist news theory still need to be improved. Despite the rich course content and diverse teaching methods, some students still feel confused and confused when facing complex theoretical systems and practical cases. On the one hand, due to the abstract and profound nature of theoretical knowledge, some students find it difficult to connect it with real life; On the other hand, due to the lack of practical experience, students often find it difficult to apply their learned knowledge to analyze and solve practical problems.

In addition, students' learning attitude and motivation are also important factors that affect their understanding and mastery level. Some students lack sufficient attention and interest in the Marxist journalism course, resulting in poor learning outcomes. Meanwhile, due to the singularity of course assessment methods, some students often only focus on memorizing and memorizing exam content, while neglecting their in-depth understanding and application of course content.

In summary, current universities have achieved certain

results in educating students through Marxist journalism courses, but there are still some problems. In order to further enhance the effectiveness of curriculum education, it is necessary to continuously optimize teaching content, innovate teaching methods, strengthen practical teaching links, and improve the evaluation system. At the same time, it is also necessary to pay attention to students' learning attitudes and motivations, stimulate their interest and enthusiasm in learning, and promote their comprehensive development.

3. The Problems in the Education of Marxist Journalism Theory Course

(1) The teaching content is disconnected from reality

In the teaching practice of Marxist news theory course, the problem of the disconnect between teaching content and reality has become increasingly prominent, becoming a key bottleneck that restricts teaching effectiveness and enhances students' practical abilities. Part of the teaching content is overly theoretical, emphasizing the interpretation and exposition of the basic concepts, principles, and theories of Marxist journalism, but failing to fully integrate vivid and specific news practice cases, resulting in the teaching content appearing hollow and difficult to touch the actual needs of students.

This disconnect is not only reflected in the abstraction and obscurity of theoretical knowledge, but also in the difficulty for students to combine the theoretical knowledge they have learned with real-life news practice. Students often find it difficult to flexibly apply the Marxist news theory they have learned to analyze and judge complex news events, which affects their ability to solve practical problems.

（2）Single teaching method

In the teaching practice of Marxist news theory course, the singularity of teaching methods has become an important factor restricting the quality of teaching and students' interest in learning. Currently, despite the continuous updating of educational concepts and teaching methods, traditional teaching methods, especially the lecture method, still dominate. This method focuses on the teacher as the center and emphasizes one-way transmission of knowledge, neglecting the students' subject status and active participation in the learning process.

Although the lecture method can systematically impart knowledge, its lack of interactivity and interest often leads to a dull classroom atmosphere, making it difficult to stimulate students' learning interest and enthusiasm. In the process of passively receiving knowledge, students often lack space for thinking and exploration, making it difficult to form a deep understanding and application of knowledge.

（3）Insufficient practical experience

The lack of practical elements in the teaching process of Marxist journalism is an issue that cannot be ignored. Although theoretical teaching provides students with rich knowledge reserves, the lack of sufficient practical opportunities makes it difficult for students to transform the theoretical knowledge they have learned into practical abilities, which affects their future career development.

The shortcomings of the practical process are mainly reflected in two aspects. On the one hand, there is relatively little practical teaching in the curriculum, often only staying at simple case analysis or simulation operations after theoretical explanations, lacking real practical activities such as news gathering, editing, and reporting. This "talk on paper" teaching method is difficult for students to truly experience the complexity and challenges of news work, and cannot fully exercise their practical and problem-solving abilities; On the other hand, even if there is a practical teaching component in the curriculum, it is often difficult to ensure that every student has sufficient practical opportunities due to resource and condition limitations. Some students can only act as bystanders in practical teaching and cannot participate in it personally, resulting in their practical abilities not being effectively improved.

(4) The evaluation system is incomplete

A significant problem in the teaching evaluation system of Marxist journalism courses is that it places too much emphasis on the assessment of theoretical knowledge, while neglecting the comprehensive evaluation of students' practical and innovative abilities. This evaluation system often leads students to excessively pursue the improvement of theoretical scores in their studies, while neglecting the development of practical skills and innovation abilities, which in turn affects their future career competitiveness and innovation capabilities.

