A STRATEGIC TRAING MODEL FOR PROMOTING

CULTURAL LITERACY OF BROADCASTING PRACTISE

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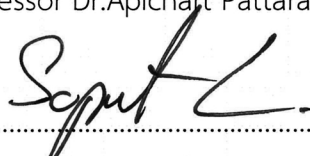
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ABSTRACT

The research objectives of A Strategic Training Model for Promoting Cultural Literacy of Broadcasting Practise: 1. To investigate the knowledge and practical needs of broadcasting hosts to improve cultural literacy. 2. To develop and implement A Strategic Training Model for Promoting Cultural Literacy of Broadcasting Practise and hosting talents ability. 3. To evaluate the strategic training model. Research tools included questionnaires, structured interviews and assessment forms. The data was analyzed by percentage, average, pre-test and post-test analysis.

According to the above research objectives, the researchers will try to get the following research results: 1. Obtain the interview records of the broadcasting and hosting teachers of Guangxi University and the questionnaire of the students. 2. Obtain and analyze students' pre-test and post-test results. 3. Establish and evaluate Strategic Training Model.

Keywords: Cultural Literacy, Broadcasting Talents, Training Model

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Chapter 1

Introduction

Rationale

The teaching model of broadcasting and hosting majors in domestic universities in China has always been based on traditional offline teaching. With the development of information technology, multimedia teaching, online and offline, in-class and extracurricular blended learning methods have gradually become popular in various disciplines and majors in colleges and universities, and the broadcasting and hosting profession should also keep pace with the times, and constantly innovate and develop teaching methods to meet the needs of majors and times.

In 1977, Beijing Broadcasting Institute opened a broadcasting major and began to recruit the first batch of broadcasting students nationwide. However, in the eighties and nineties of the last century, the popularity of television sets in ordinary people's homes was not high, TV channels and TV programs were also few, and colleges and universities had a relatively high entry threshold for this major in recruiting students. Since the Ministry of Education adjusted the majors of colleges and universities in 1998, and with the rapid development of China's television and media industry, more and more colleges and universities have opened this major, and there are now more than 400 colleges and universities with broadcasting and hosting arts majors nationwide, and this number is still increasing. The problem of excessive professional development also arises, such as lowering the threshold of students' cultural courses in order to enroll students in most colleges and universities, resulting in a large number of college broadcasting and hosting students whose cultural literacy is generally low; In order to make profits, some schools blindly open majors without teachers and basic hardware conditions.

Due to the market demand and professional characteristics, the training mode and training focus of radio host talents in domestic colleges and universities mainly focus on face-to-face teaching and expression skills, which can exercise students' professional skills and professional level, but in the long run, it is not

conducive to cultivating high-quality industry elite talents. At present, telling China's stories well, spreading China's voice well, and presenting a true, three-dimensional and comprehensive China are important tasks to strengthen China's international communication capacity building (Xinhua News Agency, 2021). Under such a policy background, in the face of the general lack of attention and ideas to improve students' cultural literacy in domestic colleges and universities, it is particularly important to explore a strategy to improve the cultural literacy of college radio hosts through mixed learning.

Before the start of this study, I also referred to a large number of literature and research on the improvement of the cultural literacy of broadcast host talents, such as improving students' cultural literacy through cultural programs (Wei Li, 2019) and campus cultural activities can create a good cultural atmosphere (Liang Fei, 2016), and then influence and improve students' cultural literacy. Although such research has certain reference in terms of methods and strategies, it does not propose specific solutions in combination with the classroom, and lacks the analysis of students' characteristics, regional characteristics, and local characteristics of broadcasting majors in the research process, and it is difficult to implement the methods. Based on the above problems, based on the characteristics of professional development of broadcasting and hosting in colleges and universities in Guangxi Zhuang Autonomous Region, this study systematically analyzes a set of strategies for improving the cultural literacy of broadcasting and hosting talents suitable for the Guangxi model with the help of Guangxi's unique geographical location and advantages. At the same time, before this research, I have participated in the production of a number of new media cultural programs based on the TikTok platform and libibili (B station), which can provide students with a direct practice and display platform, and this online and offline hybrid learning model can make the implementation of research strategies more likely.

The content scope of the research mainly focuses on "cultural literacy". Cultural literacy refers to the relatively stable and intrinsic basic qualities that people have in terms of culture. Cultural literacy is a relatively broad term, and different industries need to have different cultural literacy because of different requirements

for industry employees. As the mouthpiece of the party and the state, the announcer and host must have a relatively comprehensive and profound understanding of the history of their country and nation, which is the minimum and most basic sense of social responsibility, and this sense of responsibility must be based on solid humanistic qualities, which can include professional ethics, humanistic care, scientific exploration literacy, etc. The main content of this paper is to find out the strategies suitable for improving the cultural literacy of broadcasting and hosting talents in colleges and universities in Guangxi through the reference of the research of a large number of scholars in related majors at home and abroad, combined with the analysis of the current situation of the current situation of the cultural literacy of broadcasting and hosting talents in domestic universities.

The research subjects were prepared to select three universities in Guangxi with broadcasting and hosting majors, namely Guangxi University for Nationalities, Guangxi Academy of Arts and Guangxi Foreign Chinese College. The reason for choosing the above three schools is that the three schools are relatively mature in the development of broadcasting majors in Guangxi, and all broadcasting majors have been approved by the key construction majors of the autonomous region; Second, because the three schools have different school orientation, Guangxi University for Nationalities is the earliest college in Guangxi to open broadcasting hosting majors, as a comprehensive university Guangxi University for Nationalities broadcasting major positioning for comprehensive development, so that broadcasting professionals serve all walks of life, Guangxi University of Arts is mainly to the media industry, major theater troupes, performing arts groups to send talents, and Guangxi Foreign Chinese College although the school time is short, but the school positioning is clear, the school is based on foreign language characteristics and Guangxi location advantages, Creating a unique multi-module and multilingual broadcast talent training model has certain reference significance.

Research Questions

1. Why is the phenomenon that the cultural literacy of broadcast and host talents is generally not high?

2. Why is it difficult for broadcast host talents to pay equal attention to skills and culture in the process of training?

3. Why choose blended learning to improve the cultural literacy of broadcast host talents?

Objectives

1. To investigate the knowledge and practical needs of broadcasting hosts to improve cultural literacy.

2. To develop and implement A Strategic Training Model for Promoting Cultural Literacy of Broadcasting Practise and hosting talents ability.

3. To evaluate the strategic training model.

Research Hypothesis/Hypotheses

After implementing A Strategic Training Model for Promoting Cultural Literacy of Broadcasting Practise and hosting talent. The ability of broadcasters and host was higher than before the trial.

Scope of the Research

Population and the Sample Group

Population

This study takes the students majoring in broadcasting and hosting in Chinese universities as the research object, mainly the students majoring in broadcasting and hosting in three universities in Guangxi region, and the total number of students studying this major in the three schools is 860.

The Sample Group

Guangxi University for Nationalities, Guangxi University of the Arts and Guangxi University of Foreign Languages are the most representative universities offering broadcasting majors in Guangxi. The researchers selected 30 students from

each of the three schools through teacher recommendation and random sampling, and a total of 90 students formed the sample group of this study.

Contents(s)

1. Conduct an in-depth interview with the person in charge of broadcasting and hosting major to understand how cultural literacy training is reflected in the professional construction of the school. After the interview, sort out and compare the interview content.

2. Questionnaires were distributed to students who are willing to participate in the project, to understand their understanding of the help cultural literacy brings to their major in professional learning, to understand how to improve their cultural literacy at ordinary times, to understand their attitude towards the cultivation model of school cultural literacy, and finally to collect questionnaires.

Time

September 2022 ~ January, 2024

Advantages

1. Be able to understand the cultural literacy connotation and evaluation system of broadcasting and hosting talents in Guangxi universities.

2. It can build a strategy for improving the cultural literacy of broadcasting and hosting talents in Guangxi universities.

3. Be able to evaluate the effect of the implementation of the strategy of improving the cultural literacy of broadcast host talents in Guangxi universities.

4. It can improve the cultural literacy of broadcasting and hosting talents in Guangxi universities.

Definition of Terms

Cultural Literacy refers to the relatively stable and inherent basic qualities of people in the aspect of culture, indicating the quality, level and personality characteristics of people's comprehensive development in knowledge, ability, behavior, emotion and so on.

Broadcasting Practise refers to It is a kind of training method for students majoring in broadcasting at school. The basic training includes speech training, basic expression training, program broadcasting training and so on. The researchers plan to explore new ways of broadcasting training by improving students' cultural literacy in the training process.

Training Model refers to the most of the colleges and universities with broadcasting and hosting major in China have their own different educational orientation and training model, so it is necessary to study how to promote the cultural literacy of students with broadcasting and hosting major based on the specific situation of the school.

Research Framework

The objectives of this research are 1) to study knowledge and practical requirements for cultural literacy of broadcasting and hosting talents. 2) to develop A Strategic Training Model for Promoting Cultural Literacy of Broadcasting Practise and hosting talents ability. 3) to implement and evaluate the strategic training model. 4) to develop an implementing manual for the strategic training model for building cultural literacy of broadcasting and hosting talents ability. To choose 30 students in each grade, including 15 boys and 15 girls in Guangxi University for Nationalities, Guangxi Arts University and Guangxi University of foreign languages. The results of this research are to give A Strategic Training Model for Promoting Cultural Literacy of Broadcasting Practise and hosting talents ability and the ability of broadcasters and host was higher than before the trial. The research framework is designed as shown in figure 1.1 below:
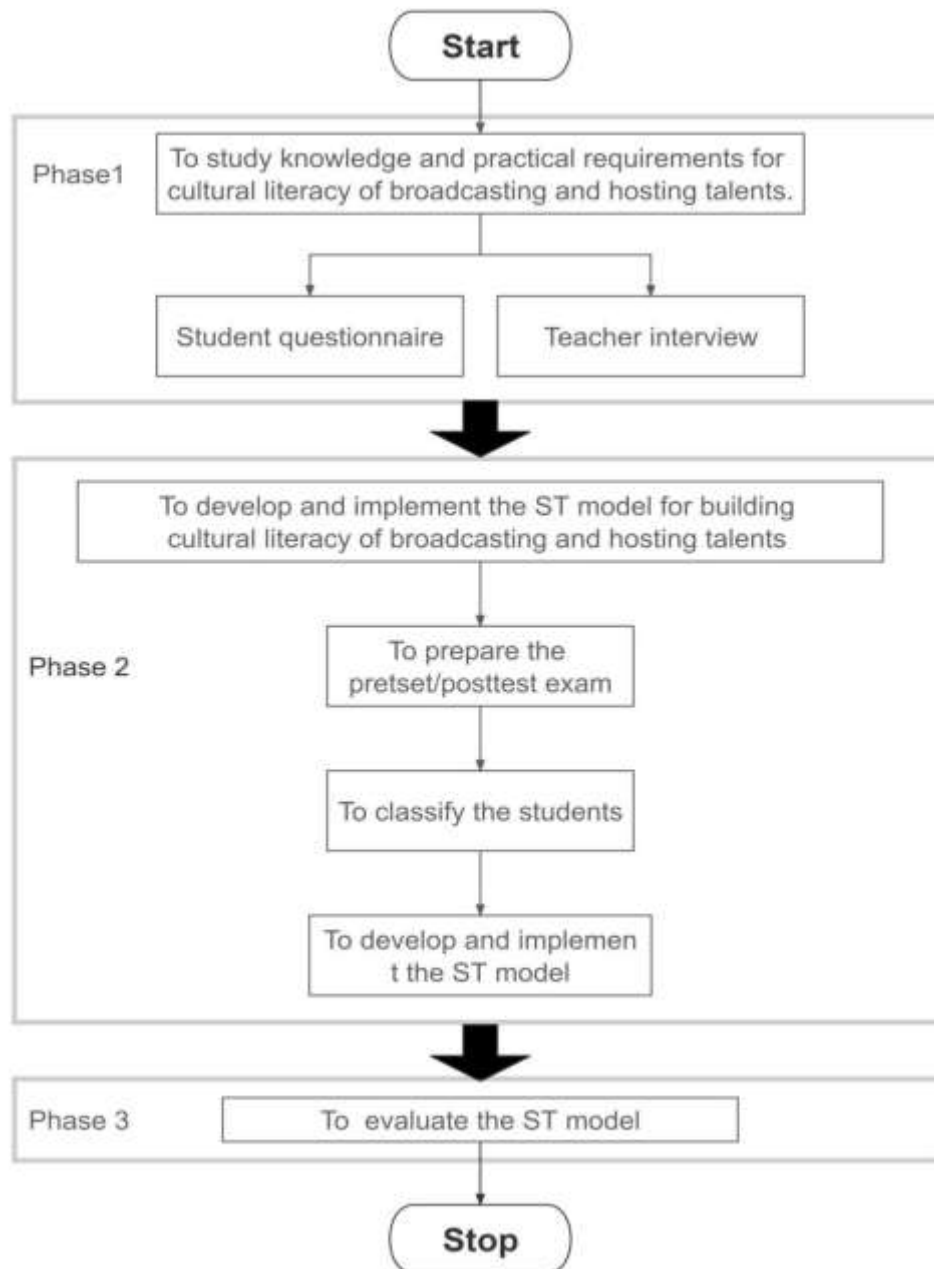
Figure 1.1 Research Framework

Chapter 2

Literature Review

This study combined with the current Chinese domestic broadcasting and hosting art professional talent training, system analyzes the basic concept of cultural literacy, broadcasting and hosting professional talent cultural literacy present situation, the current Chinese university broadcasting and hosting professional talent cultural literacy training model, through online and offline, in-class + extracurricular hybrid teaching research perspective, analyze the deficiency of the current theoretical research. It mainly includes the following aspects:

1. Basic concepts of cultural literacy

2. The status quo of the cultural literacy of broadcasting hosts

3. Current situation of cultural literacy training of university broadcasting and hosting professionals

4. Training model

5. Deficiency of current theoretical research

6. Related research

The specific study situation is as follows:

Basic Concepts of Cultural Literacy

The Chinese national culture is the crystallization of the great wisdom of the past Chinese people, the soul of our continuous development, and the foundation of national development. In the context of the "Belt and Road" initiative, broadcasting hosts, as the mouthpiece of the party and the country, need to "tell China's story well" and "deliver China's voice" with "basic cultural literacy and relatively profound cultural heritage". Domestic researchers have made a rich discussion on the meaning of cultural literacy and the important role of cultural elements. The specific research situation is as follows:

The meaning of cultural literacy

According to Luo Jia (2019), "culture" is a very broad concept. It is all the spiritual activities and their products of human beings relative to politics and economy, which can be divided into spiritual culture and material culture. The —— language, one of the important tools used by broadcasting and hosting professionals, is a part of the spiritual culture, carrying the inheritance and development of human spiritual civilization.

Gao Shuping (2020) explains the significance of learning the excellent traditional Chinese culture from the perspective of primary and secondary school teachers. She thinks, only in the formation of traditional cultural accomplishment, can truly realize the fundamental and essence of the Chinese nation, to nourish the Chinese excellent traditional culture, to truly realize the socialist core values is the concentrated expression of Chinese excellent traditional culture in the new era, and teachers of Chinese excellent traditional culture quality promoted, natural can penetrate in the work into the daily education teaching activities, let the students' core quality synchronization.

Hao Jing, Qi Guilai (2010) believes that cultural accomplishment is a kind of knowledge accumulation, which is manifested in solid professional basic quality, extensive knowledge accumulation and impressive personality charm. At the same time, the author emphasizes that as an announcer and host, one must have such cultural accomplishment.

Li Jiawen (2015) quoted the definition of "culture" in Cihai, believing that culture is a big concept. " In a broad sense, it refers to the sum of material and spiritual production capacity and created material and spiritual wealth obtained by human beings in the process of social practice. The narrow sense refers to the spiritual production capacity and spiritual products, including all forms of social consciousness: natural science, technology science and social ideology. Sometimes it specifically refers to the knowledge and facilities of education, science, literature, art, health, sports and so on."As early as the 18th century, the famous British anthropologist Taylor gave a broad definition of" culture ":" The so-called culture or civilization is a complex of knowledge, belief, art, morality, law, customs and any

other abilities and habits acquired by individuals as a member of society. The author believes that cultural accomplishment is the basic cultivation of broadcasting host, but also the source of energy and intellectual support, and expounds the significance of cultural accomplishment from five dimensions such as thought, morality, language, art and accomplishment.

The important role of cultural literacy

Cui Jiayi (2023) Under the background of the new era, with the rapid development of new media, more and more we-media people enter the media industry, and everyone can become communicators. If the professional quality of the practitioners is uneven and the cultural heritage is insufficient, the professional image of the whole industry practitioners and the credibility of public opinion communication will inevitably be affected. At the same time, the author believes that with the progress of the society, part of the traditional culture is no longer applicable to today's social development, so the broadcasting workers need to fair and objective perspective of national culture, play a role of contemporary media culture leading role, create a good national culture atmosphere for the whole society, and this undoubtedly to the broadcasting host to cultural literacy put forward higher requirements.

Zhang xiao (2023) under the background of cultural confidence, CCTV and more and more local television launched a rich variety of cultural television, the author thinks cultural knowledge program requires TV broadcast host of oral expression ability, for all kinds of cultural theme, content and knowledge to know, especially in many TV show design guest interaction, audience interaction, host impromptu oral expression. The closely logical and humorous language requires profound traditional cultural knowledge reserve, so as to guarantee the broadcast effect of TV programs, so as to correctly control the various process and hosting rhythm of the program.

Under the background of Li Bin (2020) "Belt and Road" initiative, language communication should gradually develop from information communication to cultural communication. The author believes that in order to realize the development need further mining language behind folk habits, religious beliefs, history, culture,

social demand, but also on the basis of understanding culture to grasp the kernel of the values and ideas, implementation from language to culture, from words to thought, from the concept to the path of emotional evolution, so as to realize the "area" deep hearts are interlinked. Deep cultural literacy and diversified cultural knowledge background has become an important tool and guarantee for broadcasting and broadcasting under the background of "Belt and Road".

Ren Xuelian (2018) the author believes that the minority areas of the host should cultivate culture under the background of different social ability, respect the gap between different cultures, can seek common ground while putting aside differences, promote the communication between different cultures and harmonious development, become a bridge of different cultural communication, enhance the cross-cultural thinking, cross-cultural analysis, cross-cultural communication ability. We should broaden our horizon, realize the communication and exchange of national culture on the basis of respecting different cultures and folk customs, and contribute to the communication cause in the cross-cultural context.

An Ming Juan (2022), the author believes that the era of broadcasting and hosting work by unprecedented challenges, the announcer host to adapt to the changing development of the media form and mechanism, you need to improve their professional quality, one of the most basic requirements for broadcasting is to have good strain capacity, and strain capacity needs to support with rich cultural knowledge. Therefore, broadcasting and hosting must expand their knowledge, enhance their cultural skills and professional skills, and ensure that they can adapt to the development of the media environment in the new era. The cultural knowledge learning of broadcasting and hosting needs to involve multiple disciplines, optimize the knowledge structure, and constantly broaden the horizon, so as to better understand the hosting content. In addition, the broadcasting host should also strive to improve their understanding and creative ability, and in practice, to accurately express the editing intention in a vivid and emotional way.

To sum up, we can see the Chinese nation five thousand culture, the meaning of "cultural accomplishment" and scope is very wide, it covers almost all the political, economic, education, art, science, health, sports and other fields, is an

important spiritual product under the background of development, but also engaged in the work of oral communication talents, especially have more professional skills of the broadcast host to must have the important personal soft power. At present, the world is undergoing great changes from one hundred, economic globalization, political globalization, cultural globalization, broadcasting and hosting professional only have strong professionalism, especially cultural literacy, to adapt to the interaction and change of the world, in the domestic and international stage tell good Chinese story, deliver good Chinese voice.

The Status Quo of the Cultural Literacy of Broadcasting Hosts

From March 1954, the central broadcasting bureau in Beijing for the first time open broadcasting technical personnel training, announcer training and receiver training, to 1999 China broadcasting as a direction of radio and television art PhD began to recruit doctoral students, Chinese broadcasting and hosting arts professional after decades of development, change and transformation, has a relatively mature and scientific talent training system, also for the country and the world delivered a batch of excellent oral communication talents. In recent years due to the rapid development of new media, the media, digital media and artificial intelligence media technology constantly updated, for is given priority to with broadcast host of comprehensive media talent demand increased greatly, at the same time also a certain extent of reduce the threshold of the industry, broadcasting host to generally lack of cultural literacy, the domestic some author also conducted some research and discussion, specific research situation is as follows:

The author of Wang Fengjun (2019) believes that in the face of profound changes in the media pattern, to some extent, the entry threshold of news acquisition and diffusion has been lowered, eliminated the discourse power and checking role of professional journalists, and pushed the traditional broadcasting host to the awkward position of "not much with you, not much without you". He thinks, under the background of new media, the broadcasting host need to deepen their literacy connotation, expand their skills, in order to better adapt to the characteristics of the new media communication, complete build form diversity, advanced means,

competitive new mainstream media, form three-dimensional diversity, fusion development of modern communication system task. The author believes that in the literacy structure system of broadcasting and hosting, the first thing is professional accomplishment. In addition, good cultural accomplishment and aesthetic accomplishment also show more and more importance of The Times for broadcasting and hosting under the condition of media integration. Only by showing good cultural accomplishment and aesthetic accomplishment in the broadcasting and hosting work, can we achieve better program effect, ensure the successful dissemination of media programs, and at the same time can we more effectively guide the public opinion, create a positive social atmosphere and values, and drive the correct social culture and aesthetic development.

