

A Study on the Situation and Reform of the Core Curriculum of Journalism Majors under the Background of Digital Communication: Based on the Analysis of Undergraduate Training Programs of 10 Colleges and Universities in Zhejiang Province

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Abstract. The development of digital communication technology has promoted the reform of journalism education. However, the literature review shows that the current research on journalism education reform often lacks a discussion of the concrete curriculum system reform. Based on the training plan of 10 colleges and universities in Zhejiang Province, we find that the current curriculum system is divorced from the social demand in different degrees, and the non-core curriculum and repeated curriculum occupy the credit space, which restricts the reform of professional education. Therefore, the first step of journalism reform is to release the credit space, give full play to the integration advantage of journalism, realize the re-engineering of interdisciplinary curriculum, and finally keep the curriculum content in line with the latest social frontier all the time, to supply the news industry with compound talents who possess pace with the times.

1 Introduction

The Target of Talent Training is the Compass of Journalism Education, which is the starting point of discipline training. If the training objective is unclear, the positioning is inaccurate, and Journalism education will lose its focus.

Zhang Kun (2016) put forth that the main problem of Journalism education is rooted in inaccurate orientation, not clear in one's mind according to Career-type characteristics that lead to the uniformity of training goals, and no specialties [24]. Therefore, the discussion on the training of journalism talents begins with the debate on the training objectives of journalism.

For this, the academic community has reached a relatively unanimous opinion, i.e. compound or integrated talents with profound cultural background and interdisciplinary knowledge structure and proficiency in various media skills. Chang Jiang (2020) conceded that the weights of different dimensions in the training objective are different. In the final analysis, this is the debate on whether journalism is a kind of skill education or a value education [24]. He Zhiwu (2019) believes that excessive pursuit of technology will lead to the awkwardness of previous skill training [7]. Cao Lin (2020) proffered a perspective of industry-centered consciousness, advising that the academic community may be closer to the industry. Journalism education cannot control this production based on its professional

authority-relationship of consumption [1].

This requires the researchers to find a balance between the two sides: meeting the demands of journalism and social development, and meeting the demands of the security root and discipline value of journalism. Wang Runze (2017) proposes continuous improvement of technical means, and media forms are more diversified, but in value judgment, it is still for the well-being of human beings and the development of society as a whole [20]. Qiang Yuexin (2019) emphasizes that the consequence of the career-oriented education concept is that journalism education pays too much attention to professional education and the cultivation of professional skills. This one-sided emphasis on professional training will lead to the ignoring of the improvement of students' critical spirit and thinking ability [14]. Chang Jiang (2020) believes that journalism education is based on the interaction between theoretical education and vocational education. Therefore, the cultivation of "theoretical practitioners" plays an essential role in the discourse system of journalism education [2]. Zhang Zhian (2016) proposed that new media technologies are making tremendous changes in the media industry: the former news communication public opinion field, which was centered on traditional media, mainstream media, and institutional media, has transitioned to the public communication public opinion field, in which, professional media, platform media, and we-media

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complements each other [27]. This is the paradigm change of journalism education in the new environment, on behalf of journalism, it's not just acquiring the Ideal Practitioner, but also facilitating "Participants that Journalism education does not serve the press industry. It serves the public product [1]. This is the only way journalism believes to cultivate the students, as Wilbur Lang Schramm said, returning to the humanities, emphasizing social responsibility, setting up the correct value orientation, and carrying on the rational value judgment.

How can journalism education build a curriculum system that helps students build a sense of history, understand complexity, inspire responsibility, and cultivate the same sense of home and country? Scholars generally believe that the concept of the curriculum should be clarified, the construction of the curriculum system should be clarified, and the weight matching among different curriculum groups should be discussed. Tong Bing (2010) believes that new technologies should not be excluded. On the contrary, educators may pay attention to both the introductory theoretical courses and the new technologies courses in the curriculum [18]. Chen Changfeng (2015) believes that in addition to students' possession of humanistic literacy, getting a deeper understanding, and insight on history and society, students should also be trained in data literacy and cross-media narrative ability. [04]. Hu Baijing (2020) holds the same view that educators may focus on interdisciplinary, cross-border, based on the construction of a cross-cultural training system, and insists on the principles of fixed-copy-priority, pay more attention to the construction of the core course of Journalism Communication [08]. Wang Runze (2020) thinks that at present, it is an excellent opportunity for us to consolidate the research of news theory and news history and enhance its proportion in teaching [21]. While Chang Jiang (2020) emphasized more on technical thinking. He thought that the lack of specialized training was not the main problem of journalism education from beginning to end[02].

