

# How to Carry out Virtual Simulation Training in College News Business Course in the Era of Integration

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## Abstract

With its diversified advantages, virtual simulation training has become one of the effective teaching means for colleges and universities to carry out news business courses under the background of integration, and is constantly innovating the new teaching experience and teaching effect. This paper analyzes in detail the practical teaching ways of reasonably using virtual simulation technology to carry out relevant business in the teaching of news business courses, which can not only provide highly targeted and specific teaching cases for news teachers and students, but also further improve the image, vividness and reality of practical teaching, and fully realize the goal of enhancing the pertinence, purpose and effectiveness of teacher-student interaction.

## Keywords

Integration Era; Colleges and Universities; News Business Class; Virtual Simulation; Practical Teaching.

## 1. Introduction

For virtual simulation training teaching, it is not only an important means to comprehensively promote the full integration of modern information technology and teaching projects, comprehensively expand the depth and breadth of teaching content, effectively extend teaching time and space, and actively improve teaching quality and level. It is also a concrete manifestation of promoting the gradual return of college news business class to the teaching concept of "student-centered", which can give full play to its role in all teaching links of college news business class, help teachers effectively grasp the teaching content, innovate the teaching methods, and continuously improve the interaction effect between teachers and students and the effect of teaching evaluation. Especially in the context of media integration, in the process of teaching news business courses in Colleges and universities, in order to continuously improve students' teaching experience and teaching effect, we must strengthen the flexible application of various measures of virtual simulation training, and constantly combine modern ideas and diversified measures. So that various measures of virtual simulation training can be continuously optimized and improved based on the specific development needs of college news business courses and students' cognitive laws, so as to provide positive help for further improving the professional ability of news students[1-2].

## 2. Characteristics of Virtual Simulation Teaching in News Business Course

### 2.1. Immersion

In the virtual simulation environment, students can feel various sensory experiences such as touch, hearing and vision that are highly consistent with the real environment, so that students can fully focus their attention on the three-dimensional virtual environment and have an immersive real feeling. For example, teachers assign students the task of interviewing a major

event. However, due to the influence of time, cost, safety and other factors, it is impossible to meet the requirements of all students in the class to arrive at the scene of the accident to conduct on-site interview. By using the virtual simulation system, we can easily simulate the real interview environment for students[3-4].

## **2.2. Interactivity**

Through the effective application of the output device and input device, the students immersed in the virtual simulation system can have the ability to interact with various objects in the news situation. It is mainly reflected in the transformation of pictures, words, sounds, scenes, scenes and environment. The specific interaction methods include screen, keyboard, mouse, multi-dimensional perception input equipment and output equipment, which can ensure that the interaction effect can change from simple audio-visual outside the traditional to real participation in the environment[5-6].

## **2.3. Personalization**

Personalized features can make the virtual simulation training of news business courses effectively avoid the homogenization of students' experience and task completion. The news simulation environment established according to a certain scene is completely different from the content told by teachers to students. Students have the right to explore independently in the system, and can make independent judgment on the following interview purpose, interview route, interview object and other elements in combination with their full understanding and mastery of the early situation of specific news events[7-8].

# **3. Specific Application of Virtual Simulation Training in College News Business Courses**

## **3.1. Making Full Use of Virtual Simulation Training to Create a Mixed Classroom**

By comprehensively building the college classroom of college news business course, we can not only fully integrate the advantages of diversified teaching methods such as online and offline teaching mode, teacher teaching and student interaction mode, classroom learning and after class practical training learning mode, knowledge absorption and task management mode, but also ensure the effective connection between personalized ability improvement measures and common knowledge dissemination measures. For traditional news business classroom teaching, the biggest limitation is that students must complete relevant learning in a specific space and fixed time. Therefore, in the process of introducing virtual simulation training, it is difficult due to the constraints of time and space factors. However, with its diversified advantages, hybrid classroom can completely solve the interference of time and space constraints. It is suitable to be used as the pedal of virtual simulation training into news business class, and has become an important part of the teaching process. In this context, the traditional classroom teaching mode of simple explanation by teachers will be completely changed and gradually develop into an innovative classroom with five contents of teaching, learning, examination, practice and inquiry.

For example, in the offline classroom, teachers can introduce the knowledge of news reporting, public opinion, crisis response and other aspects to students in detail according to the causes and development of hot news events in the society. Then the teacher requires students to log in to the teaching platform in their spare time, collect and sort out the reporting materials of relevant news events, and complete the short evaluation of the online test module of the platform in combination with these contents. Finally, teachers can also use the teaching platform to arrange virtual simulation training tasks for students, and ask these questions again

in class to find out the preview of students. In this process, teachers can not only ask students questions, but also students can ask teachers questions, so as to deepen students' understanding and memory of relevant knowledge contents in the interaction between teachers and students. By comprehensively building a mixed classroom of news business courses in Colleges and universities, the role of virtual simulation training can be brought into full play in teaching activities, which can not only fully stimulate students' learning initiative and enthusiasm, but also ensure the effective realization of the objectives of active learning and inquiry learning.