Wu Wei (2021) The author mainly puts forward the following points to strengthen the study of Chinese classical culture courses by the practitioners in the broadcasting and hosting industry. First of all, for the broadcasting and hosting industry, the Chinese classical culture education classroom, its backbone is all kinds of educational units at all levels. During the actual work, the relevant personnel should formulate sample courses, and after comprehensive consideration, can be formally put into use. The author suggests that some famous works in the past dynasties can be selected, to ensure the richness of the course, and to promote the aesthetic value and artistic appeal of the broadcasting and host staff. Secondly, the relevant units should pay attention to the strong injection of classical culture, and in a variety of forms, to stimulate learners' interest in learning, so that learners can actively participate in it, and can be reasonably applied to the broadcasting and hosting work. In addition, learners with the Chinese traditional culture classic books, can through the education unit, family, group and society, to integrate the Chinese classical culture discipline, further promote the broadcasting and hosting industry professionals professionalism and cultural quality, also extended activities widely, so as to promote the effective promotion of moral education efficiency.

The author of Chen Siyang (2016) believes that in order to transform and upgrade the program host in the all-media environment, we should first make a more detailed role positioning analysis. He believes that at present, the "self-image" of

some program hosts is weakened, which is partly due to the change of program format, and on the other hand, the program hosts themselves are lack of cultural heritage, which cannot provide more effective information interpretation for the audience. Therefore, she believes that the program host should not only have good audio language expression skills and solid TV theoretical knowledge, but also have professional fields, especially professional knowledge related to the content of the program.

The author of Sun Meilin (2022) believes that only in the new era need to accurately interpret and spread mass culture, they need to be aware of the differences of mass culture and the unique advantages of different mass cultures. In the dissemination of mass culture, we should pay attention to the excellent culture in other places, and learn and understand the excellent culture from all over the country. Only by recognizing the cultural differences can we achieve the fundamental purpose of promoting culture and spreading culture.

To sum up, broadcasting and hosting is to produce modern content to meet the needs of economic and social construction and the development of cultural undertakings, and with the continuous scale of technological innovation and development, and to form a professional discipline setting. Broadcasting and hosting is a comprehensive discipline, including the practice and application of multiple theories such as aesthetics, linguistics, and communication science. The requirements for industry practitioners are absolutely not only standard Mandarin, decent image and beautiful voice. From the discussion of the above authors, it is not difficult to see that the development of the broadcasting and hosting industry and the literacy of the practitioners should conform to the development requirements of The Times and the innovation and change of media technology, among which the cultural literacy is the key ability to adapt to such changes. At present, the problem of the lack of cultural literacy in the industry has become increasingly prominent, and some industry experts and scholars have paid more and more attention to the cultivation of cultural literacy of broadcasting hosts, and some solutions have been proposed.

Current Situation of Cultural Literacy Training of University Broadcasting and Hosting Professionals

In recent years due to the rapid development of China's education and continuous transformation, art education has become an important part of youth education, in the process, some university admissions idea and talent training way in the situation, especially the broadcasting talent training appeared heavy professional, light culture enrollment phenomenon, lead to enter the university learning broadcasting and hosting professional students from professional and cultural connotation is difficult to conform to the current era background for the demand of broadcasting host.For broadcasting and hosting professionals, cultural literacy, professional skills and professional quality complement each other. In view of the current lack of cultural literacy in the training of university broadcasting and hosting talents, some domestic researchers have also put forward their own opinions and ideas. The specific research situation is as follows:

Chen Lei and Lu Jing (2018) specially investigated and analyzed the excellent traditional cultural literacy of students majoring in broadcasting and hosting. Through the comparative study, the author believes that the familiarity and love of broadcasting and hosting art majors participating in the survey for traditional Chinese opera is still at a low average value, and nearly 40% of the students think it is not necessary to like and learn. According to the students' response, nearly 70 percent of the students believe that the current school courses will not give them the confidence to host and direct drama programs in their future work. This result is worth reflecting on the scientific and rational nature of the relevant school teaching curriculum system.

Liang Fei (2016) believes that the current training model of broadcasting host talent has an extreme lack of phenomenon in the study of Chinese classics. This is mainly because the atmosphere of learning Chinese classics in colleges and universities is not strong enough. Most universities pursue the teaching and training model of "emphasizing major and neglecting culture", and do not realize the importance of learning Chinese classics to the training of broadcasting and hosting talents. In the training program of broadcasting and hosting major, most of the

courses are based on the professional foundation and practical training, while the cultural courses are relatively weak, the class hours are small, and the learning requirements are not high. Therefore, in the broadcasting and hosting talent training model, the attention to traditional culture is not high, the basic conditions are lacking, the learning atmosphere is not strong enough, all these pose a great challenge to the study of Chinese classics in the broadcasting and hosting talent training.

Wei Li (2019) The author systematically discussed the reasons for the low cultural literacy of broadcasting hosts, and believed that students' cultural literacy can be cultivated from improving their understanding of cultural knowledge, improving teachers and with the help of traditional cultural programs. The third point "with the help of traditional culture programs to cultivate students' cultural literacy" the author made more detail, she thinks can watch a program, to study the cultural knowledge in this field, with the power of the idol to achieve profound understanding of cultural knowledge, and the traditional culture production into the classroom, guide students to make practical culture programs, finally use of media resources, establish campus practice base, organize students to participate in cultural programs recorded, let the students feel the scene and accept the culture.

Zhang Yunan (2020) has systematically discussed the value of "classical reading", and put forward the path to improve the cultural literacy of university broadcasting hosts through "classical reading". She believes that broadcasting and hosting art talents not only need to have good appearance conditions, their speech and behavior is also a part of their image. In the process of inside and outside and repair, the most difficult is its internal cultural accomplishment, by learning classical culture, reading classical literature, can make it get rich culture, improve its moral accomplishment and cultural accomplishment, in the subtle influence, broadcasting and hosting art talent can be the national culture temperament, and form the inner learning motivation and demand for classical culture.

Chen lei, Lu Jing (2011) the author affirmed the university broadcast host in voice shaping, language expression ability, image temperament, the necessity and importance of cultivation, but at the same time according to the present situation of Chinese university broadcasting and hosting education put forward the cultural

connotation and accomplishment should be with "high-energy quality" education go hand in hand, the development of education concept. The author believes that the introduction of the concept of high-energy quality cultivation provides a new educational idea for the cultivation of broadcasters and hosts with all-round development, lifelong development and personality development, which has a very important reference significance.

In summary, Although the above research results have some limitations, But it also reflects some problems, For example, the college students majoring in broadcasting and hosting art who participated in the questionnaire survey are still unclear about the excellent traditional Chinese culture to a certain extent, do not understand, Nor is there an interest in traditional culture because of school courses, And not devote due enthusiasm to study their own culture, This is a problem worth attracting our attention; for another example, Most domestic researchers are aware of the lack of cultural literacy education in the training process of university broadcasting hosts, It also proposes to use the "classical reading" and the introduction of diversified educational concepts to solve the current problems. But anyway, through the above part of the study we can find that the present Chinese university of broadcasting host training ideas also with the change of The Times, the development of media technology, innovation its talent training system, at the same time according to different local political, economic, cultural orientation and the demand for broadcasting host, combined with local characteristics to strengthen the change of cultural literacy education.

Training Model

As for the training model of improving the cultural quality of broadcasting and hosts, domestic researchers have made some discussions and explanations from curriculum reform to teacher training, from the integration of production and education to strengthening practice. Some models are relatively cutting-edge, and some Han Jiu still have some problems to be improved. These studies are now described below.

Zheng Yaxin, Cheng Baojun (2021) authors believe that the following ways can be used to improve the cultural literacy of university broadcasting host talent under the background of cultural confidence. First, focus on teaching: explore ideological and political elements, innovate curriculum construction forms; second, focus on teachers: pay attention to professional teachers and gather teachers hand in hand; third, focus on textbooks: focus on professional practice and application, strengthen the function of multiple cultural education; fourth, focus on technology: promote the matrix of information technology and teaching; fifth, focus on industry: strengthen the integration of industry and education, radiate the new impetus of cultural industry. The above five points have a relatively clear guidance for the improvement of the cultural quality of broadcasting hosts, and cover a variety of directions. But at the same time we also found that the author discusses most of the model execution method is general, specific to open the broadcasting and hosting professional colleges, how to reflect the difference of cultural literacy training, how to let training model more feasible, especially let rooted in the most college traditional talent training model constantly adapt to the needs of The Times to change, the above problem still need us to further explore and research.

Xu Aihua (2021) The author focuses on the cultivation and practice of the cultural characteristics of broadcasting host and talent etiquette in the article, which is very unique. The author believes that the construction method of the training system of etiquette culture talent can be discussed from the training path of "one body, two wings, three transmission drive, four course integration and five-form standard". It is important to note that the author of Zhejiang institute of media is China's domestic leading broadcasting and hosting professional colleges and universities, the broadcasting and hosting art professional open etiquette direction, its related curriculum, teaching system, practice in domestic has more mature, and has produced a large number of fruitful research results. According to the orientation and the direction of education and talent training, the training system and path of broadcasting host talent developed by Zhejiang University of Media and Communication is worth our reference.

Zhang Yunan (2020) The author focuses on improving the cultural literacy of broadcasting and host talent through "classical reading". The author explains the importance and necessity of improving cultural literacy through "classical reading", but it is a pity that the author does not specify how to improve through "classical reading" in the discussion.

Zhang Xiao (2023) The author mainly gives some strategies for improving the cultural literacy of announcers and hosts who are already on duty. The authors believe that the following three points are the main cultivation strategies. First, cultivate reading habits and increase cultural knowledge reserve; second, strengthen cultural confidence and practice the theme code of conduct; third, strengthen traditional culture learning and expand communication and interaction methods.

Luo Xing (the author of 2011), when talking about the direction of media talent training in the new media era, mentioned that we should strengthen the general education of broadcasting and host talent training. She believes that general education can make up for the lack of current broadcasting and host talent training, and can continuously expand the knowledge system of broadcasting and host talent.

Zhang Jirong (2010) discusses the innovation of the training model of media talents from the perspective of revitalizing the cultural industry. The author believes that the research can be conducted from the following points, first, establish the basic principles, inheritance and innovation; second, the concept of great communication, the vision of all media; third, optimize the curriculum system and change the teaching model; fourth, highlight the characteristic development and innovate the talent training model; fifth, to build a school environment suitable for talent training and growth. The second point is that the path is more in line with the needs of media talents and communication talents under the background of the current era. The author believes that the author should pay attention to the industry needs under the background of the development of new media and media integration, and build in-depth professional theory courses, especially in history, theory, law and other courses, so as to help students realize the "depth" and "cross" of knowledge and accomplishment.

Deficiency of Current Theoretical Research

Through nearly 10 years of domestic university broadcasting and hosting art professional to the host of cultural literacy research found that the classroom teaching lack of guidance, minor course goal is not clear, for students to practice lack of scientific guidance, lack of cultural literacy training model of difference become the current university broadcasting host is the main reason of the lack of cultural literacy, and in the existing research has not yet been effective solutions and approaches. The specific discussion is given as follows:

Classroom teaching lacks the guidance to the communication content, and it is difficult to implement it

The Communication University of China is the founder of the teaching system of broadcasting and hosting arts. Most of the teachers of the school will lead the freshmen to read the oath collectively: " Loyalty to the journalism cause of the Party shoulders the responsibility of the Party's mouthpiece. We will resolutely safeguard the national interests and make every effort to promote the national spirit. Hard to temper the language skills and vivid dissemination of the strong voice of The Times. The birth of sound language model to undertake the mission of the forward. Lide, dedication, erudite, competitive first. We are always ready!"

Such a habit seems to be just a ceremony, but in fact, it is to make every student entering this major understand from the very beginning, " Who am I?""" What did I say?"" Why do I say that?""" What do I say?"And a series of problems. Mei Yi pointed out in the CCTV broadcasting business learning meeting that " to do a good job of broadcasting work must first have a certain political consciousness and better ideological cultivation, but also have a certain level of culture, plus the necessary skills."It can be seen that the cultivation of broadcasting host talent is absolutely not only a good voice, can speak Mandarin such a technical problem. Profound cultural heritage and mature cultural accomplishment are very important to help to guide the broadcasting host to understand the broadcast content, clarify the broadcast purpose, and improve the oral expression skills. Notable is that in recent years, the national Ministry of Education of art learning and art examination principles adjustment reform, has gradually realized the cultural accomplishment for artists the

importance of the art creation, to represented by broadcasting and hosting art professional many arts professional college entrance examination culture requirements are rising. After the literature analysis found that although some researchers found that the communication content guide the necessity and value of developing students' cultural literacy, but has not yet about effective measures to solve the problem, put forward the teaching content reform and the teachers building in the specific teaching process are difficult to implement.

Minor course goal is not clear enough, the form is greater than the content

"Cultural confidence" is the recognition, determination, reconstruction and persistence of the spirit and soul subjectivity of a country, nation or group, and its essence is the independent creation of different cultural identities in the era of "cultural globalization". General Secretary Xi Jinping attaches great importance to culture. On May 15,2019, at the Conference on Dialogue of Asian Civilizations, He said that civilizations develop through exchanges and mutual learning. In this context, most universities in China have begun to offer minor courses of excellent traditional Chinese culture, and some majors even take this type of courses as a compulsory course. Then, the vast majority of these courses still do not get rid of the shackles of "exam", students learn more knowledge, learn knowledge more in order to complete the exam. However, the identification of the cultural content, the understanding of the cultural core, and the application of the cultural spirit are still in the ignorant stage. Some students even have no interest in the excellent traditional culture after learning in the course. How to improve their cultural literacy? After the analysis of the literature review, there are many researchers talked about through the relevant courses to improve cultural literacy, but in the actual research process of some researchers also found that the course content itself is not the key to solve the problem, and part of the study of the researchers did not mention how to reverse the college students' course "test" psychology, and the traditional culture course form is greater than content, knowledge is greater than the problem, it is worth our further reflection and research.

Lack of scientific guidance for students' off-campus practice practice

Broadcasting and hosting is a new interdisciplinary subject, which integrates various teaching methods such as standardized teaching, emotional teaching, personalized teaching, accompanying teaching and other teaching methods. Among them, the characteristics of the communication University of China in the teaching content are worth our reference. For example, "one support" school-running characteristics —— relying on the first-line development, leading the professional trend; "two attributes" of talent characteristics —— "news + artistic"; "three equal emphasis" teacher characteristics —— "heavy teaching + scientific research + practice"; "four combination" teaching characteristics —— large class + small course; draft + no draft; perceptual + rational; teaching + education. Among them, "relying on a line of development, leading the professional to" thinking can be more scientific and reasonable school training ideas, training methods and market demand, the organic combination of at the same time, it also for university training have solid professional basic skills, good professional quality and profound culture of times development needs of modern, compound oral communication talents put forward higher requirements. Through the previous literature research, although some researchers mentioned the talent training, practice needs and market, but in the actual study of how to guide students 'practice and work employment is still stay in the theoretical stage, especially with the expansion of broadcasting and hosting professional enrollment scale and new media technology, professional talent quality is uneven, quite a number of students during school or after graduation work are engaged in with low threshold low technical requirements is given priority to, such as with the help of new media platform for entertainment chat host, children's eloquence training teachers, business performance host, etc. The authors do not deny the value of these work and the help to students in their professional practice. However, what we can not ignore is that these jobs have low requirements for professional level and short benefit period of work return. If this goes on in the long run, it will inevitably affect students' clear understanding of their professional level and the pursuit of continuous improvement of their professional quality.

The cultivation model of cultural literacy lacks differences

Through the review of the above literature, we already know that the concept of "cultural literacy" is very broad. For example, In Luo Jia (2019), "culture" is a very broad concept. It is all the human spiritual activities and its products relative to politics and economy; Cihai defines "culture" as the sum of the material and spiritual wealth obtained in the process of social practice; the famous British anthropologist Taylor defines "culture" as " a combination of culture including knowledge, belief, art, morality, law, custom and any other abilities and habits acquired by individuals as a member of society."So, here we study to build the broadcasting host to the cultivation of cultural literacy model, is not blind to students, cultural content nor develop a content template for local universities to follow and copy, but to combine local broadcasting and hosting talent training orientation and educational goals, at the same time combined with the development of local economic and social development needs, the construction of differentiation accord with the characteristics of the region to cultural literacy training model. For example, Guangxi Zhuang Autonomous Region of China, where the author is located, is an international channel facing ASEAN, a new strategic fulcrum for the opening and development of southwest and central China, and an important gateway to form the organic connection of "Belt and Road". Therefore, the unique geographical position and development positioning of Guangxi determine that the cultivation of cultural literacy of broadcasting hosts in this region needs to have the unique cultural knowledge reserve and cultural thought identification of ethnic minorities internally, and to have the ability to absorb and spread the world, especially in Southeast Asia. According to the existing access to data, there are a few researchers of minority areas culture development and communication, there are also some research will minority areas culture and the training of the broadcasting host to cultural literacy promotion research, and the Guangxi zhuang autonomous region, for example, meet the needs of the development of the minority areas of broadcasting host to cultural literacy training model of research is lack.

Related Research

Yao jing (2011) the author discusses the direction of broadcasting and hosting art professional sports talent training program research, in the study, the author system discusses four domestic universities in sports host training problems, in which one of the prominent problem is that four schools are lack of depth of sports knowledge literacy, especially from the proportion of several schools arrangement of related courses, far cannot meet the requirements of sports host, sports commentator, sports commentator.On how to solve this problem, the author suggests that broadcasting and hosting art professional sports direction in the process of training, in addition to the broadcasting professional common training also need to strengthen the characteristics of sports personality training, and characteristics of professional training model of inspiration and help to promote teaching reform, improve the quality of talent training, optimize the structure of professional disciplines, is an effective way to enhance professional competitiveness. This proposal also coincides with the differentiation of building cultural literacy in this study.

Han Jinye (2013) mainly discusses the demand trend of the radio and television industry for the future broadcasting and host talent. The author believes that the live broadcast ability, international communication ability, brand competition ability, grasping the broadcasting audience ability and sustainable development ability of the broadcasting host talent are the main demand trends in the future. It is worth noting that the formation of international communication ability and sustainable development ability, the authors believe, need to be supported by strong professional quality and cultural connotation.

Li Yaming (2012) This document mainly discusses the reform of the cultivation model of broadcasting hosts in the vision of oral communication. The author believes that the ability of oral communication is a kind of ability that must be cultivated. Hosting ability is not a simple skill, but an oral communication ability and interpersonal communication and coordination ability based on the support platform of the knowledge system of related disciplines, and this ability is based on the professional ethics of strict self-discipline of media people. The so-called knowledge support platform of related discipline system is corresponding to the

working form of announcers and program hosts. The complexity of broadcasting and hosting activities requires that announcers and program hosts should have the ability to transfer and learn knowledge on the basis of professional knowledge. It is not difficult for us to see that the importance of professional quality and cultural literacy has also been significantly discussed by the author.

Cheng Yingjing (2022) Literature mainly discusses how to integrate the excellent traditional Chinese culture into the teaching method of broadcasting and hosting. The author believes that it can be realized by carrying out diversified teaching modes, optimizing the broadcasting and hosting curriculum system, and improving the teaching level of teachers. The author believes that in order to integrate excellent traditional Chinese culture into broadcasting and hosting teaching, universities and teachers should guide and practice students to develop the learning and practice of excellent traditional Chinese culture and broadcasting and hosting professional knowledge by relying on online learning platforms such as MOOCs, learning communication and nailing. In broadcasting basic course teaching, for example, teachers will combine Chinese excellent traditional culture and broadcasting theory basis, and the Chinese poetry or thoughts as broadcasting and hosting teaching material, let the students through the Chinese poetry and thought of reading and speech, deep understanding and experience the thought of Chinese excellent traditional culture essence, so as to enhance their own culture and humanistic accomplishment.