To sum up, based on the existing literature, how to set up the scientific training target, promote the implementation of the teaching reform, and train the outstanding journalism talents to meet the needs of the times, has puzzled the journalism circle for many years. Li Liangrong, the former director of the Teaching Steering Committee of Journalism in Colleges and Universities of the Ministry of Education of China, said in 2010 that the main problem of the journalism curriculum system is that the old curriculum system is out of touch with the reality of digital journalism, which is also the core driving force for the reform of journalism curriculum [10].

How to break the bottleneck? The only way is to construct a curriculum system scientifically in the limited credit space, taking history as a mirror and keeping pace with the times, and allocate the proportion of courses and course groups rationally. Thus, we may improve both on professional attributes and technical thinking and realize the cross-integration of news self and journalism. This is the focus of this article.

2 Research Methodology

2.1 Research subjects and scope

The research scope outlines what aspects of a topic will be covered and what will be excluded. Defining the research scope is essential to ensure that the study remains manageable, focused, and achievable within the available resources and time constraints. The research scope helps clarify the survey's parameters and guides researchers' investigation.

There is fixed number of participants to be interviewed in qualitative research; it all depends on the one you think can settle the demand of your study (Ignat Kulkov,2021). For instance, Glaser and Strauss (1967) that saturation is the point of diminishing return, i.e., when the data has started repeating itself. But many scholars peg 15 to be the maximum. Facing the in-depth influence of the information technology revolution and the significant changes in the demand for talent, what journalism education can do to meet the changes in media technology to cultivate outstanding journalism and communication talents who can adapt to the new communication environment and master integrated communication skills are important issues before us (Gao Xiaohong, 2022).

Depending on the type of institution, based on the orientation and nature of the schools, this research selects the undergraduate training programs of 10 sample schools in Zhejiang Province as the research subjects, focuses on the core courses of their majors, and makes classification and coding analysis. The school distribution is shown in Table 1.

Table 1. The sample schools distribution in the research

| Types of colleges and universities | List of Universities |
|--|---|
| Directly administers universities of the Ministry of Education | Zhejiang University |
| Media Colleges and Universities | Communication University of Zhejiang |
| Comprehensive University | Zhejiang University of Technology; Zhejiang Gongshang University Zhejiang Sci-Tech University Hangzhou City University NingboTech University Huzhou University |
| Independent College | Zhejiang Gongshang University Hangzhou College of Commerce |
| Private colleges and Universities | Zhejiang Yuexiu University |

2.2 Research Design

Based on the onion research theory, the research process is designed, and several issues are considered before starting. The research design will provide the direction for data collection and analysis because it provides a critical link between the theory and arguments of the empirical data collected and several layers of approaches that must be deployed consistently for research (Guba & Lincoln, 1994). The research is applied research because the study aims to reconstruct the course system to enhance teaching results. It is hoped that the outcomes of the findings will bring value to managers and teachers in the colleges. Qualitative research may cover reporting, explanatory, descriptive, or predictive (He Yongjiang, 2011). The research will use qualitative research, aiming to explore methods and paths to establish a course system. The information the researcher needs will be collected using data analysis to obtain the data, relying on literature research to receive theoretical support, and finally proposing the construction of feasible course paradigms.

2.3 Data Collection Methods

Saunders, Lewis, and Thornbill (2009) defined research design as a framework utilized to collect and analyze data to answer research questions. Researchers recommended qualitative research to gain more insight into the subject as this will necessitate an unambiguous operationalization of the key concepts into measurable variables, which also depends on data availability.

The figure following shows the contents of the onion layers of this research. Research that follows will strive to explain the range of onions, including the philosophies, approaches, strategies, choices, time horizon, techniques, and procedures.

Based on the goal of the Journalism Excellence Program 2.0, Wu Yan, a director of the Ministry of Education of China, discusses the importance of the construction of the new liberal arts. He stated that educators should deconstruct and classify the current curriculum system of journalism, combining the scholars' main viewpoints on the cultivation of journalism talents, divide the curriculum into four dimensions: professional knowledge foundation, humanities society, scientific literacy, professional technology, and scientific research ability, and general studies. He stressed that the curriculum system and course content should be reconstructed through unified sorting, classification, deletion, and addition of the curriculum and course content, to better improve the quality of talent training.