### **3.2. Using Abundant Curriculum Resources to Optimize Teaching Effect**

The biggest problem of using virtual simulation training in news business course is the resource construction of training classroom. This is because there are obvious differences between news business courses and other courses. News business courses put forward high requirements for the timeliness of specific contents and the richness of teaching cases. The virtual simulation training classroom based on this will inevitably put forward more strict requirements for the diversity, richness and timeliness of virtual simulation resources.

From the overall point of view, virtual simulation resources involve many contents, mainly including basic resources, expansion resources and innovation resources. Among them, through the continuous accumulation of basic resources, students can practice their basic abilities in the training process, such as news interview ability, writing ability, editing ability, comment ability, typesetting ability, generation ability, review ability, release ability, feedback ability, etc. the "virtual simulation project of media news production process" opened by Hebei University of economics and trade is the basic resource. Expansionary resources mainly refer to the transformation of current social hot topics and hot news events with high attention into a simulation system to ensure that students can fully grasp the practical trend and social pulse. Innovative resources mainly refer to the virtual simulation training content developed by the teaching team in combination with the specific curriculum requirements, and the relevant content should aim at cultivating students' innovative ability and innovative thinking. In order to effectively achieve this goal, colleges and universities should strengthen the strong cooperation with major news institutions and news colleges, and actively develop and share all kinds of innovative and expanding resources. For example, the "virtual experiment teaching project of studio news camera technology" carried out by Shanxi Institute of media, the "live broadcast virtual simulation experiment of integrated media studio" carried out by Shenzhen University and the "multi-channel guidance virtual simulation experiment" carried out by Zhejiang Institute of media are all training resources with great expansionary characteristics. Through the continuous innovation and sharing of news related resources, colleges and universities can create a good environment for further improving the teaching effect of news business course.

### **3.3. Take Employment as the Goal Orientation and Enhance the Interaction between Industry and University**

Driven by the continuous improvement of the development level of financial media, there are more and more excellent talents with professional news business ability in government departments, media institutions, even enterprises and institutions and we media organizations. Although it can make the future employment direction of journalism students have diversified characteristics to a certain extent, it also puts forward more strict requirements for the practical training link of journalism business class. It is necessary to make overall consideration for the width of the training content, and set diversified training scenarios for students to ensure that students can feel the nature of work in different industries and the characteristics of work in related industries under the guidance of teaching scenarios. Therefore, in the process

of comprehensively optimizing the news business course, colleges and universities should not only provide the basic training contents such as collection, writing, editing and comments to students, but also build the corresponding work situation in combination with the news business characteristics of different industries and the news business requirements of different organizations.

For example, for news reports of emergencies or major events, how should TV stations arrange news interviews, how should newspapers organize interview contents, and how should we media release news. In the process of realizing such industry university interaction, the traditional way is usually through the cooperation between universities and enterprises and the establishment of practice base. Nowadays, colleges and universities can establish a virtual simulation practice system with high authenticity. After logging in to the virtual system platform, students can feel as if they are in a real TV station or newspaper, and have a clear understanding of the process of how front-line journalists, office news editors and auxiliary personnel of various departments can complete the final report of social hot news with quality and quantity in the shortest time. By establishing a virtual simulation training mode or practice platform for students, students can have a more intuitive and real feeling about news reporting, so as to effectively avoid the disconnection between students' theoretical knowledge and practical skills.

#### 4. Conclusion

As a compulsory basic course for professionals in the news industry, the news business course is highly practical and puts forward strict requirements for cultivating students' practical operation skills. Therefore, whether students can fully master the knowledge and skills related to the news business course directly determines students' professional ability, future employment quality and career development level. Although the use time of virtual simulation training measures in the teaching of news business courses in Colleges and universities is short, virtual simulation training has irreplaceable practical significance in cultivating the practical ability of news students. Through the full combination with other diversified teaching methods, the construction of a highly comprehensive and scientific mixed classroom can not only effectively solve the disadvantages of the traditional classroom teaching mode, but also ensure that the trained journalism professionals have solid theoretical foundation and practical ability, fully meet the needs of China's journalism industry for professionals, and further improve the actual development level of China's journalism industry.

#### Achievements

The Key Research Base of Humanities and Social Sciences in Colleges and Universities in Inner Mongolia Autonomous Region--the Yellow River Jiziwan Cultural Communication Innovation Research Base.

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