Huang Jingzhu (2019) literature mainly discusses the urgency of bilingual broadcasting and hosting talent training under the background of globalization. When talking about the demand for bilingual broadcasting and hosting talents, the author said that we will not convey information to the audience in English, but translate English into Chinese to make a program that the common people can understand. Therefore, bilingual hosts should pay more attention to the culture of various countries in their spare time. The author also cites the educational background of the most successful bilingual hosts. For example, Yang Lan studied in Columbia University, Chen Luyu went to the United States to study in 1995, and Dong Qing also went to the United States as a visiting scholar for a long time. Therefore, it is clear that as a

bilingual program host, only solid professional basic skills are far from enough. Full cognition, rational analysis and unique insights on domestic and foreign culture is the basic quality of becoming a qualified bilingual host.

Chapter 3
Research Methodology

By studying the knowledge and practical requirements of radio host to improve cultural literacy, this study establishes a scientific and feasible strategic cultivation model of cultural literacy of radio host, in order to improve the cultivation of cultural literacy of radio host by market demand and local development demand. This study is divided into three stages.

The first stage is to answer the research objective 1: to investigate the knowledge and practical needs of broadcasting hosts to improve cultural literacy.

The second stage is to answer the research objective 2: to develop and implement the strategic training model for building cultural literacy of broadcasting and hosting talents.

The third stage is to answer the research objective 3: to evaluate the strategic training model.

Details as follows:

The phase 1 is to answer the research purpose 1: to investigate the knowledge and practical needs of broadcasting hosts to improve cultural literacy.

The Sample Group
The sampling method is random sampling.

Group 1: Students majoring in broadcasting and hosting arts from three universities in Guangxi Zhuang Autonomous Region. Among them, there are 30 students from Guangxi University for Nationalities, 30 students from Guangxi University of the Arts, and 30 students from Guangxi Foreign Languages University.

Group 2: Teachers who are currently teaching broadcasting and hosting arts in three universities in Guangxi Zhuang Autonomous Region. Among them, 2 from Guangxi University for Nationalities, 2 from Guangxi Arts and 2 from Guangxi University of Foreign Languages.

Research Instruments

1. A questionnaire of the students

2. Interview form of the teachers

Designing instrument
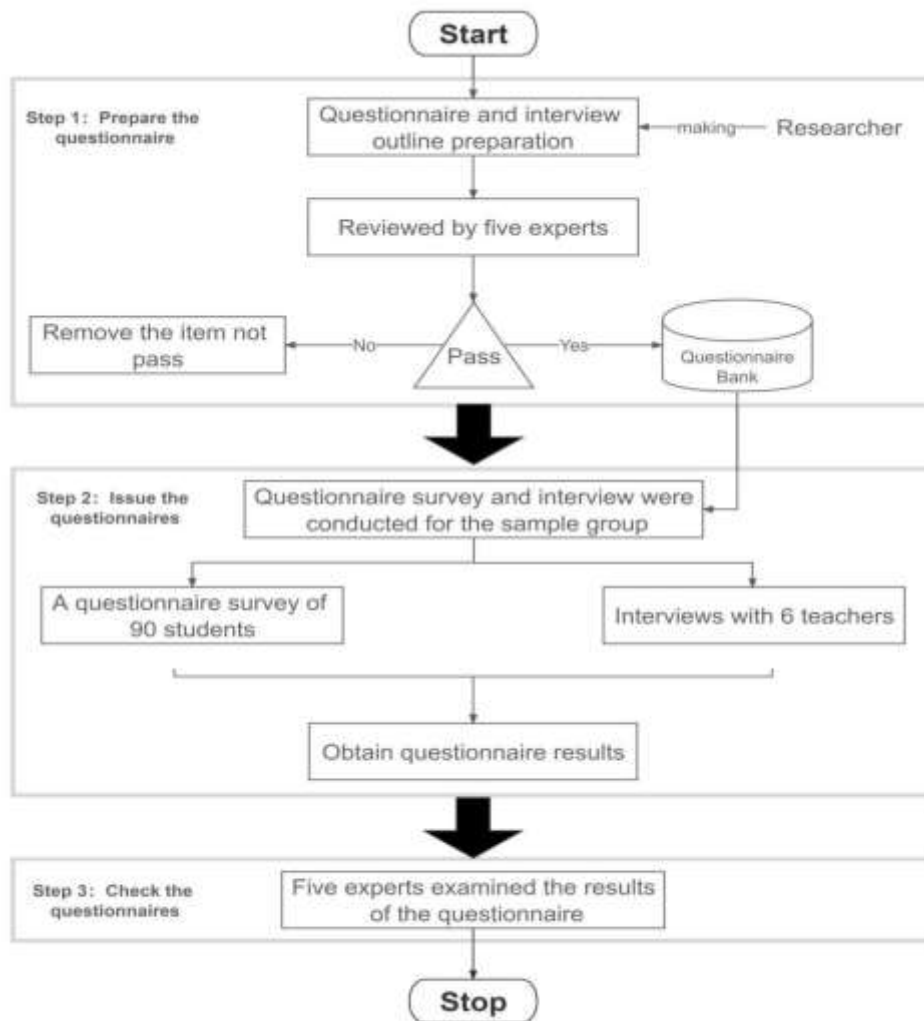
Figure 3.1 The processes of to investigate the knowledge and practical needs of broadcasting hosts to improve cultural literacy

1. Questionnaire and interview outline were prepared. Six experts used the project Objective Agreement Index (IOC) to evaluate the effectiveness of questionnaire and outline.

A questionnaire of the students:

The main purpose of this questionnaire is to investigate the understanding and needs of students majoring in broadcasting and hosting in the actual study and work, as well as the problems found in the application process. The questionnaire can be basically divided into the following questions:

Question 1: Please rate your own cultural literacy level.5 points is very good, 4 points are relatively good, 3 points is the general level, 2 points are relatively lack, 1 point is basically very lack of accumulation of relevant content. Students can only choose one of the above five options.

Question 2: How often do you usually go to the library to borrow books? There are five options, one at least once a week, at least once a month, only when needed, almost never been to the library. Students can only choose one of the above five options.

Question 3: Will you participate in some cultural volunteer activities or other cultural activities. Here, students can choose "Yes" or "no".

Question 4: In the process of practicing broadcasting and hosting professionally, have you ever encountered a situation that requires strong cultural materials to help you solve your professional problems? If so, please specify what the situation is.

Question 5: Does your school offer courses related to traditional culture or hold similar campus cultural activities? Please specify, if any.

Question 6: What help do you want your school or teachers to give you in improving students' cultural literacy?

Interview form of the teachers:

The main purpose of the interview form is to investigate the current teaching curriculum system of broadcasting and hosting major in Guangxi universities, the orientation and teaching and training objectives of different schools, the needs and difficulties in improving the cultural quality of broadcasting and hosting talents around the training objectives. The questionnaire can be basically divided into the following questions:

Question 1: What is the goal of the current school broadcasting and hosting talent training?

Question 2: Do the students you teach have a particularly solid cultural heritage and cultural literacy? How did she do it if so?

Question 3: In the current teaching process of the school, is there any work arrangement to improve students' cultural quality? If so, how is it going on?

Question 4: What problems have you encountered during the work?

Question 5: Are the cultural literacy and professional ability of the graduates competent for the work of oral communication and media under the current era?

2. Make adjustments according to expert suggestions, and then make adjustment questionnaires and interview Outlines.

3. Send questionnaires and Outlines to students and teachers in the sample group.

4. Present the draft of questionnaire to the advisors for checking correctness and completion.

5. By using project-objective consistency index (IOC), six experts evaluated the validity of the questionnaire on the knowledge and practical needs of broadcasting and hosting talents in three universities in Guangxi for improving cultural literacy.

Data Collection

1. Seek opinions from the school and obtain permission for data collection. The designated students are responsible for collecting and sorting out, checking the completed questionnaires, and analyzing the data of the valid questionnaires.

2. During the interview, the content of the interview with the teacher will be recorded live. After the interview, the author will fill in the interview form, and then submit the interview to the teacher for review and signature. After soliciting the opinions of the teachers, the interview form was recovered to provide support for the subsequent data analysis.

Data Analysis

Before analyzing the data, the investigators first checked for the correctness and completeness of the questionnaire. If the data is found to be conflicting or incomplete, the investigator will ask the respondents directly for more information.

1. Use the students' questionnaire to analyze the basic situation of the cultural literacy of broadcasting hosts in school, understand their practical needs and help for cultural literacy, and provide content basis for the implementation of specific strategic training model.

2. Use the interview form to further understand the objectives of local broadcasting and host talent training and the needs of serving the society, analyze the possibility of implementing the cultural literacy training model in the next step, and lay a good foundation for the regional differentiation of the training model.

Expected Output Phase1

Get the reasons for the difficulty of university broadcasting host talent, understand the knowledge and practical needs of college students to improve cultural literacy.

The phase 2 is to answer the research purpose 2: to develop and implement and a ST model for building cultural literacy of broadcasting and hosting talents ability.

Research Instruments

1. Mind maps generated based on the data collected in the study objective
2. Feasibility evaluation form of ST model.

Designing instrument
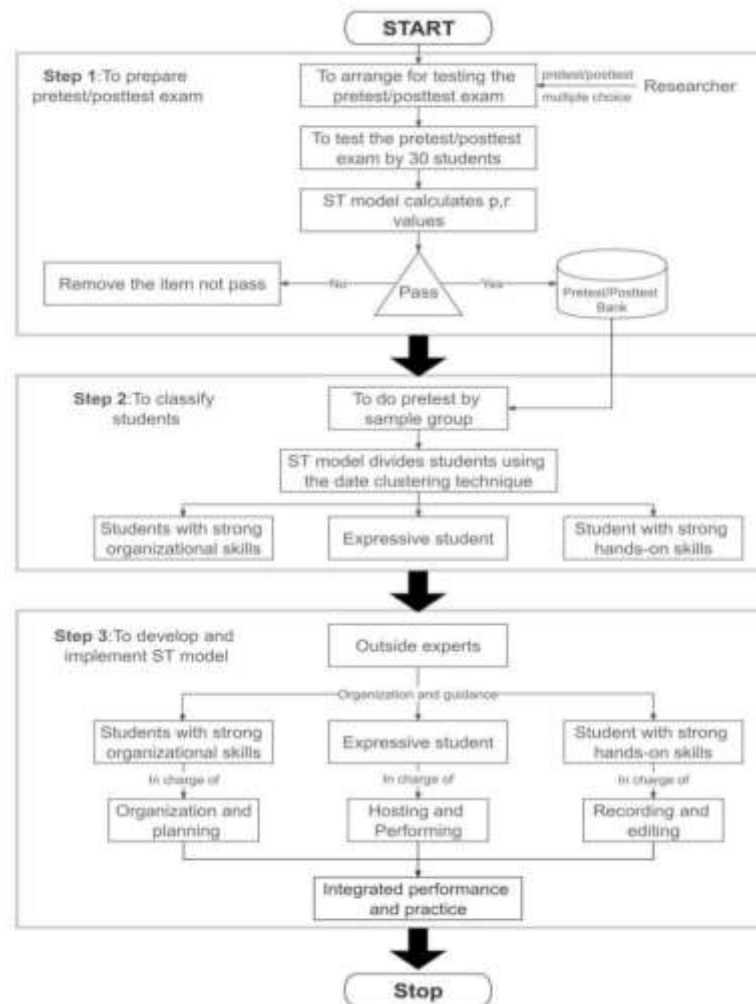
Figure 3.2 The processes of to develop and implement the ST model of the
construction of broadcasting host talent cultural literacy

       1. According to the research objective 1. Formulate the ST model for
improving the cultural literacy of broadcasting and hosting talents.

       2. The pre-test and post-test questions are prepared by the researcher.

       3. Test the difficulty and validity of the questions by students outside the
sample group of 30.

       4. Establish pre-test and post-test question bank.

       5. Pre-test the sample group of students, and classify different types of
students.

       6. To choose the important topics

Table 3.1 Course description of Broadcasting creation basis

No.	Topic	Hours	Detail
1	Training of broadcast experience	6	Through various sensory training, strengthen students' understanding and imagination of the broadcast content.
2*	Scene reappearance in broadcasting and hosting	12	Train students to form a state of constant movement of thoughts and feelings through rich imagination.
3*	The inner language in broadcasting and hosting	12	Train students' ability of understanding and expression, and express the meaning that cannot be directly revealed.
4	The sense of object in broadcasting and hosting	12	To train students' ability of language expression in front of different audiences.

7. Implement the strategic training model according to the classified students

8. Carry out school-enterprise cooperation, introduce experts from outside the school, and let the experts arrange different types of students for classified practice to improve their own cultural literacy.

9. Conduct comprehensive practice performances to present the results of ST model.

Data Collection

Five experts conducted validity analysis on the pre-test results of the sample group of students to prepare for the Phase 3 post-test evaluation of ST model.

Data Analysis

This paper analyzes the rationality of the pre-test and post-test question bank, and analyzes the validity of the classification of the sample group of students.

Expected Output Phase 2

The pre-test results of the sample group of students are obtained, and the ST model is implemented according to the results, which is the best preparation for the next evaluation of the model.

The phase 3 is to answer the research purpose 3: to evaluate the strategic training model.

The population / the sample Group

Students majoring in broadcasting and hosting arts from three universities in Guangxi Zhuang Autonomous Region. Among them, there are 30 students from Guangxi University for Nationalities, 30 students from Guangxi University of the Arts, and 30 students from Guangxi Foreign Languages University and 30 students outside the sample group that took the test in phase 2.

Research Instruments

1. A thinking model designed according to the mind map

2. Follow-up table of students' learning status

3. Pre-test and post-test program effect evaluation form

Designing instrument
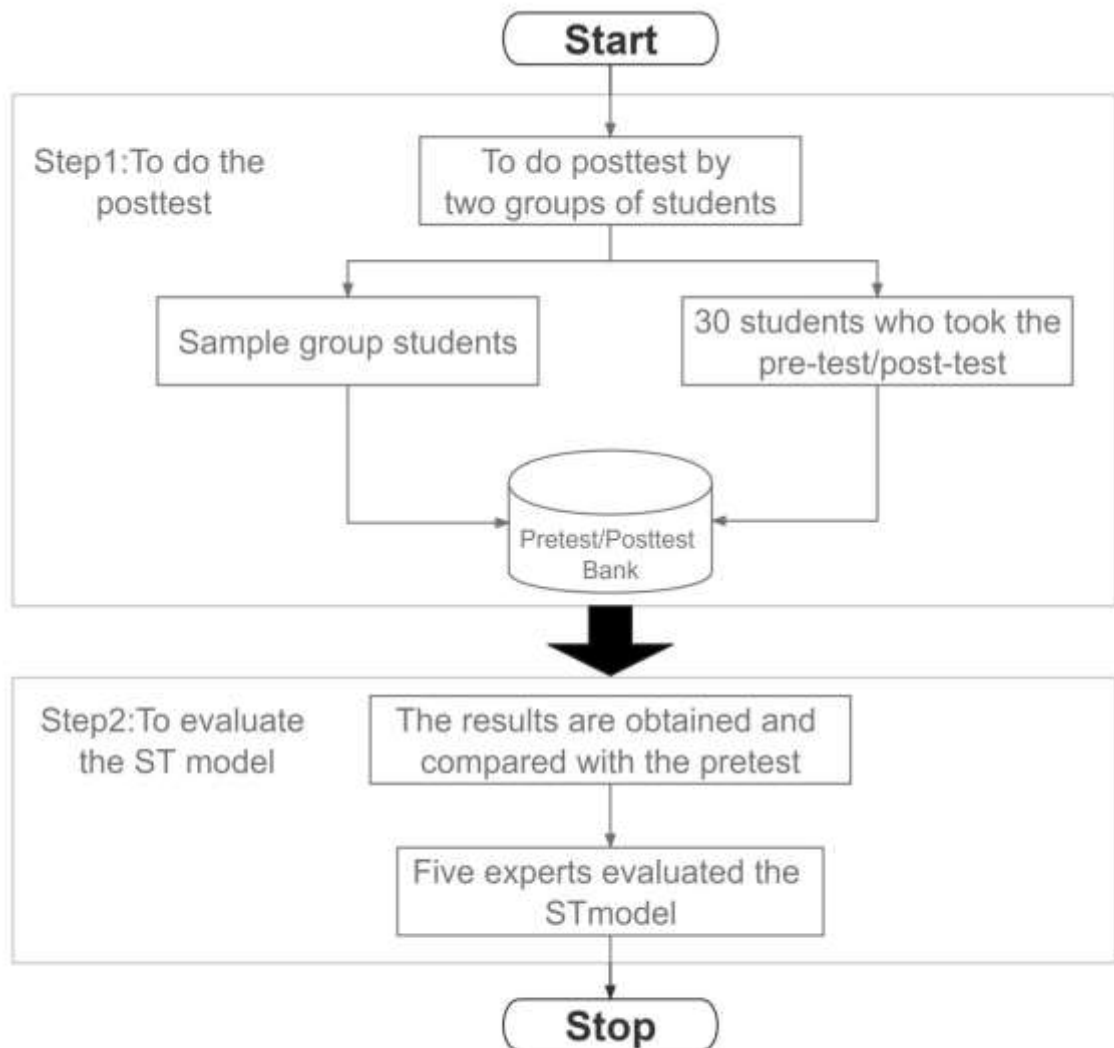
Figure 3.3 The processes of to evaluate the ST model of this strategy

      1. The students in the sample group and the 30 students who participated in the test were posttested using the same set of questions in the first step. It is worth noting that the two groups of students studied the same lessons, but the training model was different, and the 30 students who participated in the test did not use the ST model.

      2. The post-test results are obtained and compared with the pre-test results.

      3. The results were analyzed by 5 experts to evaluate the validity and feasibility of the ST model.

Data Collection

Collect the data of students before and after the test, and make a comparative assessment.

Data Analysis

1. Pre-test

To find out the characteristics of the core data of students in the three links of knowledge, practice and detection of cultural literacy, the data can be used as a comparison with the post-test, helping to find problems and propose new solutions.

2. Post-test

According to the new strategic cultivation model of cultural literacy proposed in Step 1 and Step 2, the changes in knowledge, practice and detection of students' cultural literacy are detected, and the causes and characteristics are summarized, which is helpful to propose specific methods and programs.

Expected Output Phase 3

It is concluded that a set of strategic training model for improving the cultural quality of broadcasting hosts in line with the needs of local development in Guangxi.

Chapter 4
Data Analysis Results

The research objectives of the strategic training model of broadcasting cultural literacy construction are as follows: 1. To investigate the knowledge and practical needs of broadcasting talents to improve cultural literacy. 2. To develop and implement A Strategic Training Model for Promoting Cultural Literacy of Broadcasting Practise talents ability. 3. To evaluate the strategic training model. The data analysis results are as follows:

      1. Presentation of Data Analysis

      2. Symbol and abbreviations

      3. Results of data analysis

      The details are as follows.

Presentation of Data Analysis

Part1. Analysis of interview content and questionnaire results on the promotion of knowledge and practice needs of broadcasting talents in universities in Guangxi.

Part2. Pre-test the sample group of students to distinguish the types of students. Then let the sample group of students use ST model for learning and practice.

Part3. Students in the sample group and the comparison group were given post-test to evaluate the effectiveness of the ST mode.

Symbol and Abbreviations

Represent data analysis results based on symbols and semantics. The details are as follows:

$\overline{X}$ means refers to mean

SD means standard deviation

Results of Data Analysis

　　Part 1. Analysis of interview content and questionnaire results on the promotion of knowledge and practice needs of broadcasting talents in universities in Guangxi.

　　The purpose of this part is to comprehensively and accurately understand the current situation of the cultural literacy improvement of college broadcasting talents in Guangxi through interviews with experts and the collection of student questionnaires, so as to lay a good foundation and prepare for the construction of the ST Model. The interview method adopted in this study interviewed the broadcasting course teaching and management experts of three schools in Guangxi from the aspects of the school's talent training goal, the current situation of the school's cultural accomplishment construction, and the situation of students' graduation and employment. Through the interview, we have an in-depth understanding of the problems and development needs of the cultural literacy construction of college broadcasting talents in Guangxi, which provides important data support for us to further explore the education development model.