2.4 Data Analysis Methods

This research will employ topic analysis techniques to analyze and identify the topic and content of the text. Mason suggests that content analysis can be done in practice by organizing data by encoding text and breaking it down into more manageable modules.

Thompson & Barrett also suggest that in their approach to qualitative data analysis, known as

Summary Oral Reflective Analysis (SORA), the main aim is to retain the context of qualitative data, and this facilitates hearing what the data have to say rather than splicing them into arbitrary units before searching for topics, themes or meanings (Thompson & Barrett, 1997).

The data in this research was from 10 colleges and universities. Nvivo is the software they will use for data analysis, for it is more suitable for data encoding processing. Importing documents directly from a word processing package and coding them easily on the screen is possible. Coding stripes can be made visible in the margins of papers so that the researcher can see, at a glance, which codes have been used where. In addition, it is possible to write memos about particular aspects of documents and link them to relevant text in different documents. Data analysis takes the concept as the unit of analysis and analyzes the interview draft, the words, and sentences in the document, the general idea, or the observed phenomenon, from the existing context through the opening, central axis, selection, etc. The three-stage coding extracts the standard features or related meanings of cases or events, decomposes them into several independent concepts and thoughts, and then renames these concepts and ideas so that they can be grouped, and then can carry out classification "coding" until there are no more different categories and achieve theoretical saturation and completeness.

Table 2. Journalism Course Profile.

| One-level coding | Secondary coding | scale |
|---|---|--------|
| Professional knowledge base (33.64%) | Introductory theory | 9.40% |
| | Subject History | 2.50% |
| | Media research | 4.35% |
| | Frontiers of media convergence and news communication | 4.12% |
| | Radio and television-related courses | 4.23% |
| | Public relations and public opinion | 3.02% |
| | Advertising related courses | 1.90% |
| Humanities, social and scientific literacy (29.53%) | The foundation of literature and history | 6.27% |
| | Social cognition and psychology | 3.42% |
| | Managerial thinking | 2.13% |
| | Culture and art | 3.15% |
| | International perspective and cross-cultural | 2.01% |
| | Mathematical statistics | 1.22% |
| | Scientific literacy | 1.88% |
| Technical, business, and research capabilities (20.08%) | Basis of news service | 16.32% |
| | Research methods and thesis writing | 0.92% |
| | New media acquisition and editing operation | 11.84% |
| Think of political and legal norms (16.75%) | Digital technology and computer applications | 4.56% |
| | National Conditions and Political accomplishment | 10.53% |
| | Jurisprudential norm | 6.22% |

Ethical considerations are crucial as the research involves human participants or data. Ensure the authors

obtain informed consent from participants, maintain confidentiality, and handle the data ethically and responsibly.

3 Research Findings

Some aspects of higher education research and practice are to be challenged. This conflict may be a conflict with the established model of higher education, such as doubts about the school management system and management system, or it may influence traditional educational concepts, such as the idea that teachers are superior to students in conventional classrooms (Xu Jianguo, 2022).

After analysis of the contents of the Undergraduate Training Plan for Journalism Major of the 10 Colleges and Universities, the following features were concluded.

3.1 Introductory theory courses: the top priority of the curriculum system

The introductory theory course is mainly composed of news history, introduction to journalism, introduction to communication, etc. The curriculum shapes the knowledge system, values the judgment of the students, and constructs the cognition framework of the primary people, Cognition of Journalism to Students as a whole. It is of great significance to promote learning interest. According to the statistical results, The basic module of professional knowledge accounts for nearly 1/3 of the overall curriculum system. Generally, the data is a relatively horizontal comparison, which is reasonable. But specifically to each school, some schools have a serious collage of introduction courses and unclear course contents, which greatly squeeze the credit space of their majors.

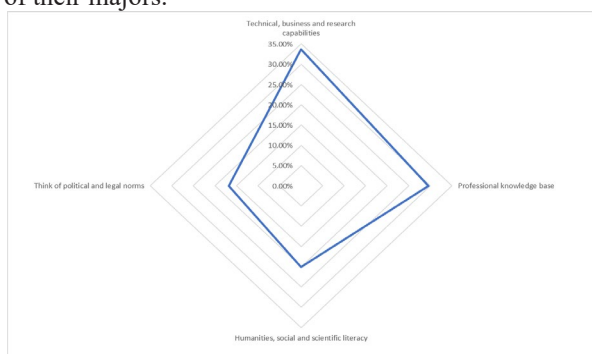


Fig. 1. Primary classification course distribution.