The existing evaluation system mostly takes the form of closed book exams or theoretical discussion questions, focusing on testing students' mastery and depth of understanding of theoretical knowledge. Although this evaluation method can to some extent reflect students' theoretical literacy, it is difficult to comprehensively measure students' practical and innovative abilities. During the preparation process, students often focus on memorizing and retelling theoretical knowledge, while neglecting the cultivation of the ability to apply theoretical knowledge to practice.

4. Exploration of the Education Path of Marxist Journalism Theory Course

In response to the above issues, this article proposes the following improvement suggestions to explore a more effective path for educating students in Marxist journalism courses:

（1）Optimize teaching content

The key to optimizing the teaching content of the Marxist news theory course lies in closely combining abstract theory with vivid practice, while keeping up with the pace of the times, introducing the latest research results and industry trends, to ensure that the teaching content is both targeted and practical, while maintaining timeliness and cutting-edge.

Firstly, combining the basic theory of Marxist news theory with practical news cases is an effective way to enhance the pertinence and practicality of teaching content. Teachers should carefully select representative and influential news events at home and abroad as case studies, and through in-depth analysis of the news perspectives behind these events, help students understand and master the core principles of Marxist news perspectives. This combination not only makes theoretical knowledge more vivid and easy to understand, but also cultivates students' ability to apply theory to guide practice in the learning process.

Secondly, introducing the latest research findings and industry trends is crucial for maintaining the timeliness and cutting-edge nature of teaching content. With the rapid development of media technology and the continuous changes in the social environment, the application scenarios

of Marxist news theory are also constantly expanding and deepening. Therefore, teachers should closely monitor the research progress in academia and the latest developments in the industry, timely integrate the latest research results, technological innovations, industry trends, etc. into teaching content, so that students can stand at the forefront of the times and grasp the pulse of the development of the news industry.

During the implementation process, teachers can also invite industry experts, scholars, and students to have face-to-face exchanges through organizing special lectures, seminars, and other forms, sharing their practical experience, research results, and industry insights, further broadening students' horizons, and stimulating their learning interest and exploratory spirit.

In short, optimizing the teaching content of the Marxist news theory course requires teachers to combine theory with practice, keep up with the pace of the times, and continuously introduce fresh blood to maintain the vitality and vigor of the course, laying a solid foundation for students' comprehensive development.

（2）Innovative teaching methods

In the teaching practice of Marxist news theory course, innovative teaching methods are the key to stimulating students' interest in learning and improving teaching quality. By introducing diversified teaching methods such as case-based teaching, interactive teaching, and project-based learning, combined with interactive activities such as group discussions and role-playing, students' participation and practical abilities can be effectively improved, making the classroom more lively and interesting.

Case teaching is a teaching method that combines theoretical knowledge with concrete practice. In the course of Marxist journalism, teachers can select typical domestic and foreign news events as cases to guide students to analyze and discuss using the theories they have learned. This method not only deepens students' understanding of theoretical knowledge, but also cultivates their critical thinking and problem-solving abilities.

Interactive teaching emphasizes two-way communication between teachers and students, encouraging students to actively participate in classroom discussions. In the course of Marxist journalism, teachers can stimulate students' interest and enthusiasm in learning, promote their active thinking and exploration through questioning, discussion, debate, and other methods. At the same time, teachers can also utilize modern information technology tools such as online forums, instant messaging tools, etc. to achieve interactive communication inside and outside the classroom, and broaden students' learning channels.

Project based learning is a student-centered inquiry based learning method. In the course of Marxist journalism, teachers can design challenging and practical project tasks, such as news gathering and editing, report planning, commentary writing, etc., to enable students to comprehensively apply their learned knowledge and enhance their practical and teamwork abilities in the process of completing projects.

In addition, group discussions and role-playing activities are also effective ways to enhance students' participation and practical abilities. Group discussions can promote communication and cooperation among students, cultivate their communication skills and teamwork spirit; Role playing allows students to experience and apply theoretical knowledge learned in simulated news situations, enhancing their practical experience and innovative abilities.