　　In this study, the researchers used an interview outline specifically designed for this study and presented the respondents' information in the following table, as shown in Table 4.1.1

Table 4.1 Basic information of respondents

Interviewee	Educational background	Interview date	Interview time
Interviewee 1	**Qualification:**Master	23rd	10:00 am
	Tittle: Professor	March	GMT +8
	Experience:18 years	2024	36 minutes
Interviewee 2	**Qualification:**Master	23rd	11:00 am
	Tittle: Associate Professor	March	GMT +8
	Experience:5 years	2024	39 minutes

Table 4.1 (Continued)

Interviewee	Educational background	Interview date	Interview time
Interviewee 3	**Qualification:**Master	26rd	10:00 am
	Tittle: Professor	March	GMT +8
	Experience:6 years	2024	30 minutes
Interviewee 4	**Qualification:**Master	26rd	11:00 am
	Tittle: Associate Professor	March	GMT +8
	Experience:10 years	2024	31 minutes
Interviewee 5	**Qualification:**Master	29rd	3:00 pm
	Tittle: Associate Professor	March	GMT +8
	Experience:12 years	2024	35 minutes
Interviewee 6	**Qualification:**Master	29rd	4:00 pm
	Tittle: Associate Professor	March	GMT +8
	Experience:10 years	2024	40 minutes

According to Table 4.1.1,6 respondents are from 3 universities in Guangxi, with 2 people from each university.　All of the teachers interviewed had a master's degree.　From the perspective of professional titles, there are 2 professors and 4 associate professors, each accounting for 50% of the total.　In terms of years of working education, 4 teachers have been engaged in radio teaching for more than 10 years, and 2 teachers have more than 10 years of working experience as frontline announcers although they have not been engaged in radio education for more than 10 years.

Results of the analysis on the content of the interviews

1. What do you think of the overall cultural literacy level of the students majoring in broadcasting in your school?

Interviewee 1:The first expert from Guangxi University for Nationalities said that the overall cultural literacy of students is above the average, most of the

students naturally have a certain understanding of Chinese and foreign humanities, and the more prominent ones can also have a more prominent view of a certain field. During the interview, the expert also said that the reserve and accumulation of students in some professional fields are still lacking.

Interviewee 2:The second interviewed expert from Guangxi Mingzu University said that students as a whole lack of cultural knowledge reserves, understanding and absorption of knowledge are relatively passive, only a small number of students can take the initiative to insist on reading.

Interviewee 3:The first interviewed expert from Guangxi University of the Arts said that students' cultural literacy is relatively low, and many students even lack some common sense, such as poor literacy. At the same time, the expert also said that the students do not have the ability to feel the text, reading the traces are very heavy, which is also related to the level of cultural literacy. Finally, the expert said that the level of students' cultural literacy does not seem to have an absolute positive correlation with their academic performance.

Interviewee 4:The second interviewed expert from Guangxi University of the Arts said that students' overall cultural literacy level is relatively poor, which is not the reason for the low scores of cultural courses, nor can it be solved simply by reading more books. It is necessary to strengthen the study of literature, art and social knowledge on the basis of reading, in order to improve students' comprehensive cultural literacy.

Interviewee 5:The first interviewed expert from Guangxi University of Foreign Languages said that the overall cultural level is low, and the professional level is medium. The interviewees said that this is mainly related to the scores of cultural courses, most of the students are low in science, and the scores of English and Chinese are low in liberal arts. This limits the students' understanding of the text and articles to a certain extent, and directly reduces the students' professional level.

Interviewee 6:The second interviewed expert from Guangxi University of Foreign Languages said that the overall level of students is uneven, because they are art students, students pay more attention to the learning of art professional level in middle school, but ignore the learning of culture, so the overall cultural literacy needs to be improved.

2.How do you think the university attaches importance to the development of cultural literacy of students majoring in broadcasting?

Interviewee 1:The first interviewed expert from Guangxi University for Nationalities said that the school attaches great importance to the promotion of cultural literacy of students majoring in broadcasting, and often improves students' cultural literacy through multiple ways such as promoting learning through competitions and excellent talent classes.

Interviewee 2:The second interviewed expert from Guangxi University for Nationalities said that the school attaches great importance to the improvement of students' cultural literacy, and the school often holds various activities and competitions to improve students' cultural literacy. In the classroom, the teaching content of traditional culture will also be integrated to remind students to pay attention to improving cultural literacy.

Interviewee 3:The first interviewed expert from Guangxi University of the Arts said that the school attaches great importance to this and has tried to arrange relevant courses to improve students' cultural literacy. However, students do not agree with this, believing that the improvement of professional level is more important than the improvement of cultural literacy.

Interviewee 4:The second interviewed expert from Guangxi University of the Arts said that the school pays more attention to the development of cultural literacy of students majoring in broadcasting, but few are implemented and have substantial effects. Respondents also talked about some of the reasons for this, but in summary, it seems that the low emphasis of students themselves on this is an important factor.

Interviewee 5:The first interviewed expert from Guangxi University of Foreign Languages said that the school attaches great importance to the cultural quality of students, especially students majoring in broadcasting, and offers courses such as "Excellent Traditional Chinese Culture" in public elective courses. In practice, it also attaches great importance to improving students' cultural literacy by combining professional development.

Interviewee 6:The second interviewed expert from Guangxi University of Foreign Languages said that judging from the literature courses offered by the school, the school pays more attention to the development of cultural literacy of students

majoring in broadcasting. Such as "Foreign Literature", "Ancient Chinese Literature", "Modern and Contemporary Chinese Literature" and other courses.

3. What do you think the school has done to help students improve their cultural literacy?

Interviewee 1:The first interviewed expert from Guangxi University for Nationalities said that the school has established practice bases, organized special cultural activities, and encouraged and guided students to find, analyze and solve problems in practice. Respondents said that in general, students are encouraged to improve their cultural literacy in practice.

Interviewee 2:The second interviewed expert from Guangxi University for Nationalities said that the school provides students with excellent teachers and good book resources, and the school also holds open reading activities from time to time. For students majoring in broadcasting, the school also provides a large number of practical platforms for students to improve their cultural literacy.

Interviewee 3:The first interviewed expert from Guangxi University of the Arts said the school will provide students with relevant courses, "experts into the campus" lectures and other activities. Respondents also said that because the school is an art school, its cultural literacy atmosphere is not very strong. This also limits the path that schools can offer students to improve their cultural literacy.

Interviewee 4:The second interviewed expert from Guangxi University of the Arts said that the school helps students comprehensively improve their cultural literacy through rich cultural activities, diversified curriculum, cross-disciplinary and practical opportunities. But it also said that the school's enthusiasm in this area is not very high.

Interviewee 5:The first interviewed expert from Guangxi University of Foreign Languages said that the school attaches great importance to the cultural quality of students, especially broadcasting students, and attaches great importance to the integration of professional practice and cultural literacy, such as actively organizing students to participate in activities such as Chinese classics reading and Guangxi college students art exhibition, so that students can improve their cultural literacy in practice.

Interviewee 6:The second interviewed expert from Guangxi University of Foreign Languages said that the school offers modern Chinese, ancient literature, modern and contemporary literature and other literature courses for broadcasting students, suggesting that the form is mainly to offer related courses, but there is a lack of practical courses for the development of literary literacy.

4. What do you think are the factors that affect the improvement of students' cultural literacy?

Interviewee 1:The first interviewed expert from Guangxi University for Nationalities said that the most important thing is internal reasons, many students majoring in broadcasting think that the sign of good broadcasting is to speak Mandarin well, which is to read the manuscript well when reciting, giving speeches and hosting. This wrong understanding limits their improvement in cultural literacy.

Interviewee 2:The second interviewed expert from Guangxi University for Nationalities said that there are many factors that affect the improvement of students' cultural literacy, such as the influence of the environment, the guidance of others, and their own motivation. He believes that the students in his school generally lack the internal motivation to improve cultural literacy, and do not have a clear understanding of the help that cultural literacy brings to the improvement of professional level.

Interviewee 3:The first interviewed expert from Guangxi University of the Arts said that the factors affecting the improvement of students' cultural literacy can be basically summarized as the following: students' own ideology, family education, the charm of culture itself, school training, and people around them. Respondents said that in addition to their own factors are more important, the learning environment is also very important.

Interviewee 4:The second interviewed expert from Guangxi University of the Arts said that the quality of education, the level of teachers, subject Settings, students' willingness to learn, social culture, individual interests, reading habits, and social circles all have an important impact on the improvement of students' cultural literacy. Respondents said that special attention should also be paid to the characteristics of the school itself and the direction of talent training, which affects the direction of teachers to guide students in the classroom.

Interviewee 5:The first interviewed expert from Guangxi University of Foreign Languages said that on the one hand, it is the students' own reasons, the cultural foundation is relatively thin, and the motivation of students to learn is enhanced. Secondly, cultivate students' learning enthusiasm in teaching. The interviewees especially mentioned that the teaching mode of broadcasting and hosting in many universities is still relatively traditional, and there is relatively little training and teaching in the improvement of cultural literacy.

Interviewee 6:The second interviewed expert from Guangxi University of Foreign Languages said that students do not read enough books about literature, and their insufficient interest in ancient literature, especially classical Chinese culture, is a very important factor affecting the improvement of students' cultural literacy. The interviewed experts said that the explanation of traditional culture is rather traditional, the teaching style is rather boring, and the language environment does not meet the interests of young students. These are some objective factors that students are not interested in traditional culture.

5. What other measures do you think your school should take to improve the cultural literacy of students majoring in broadcasting?

Interviewee 1:The first interviewed expert from Guangxi University for Nationalities said that the assessment of cultural literacy can be included in the daily assessment of broadcasting majors, highlighting the importance of cultural literacy in the process of education and teaching, and starting the incentive mechanism. Respondents said the move is a measure to emphasize the importance of cultural literacy assessment and stimulate students' interest in learning through means.

Interviewee 2:The second expert interviewed from Guangxi University for Nationalities said that, first of all, reading books can be included in regular grades; Secondly, hold a series of reading activities; Third, students can be encouraged to participate in audio book recording. Interviewed experts said that today's students' consciousness of learning is relatively poor, especially those who have the habit of sticking to reading is less and less, so through a series of activities to let students pick up books, is an effective way to improve students' cultural literacy.

Interviewee 3:The first interviewed expert from Guangxi University of the Arts said the threshold for academic scores should be raised when selecting students to enter universities, especially for liberal arts scores, including subjects such as Chinese, English, history and geography. Respondents said that students' own cultural literacy is very important, if their own cultural level is not good, it is difficult to achieve such changes through university.

Interviewee 4:The second interviewed expert from Guangxi University of the Arts said that students' cultural literacy can be cultivated through diversified courses, practical activities, tutor guidance, encouraging reading, cultural exchanges, digital resources, social practices, and personalized tutoring. Respondents said personalized tutoring was particularly important.

Interviewee 5:The first interviewed expert from Guangxi University of Foreign Languages said that, first of all, it is necessary to cultivate students' motivation for learning cultural content; Secondly, according to the characteristics of broadcasting and hosting, it is necessary to combine professional knowledge and practice to cultivate students' interest in learning cultural knowledge. When the interviewee was interviewed, the most frequently said sentence was "stimulate students' learning interest by combining professional practice".

Interviewee 6:The second interviewed expert from Guangxi University of Foreign Languages said that more practical activities about classic literature can be conducted, such as reading clubs, recitation competitions, poetry creation competitions, etc., so that students can feel the charm of traditional Chinese culture in activities and practices.

Table 4.2 Summary of the interview content about the current situation of improving the cultural literacy of students majoring in broadcasting

Questions	The Answer
About the status quo of cultural literacy	Almost every expert interviewed expressed dissatisfaction with the current situation of the cultural literacy of broadcasting students in the university. Guangxi University for Nationalities, which has a relatively high admission score for cultural studies, is slightly better than the other two schools on this issue.
About the importance of the school	All the interviewees said that the university attaches great importance to the promotion of cultural literacy of broadcasting students, especially Guangxi University for Nationalities and Guangxi University of Foreign Languages, two comprehensive universities.
About the school's offer of help	In the face of this problem, the words that appear most frequently are "course opening" and "practice platform building".
About impact promotion	Almost every interviewee talked about the students' own interests and motivation to learn.
Regarding possible measures	The words that appeared most frequently in this question were "competition", "practice" and "activity".

To sum up, it is not difficult to see that, as the three representative universities in Guangxi in broadcasting major, the experts of the school have expressed dissatisfaction with the current situation of the improvement of students' cultural literacy. To this end, the school has also put forward some solutions and countermeasures, but with little effect, and there is no way to raise students' concern and interest in traditional cultural content. In terms of suggestions, most experts hope to combine the practical characteristics of broadcasting major with the integration of cultural learning and professional learning according to students' interests, so as to improve the cultural literacy of broadcasting major students.

Table 4.3 Reliability analysis of student questionnaire survey results in sample group

name	Correction Total corcorrelation	Item deleted α coefficient	Cronbach α Coefficient
Your gender is	0.18	0.69	
Your current grade is	0.38	0.68	
Where is the main focus of your current major study?	0.29	0.68	
How are you satisfied with the internship opportunities provided by our school?	0.45	0.66	
Do you think the school and teachers will guide your professional study according to your personal strengths and interests?	0.38	0.67	
How clear are you about your future career plan?	0.40	0.67	
Which of the following is closest to your expectations for your future career?	0.15	0.70	0.71
How satisfied are you with the learning atmosphere of broadcasting professional culture in our school?	0.53	0.65	
Do you think the frequency of cultural activities held on campus is enough?	0.61	0.63	
Do you think the cultural courses provided by the school are rich and diverse?	0.59	0.64	
How are you satisfied with the type and frequency of updating of books in the school library?	0.38	0.67	

Table 4.3 (Continued)

name	Correction Total corcorrelation	Item deleted α coefficient	Cronbach α Coefficient
How satisfied are you with teachers' guidance and help in cultural literacy?	0.19	0.70	
Which of the following ways do you most like to improve your cultural literacy?(single selection)	-0.16	0.74	
In what aspect do you most want the school to provide support and help for your cultural literacy improvement?(single selection)	-0.01	0.72	

As can be seen from the above table, the reliability coefficient value is 0.71, which is greater than 0.7, indicating that the reliability quality of the research data is good. For "α coefficient of deleted item", the reliability coefficient does not increase significantly after any item is deleted, so the item should not be deleted.

Table 4.4 Questionnaire survey information summary

name	option	frequency	percentage	Cumulative percentage
Your gender is	man	34	37.78	37.78
	woman	56	62.22	100.00
Your current grade is	freshman	13	14.44	14.44
	sophomore	57	63.33	77.78
	junior	20	22.22	100.00
Where is the main focus of your current major study?	basic theoretical knowledge	12	13.33	13.33
	Practical operation skills	38	42.22	55.56
	Art performance ability	34	37.78	93.33
	Innovation and research capabilities	6	6.67	100.00
How are you satisfied with the internship opportunities provided by our school?	far from gruntled	9	10.00	10.00
	discontent	40	44.44	54.44
	same as	22	24.44	78.89
	satisfied	18	20.00	98.89
	to feel quite pleased	1	1.11	100.00
Do you think the school and teachers will guide your professional study according to your personal strengths and interests?	It doesn't fit	7	7.78	7.78
	inconformity	38	42.22	50.00
	same as	23	25.56	75.56
	accord with	20	22.22	97.78
	Very consistent with	2	2.22	100.00

Table 4.4 (Continued)

name	option	frequency	percentage	Cumulative percentage
How clear are you about your future career plan?	Very unclear	14	15.56	15.56
	Still hesitating	28	31.11	46.67
	same as	21	23.33	70.00
	There are already options	20	22.22	92.22
	Very clear and firm	7	7.78	100.00
Which of the following is closest to your expectations for your future career?	Engaged in broadcasting-related work in the media industry	11	12.22	12.22
	Enter the field of education and become a broadcasting lecturer	24	26.67	38.89
	Become a freelancer (such as a voice actor, a host, etc.)	39	43.33	82.22
	Admission for postgraduate study	16	17.78	100.00
amount to		90	100.0	100.0

As can be seen from the above table 4.1.4: for your gender, the highest proportion of "female" is 62.22%. For the male sample, the ratio was 37.78 percent. From the perspective of your current grade, there are relatively more "sophomore" in the sample, accounting for 63.33%. 42.22% of the sample chose "practical skills". In addition, the proportion of art performance ability samples was 37.78%. How satisfied are you with the internship opportunities offered by the university? In terms of distribution, most of the samples were "unsatisfied", with a total of 40.0 samples, accounting for 44.44%. Do you think the school and teachers will guide your professional study according to your personal strengths and interests? More than 40% of the samples selected "inconsistent". How clear are you about your future career plans? In general, the highest proportion of "still undecided" was 31.11 percent. Which of the following most closely matches your expectations for your future career? In the sample, "becoming a freelancer (such as voice actor, host, etc.)" is relatively large, accounting for 43.33%.

Table 4.5 The mean and standard deviation of the current situation and demand
survey of cultural literacy improvement

name	sample capacity	least value	crest value	$\overline{X}$	SD
How satisfied are you with the learning atmosphere of broadcasting professional culture in our school?	90	1.00	5.00	2.66	0.94
Do you think the frequency of cultural activities being held on campus is high enough?	90	1.00	5.00	2.80	1.05
Do you think the cultural courses provided by the school are rich and diverse?	90	1.00	5.00	2.51	1.05
How are you satisfied with the type and frequency of updating of books in the school library?	90	1.00	5.00	2.86	1.05
How satisfied are you with teachers' guidance and help in cultural literacy?	90	1.00	5.00	2.81	0.88
Which of the following ways do you most like to improve your cultural literacy?(single selection)	90	1.00	4.00	2.51	0.91
In what aspect do you most want the school to provide support and help for your cultural literacy improvement?(single selection)	90	1.00	4.00	2.15	0.83

As shown in Table 4.5, Through the survey of the demand and current
situation of cultural literacy, we can see that the average value of this survey is about
2.5. Most students hold a neutral attitude towards the questions in the questionnaire
survey, and a small number of students tend to be dissatisfied with the answers to
individual questions. Generally speaking, the standard deviation of the data is about
0.8-1.0, and the standard deviation of the five scale is about 1.0, which indicates that
the data has moderate dispersion and diversity, reflecting certain differences in the
opinions of the raters, but on the whole, it is reasonable and common.

The above data proves that students' satisfaction with and demand for cultural literacy are closely related to the positioning of different schools, students' own cultural literacy, the degree of investment in the construction of school infrastructure, and the orientation of teachers' education and teaching. It can also be seen from the above data and the interviews with teachers that no matter how different the above factors are, almost all teachers have higher requirements for the improvement of students' cultural literacy, and they are generally worried about the current situation of students' cultural literacy. Therefore, how to further adjust the current broadcasting professional cultural literacy strategy training mode is very necessary, which will be discussed in the next part.

Part2. Pre-test the sample group of students to distinguish the types of students. Then let the sample group of students use ST model for learning and practice.

According to the basic requirements of this test, 90 students were selected as a sample group in Test One, and they were divided into three different schools. At the same time, the test also selected 30 students from each school to enter the comparison group, a total of 90 comparison students. Before conducting further tests, we first need to prove the differences in intelligence level and learning level between the sample group and the comparison group, so as to prove the effectiveness of the ST model.The specific table data is as follows:

Table 4.6 Reliability analysis of to prove the consistency of learning levels between the sample group and the control group

name	Correction Total corcorrelation	Item deleted α coefficient	Cronbach α Coefficient
Your group:	0.00	0.91	
Your school:	0.03	0.91	
I can clearly understand the basic concepts in the broadcasting course.	0.74	0.90	
I was able to give my impromptu speeches fluently.	0.64	0.90	
I can broadcast accurately in standard Mandarin.	0.60	0.90	0.91
I can easily adjust my speed and intonation freely on different occasions.	0.47	0.90	
I was able to keep a steady air status under pressure.	0.45	0.90	
I can fully understand and convey the emotion and intention of the broadcast manuscript.	0.57	0.90	
I am familiar with, and able to use, all kinds of broadcasting skills.	0.51	0.90	
I was able to adjust my broadcast style according to the response of the audience.	0.39	0.90	
I can skillfully use broadcasting equipment and software skillfully.	0.39	0.90	
I was able to play an active role in teamwork.	0.70	0.90	

Table 4.6 (Continued)

name	Correction Total corcorrelation	Item deleted α coefficient	Cronbach α Coefficient
I can effectively manage my time to prepare and conduct broadcast events.	0.59	0.90	
I can constantly improve my broadcasting level through criticism and feedback.	0.56	0.90	
I have a clear understanding of the prospects and development of the broadcasting industry.	0.77	0.90	
I can effectively deal with emergencies on the broadcast.	0.53	0.90	
I often practice it to improve my broadcasting skills.	0.61	0.90	
I can improve myself by observing and imitating professional announcers.	0.43	0.90	
I was able to prepare and plan my broadcasts independently.	0.59	0.90	
I can perform freely in different types of broadcast shows.	0.53	0.90	
I can clearly analyze and understand the audience's needs and feedback.	0.44	0.90	
I have full confidence in my broadcasting ability	0.73	0.90	

We invited 50 students in the sample group to test the reliability of the questions. From the above table, we can see that the reliability coefficient value is 0.909, which is greater than 0.9, indicating that the reliability quality of the research data is high. Can be used for further analysis.