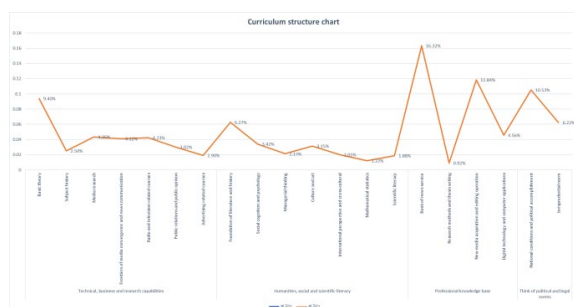


Fig. 2. Secondary classification course distribution

3.2 Tradition business courses and new media business courses account for a large proportion, while new media business courses also occupying a high proportion

The central part of the journalism curriculum is the collection, editing, commenting, and shooting of traditional business courses, Its importance goes without saying in compiling the data, It is found that the proportion of credits in the traditional basic skills courses 16.32 percent, and the proportion of courses related to new media acquisition, editing, and operation 11.84 percentage. Horizontal comparison and weight matching comparison are reasonable. Under the background that non-professional core courses occupy credit space, a large amount of credit space can be provided for new media acquisition and editing and digital technology courses, to meet the needs of excellent news application talents in the digital era who should have both traditional business skills and new media acquisition and editing operation technology., and to adapt to the media pattern and communication environment of the new era.

Media integration and news communication frontier courses are essential ways to help students understand the latest developments in the industry and develop students' insight. The proportion of such courses in all courses is 11.84 percent. Although the overall proportion is not high, almost all schools have them. Some colleges and universities set up media integration, a series of courses such as data news, more comprehensive and in-depth presentation of the cutting-edge content of journalism.

3.3 Non-journalism core courses occupying more credit space

Sort out the contents, Management science and organizational behavior science appear in the compulsory course of journalism in some colleges and universities., Courses with low relevance to journalism core courses such as marketing, show that some schools are not clear enough in the training objectives of journalism professionals, Core knowledge required for professional construction and talent training, Core Skills, The core quality is not clear yet., May also be present"set up classes according to people"stacking number"Situation of. The compulsory courses should generally consist of the core specialized courses of journalism or the core courses highly related to cross-directions, Some courses can be included in elective classes, Optional according to different directions.

In terms of literacy course, the foundation of literature and history and culture and art occupy an absolute share as the foundation for the cultivation of liberal arts, To cultivate the cultural heritage of students, aesthetic appreciation of art and critical thinking are of great significance, It is the primary way to improve the cultural heritage. The Accomplishment Target of Journalism Talents Cultivation is the Cultivation of Values. Values are the difference between right and wrong, good and evil, and The Standard of Beauty and

Ugliness, They can shape one's ideas and beliefs, but it's specific to a single institution. The distribution difference is noticeable, Some institutions account for less than 5% of such courses.

Comprehensive and rational social understanding and broad international vision are the necessary qualities of journalists in the digital age. Only in this way can they innovate China and tell China stories well. To capture people's hearts and gain recognition. However, according to statistics, social cognition and psychology, international vision, and cross-cultural courses only account for 3.42%. Some schools do not offer either of these courses.

3.4 The small proportion of Scientific literacy and Digital Technology courses , and most schools do not have mathematical statistics courses

Driven by information technology, Basic data collection, analytical skills, and scientific literacy are essential. However, the analysis found that more than half of the schools did not offer mathematics, or mathematical statistics courses. The new liberal arts require the integration of university visual angles. At the same time, the course system of journalism lacks training in mathematical thinking, which is contrary to the construction thinking of the new liberal arts.

Incorporating Digital Technology and Computer Application Courses into the Curriculum System shows that some colleges and universities have made great efforts to promote the integration of professional teaching and emerging technologies., It is the response and implementation of the guiding opinions on the new liberal arts construction. However, from the overall proportion of courses, the proportion of such courses is relatively small, with an average of 4.56%, The proportion of colleges and universities above the first increase is below.

4 Conclusions and Suggestions

By analyzing the contents of the undergraduate training programs for journalism majors in 10 colleges and universities, the author puts forward the following suggestions for revising the training programs for journalism talents.