In summary, the application of innovative teaching methods in Marxist journalism courses can not only stimulate students' interest and enthusiasm for learning, but also enhance their practical and teamwork abilities, laying a solid foundation for their comprehensive development.

(3) Strengthen practical teaching

Strengthening practical teaching is a key aspect of improving students' practical and theoretical application abilities in the teaching reform of Marxist journalism courses. By adding practical teaching activities such as organizing students to participate in news interviews, reports, comments, and establishing a school enterprise cooperation mechanism, we can provide students with more practical opportunities and platforms to help them deepen their understanding and mastery of Marxist news concepts in practice.

Firstly, adding practical teaching elements is the core of strengthening practical teaching. Teachers can design a variety of practical activities based on the course content and students' interests, such as organizing students to conduct interviews at news sites, participating in the writing and editing of news reports, or writing and discussing news comments. These practical activities not only allow students to personally experience the entire process of news work, but also enable them to apply the theories they have learned in practice, deepening their understanding and mastery of Marxist news theory.

Secondly, establishing a school enterprise cooperation mechanism is an effective way to strengthen practical teaching. Schools can establish close cooperative relationships with news media, news organizations, etc. to jointly carry out practical teaching activities. Through school enterprise cooperation, students can be exposed to a real news work environment, understand the latest developments and technological advancements in the news industry, and gain valuable practical opportunities and internship experience. This cooperative model can not only enhance students' practical abilities, but also strengthen their employment competitiveness.

During the implementation process, schools can also invite industry experts, senior journalists, etc. to enter the classroom and share their practical experience and industry insights with students, further broadening their horizons and ideas. At the same time, schools can establish a practical teaching evaluation system to objectively and comprehensively evaluate students' practical achievements, in order to stimulate their enthusiasm for practice and innovative spirit.

In summary, strengthening the application of practical teaching in Marxist journalism courses can not only enhance students' practical and theoretical application abilities, but also enhance their employment competitiveness and innovation capabilities. By increasing practical teaching activities and establishing a school enterprise cooperation mechanism, we can provide students with more practical opportunities and platforms, laying a solid foundation for their comprehensive development.

（4）Improve the evaluation system

In the teaching reform of Marxist news theory course, improving the evaluation system is an important link to ensure teaching quality, comprehensively reflect students' learning outcomes and educational effects. In order to build a more scientific and comprehensive evaluation system, we need to break the single theoretical knowledge assessment mode and introduce diversified evaluation dimensions, including practical ability, innovation ability, team

collaboration ability, and so on.

Firstly, practical ability is one of the essential core competencies for journalism students. In the evaluation system, we should increase the assessment of students' practical abilities, such as evaluating their practical abilities through the completion of practical activities such as news interviews, reports, and comments, as well as their performance and innovation in practical activities. This evaluation method can truly reflect students' operational and problem-solving abilities in practice, which helps to enhance their practical literacy.

Secondly, innovation ability is an important characteristic of news talents in the new era. In the evaluation system, we should encourage students to demonstrate innovative thinking and abilities, such as evaluating their innovative abilities through news planning, innovative reporting, and unique commentary perspectives. This evaluation method can stimulate students' creativity and imagination, and cultivate their spirit of continuous exploration and innovation in news work.

In addition, teamwork ability is also an essential quality in news work. In the evaluation system, we should focus on assessing students' teamwork ability, such as evaluating their teamwork ability through group discussions, completion of team projects and other activities, as well as their contributions and collaborative spirit in the team. This evaluation method can cultivate students' teamwork and cooperation spirit, and enhance their collaboration and communication skills in team work.

In summary, improving the evaluation system requires establishing diversified evaluation dimensions, focusing on evaluating students' practical ability, innovation ability, teamwork ability, and other aspects. Through comprehensive evaluation, we can more comprehensively and objectively reflect students' learning outcomes and educational effects, providing strong guarantees for their all-round development. At the same time, this evaluation system can also promote teachers to continuously improve teaching methods and means, enhance teaching quality and educational level.

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