Table 4.7 T-test results of independent samples from two schools

	School (mean value ± SD)		t	p
	Guangxi Foreign Languages University (n =30)	Guangxi University of the Arts (n =30)		
Sample group	87.40±4.90	86.73±4.02	0.57	0.56
Contrast group	86.73±5.42	86.07±5.72	0.46	0.64

As can be seen from the above table, t test (independent sample t test) is used to study the differences of two items in sample group and contrast group. As can be seen from the above table: Samples from different schools did not show significance for sample group and contrast group (p>0.05), which means that samples from different schools showed consistency for sample group and contrast group without difference.

It can be concluded that samples from different schools do not show significant differences for sample group and contrast group.

Table 4.8 T-test results of independent samples from two schools

	School (mean value ± SD)		t	p
	Guangxi Foreign Languages University (n =30)	Guangxi University for Nationalities (n =30)		
Sample group	87.40±4.90	88.40±3.80	-0.88	0.38
Contrast group	86.73±5.42	87.60±4.82	-0.65	0.51

As can be seen from the above table, t test (full name independent sample t test) was used to study the differences between the sample group and the contrast group in two items. It can be seen from the above table: Samples from different schools did not show any significance for the sample group (p>0.05), which means that samples from different schools showed consistency for the sample group, and there was no difference.It can be concluded that samples from different schools do not show significant differences between sample groups and contrast group.

Table 4.9 T-test results of independent samples from two schools

	School (mean value ± SD)		t	p
	Guangxi University for Nationalities (n =30)	Guangxi Academy of the Arts (n =30)		
Sample group	88.40±3.80	86.73±4.02	1.65	0.10
Contrast group	87.60±4.82	86.07±5.72	1.12	0.26

As can be seen from the above table, t test (independent sample t test) is used to study the differences of two items in sample group and contrast group. As can be seen from the above table: Samples from different schools did not show significance for sample group and contrast group (p>0.05), which means that samples from different schools showed consistency for sample group and contrast group without difference.

It can be concluded that samples from different schools do not show significant differences for sample group and contrast group.

To sum up, we compared the sample group and the comparison group in two groups of the three schools respectively, and the P value of the comparison results in each group was greater than 0.05, which proved that there was no significant difference in the intelligence level and learning level of students in the two groups. But at the same time, we also found that there were some slight differences in the test scores of different schools. For example, in the test, the average score of Guangxi University for Nationalities was the highest, Guangxi University of Foreign Languages ranked second, and Guangxi University of the Arts ranked third. This also proves that different school positioning, students' basic level and teachers' teaching methods have different impacts on students' achievement. In the case of unable to change the school positioning, school enrollment quality of students, how to carry out targeted teaching according to the level and ability of existing students is very important, this part of the content will be demonstrated in the following analysis.

Table 4.10 Comparison group reliability analysis of the previous test volume

name	Correction Total corcorrelation (CIT)	Item deleted α coefficient	Cronbach α Coefficient
How much do you know about the historical background of the broadcast during the broadcast?	0.49	0.84	0.85
Can you properly quote the relevant cultural allusions when broadcasting the news?	0.63	0.84	
Do you take the initiative to consult the relevant cultural materials when preparing the broadcast materials?	0.57	0.84	
Can you use different cultural background knowledge to explain in the broadcasting process?	0.49	0.84	
How much do you think the cultural literacy will help you to improve your level?	0.34	0.85	
Can you use idioms and allusions accurately during the broadcast process?	0.48	0.84	
In the broadcast process, can you combine the current social hot spots for content explanation?	0.47	0.84	
Can you reflect the professionalism of culture and art when broadcasting the literary and artistic programs?	0.56	0.84	
Can you accurately express the cultural differences of different countries when broadcasting international news?	0.48	0.84	

Table 4.10 (Continued)

name	Correction Total corcorrelation (CIT)	Item deleted α coefficient	Cronbach α Coefficient
What do you think is the importance of literacy in the face of emergencies?	0.42	0.85	
Do you consider the cultural background of the audience when you prepare the program?	0.61	0.84	
Can you use your cultural knowledge in the broadcast?	0.34	0.85	
When you explain sports events, can you give a professional explanation combined with sports culture?	0.38	0.85	
How much do you think literacy does in improving the interest of broadcast programs?	0.05	0.86	
When you broadcast financial programs, can you combine economy and culture?	0.32	0.85	
Can you correctly distinguish and express all kinds of cultural customs during the broadcast process?	0.44	0.85	
Can you accurately understand and respond to the cultural background of the guests during the interview program?	0.48	0.84	
When you broadcast the weather forecast, can you combine the local cultural characteristics to broadcast?	0.50	0.84	

Table 4.10 (Continued)

name	Correction Total corcorrelation (CIT)	Item deleted α coefficient	Cronbach α Coefficient
What do you think is the role of cultural literacy in improving the depth and breadth of broadcast content?	0.31	0.85	
Can you adjust your language and expression style according to different cultural backgrounds during the broadcast process?	0.53	0.84	

As can be seen from the above table, the reliability coefficient value is 0.85, which is greater than 0.8, indicating that the reliability quality of the research data is high.

Table 4.11 Reliability analysis of the sample group to the previous test volume

name	Correction Total corcorrelation	Item deletedα coefficient	Cronbach α Coefficient
How much do you know about the historical background of the broadcast during the broadcast?	0.66	0.92	
Can you properly quote the relevant cultural allusions when broadcasting the news?	0.70	0.92	
Do you take the initiative to consult the relevant cultural materials when preparing the broadcast materials?	0.79	0.92	
Can you use different cultural background knowledge to explain in the broadcasting process?	0.72	0.92	0.93
How much do you think the cultural literacy will help you to improve your broadcasting level?	0.55	0.92	
Can you use idioms and allusions accurately during the broadcast process?	0.67	0.92	
In the broadcast process, can you combine the current social hot spots for content explanation?	0.66	0.92	
Can you reflect the professionalism of culture and art when broadcasting the literary and artistic programs?	0.70	0.92	

Table 4.11 (Continued)

name	Correction Total corcorrelation	Item deleted α coefficient	Cronbach α Coefficient
Can you accurately express the cultural differences of different countries when broadcasting international news?	0.65	0.92	
What do you think is the importance of literacy in the face of emergencies?	0.49	0.92	
Do you consider the cultural background of the audience when you prepare the program?	0.64	0.92	
Can you use your cultural knowledge in the broadcast?	0.66	0.92	
When you explain sports events, can you give a professional explanation combined with sports culture?	0.58	0.92	
How much do you think literacy does in improving the interest of broadcast programs?	0.35	0.93	
When you broadcast financial programs, can you combine economy and culture for analyze?	0.48	0.93	
Can you correctly distinguish and express all kinds of cultural customs during the broadcast process?	0.57	0.92	
Can you accurately understand and respond to the cultural background of the guests during the interview program?	0.59	0.92	

Table 4.11 (Continued)

name	Correction Total corcorrelation	Item deletedα coefficient	Cronbach α Coefficient
When you broadcast the weather forecast, can you combine the local cultural characteristics to broadcast?	0.57	0.92	
What do you think is the role of cultural literacy in improving the depth and breadth of broadcast content?	0.41	0.93	
Can you adjust your language and expression style according to different cultural backgrounds during the broadcast process?	0.71	0.92	

As can be seen from the above table, the students in the sample group conducted the survey test, and the test reliability coefficient value was 0.93, which was greater than 0.9, indicating that the reliability quality of the research data was high. Can be used for further research.

Sample group score distribution

Comparison group score distribution
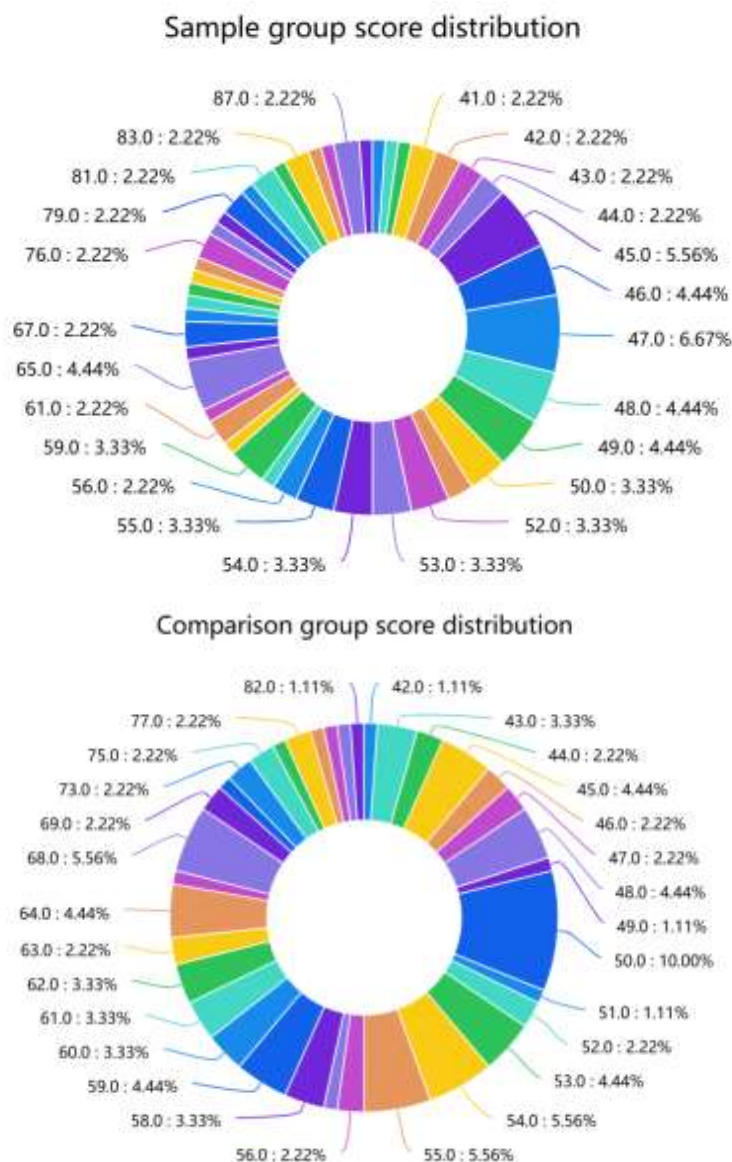
Figure 4.1 Sample group and comparison group pre-test results distribution diagram

According to the score distribution of the above sample group and the comparison group, the score distribution of the sample group occupies the largest proportion of 47 points, reaching 6.67%, and the second highest proportion is 65 points, reaching 4.44%. In the comparison group, 50 points accounted for the largest proportion, accounting for 10%, and 68 points accounted for the second proportion, accounting for 5.56%According to the score of 100 out of 100 and 60 passing points, both the sample group and the comparison group in the pre-test results are not up to standard in the expression and performance of cultural literacy in broadcast practice activities. Most of the scores are in the 40-50 range.

Table 4.12 Mean and standard deviation of the pre-test scores of the sample group and the control group

name	sample capacity	least value	crest value	$\overline{X}$	SD	median
Sample group scores	90	37.00	89.00	58.07	14.10	53.50
Compare group scores	90	42.00	82.00	57.73	10.12	55.50

As can be seen from the above table, there are no outliers in the data, and the average value can be directly described and analyzed. The maximum value of the sample group is 89, the minimum value is 37, the average value is 58.07, and the standard deviation is 14.10. The maximum value and minimum value of the comparison group were 42 points, the mean value was 57.73, and the standard deviation was 10.12.

Table 4.13 Analysis results of paired T-test in sample group and comparison group

name	Paired pairs (mean value ± standard deviation)		Difference (pairing 1-pair 2)	t	p
	Paired 1	Pair 2			
Sample group scores were paired against group scores	58.08±14.10	57.73±10.13	0.34	0.19	0.84

As can be seen from the above results, in the pre-test results, the average score of the sample group was 58.08, and the average score of the comparison group was 57.73. The paired t test was used to study the differences of experimental data. As can be seen from the above table, there were no differences in the data of 1 paired pairs (p>0.05). It can be proved that under the background that there is basically no significant difference in the overall learning level between the comparison group and the sample group, the test results of the pre-test also do not show significant differences.

Table 4.14 Content validity analysis of classification test for sample group of students

name	option	frequency	percentage	Cumulative percentage of
What type of program do you prefer?	the news	29	32.22	32.22
	variety show	21	23.33	55.56
	newsreel	30	33.33	88.89
	entertainment news	10	11.11	100.00
What style of hosting do you think you are better at?	Serious, formal	9	10.00	10.00
	Lively and humorous	33	36.67	46.67
	Neutral and objective	39	43.33	90.00
	Emotional, interactive	9	10.00	100.00
What do you pay more attention to in the hosting process?	Pass on the accurate information	20	22.22	22.22
	Mobilize the emotions of the audience	25	27.78	50.00
	Maintain a neutral position	31	34.44	84.44
	Entertainment audience	14	15.56	100.00
What kind of hosting style do you think is better for you?	Authority, major	12	13.33	13.33
	Affinity, funny	17	18.89	32.22
	Calm, analyze	36	40.00	72.22
	Enthusiasm, interaction	25	27.78	100.00
What type of content do you prefer to handle?	current news	11	12.22	12.22
	Entertainment gossip	27	30.00	42.22
	social events	30	33.33	75.56
	Star interview	22	24.44	100.00

Table 4.14 (Continued)

name	option	frequency	percentage	Cumulative percentage of
How do you behave under stressful situations?	Stay calm and be professional	16	17.78	17.78
	Solve the tension through humor	27	30.00	47.78
	Rational analysis, steady progress	31	34.44	82.22
	Relax the atmosphere with enthusiasm and interaction	16	17.78	100.00
Which work environment do you prefer?	Serious quiet	11	12.22	12.22
	It's fun	21	23.33	35.56
	Orderly and rational	32	35.56	71.11
	Full of energy and interactive	26	28.89	100.00
What do you think of the audience's feedback?	Focus on and adjust the accuracy of the content	14	15.56	15.56
	Keen on the immediate reaction of the audience	13	14.44	30.00
	Analyze audience feedback to correct the program	38	42.22	72.22
	Enhance the audience's sense of participation through interaction	25	27.78	100.00

Table 4.14 (Continued)

name	option	frequency	percentage	Cumulative percentage of
How do you prepare for a host?	Do sufficient background check and prepare sufficient information	13	14.44	14.44
	Think about the interaction point and prepare humorous jokes	15	16.67	31.11
	Analyze the event background and prepare the problem	41	45.56	76.67
	Design interactive sessions and prepare for entertainment content	21	23.33	100.00
What type of audience interaction do you prefer?	Pass on information through questions and answers	18	20.00	20.00
	Interact through games and activities	27	30.00	50.00
	Interacting through discussion and debate	22	24.44	74.44
	Interact through the entertainment segment	23	25.56	100.00
amount to		90	100.0	100.0

What kind of programs do you prefer? More than 30% of the sample selected "documentary". In addition, the proportion of news programs was 32.22 percent. Which style of hosting do you think you're better at? More than 40% of the samples chose "neutral and objective". In addition, the proportion of lively and humorous samples was 36.67%. What do you focus on during the hosting process? It can be seen that there are relatively many "neutral positions" in the sample, accounting for 34.44%. What style of hosting do you think suits you better? More than 40% of the sample chose "calm and analysis". What type of content do you prefer to work with? More than 30% of the sample selected "social events". Among the samples, 34.44% chose "rational analysis and steady progress". What kind of working environment do you prefer? The highest proportion of "orderly rationality" was 35.56%. What do you think of the audience feedback? In terms of distribution, most of the samples were "analyzing audience feedback to correct programs", with a total of 38.0 samples, accounting for 42.22%. How do you prepare for a host? More than 40% of the samples selected "Analyze event background, prepare questions". Interaction through games and activities was selected by 30.00% of the sample.According to the final statistical results in the table above, among the 90 sample groups, 52 students were assigned to the news broadcasting group and 38 to the variety broadcasting group.

Next, the researcher will use ST model to teach and study the students in the sample group for three months. The specific steps of ST model are arranged as follows:

Step 1: Curriculum system adjustment

In the formulation of strategic training mode for the promotion of cultural literacy of broadcasting talents, the composition of curriculum system is the core link, which directly affects the knowledge structure and skill level of students. The curriculum adjustment plan should be based on the requirements of professional competence and cultural literacy cultivation goals, and on the basis of data-driven decision-making, the credit ratio of compulsory and elective courses and the breadth and depth of course content should be carefully constructed.

In the original broadcasting curriculum system, the construction of core curriculum is relatively simple, the teaching content is relatively rigid, and it does not keep up with the development and change trend of domestic media industry. For the elective courses of cultural general knowledge and other cultural literacy improvement, the evaluation mode is relatively simple, lacks the actual application of the assessment mechanism, and cannot be adjusted and changed according to different types of learning and different abilities. Therefore, in the course system of ST model, the course arrangement of news group and Variety group is as follows:

Table 4.15 Strategic training model curriculum system arrangement

the type of course	compulsory credits	Elective credits	Total credits	The proportion of required courses	The proportion of elective courses	Coverage of the course content
Political theory class	6	4	10	60%	40%	The Basic principles of Marxism, the theory of socialism with Chinese characteristics, etc
Humanities knowledge class	10	15	25	40%	60%	Chinese modern and contemporary literature, western literature history

Table 4.15 (Continued)

the type of course	compulsory credits	Elective credits	Total credits	The proportion of required courses	The proportion of elective courses	Coverage of the course content
Foreign language class	8	2	10	80%	20%	Cultivation of English listening, speaking, reading and writing skills, the second foreign language
Self-cognition and development class	5	5	10	50%	50%	Mental health education, career planning and development
Social science class	7	8	15	46.7%	53.3%	Political economy, sociology, population
Major basic courses	20	10	30	66.7%	33.3%	Broadcasting principles and skills, media regulations and ethics, hosting art foundation

Table 4.15 (Continued)

the type of course	compulsory credits	Elective credits	Total credits	The proportion of required courses	The proportion of elective courses	Coverage of the course content
Professional skills upgrading course	15	15	30	50%	50%	Live report and practical training, broadcast text processing, host practice
Practice internship class	10	10	20	50%	50%	Media practice, off-campus practice, professional competition, etc
Graduation project or thesis	6	-	6	100%	0%	Research on broadcasting and hosting art major
amount to	87	69	156	55.8%	44.2%	

The above is the curriculum system used by the sample group of students. According to the difference between the students in the sample group who are divided into the news group and the variety group, the internal courses will be adjusted appropriately without changing the above course system. For example, students in the news group may pay more attention to news broadcasting, on-camera reporting and hosting, collecting news and interviewing content in traditional media in professional basic courses, professional skills improvement courses and practical practice courses. The corresponding cultural literacy part will also focus on the above

course content; Students in the variety show group pay more attention to the ability to improvise questions on the spot, host variety shows or activities, and improvise interviews, etc. At the same time, they also teach and popularize relevant cultural content based on their content.

Step 2: Reform of teaching method

In the educational mode innovation strategy, the reform of teaching method is the key link to improve the cultural quality of broadcasting and hosting talents. The reform of teaching methods should focus on improving the quality of education and students' innovation and practical ability. The traditional teaching mode mostly uses one-way indoctrination, and students passively accept information, which is difficult to stimulate their active exploration and innovative thinking. Therefore, it is imperative to carry out the reform of teaching methods in order to achieve the overall upgrading of teaching objectives and the all-round improvement of students' abilities.The specific teaching method reform is as follows:

Table 4.16 Teaching reform practice table

Order number	Method name	teaching methods	Cover the course	Expected effect
1	flipped classroom	Students prepare before class, Classroom interaction between teachers and students, etc	Major basic courses Professional skills upgrading course Social science class Humanities cognition class	Stimulate students' thinking consciousness and improve their cultural vision
2	Discussion teaching	Can organize the topic discussion, debate and other forms.	Major basic courses Professional skills upgrading course Social science class Humanities cognition class	Exercise students' immediate reaction ability and language organization ability

Table 4.16 (Continued)

Order number	Method name	teaching methods	Cover the course	Expected effect
3	Project driven	To promote learning through competition, the goal of the semester is customized for each semester, and the course is taught around the goal	Major basic courses Professional skills upgrading course Social science class Humanities cognition class	Build students' professional quality and cultivate team spirit

Step 3: Practice platform construction

In the construction process of the campus training base, it is necessary to first establish a clear training goal, which will guide the direction and focus of the subsequent construction of the entire practice platform. The goal setting should cover the overall improvement of the professional competence and cultural elements required by the broadcasting and hosting talent. Based on this, we further design a series of modular practical training courses for the characteristics of broadcasting and hosting majors, aiming at targeted teaching for students, as well as professional skills training in simulated actual work environments. The specific implementation path is shown in the following figure:
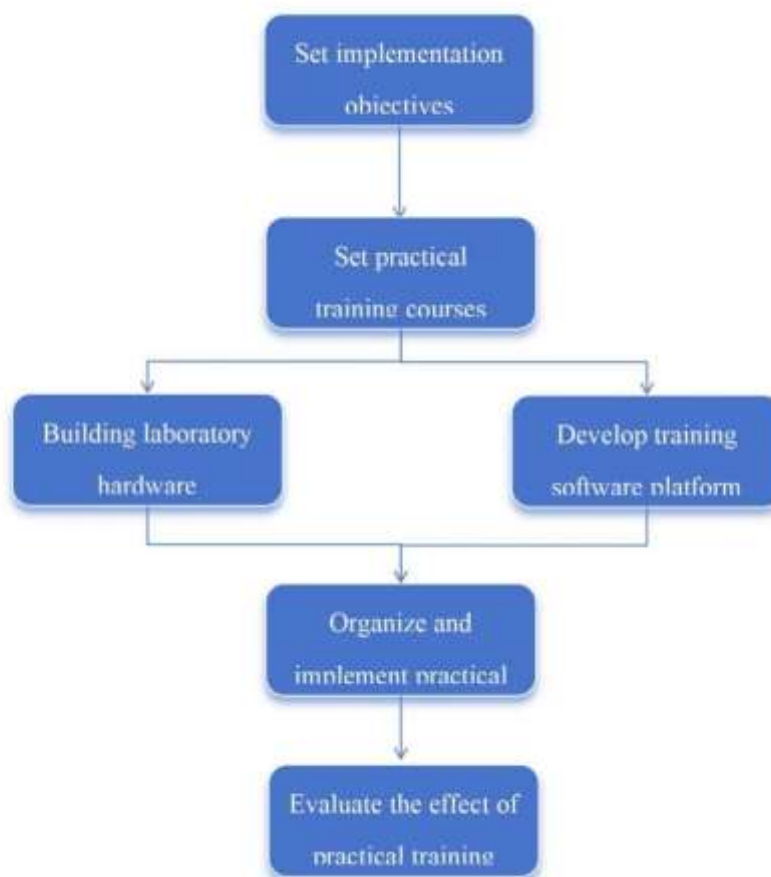
Figure 4.2 Construction of off-campus practice platform of strategic training model

Part 3. Students in the sample group and the comparison group were given post-test to evaluate the effectiveness of the ST mode.