4.1 Abolishing redundant courses, reconstructing the course system, and optimizing course content

Scientific curriculum systems and advanced teaching content are necessary guarantees to improve the quality of talent training. Following the principle of sustainable development and deeply reconstructing the professional curriculum system is the basis for clarifying the training objectives and condensing the characteristics of educating people. From the perspective of new liberal arts construction, it is necessary to optimize the training scheme and reconstruct the curriculum system structure based on the cross and integration of disciplines

according to the industry demand and the school-running characteristics of the college. Cross the boundary of traditional curriculum and knowledge structure, focus on the cross-course knowledge system, build core characteristic curriculum group, clear the gap between specialty and curriculum, and promote mutual infiltration, integration, and integration. The second is to reconstruct and form a new specialized core curriculum system and expand the specialized elective curriculum based on the characteristic specialized core curriculum. Third, strengthen practical teaching and increase the practical curriculum or curriculum practice proportion.

New business forms and modes force industrial transformation and upgrading, so curriculum teaching must follow the situation and reconstruct the content in time. We should design the content of the course with the learner as the center, lead the content and the presentation way, and guide the students to develop their ability with excellent teachers' ethics and education ability. To adapt to the situation, the design of curriculum content must be coordinated with teaching and education, and the relatively narrow, obsolete, and aging curriculum content must be faced directly. The single curriculum shall be reconstructed through "deletion (deletion is inappropriate), reduction (reducing teaching and increasing practice), merging (combination of repeated content between courses) and adding (increasing frontier, innovative and comprehensive content), and different teaching methods shall be flexibly used to form a teaching mode suitable for the characteristics of the curriculum, to achieve the best teaching effect.

The reconstruction and organization of teaching resources is the foundation of improving students' learning interest, improving the teaching effect, and realizing the teaching goal. In the age of digital communication, we should give full play to the advantages of modern technology, integrate and process various resources, and construct three-dimensional teaching resources on the platform of the Internet. The first is to build high-quality teaching resources of high-quality courses, characteristic teaching materials, and case base, promote the modernization of the teaching process and management, and optimize teaching effect and multi-dimensional teaching evaluation. At the same time, it integrates the university-enterprise cooperation R&D platform, subject sharing laboratory platform, and platform resources such as mass innovation space incubation platform based on the transformation of curriculum achievements, teaching integration exhibition and competition, provides broader teaching practice content resources and approaches, and establishes a "multi-stage, multi-direction, multi-capability personalized three-dimensional practice display system" with cultivation of students' ability and personalized development as the core goal.

4.2 Breaking down disciplinary barriers, Take advantage of Integration

Quite a few colleges and universities have realized the importance of integration. But mathematical statistics, scientific literacy, New media collection and editing

operation, Digital technology, and computer applications, which help students adapt to information network technology, still account for a small proportion of subjects. The interdisciplinary and cross-border integration of journalism majors is far from the deep cross-integration required by the construction of new liberal arts at present. The Integration of Enlightening Journalism is the fusion of relaxation and degree, rather than formal piecing and nurturing graft, to break the paradox of compound in form.

According to statistics, many professional courses are grafted from compulsory or optional courses of other majors? Splicing in the Curriculum System of Journalism. This does not negate the integration of courses, but the integration of the curriculum should be planned, directional fusion, which is student-centered integration, Integration based on student's interests and strengths, and respect the integration of students' free choice. For the sake of fusion, convenience, or getting enough credit, there is a tendency to take simply, to fall into the air composite expectation, and hard to have compound talents in the trap, such as science and statistics courses, digital technology, and computer application courses, which are difficult for liberal arts students. It is necessary to reform the course according to their situation, to achieve the aim of improving the mathematical literacy of students within the scope of ability.

Fusion also needs to be moderated. Based on guaranteeing the main course of journalism, to edge course. Less relevant in repetitive courses and non-backbones in required courses. Repetitive Course Abandonment and Reorganization, Free up credit space, the introduction of Interdisciplinary Courses Based on the Practical Need of Journalism, based on the reality of the news industry. Reform the curriculum so that it gains strength integration and creates value together.

Change needs to keep pace with the times. The prerequisite of curriculum system reform is to keep pace with the times. Stand at the forefront of the digital age, adapt to the new media environment, and talk to other disciplines. This requires that the core course of journalism must keep pace with the times.

Acknowledgments:

This contribution is supported by the Teaching reform project of the 14th Five-Year Plan for higher education in Zhejiang Province (jg20220754)

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