After the analysis of the pre-test and the use of ST model in the teaching of the sample group, the researcher will compare the data of the post-test and pre-test of the sample group, as well as the data of the pre-test and post-test of the sample group to verify the effect of ST model.

Table 4.17 Reliability analysis of post-test results of sample group

name	Correction Total corcorrelation	Item deleted α coefficient	Cronbach α Coefficient
How much do you know about the historical background of the broadcast during the broadcast?	0.67	0.85	
Can you properly quote the relevant cultural allusions when broadcasting the news?	0.61	0.85	
Do you take the initiative to consult the relevant cultural materials when preparing the broadcast materials?	0.47	0.86	
Can you use different cultural background knowledge to explain in the broadcasting process?	0.48	0.86	0.86
How much do you think the cultural literacy will help you to improve your broadcasting level?	0.28	0.86	
Can you use idioms and allusions accurately during the broadcast process?	0.63	0.85	
In the broadcast process, can you combine the current social hot spots for content explanation?	0.50	0.86	
Can you reflect the professionalism of culture and art when broadcasting the literary and artistic programs?	0.56	0.85	
Can you accurately express the cultural differences of different countries when broadcasting international news?	0.52	0.86	

Table 4.17 (Continued)

name	Correction Total corcorrelation	Item deleted α coefficient	Cronbach α Coefficient
What do you think is the importance of literacy in the face of emergencies?	0.32	0.86	
Do you consider the cultural background of the audience when you prepare the program?	0.50	0.86	
Can you use your cultural knowledge in the broadcast?	0.50	0.86	
When you explain sports events, can you give a professional explanation combined with sports culture?	0.51	0.86	
How much do you think literacy does in improving the interest of broadcast programs?	0.32	0.86	
When you broadcast financial programs, can you combine economy and culture for analyze?	0.48	0.86	
Can you correctly distinguish and express all kinds of cultural customs during the broadcast process?	0.52	0.86	
Can you understand to the cultural of the guests during the interview program?	0.44	0.86	
When you broadcast the weather forecast, can you combine the local cultural characteristics to broadcast?	0.34	0.86	
What do you think is the role of cultural literacy in improving the depth and breadth of broadcast content?	0.22	0.87	
Can you adjust your language and expression style according to different cultural backgrounds during the broadcast process?	0.24	0.86	

As can be seen from the above table, the reliability coefficient value is 0.86, greater than 0.8, which indicates that the reliability quality of the research data is high and can be used for further analysis.
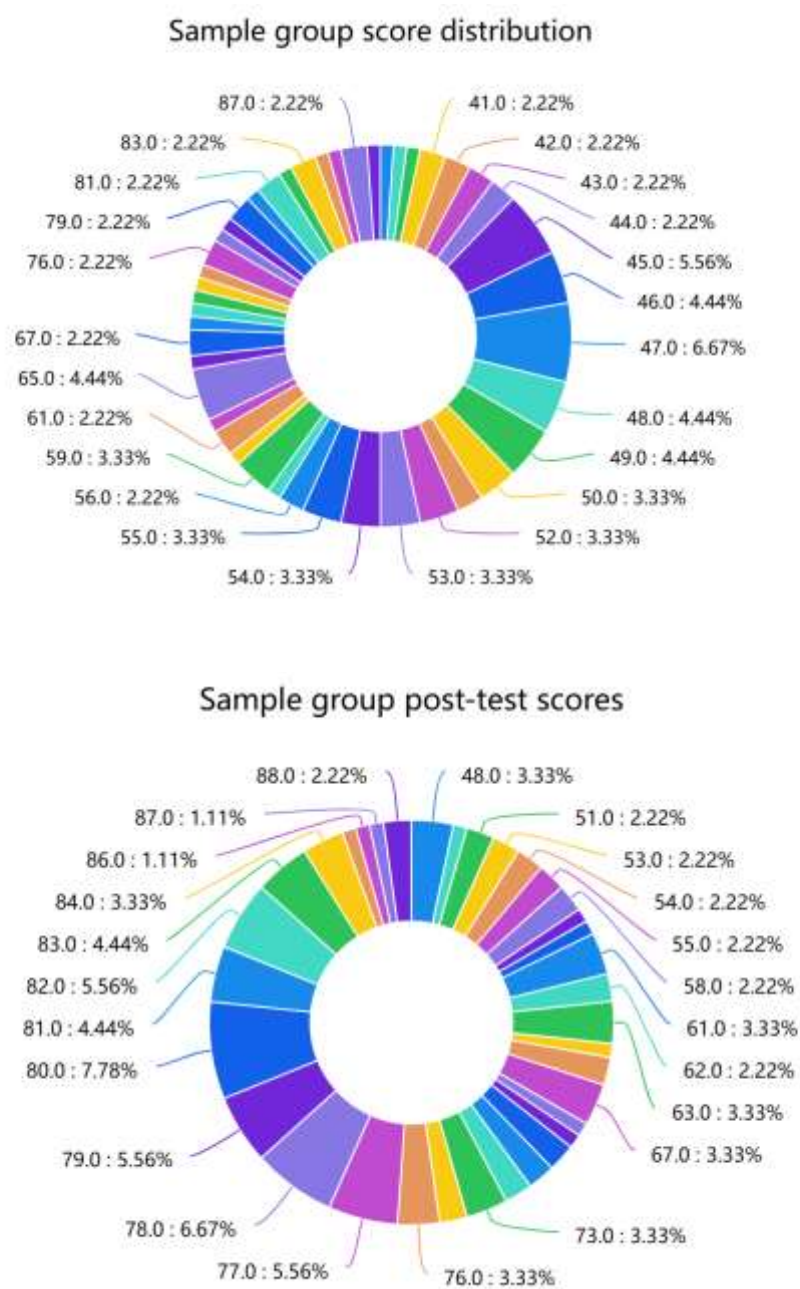
Figure 4.3 Comparative analysis of pre-test and post-test scores of sample group

As can be seen from the above schematic diagram of the pre-test and post-test of the sample group, the scores of the sample group were mostly concentrated in the range of 44 to 52 points in the pre-test, of which 47 points accounted for the largest proportion, reaching 6.67%; The score of the post-test was mostly concentrated in 77 to 87 points, of which 80 points accounted for the largest proportion, reaching 7.78%. It can be clearly seen from the above diagram that students in the sample group have significantly improved their scores after the post-test compared with the pre-test.

Table 4.18 Paired sample T-test analysis of pre-test and post-test results of sample group

name	Paired pairs (mean value ± standard deviation)		Difference (pairing 1-pair 2)	t	p
	Paired 1	Pair 2			
Sample group pretest scores The paired sample group post-test scores	58.08±14.10	71.84±10.98	-13.77	-7.02	0.00

As can be seen from the above table, the paired T-test is used to study the differences of experimental data. As can be seen from the above table, the data of a total of 1 pairs will show anisotropy (p<0.05). Specific analysis shows that the pre-test score of the sample group and the post-test score of the sample group show a significance of 0.01, and the specific comparison difference shows that the average pre-test score of the sample group (58.08) is significantly lower than the average post-test score of the sample group (71.84). A total of 1 pairs of data will all show anisotropy.

Table 4.19 The post-test results of sample group and pre-test results of comparison
group were paired with sample T-test analysis

name	Paired pairs (mean value ± standard deviation)		Difference (pairing 1-pair 2)	t	p
	Paired 1	Pair 2			
Contrast group pretest scores for paired sample group posttest score	57.73±10.13	71.84±10.98	-14.11	-9.04	0.00

As can be seen from the above table, the paired T-test is used to study the differences of experimental data. As can be seen from the above table, the data of a total of 1 pairs will show anisotropy (p<0.05). Specific analysis shows that the pre-test scores of the comparison group and the post-test scores of the sample group show a 0.01 level of significance (t=-9.04, p=0.00), and the specific comparison difference shows that the average pre-test scores of the comparison group (57.73) are significantly lower than the average post-test scores of the sample group (71.84). A total of 1 pairs of data will all show anisotropy.

Chapter 5

Conclusion Discussion and Recommendations

The topic of this research is to improve the traditional cultural literacy of university broadcasting talents through a new strategic training mode, so that they can continuously improve their professional level and business ability, and tell China stories and convey the voice of China in a more objective and fair way. The purpose of this study is mainly in three aspects:

Part 1: divide the knowledge and practical needs of broadcasting talents to improve their cultural literacy

Part 2: Formulate and implement the strategic training mode of improving the cultural quality of broadcasting talents.

Part 3: Evaluate the cultivation mode of this strategy.

In this study, the sample size of the questionnaire survey was composed of 90 students from Guangxi University of the Arts, Guangxi University for Nationalities and Guangxi Foreign Studies University. The interview participants were three schools, and each two teachers were 6 senior teachers of broadcasting and hosting major. The paper used literature analysis, questionnaires, and open-ended interviews as research tools. In the statistical analysis section, the researchers used frequency number, reliability, validity, independent sample t-test, and paired t-test.

The conclusions, discussions, and recommendations of this study are summarized as follows:

Conclusion

Part 1: Investigate the knowledge and practical needs of broadcasting talents

Through the open interview, the six experts put forward their own ideas on the current situation of the cultural literacy of the broadcasting students, the factors affecting the improvement of the students' cultural literacy, and the solutions and paths to improve their cultural literacy. The main problems include the following problems:

1. What do you think is the overall cultural literacy level of the students in the broadcasting major of your school?

2. How do you think the school attaches great importance to the development of cultural literacy of students majoring in broadcasting?

3. What help do you think the school has provided for the improvement of students' cultural literacy?

4. What do you think are the factors affecting the improvement of students' cultural literacy?

5. What other measures do you think your school should take to improve the cultural literacy of students majoring in broadcasting?

First of all, from the current situation of the improvement of cultural literacy, most experts believe that the current broadcasting hosts have some shortcomings in cultural literacy. For example, students majoring in broadcasting only pay attention to the exercise of professional skills, but ignore the internal promotion of cultural literacy on the expression of professional skills. Most students majoring in broadcasting go from art students to universities, and the generally poor cultural skills are important factors causing the shortcomings of students' cultural literacy. Although some practitioners have good language expression ability, they are insufficient in in-depth cultural understanding, international vision and cross-cultural communication, which affects their communication effect and career development. Therefore, formulating targeted strategies and methods to strengthen the cultural literacy training of broadcasting and hosting talents is not only the internal requirement to improve the quality of education, but also the key link to promote the sustainable development of the broadcasting and hosting industry.

Most experts believe that in practice, the cultural literacy education of broadcasting and host talents should be strengthened through professional courses, workshops, simulation training, practice exchanges and other forms. Teaching methods such as case analysis, discussion teaching and field practice are implemented to guide students to deeply understand and analyze the communication phenomenon under different cultural backgrounds, and cultivate students' aesthetic appreciation, critical thinking and independent judgment ability. At

the same time, we should strengthen international exchanges and cooperation, broaden students 'horizons, improve students' international literacy, and make them become senior broadcasting and hosting talents to meet the needs of the new media era. Through such systematic training, it can effectively promote the comprehensive promotion of the cultural quality of broadcasting hosts, inject new vitality into the media industry, and show the unique charm of media talents in the new era.

Secondly, the researchers can understand the current status quo and personal needs of the students' ways and paths to improve the cultural literacy of our school through the questionnaire survey. The results of the questionnaire can reflect the following conclusions:

1. In terms of curriculum design, the three schools have corresponding arrangements for cultural general courses, and the course assessment of general traditional culture is also included in the credits of students' university study, but most students say that the content of school cultural courses is relatively simple and lack of new ideas.

2. As a practical major, the three schools will invite experts from outside the school and culture to give lectures and exchanges with students in each semester.

3. In terms of practical activities inside and outside the school, the three schools will mobilize and organize students with different types of professional practical activities based on their own school orientation and professional development.

4. Compared with traditional cultural courses or expert lectures, most students hope to improve their cultural literacy by participating in off-campus internships or art performances inside and outside the school.

5. Most students said that the cultural learning atmosphere of the school is insufficient, the frequency of cultural activities is not frequent, the types are not rich enough, and more skills learning.

6. Most students say that teachers do not provide targeted guidance in the improvement of students 'cultural literacy, and they rarely independently design teaching activities or improve the teaching content according to students' interests and their own professional characteristics.

In addition, the researchers also found that from the questionnaire survey, no matter which school, more than half of the students were not highly motivated about the relevant activities organized by the school. Some students showed strong interest in the first year, but they felt tired in the second and third grades. On the other hand, most students actually subconsciously know and recognize the importance and necessity of cultural literacy for the improvement of professional level, and they still have a strong demand for the improvement of cultural literacy. But most of the students don't know how to continue to improve their cultural literacy, also not interested in school activities, plus the cultivation of cultural literacy promotion cycle and return cycle is relatively long, led to most students would rather focus on professional skills and part-time, also won't use extra spare time to improve their cultural literacy.

Part 2: Formulate and implement the strategic training mode of improving the cultural quality of broadcasting talents

The research steps in this part are mainly as follows:

Step 1: Test the consistency of learning ability of the students in the sample group and the comparison group and get the result.

Step 2: Test the reliability and validity of the pre-test questions by the comparison group, and then compare the pre-test scores of the sample group and the comparison group.

Step 3: The sample group was divided into major directions, and at the same time, a three-month study of cultural literacy improvement strategy training model was carried out.

Specific research conclusions are as follows:

Step 1: Test the consistency of learning ability of the students in the sample group and the comparison group and get the result.

1. The students in the comparison group tested the validity of the paper, and the content validity of the paper was also tested by six experts of the jury.

2. The reliability test of students in the comparison group also meets the requirements of reliability indicators, so the next step can be conducted.

3. Through the paired sample t-test, there was no obvious difference in the learning ability level between the sample group and the comparison group, indicating that students in the middle of the two groups can conduct the next step of pre-test and post-test comparison study.

4. During the test process, most of the students in the two groups expressed that they had little interest in the theoretical learning of broadcasting major, and also thought that the theoretical practice was of little help to the improvement of broadcasting technology.

5. More than ordinary students think that their impromptu speech ability is relatively weak, and a few students say that although they can complete the impromptu speech, they are not fluent in the completion process.

6. Researchers found that most students have a neutral attitude towards emotional expression and understanding of broadcast manuscripts: "You can try to do it, but not necessarily do it well". On this basis, the expression of broadcasting skills also shows that most students are awkward and can not use it very skillfully.

7. In the test questions of independent learning ability, one-third of the students said that they could control the learning time of broadcasting major, but they were easy to be interrupted by others. Many students said that it was difficult to complete the professional study according to their own plans, and they need supervision and help from others.

8. In the test of their own broadcasting ability and broadcasting performance in different programs, most students said that they were not confident in their own ability, and it was difficult to adapt to the work and performance in different types of programs.

9. In the test of dealing with emergencies in the broadcasting process, most students said that they could not do well for some emergencies. When asked why they could not deal with them, many students said that the main reason was that their response was not fast enough, and the relevant practices and accumulation were not enough.

In addition, the researchers also carried out detailed investigations on the imitation of learning habits, their own understanding of the development prospects of the broadcasting industry, and their own positioning role in the team broadcasting activities. The feedback of most of the problems here reflects that there is no obvious difference in the learning level of the two groups of students, which reflects the learning habits, learning attitude and learning ability of the broadcasting major, which is worth finding solutions and implementation paths in the follow-up research.

Step 2: Test the reliability and validity of the pre-test questions by the comparison group, and then compare the pre-test scores of the sample group and the comparison group.

1. When asked how much they knew about the background of the cultural content in the broadcast activities, most of the students answered "a little understanding" and "general understanding", and very few answered "more understanding" or above.

2. In the survey on "whether the use of cultural allusions in the first news broadcast", most students answered "completely no", while a small number of students answered "very can".

3. The researchers found that most students were not prepared for the materials and search for broadcast activities, or could not prepare for a broadcast activity independently and comprehensively.

4. Nearly 80% of the respondents said that they will not use different cultural background knowledge to explain and broadcast in broadcasting activities. Only a small number of students think they can use it occasionally, but the cultural background is relatively single.

5. In the three surveys on cultural literacy corresponding to sudden broadcasting events and the application of hosting styles in different programs, most students believe that the level and improvement of cultural literacy have a great impact on the above content.

6. Most students said that in the host of literary and art programs, they cannot show rich cultural professionalism according to the needs of the program, but more just complete the process according to the process of the program and the basic requirements of the activity, and lack the content.

7. In the process of hosting sports programs, financial and economic programs and other types of literary and artistic programs, whether the interpretation and broadcast can be combined with sports culture, financial culture and other needed cultural content, most students choose completely impossible and basically impossible. In the answer to this question, sports programs are answered slightly better than financial programs.

8. In the hosting and broadcasting of news programs, including international news programs, whether we can do the investigation and understanding of the cultural background of the broadcast content, and whether we can broadcast the cultural content of different broadcast objects, most students said that they could not do it. Most of the students in the two groups said that in the news broadcast activities, the main attention was focused on the reading of words and the rhythm of the news, and the preparation of the cultural background was relatively lacking.

To sum up, in the pre-results of the test, most students in both the sample group and the comparison group said that more attention should be paid to the technical expression of broadcasting in the broadcasting activities, such as the reading rhythm of the article, the proper pronunciation in the news broadcast, and the hosting style and tone in the broadcasting of literary programs. The output of cultural content, and the expression of auxiliary broadcasting through the help of cultural content, are relatively few. Even a small number of students hardly prepare for the cultural content before the broadcasting activities.

Step 3: The sample group was divided into major directions, and at the same time, a three-month study of cultural literacy improvement strategy training model was carried out.

1. Through the test, 52 sample students were finally divided into the news broadcast group, and 38 sample students were divided into the variety show broadcast group.

2. Students in the news group are more inclined to news programs or documentaries in terms of interest. Their good hosting style is objective, fair and serious, and they pay more attention to the accuracy of information transmission and neutral attitude in the hosting process. In the process of broadcasting, the performance is generally to keep calm, rational analysis and steady progress. The inclined working environment is mainly reasonable, orderly, serious and quiet. Before the broadcast activities, the content of the preparation work is to analyze the background of the event and prepare sufficient information. The way of interact with the audience is also more likely to convey information, discussion and debate.

3. Students in the variety show group are more inclined to variety shows and entertainment news in terms of interest. His hosting style is mainly lively, humorous and emotional interaction, and he pays more attention to mobilizing the audience in the process of broadcasting. A tense state tends to ease the atmosphere through humor or interaction. The tended working environment is lively, interesting and dynamic. Most of the preparation work before the broadcast activities is mainly about the interactive preparation and some humorous jokes. The way you interact with the audience is also more about games or entertainment.

Part 3: Evaluate the cultivation mode of this strategy.

The researchers reexamined the students in the sample group through the post-test to see whether the data of the sample group and the data of the sample group changed after 3 months of cultural literacy improvement strategy training mode. The specific test conclusions are summarized as follows:

1. In the test on whether there is a habit to actively consult the relevant cultural data before the broadcast activities, the post-test data of the sample group is significantly higher than the pre-test data.

2. In the test on whether cultural allusions can be used in the broadcast activities, the pre-test data are more "completely impossible" or "rarely can", while most of the students who choose the post-test data are "sometimes can" and "most of the can". The test data were also significantly higher than the pre-test.

3. In the test of whether news programs can be combined with social hot spots in the broadcasting process, most students choose "sometimes can" and "most of them", and the test results are significantly higher than that of the previous test.

4. In the test of whether international news can be broadcast combined with international cultural content, the test data is slightly improved, and the students who choose sometimes can are improved compared with the pre-test.

5. When on whether variety shows can be prepared and broadcast in combination with different types of cultural shows, most students' test scores in sports and cultural programs are higher than the previous test, but the range of change in financial and economic programs is not obvious.

In general, the data of the post-test is significantly higher than that of the pre-test, which also proves from the side that the strategic training mode of cultural literacy tips plays a certain role in the improvement of the cultural literacy of broadcasting professionals.

Discussion

After the analysis of the above research results and conclusions, and combined with the thinking of the strategic training mode of improving the cultural literacy of broadcasting professionals, this part plans to discuss the following three directions:

Step 1: Comparative analysis of domestic and international training status quo

Step 2: Thinking on the current situation of the overall cultural literacy cultivation of broadcasting talents

Step 3: the model practice of combining innovation and practice

Step 1: Comparative analysis of domestic and international training status quo

1. Domestic training mode

On the basis of the domestic broadcasting and host talents, this paper aims to comprehensively evaluate the existing training mode and put forward strategic improvement measures. First of all, we analyze the current training cases of

domestic universities and professional institutions, combined with the advanced experience of foreign countries. The evaluation indicators include but are not limited to the rationality of curriculum, the proportion of practical teaching, the professional degree of teachers, the training effect of students' comprehensive ability and the employment situation of graduates. These indicators can fully reflect the actual results of the training mode in knowledge transmission, skill training and practical practice.

After analyzing and determining the evaluation indicators, the research team began to collect and compile a number of representative culture cases at home and abroad. At the same time, in order to ensure the accuracy and update of the information, we not only visited the official website of relevant institutions to obtain the official information, but also directly learned about the first-hand information from the teachers and students of relevant educational institutions through questionnaire survey and in-depth interviews.

The next step is a comparative analysis. We will compare the domestic and foreign training cases horizontally, and dig out their own successful elements and shortcomings. For example, the training of some foreign broadcasting and hosting talents pays more attention to media practice, while some domestic courses may put too much emphasis on theoretical education, which causes students to be powerless in practical operation. Through such a comparison, we can clearly identify the advantages and disadvantages of each training mode, so as to provide a useful reference for the domestic broadcasting and host talent training.

After summarizing the results of the comparison, the research team analyzed the objective advantages and disadvantages of the current training model. We point out that although domestic broadcasting and hosting talents has made remarkable achievements in some fields, such as systematic training in language expression and talent show, the limitations of these training modes are becoming increasingly apparent in the face of the rapidly changing media environment. For example, the problems far from the actual needs of the media industry, the lack of innovative education concept, the lack of international vision and other problems need to be seriously faced and solved.

Finally, based on the above analysis and summary, this paper proposes a series of targeted improvement strategies. For example, it is suggested to enhance the cooperation with media companies and design the school-enterprise curriculum, emphasize the cultivation of cross-cultural communication skills and improve students' international professional competitiveness, and innovate teaching methods, such as introducing simulated studio teaching, and combining online and offline courses. These strategies will provide guidance and reference for the optimization and improvement of the domestic broadcasting and hosting talent training mode.

2. Comparison of international training modes

In exploring the strategic training mode of improving the cultural quality of broadcasting hosts, the comparative analysis of the international training mode is particularly important. Under the background of educational globalization, different countries and regions have diversified characteristics of training strategies for broadcasting talents. The comparative study of these strategies can not only provide an international vision for the training of Chinese broadcasting talents, but also promote the pace of internationalization of Chinese media education.

In the in-depth study of the international training mode, the interactive teaching mode in European and American countries has attracted extensive attention from the academic circles. European and American colleges and universities usually adopt small class system, paying attention to the interaction and communication between students and teachers and between students and students. With the help of diversified teaching methods such as case analysis, role playing and practice experience, students' critical thinking and problem-solving ability can be cultivated in practice. For example, the broadcasting and hosting education in the United States attaches great importance to media practice and technology application. Students start to contact with the practical operation of broadcasting and hosting since they enter the school, and improve their professional skills and media literacy through a large number of practices.

Look at the mentee system in Asia, which is a traditional and effective mode of talent training. In countries such as South Korea and Japan, the cultivation of broadcasting host talent often depends on the traditional one-to-one education

mode between teachers and apprentices. In this process, the apprentice can get direct guidance and feedback from the master, so as to rapidly improve in both skills and cultural literacy. In addition, the education under this mode often integrates the strong local cultural color and style characteristics, which helps to maintain and promote the local culture.

Therefore, in the construction of a new broadcasting and host talent training mode, the essence of the above international training strategies should be introduced, such as the curriculum design of combining practical teaching and case analysis, the guidance mode of combining small class teaching and mentoring system, and the application of drama teaching method in language expression and emotion management training. At the same time, China has a long cultural tradition and diverse regional cultural characteristics, which are the indispensable and valuable resources in the training of broadcasting and hosting talents. In the context of globalization, the combination of the excellent Chinese culture and the international advanced educational concepts can not only bring new vitality and innovation to the training mode of broadcasting and hosting talents, but also help to promote the international competitiveness and influence of Chinese media education.

Step 2: Thinking on the current situation of the overall cultural literacy cultivation of broadcasting talents

When discussing the strategic training mode of improving the cultural quality of broadcasting hosts, it is urgent to establish a new mode construction principle in line with the development of The Times and the characteristics of the industry. In the field of education, the traditional talent training mode often focuses on a single dimension, ignoring the differences among individuals, and fails to realize the coordinated development of the comprehensive ability of broadcasting and hosting talents. Therefore, this study is based on the overall cultivation concept, and aims to build a comprehensive and efficient new mode of cultural literacy cultivation.

The overall training concept emphasizes the attention to the individual differences of broadcasting and hosting talents, and recognizes the diversity of cognition, emotion and psychology in the training process of broadcasting and hosting talents. From this perspective, the training mode should establish a flexible

curriculum system and personalized learning route, so as to meet the learning needs and career development plans of different students. In the course design, it attaches importance to the close combination of theory and practice, encourages students to consolidate the theoretical knowledge through practical operation projects, and cultivates the innovation ability, critical thinking and the ability to adapt to the industry changes in practice.

Finally, the principle of the new model aims to cultivate new broadcasting and hosting talents with strong cultural literacy, comprehensive quality and international vision. Combining on the international advanced educational experience and local practice, these principles will help build a broadcasting and hosting talent training system that meets international standards and is close to the needs of the domestic industry, and make new contributions to the development of the media industry.

Step 3: the model practice of combining innovation and practice

In the construction of strategic training broadcast host mode, the organic combination of innovation and practice is to ensure the key link of training quality, improve cultural literacy, the idea stands in the media at the crossroads of change and cultural heritage, aims to explore a ability to meet the needs of the new era of media development efficient and dynamic talent training system. This mode should not only break through the barriers of traditional theoretical teaching and skill training, but also build a new educational ecology that can promote students to deeply understand the cultural connotation, cultivate innovative thinking and strengthen their practical ability.

With the combination of theory and practice as the core, the innovative training mode focuses on the synchronous improvement of theoretical knowledge and practical skills, and the teaching concept of project-oriented learning (Project-Based Learning, PBL) and problem-oriented learning (Problem-Based Learning) is interspersed in the curriculum. Through the design and implementation of practical operation projects, students can apply the professional theory of broadcasting and hosting in the actual media environment, critically analyze and solve the practical problems, and then master the skills and skills related to broadcasting and hosting.

The combination of PBL and modern media training education can encourage students to deepen their cognition of the artistic characteristics of broadcasting and hosting and their role in cultural communication when completing specific projects, and stimulate their enthusiasm and interest in broadcasting and hosting work.

At the same time, the case teaching method (Case Study) is another highlight of the training mode, through selecting the representative broadcasting and hosting work cases, and guiding students to conduct a comprehensive analysis, from which to learn advanced broadcasting and hosting ideas and strategies. In addition, in the case analysis, the integrated application of interdisciplinary knowledge, such as social psychology, cultural research and communication science, is emphasized to encourage students to be freely transformed between different cultural contexts and enhance their ability of cross-cultural communication.

To sum up, in the new mode of combining innovation and practice, theory and case teaching, simulation training and the comprehensive application of role playing elements, become an indispensable part of the broadcasting and hosting talent training, the implementation of the methodology helps broadcasting and hosting professional students improve cultural literacy, broaden the horizons, optimize professional skills, finally realize the broadcasting and hosting art and cultural communication parallel education goal.

Recommendations

Implications

In the research outlook, this study suggests to deepen the exploration of the diversified development of broadcasting hosts, pay attention to the further research on the hierarchy of cultural literacy, and analyze the trend of integration with new media platforms. In addition, the study also proposed that the strategic training mode will be continuously adjusted and improved based on the implementation feedback, exploring the application of international advanced experience in China, and considering the potential role of technological innovation in promoting the reform of education mode.

Future Researches

The current research focuses on the strategic training mode of improving the cultural literacy of broadcasting and hosting talents, which not only re-examines the talent training needs of the media industry under the background of the new media era, but also provides feasible strategies and methods for the educational reform of broadcasting and hosting major. Through the in-depth exploration of the cultural literacy of broadcasting and hosting talents, this research reveals the core position of cultural literacy in the training of broadcasting and hosting professionals, and establishes an all-round improvement path of cultural literacy, from shallow knowledge mastery to deep cultural understanding, from skill training to value shaping.

On the basis of the detailed connotation analysis of the cultural accomplishment of broadcasting host talent, the training mode of integrating theory and practice, connotation and extension is constructed, and innovative strategies are put forward in the aspects of teaching content, method and practice platform construction. Adjust the course system, strengthen the synchronous update of the course content and the development of modern media, pay attention to the proportion of class hours and the modular teaching design; reform the teaching techniques, adopt flipped classroom and discussion teaching, promote the meeting and active thinking; build the campus training base, use the laboratory and simulation studio and other facilities to provide students with practical opportunities; strengthen the school-enterprise cooperation between students, and provide students with more extensive internship opportunities and industry mentor resources.

To sum up, this study aims to put forward a new strategic thinking on the cultural literacy training mode of broadcasting and hosting talents, and verify the effect of the mode through practice, so as to provide systematic and in-depth theoretical support and practical guidance for the educational reform and talent training of broadcasting and hosting majors. Through this study, it is expected to have a positive and far-reaching impact on the media education industry, and to lay a solid foundation for cultivating more high-quality broadcasting hosts to meet the needs of the development of The Times.

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Appendix

Appendix A

List of Specialists and Letters of Specialists Invitation

for IOC Verification

List of experts who participated in the open-ended interview

Serial number	Name of expert	Work unit	Highest degree	The title of a professional post	Working years
1	Yang Xueming	Guangxi University for Nationalities	Master	Professor	17 years
2	Huang Li	Guangxi University for Nationalities	Master	Lecturer	5 years
3	Zhou Jing	Guangxi University of Arts	Master	Professor	6 years
4	Zhao Ran	Guangxi University of Arts	Doctor	Associate professor	11 years
5	Huang Rongsheng	Guangxi University of Foreign Languages	Doctor	Associate professor	10 years
6	Li Jing	Guangxi University of Foreign Languages	Master	Lecturer	9 years

Ref.No. MHESI 0643.14/ 1134

Bansomdejchaopraya Rajabhat University

1061 Itsaraparb Hirunrujee

Thonburi Bangkok 10600

9 May 2024

Subject: Invitation to validate research instrument

Dear   Professor Yang Xueming Guangxi University for Nationalities

        Mr. Yang Jiahang is a graduate student in Doctor of Philosophy Program in Digital Technology Management for Education of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "A Strategic Training Model for Building Cultural Literacy of Broadcasting"

        The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

        With your expertise, we would like to ask your permission to validate the attached research instrument. In this regard, we would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Yours faithfully,

Assistant Professor Akaranun Asvarutpokin

(Vice Dean of Graduate School for Dean of Graduate School)

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Ref.No. MHESI 0643.14/ 1135

Bansomdejchaopraya Rajabhat University

1061 Itsaraparb Hirunrujee

Thonburi Bangkok 10600

9 May 2024

Subject: Invitation to validate research instrument

Dear   Lecturer Huang Li Guangxi University for Nationalities

      Mr. Yang Jiahang is a graduate student in Doctor of Philosophy Program in Digital Technology Management for Education of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "A Strategic Training Model for Building Cultural Literacy of Broadcasting"

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Ref.No. MHESI 0643.14/1136

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1061 Itsaraparb Hirunrujee

Thonburi Bangkok 10600

9 May 2024

Subject: Invitation to validate research instrument

Dear   Professor Zhou Jing Guangxi University of Arts

    Mr. Yang Jiahang is a graduate student in Doctor of Philosophy Program in Digital Technology Management for Education of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "A Strategic Training Model for Building Cultural Literacy of Broadcasting"

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1061 Itsaraparb Hirunrujee

Thonburi Bangkok 10600

9 May 2024

Subject: Invitation to validate research instrument

Dear   Associate professor Zhao Ran Guangxi University of Arts

        Mr. Yang Jiahang is a graduate student in Doctor of Philosophy Program in Digital Technology Management for Education of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "A Strategic Training Model for Building Cultural Literacy of Broadcasting"

        The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

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Yours faithfully,

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(Vice Dean of Graduate School for Dean of Graduate School)

Ref.No. MHESI 0643.14/ 1131

Bansomdejchaopraya Rajabhat University

1061 Itsaraparb Hirunrujee

Thonburi Bangkok 10600

9 May 2024

Subject: Invitation to validate research instrument

Dear   Associate professor Huang Rongsheng Guangxi University of Foreign Languages

Mr. Yang Jiahang is a graduate student in Doctor of Philosophy Program in Digital Technology Management for Education of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "A Strategic Training Model for Building Cultural Literacy of Broadcasting"

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9 May 2024

Subject: Invitation to validate research instrument

Dear   Lecturer Li Jing Guangxi University of Foreign Languages

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Appendix B

Official Letter

Ref.No. MHESI 0643.14/ 1134

Bansomdejchaopraya Rajabhat University

1061 Itsaraparb Hirunrujee

Thonburi Bangkok 10600

9 May 2024

Subject: Invitation to validate research instrument

Dear   Professor Yang Xueming Guangxi University for Nationalities

Mr. Yang Jiahang is a graduate student in Doctor of Philosophy Program in Digital Technology Management for Education of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "A Strategic Training Model for Building Cultural Literacy of Broadcasting"

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Thonburi Bangkok 10600

9 May 2024

Subject: Invitation to validate research instrument

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Mr. Yang Jiahang is a graduate student in Doctor of Philosophy Program in Digital Technology Management for Education of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "A Strategic Training Model for Building Cultural Literacy of Broadcasting"

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Bansomdejchaopraya Rajabhat University

1061 Itsaraparb Hirunrujee

Thonburi Bangkok 10600

9 May 2024

Subject: Invitation to validate research instrument

Dear   Professor Zhou Jing Guangxi University of Arts

   Mr. Yang Jiahang is a graduate student in Doctor of Philosophy Program in Digital Technology Management for Education of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "A Strategic Training Model for Building Cultural Literacy of Broadcasting"

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Bansomdejchaopraya Rajabhat University

1061 Itsaraparb Hirunrujee

Thonburi Bangkok 10600

9 May 2024

Subject: Invitation to validate research instrument

Dear   Associate professor Zhao Ran Guangxi University of Arts

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9 May 2024

Subject: Invitation to validate research instrument

Dear   Associate professor Huang Rongsheng Guangxi University of Foreign Languages

Mr. Yang Jiahang is a graduate student in Doctor of Philosophy Program in Digital Technology Management for Education of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "A Strategic Training Model for Building Cultural Literacy of Broadcasting"

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Subject: Invitation to validate research instrument

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Appendix C

Research Instrument

Expert interview

Directions:

This interview is a part of research entitled"A Strategic Training Model for Promoting Cultural Literacy of Broadcasting Practise".It is hoped that experts can give suggestions on the model research of this subject.

Research Objectives: 1.To investigate the knowledge and practical needs of broadcasting hosts to improve cultural literacy.

The following open questions are the data collection tools in the first stage of this study, involving issues affecting the path of cultural literacy improvement of students majoring in broadcasting.

Please write down your opinion on each question. The data obtained from this questionnaire were used only for the purposes of the above research and are confidential. Submission of personal or personal data will be avoided. These questions are a tool for collecting data in the first phase of the study.

Section 1 The information about the Bio-social characteristic of the respondents.

1. Name:_____

2. Gender:☐A.Male   ☐B.Female

3. Work unit:_____

4. Working years:_____

Section 2 Interview about the status quo of cultural literacy improvement of students majoring in broadcasting.

Directions: The type of question is open-ended questions, you can answer according to your actual situation. Your answers will only be used in this research and will not be disclosed individually.

      1. What do you think of the overall cultural literacy level of the students majoring in broadcasting in your school?

      2. How do you think the university attaches importance to the development of cultural literacy of students majoring in broadcasting?

      3. What do you think the school provides for the improvement of students' cultural literacy?

      4. What do you think are the factors that affect the improvement of students' cultural literacy?

      5. What other measures do you think your school should take to improve the cultural literacy of students majoring in broadcasting?

Questionnaire for students

Directions:

This interview is a part of research entitled"A Strategic Training Model for Promoting Cultural Literacy of Broadcasting Practise".The purpose is to collect students' feedback, needs and suggestions on the current situation of cultural literacy improvement.

The questionnaire can be divided into the following parts:

Section 1: Basic information of respondents

1. Gender: ☐ A.Male   ☐ B.Female

2. School attended:_____

3. Grade enrolled_____

4. Age:_____

Section 2: Students' feedback, needs and suggestions on the school's cultural literacy enhancement strategies.

The questionnaire type is closed-end and can only be answered by choosing from the numbers provided to the total rating scale (5 scales).

The main questions of the project were composed of two parts: respondents' feedback on the literacy enhancement measures established by the school for students, and respondents' demand for literacy enhancement strategies.

Directions:

Fill in the form according to the requirements of each question. You can only choose one answer for each question.

5 Indicates that you strongly agree with the project.

4 indicates that you strongly agree with the project.

3 indicates that you are neutral.

2 indicates that you do not strongly agree with the project.

1 indicates that you do not strongly agree with the project.

Questions	Answers				
	5	4	3	2	1
An evaluation of the current situation					
1. The school has a strong cultural learning atmosphere.					
2. The school has a wealth of cultural activities.					
3. The frequency of lectures by external experts is very high.					
4. Organize and lead students to participate in colorful off-campus cultural practice activities.					
5. Most of the students have experience on stage.					
6. In addition to professional competitions, there are also cultural and literary competitions.					
7. In class, teachers will guide students to think and understand the articles through the interpretation of culture.					
8. The school will offer a wealth of traditional culture courses and general education courses.					
9. The assessment methods of cultural courses are diversified.					
10. Most students have the habit of reading persistently.					
Students' demand for strategies for improving cultural literacy					
1. I hope the interpretation of cultural content can be easy to understand.					

Questions	Answers				
	5	4	3	2	1
2. It is hoped that cultural content can be related to current events.					
3. I hope the cultural content can keep pace with The Times.					
4. It is hoped that the selection of cultural content can arouse students' curiosity and interest.					
5. It is hoped that the cultural content can have more interpretation of classic articles.					
6. I hope there can be channels to participate in the hosting and planning of off-campus cultural activities.					
7. We hope to invite more experts from outside the school to give lectures.					
8. It is hoped that teachers can provide more cultural practice related to their major.					
9. I hope to get to know more teachers and experts in the field of traditional culture.					
10. I hope to participate in the study and discussion of off-campus cultural activities.					

The sample group and the Comparison group learn level conformance tests

Directions:

This questionnaire test is mainly to test whether the learning level of the comparison group and the sample group is consistent, so as to prepare for the subsequent data investigation and research.

Section 1: Basic information of respondents

1.Your category is：

☐ Sample group   ☐Comparison group

2.Your school is:

☐ Guangxi University for Nationalities

☐ Guangxi University of Foreign Languages

☐ Guangxi University of Arts

Section 2: The survey mainly focuses on broadcasting students' professional learning problems, professional learning ability and habits, self-evaluation of professional level and understanding of the future development of the industry. To observe whether the learning ability and professional development level of the two groups of students are consistent.

The questionnaire type is closed-end and can only be answered by choosing from the numbers provided to the total rating scale (5 scales).

Directions:

Fill in the form according to the requirements of each question. You can only choose one answer for each question.

5 Indicates that you strongly agree with the project.

4 indicates that you strongly agree with the project.

3 indicates that you are neutral.

2 indicates that you do not strongly agree with the project.

1 indicates that you do not strongly agree with the project.

Questions	Answers				
	5	4	3	2	1
1. I can clearly understand the basic concepts in the broadcasting course.					
2. I can give an impromptu speech fluently.					
3. I can broadcast accurately in standard Mandarin.					
4. I can easily adjust my speed and tone of voice in different situations.					
5. I am able to maintain a stable broadcasting condition under pressure.					
6. I can fully understand and convey the emotion and intention of the broadcast manuscript.					
7. I am familiar with and able to use a variety of broadcasting techniques.					
8. I can adjust my presentation in time according to the response of the audience.					
9. I can use broadcasting equipment and software skillfully.					
10. I can play an active role in team work.					

Questions	Answers				
	5	4	3	2	1
11.I can effectively manage my time to prepare and conduct broadcast activities.					
12.I was able to continuously improve my broadcasting through criticism and feedback.					
13. I have a clear understanding of the prospect and development of the broadcasting industry.					
14. I can effectively deal with unexpected situations on the air.					
15. I practice often to improve my broadcasting skills.					
16. I can improve myself by observing and imitating professional announcers.					
17. I can prepare and plan radio programs independently.					
18. I can perform well on different types of radio programs.					
19. I can clearly analyze and understand the needs and feedback of the audience.					
20.I have full confidence in my broadcasting ability					

Student literacy using proficiency assessment

Directions:

   This test is the pre-test and post-test conducted by the students in the sample group and the comparison group. Through this test, we can observe and study the changes of students' cultural literacy strategic training mode before and after, and take it as an important reference for this study.

Section 1: Basic information of respondents

   1. Your category is:

   ☐ Sample group ☐Comparison group

   2. Your school is:

   ☐ Guangxi University for Nationalities

   ☐ Guangxi University of Foreign Languages

   ☐ Guangxi University of Arts

Section 2: The content of this test tests the use and proficiency of cultural content in the professional learning process of broadcasting students from several aspects. Including whether it is possible to display relevant cultural content according to different types of programs, whether it is possible to develop good cultural literacy habits, and whether it is possible to fully understand the cultural background of the audience before interacting with the audience.

   The questionnaire type is closed-end and can only be answered by choosing from the numbers provided to the total rating scale (5 scales).

Directions:

Fill in the form according to the requirements of each question. You can only choose one answer for each question.

It should be noted that the 5 choices for each question represent the highest score (5 points), 4 represents 4 points, and so on, with the lowest score for each question being 1 point. A total of 20 to 100 points, 60 points is a passing score.

5 Indicates that you strongly agree with the project.

4 indicates that you strongly agree with the project.

3 indicates that you are neutral.

2 indicates that you do not strongly agree with the project.

1 indicates that you do not strongly agree with the project.

Questions	Answers				
	5	4	3	2	1
1. How well do you know the historical context of what you are broadcasting?					
2. Are you able to use appropriate cultural references in your news broadcasts?					
3. Do you actively consult relevant cultural materials when preparing broadcast materials?					
4. Can you use different cultural background knowledge to explain during the broadcast?					
5. How much do you think cultural literacy has helped to improve your broadcasting skills?					
6. Can you use idioms and allusions accurately in your broadcasts?					
7. In the broadcast process, can you combine the current social hot spots to explain the content?					

Questions	Answers				
	5	4	3	2	1
8. When you broadcast art programs, can you reflect the professionalism of culture and art?					
9. When you broadcast international news, can you accurately express the cultural differences of different countries?					
10. What do you think of the importance of cultural literacy in the face of breaking news broadcasting?					
11.Do you take into account the cultural background of your audience when preparing your programs?					
12.Can you use your cultural knowledge freely in the broadcast?					
13. When you explain sports events, can you give a professional explanation combining sports culture?					
14. How much do you think cultural literacy plays a role in making broadcast programs more interesting?					
15. When you broadcast financial programs, can you combine economic and cultural analysis?					
16. Can you distinguish and express cultural customs correctly in your broadcasts?					
17. Can you accurately understand and respond to the cultural background of the guests in the interview show?					
18. When you broadcast weather forecast, can you combine the local cultural characteristics?					
19. What do you think of the role of cultural literacy in enhancing the depth and breadth of broadcast content?					
20.Can you adjust your language and expression according to different cultural backgrounds during the broadcast?					

Specialized grouping tests conducted by sample groups

Directions:

This test mainly divides the sample group of students into different categories of majors according to their interests, hobbies and professional specialties, so as to better conduct targeted training for students according to the next cultural literacy improvement strategy training mode..

Section 1: Basic information of respondents

1. Your name is:＿＿＿＿＿＿

2. Your school is:

☐ Guangxi University for Nationalities

☐ Guangxi University of Foreign Languages

☐ Guangxi University of Arts

Section 2: This test mainly investigates students from the aspects of personal preferences for TV programs, habits of hosting broadcast programs, positioning of personal broadcasting style, and interaction with the audience, so as to summarize conclusions and group them according to the above content.

Directions:

The question type is closed multiple choice. Each question has A total of four answers, counting the number of students who choose A or C and the number of students who choose B or D, and grouping them according to the majority tendency of the choices. For example, A student who chooses six A's or C's and four B's or D's is assigned to the news anchor group. Instead, he was assigned to the variety broadcasting and hosting group.

Questions	Answers			
	A	B	C	D
1. What kind of programs do you prefer?	News program	Variety show	documentary	Entertainme nt news
2. Which style of hosting do you think you're better at?	solemn	humor	objectivity	sensibility
3. What do you focus on during the hosting process?	Deliver accurate information	Engage the emotions of the audience	Maintain a neutral position	Entertain the audience
4. What style of hosting do you think suits you better?	authority	affine	calmness	enthusiasm
5. What type of content do you prefer to work with?	Current affairs news	Entertainme nt gossip	Social event	Star interview
6. How do you behave in stressful situations?	Keep one's cool	Humor resolution	Rational analysis	Interactive remission
7. Which work environment do you prefer?	Quiet and serious	Lively and interesting	Ordered rationality	Full of vitality
8. What do you think of the audience feedback?	Adjust the content viewpoint accuracy	Pay attention to the audience's reaction	Analyze audience feedback	Enhance audience engagement with interaction
9. How do you prepare for a host?	Prepare sufficient information	Prepare humorous jokes	Analyze event background	Prepare entertainme nt
10. What type of audience interaction do you prefer?	Question- and-answer mode	The way games interact	Discuss the manner	Entertainme nt interaction

Appendix D

The Results of the Quality Analysis of Research

Instruments

Questionnaire for students Validity analysis results

name	Factor load factor					Common degree
	factor 1	factor 2	factor 3	factor 4	factor 5	
Your gender is	0.16	0.07	0.11	0.20	0.69	0.57
Your current grade is	0.13	0.23	0.61	-0.15	0.46	0.68
Where is the main focus of your current major study?	-0.08	0.40	0.47	-0.37	0.45	0.75
How are you satisfied with the internship opportunities provided by our school?	0.20	0.77	0.02	-0.07	0.08	0.66
Do you think the school and teachers will guide your professional study according to your personal strengths and interests?	0.03	0.86	-0.01	0.04	-0.05	0.75
How clear are you about your future career plan?	0.07	0.54	0.52	-0.05	-0.15	0.60
Which of the following is closest to your expectations for your future career?	0.03	-0.11	0.80	0.02	0.00	0.66
How satisfied are you with the learning atmosphere of broadcasting professional culture in our school?	0.88	0.00	0.14	-0.02	-0.10	0.82
Do you think the frequency of cultural activities held on campus is enough?	0.74	0.33	0.13	0.00	-0.13	0.69
Do you think the cultural courses provided by the school are rich and diverse?	0.87	0.17	0.01	-0.02	0.14	0.81
How are you satisfied with the type and frequency of updating of books in the school library?	0.83	-0.04	-0.06	-0.10	0.13	0.73
How satisfied are you with teachers' guidance and help in cultural literacy?	0.18	0.30	0.08	0.20	-0.59	0.52

Questionnaire for students Validity analysis results

name	Factor load factor					Common degree
	factor 1	factor 2	factor 3	factor 4	factor 5	
Which of the following ways do you most like to improve your cultural literacy?(single selection)	-0.13	0.00	-0.26	0.72	0.14	0.63
In what aspect do you most want the school to provide support and help for your cultural literacy improvement?(single selection)	-0.01	-0.02	0.12	0.82	-0.10	0.71
KMO price			0.70			-
p price			0.00			-

Results of student questionnaire content validity (IOC)

Measuring items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Content validity	K * value evaluation
Where is the main focus of your current major study?	4	4	4	4	4	4	1.000	outstanding
How are you satisfied with the internship opportunities provided by our school?	4	4	3	4	4	3	1.000	outstanding
Do you think the school and teachers will guide your professional study according to your personal strengths and interests?	4	3	4	4	4	4	1.000	outstanding
How clear are you about your future career plan?	4	4	4	4	3	4	1.000	outstanding
Which of the following is closest to your expectations for your future career?	4	4	4	3	4	3	1.000	outstanding

Measuring items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Content validity	K * value evaluation
How satisfied are you with the learning atmosphere of broadcasting professional culture in our school?	4	4	4	4	4	4	1.000	outstanding
Do you think the frequency of cultural activities held on campus is enough?	3	4	4	4	4	4	1.000	outstanding
Do you think the cultural courses provided by the school are rich and diverse?	4	3	3	4	4	4	1.000	outstanding

Results of student questionnaire content validity (IOC)

Measuring items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Content validity	K * value evaluation
How satisfied are you with teachers' guidance and help in cultural literacy?	4	4	4	4	4	4	1.000	outstanding
Which of the following ways do you most like to improve your cultural literacy?(single selection)	4	4	4	4	3	4	1.000	outstanding
In what aspect do you most want the school to provide support and help for your cultural literacy improvement?	3	4	4	4	4	4	1.000	outstanding

The sample group and the Comparison group learn level conformance tests
Validity analysis results

| name | Factor load factor | | | | | | Common degree |
	factor 1	factor 2	factor 3	factor 4	factor 5	factor 6	
I can clearly understand the basic concepts in the broadcasting course.	0.74	0.38	0.00	0.10	0.32	0.18	0.85
I was able to give my impromptu speeches fluently.	0.70	0.44	-0.05	0.00	0.04	0.37	0.84
I can broadcast accurately in standard Mandarin.	0.20	0.63	0.09	-0.10	0.46	0.20	0.71
I can freely adjust my speed and intonation on different occasions.	0.19	0.17	-0.07	0.14	0.80	0.08	0.75
I was able to keep a steady air status under pressure.	0.07	-0.07	0.36	0.53	0.44	0.08	0.63
I can fully understand and convey the emotion and intention of the broadcast manuscript.	0.09	0.06	0.57	0.28	0.36	0.32	0.66
I am familiar with and able to use all kinds of broadcasting skills.	0.37	0.11	0.22	0.66	0.15	-0.12	0.68
I often practice it to improve my broadcasting skills.	0.14	0.15	0.49	0.05	0.55	0.34	0.71

name	Factor load factor						Common degree
	factor 1	factor 2	factor 3	factor 4	factor 5	factor 6	
I can improve myself by observing and imitating professional announcers.	-0.02	0.12	0.17	0.14	0.11	0.84	0.79
I was able to prepare and plan my broadcasts independently.	0.50	0.15	0.02	0.06	0.18	0.65	0.74
I can perform freely in different types of broadcast shows.	0.06	0.20	0.12	0.74	0.04	0.36	0.74

The sample group and the Comparison group learn level conformance tests
Validity analysis results

| name | Factor load factor | | | | | | Common degree |
	factor 1	factor 2	factor 3	factor 4	factor 5	factor 6	
I can clearly analyze and understand the audience's needs and feedback.	0.08	0.52	-0.16	0.59	0.01	0.07	0.65
I have full confidence in my broadcasting ability	0.36	0.56	0.31	0.12	0.37	0.10	0.72
I was able to adjust my broadcast style according to the response of the audience.	0.79	-0.06	0.10	0.12	0.12	-0.09	0.67
I can skillfully use broadcasting equipment and software skillfully.	0.14	0.13	0.81	0.07	-0.07	0.02	0.72
I was able to play an active role in teamwork.	0.15	0.66	0.47	0.12	0.02	0.32	0.80
I can effectively manage my time to prepare and conduct broadcast events.	0.19	0.82	0.05	0.26	0.02	0.02	0.79
I can constantly improve my broadcasting level through criticism and feedback.	0.08	0.45	0.36	0.22	0.30	0.03	0.49
I have a clear understanding of the prospects and development of the broadcasting industry.	0.59	0.34	0.19	0.28	0.27	0.25	0.72
I can effectively deal with emergencies on the broadcast.	0.65	0.19	0.37	0.14	-0.05	0.02	0.62
KMO price ☐			0.81				-
p price			0.00				-

Learning level conformance test content validity (IOC) results

Measuring items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Content validity	K * value evaluation
I can clearly understand the basic concepts in the broadcasting course.	4	4	4	4	4	4	1.000	outstanding
I was able to give my impromptu speeches fluently.	4	4	3	4	4	3	1.000	outstanding
I can broadcast accurately in standard Mandarin.	4	3	4	4	4	4	1.000	outstanding
I can easily adjust my speed and intonation freely on different occasions.	4	4	4	4	3	4	1.000	outstanding
I was able to keep a steady air status under pressure.	4	4	4	3	4	3	1.000	outstanding
I can fully understand and convey the emotion and intention of the broadcast manuscript.	4	4	4	4	4	4	1.000	outstanding
I am familiar with, and able to use, all kinds of broadcasting skills.	3	4	4	4	4	4	1.000	outstanding
I often practice it to improve my broadcasting skills.	4	3	3	4	4	4	1.000	outstanding

Learning level conformance test content validity (IOC) results

Measuring items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Content validity	K * value evaluation
I can improve myself by observing and imitating professional announcers.	4	4	4	4	4	3	1.000	outstanding
I was able to prepare and plan my broadcasts independently.	4	4	4	4	4	4	1.000	outstanding
I can perform freely in different types of broadcast shows.	4	4	4	4	3	4	1.000	outstanding
I can clearly analyze and understand the audience's needs and feedback.	3	4	4	4	4	4	1.000	outstanding
I have full confidence in my broadcasting ability	4	4	4	3	4	4	1.000	outstanding
I was able to adjust my broadcast style according to the response of the audience.	3	4	4	4	4	4	1.000	outstanding
I can skillfully use broadcasting equipment and software skillfully.	4	4	4	4	4	4	1.000	outstanding
I was able to play an active role in teamwork.	4	4	4	4	4	4	1.000	outstanding
I can effectively manage my time to prepare and conduct broadcast events.	4	3	4	4	4	4	1.000	outstanding

Learning level conformance test content validity (IOC) results

Measuring items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Content validity	K * value evaluation
I can constantly improve my broadcasting level through criticism and feedback.	4	4	4	4	4	4	1.000	outstanding
I have a clear understanding of the prospects and development of the broadcasting industry.	4	4	4	3	4	4	1.000	outstanding
I can effectively deal with emergencies on the broadcast.	4	4	4	4	4	4	1.000	outstanding

Student literacy using proficiency assessment Validity analysis results

name	Factor load factor						Common degree
	factor 1	factor 2	factor 3	factor 4	factor 5	factor 6	
How much do you know about the historical background of the broadcast during the broadcast?	0.24	0.78	0.06	0.17	0.04	-0.04	0.70
Can you properly quote the relevant cultural allusions when broadcasting the news?	0.32	0.71	0.11	0.31	0.01	0.07	0.74
Do you take the initiative to consult the relevant cultural materials when preparing the broadcast materials?	0.19	0.59	0.29	-0.00	0.29	0.21	0.61
Can you use different cultural background knowledge to explain in the broadcasting process?	0.39	0.32	0.16	0.23	-0.14	0.50	0.61
How much do you think the cultural literacy will help you to improve your broadcasting level?	-0.05	0.65	0.07	-0.10	0.37	0.05	0.58
Can you use idioms and allusions accurately during the broadcast process?	0.64	0.18	0.17	0.07	-0.07	0.33	0.60
In the broadcast process, can you combine the current social hot spots for content explanation?	0.77	0.12	0.08	-0.06	0.21	0.04	0.68
Can you reflect the professionalism of culture and art when broadcasting your artistic programs?	0.70	0.15	0.17	0.16	0.21	-0.00	0.61

Student literacy using proficiency assessment Validity analysis results

name	Factor load factor						Common degree
	factor 1	factor 2	factor 3	factor 4	factor 5	factor 6	
Can you accurately express the cultural differences of different countries when broadcasting international news?	0.38	0.09	0.03	0.47	0.45	-0.17	0.60
What do you think is the importance of literacy in the face of emergencies?	0.09	0.14	0.05	0.19	0.74	0.15	0.64
Do you consider the cultural background of the audience when you prepare the program?	0.34	0.11	0.32	0.50	0.20	0.18	0.56
Can you freely use your cultural knowledge on the air?	0.11	-0.08	0.10	0.80	0.09	0.00	0.68
When you explain sports events, can you give a professional explanation combined with sports culture?	-0.12	0.27	0.14	0.69	0.04	0.08	0.60
How much do you think literacy does in improving the interest of broadcast programs?	-0.04	0.09	-0.15	0.00	0.00	0.68	0.50
When you broadcast financial programs, can you combine economy and culture for analyze?	0.00	0.20	0.44	0.45	-0.04	-0.32	0.55
Can you correctly distinguish and express all kinds of cultural customs during the broadcast process?	0.04	0.08	0.79	0.17	0.07	0.01	0.66
Can you accurately understand and respond to the cultural background of the guests during the interview program?	0.16	0.02	0.76	0.12	0.17	0.07	0.66

Student literacy using proficiency assessment Validity analysis results

name	Factor load factor						Common degree
	factor 1	factor 2	factor 3	factor 4	factor 5	factor 6	
When you broadcast the weather forecast, can you combine the local cultural characteristics to broadcast?	0.39	0.17	0.59	0.07	0.04	-0.09	0.55
What do you think is the role of cultural literacy in improving the depth and breadth of broadcast content?	0.21	-0.06	0.16	0.02	0.30	0.65	0.59
Can you adjust your language and expression style according to different cultural backgrounds during the broadcast process?	0.22	0.30	0.29	0.00	0.60	0.05	0.59
KMO price			0.78				-
p price			0.00				-

Content validity (IOC) results of the student group test

Measuring items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Content validity	K * value evaluation
What type of program do you prefer?	4	4	4	4	4	3	1.00	outstanding
What style do you think you are better at?	4	4	3	4	4	3	1.00	outstanding
What do you do more in hosting?	4	3	3	4	3	3	1.00	outstanding
What kind of hosting style do you think is better for you?	3	3	2	3	3	3	0.83	outstanding
What type of content do you prefer to handle?	4	4	4	4	4	4	1.00	outstanding
How do you behave under stressful situations?	3	4	4	3	4	4	1.00	outstanding
Which work environment do you prefer?	4	4	4	4	4	4	1.00	outstanding
What do you think of the audience's feedback?	4	4	4	3	4	4	1.00	outstanding
How do you prepare for a host?	4	4	4	4	4	4	1.00	outstanding
What type of audience interaction do you prefer?	4	4	4	4	4	3	1.00	outstanding

Appendix E

Certificate of English

BS RU BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mr. Yang Jiahang

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 22nd August 2021

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research

No. IARJ 267/2024   26 June 2024

Acceptance Letter for Publication

To   **Yang Jiahang, Prapai Sridama, Piyanan Issarawit, Kanakorn Sawangcharoen**

Due to You submitted the article entitled **"A Strategic Training Model for Building Cultural Literacy of Broadcasting"** for publishing in Interdisciplinary Academic and Research Journal (Online), Old ISSN 2774-0374 (Online): New ISSN 2985-2749 (Online) indexed by Thailand Citation Index (TCI) Tier 2, **DataCite-International Data** Citation, **DOI CrossRef Member, and ResearchGate** The editorial team has carried out the article review process by submitting to Peer Reviewer for consideration and editing for completeness of the article before publication. The editorial team would like to inform you that your article has been successfully considered by three peer reviewers from different institutes, and is in the process of being published in Interdisciplinary Academic and Research Journal, volume 4, Issue 6, November-December 2024. follow the article at https://so03.tci-thaijo.org/index.php/IARJ/about

Thank you for submitting for publication. The editorial team hopes to receive interesting and useful articles from you to publish in the next issue of the journal as always.

Regards

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