Teaching Research of Sports Media Major Based on Constructivist Learning View

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Abstract. Faced with the social needs of sports media talents, in view of the problems still existing in traditional teaching, such as over-reliance on teachers' teaching, neglect of experiments and practical links, and overlooking of students' digestion and absorption of needed knowledge, this paper discusses the constructivist view of knowledge, learning activities and students on the basis of analyzing the mechanism of human brain information acceptance. Four elements or attributes of "situation", "cooperation", "conversation" and "meaning construction" in the constructivist learning environment are analyzed. Combining with the training requirements of sports media talents, the training plan, the selection of teaching contents, the reform of teaching methods and the strengthening of experimental practice contents are probed, designed, and summarized, so as to provide sports media personnel training with useful reference.

Introduction

Media and Its Talents are an Important Force to Promote the Development of Sports [1]. The training of sports media professionals is particularly important under the background of "healthy China" construction [2,3]. As a specialty with prominent application-oriented characteristics, the traditional way of "publicizing science according to the text" in the process of personnel training cannot meet the requirements. To improve the understanding of students' learning process, it is necessary to analyze the mechanism and process of information reception aiming at finding more appropriate methods of education and learning [4,5].

Constructivism learning concept is regarded as a new epistemology, which has a great impact on the educational circles [6]. On the basis of a thorough discussion of the constructivist view of knowledge, learning activities and students, it is necessary to analyze the requirements of sports media personnel training and clarify the train of thought, strategies and methods of personnel training [7].

Human Learning Process

Essentially, the process of learning is the process of receiving and processing information in a person's brain, as shown in Fig. 1 and Fig. 2.

Fig. 1 shows the information receiver mechanism of the human brain. The stimulation of external information to human brain produces a piece of "primitive information" under the action of the essence of life. It must undergo a process of value judgment in human brain. The criterion of judgment comes from the existing knowledge use system of human brain itself. It is composed of world outlook, methodology and memory base. After the value judgment has been completed by comparing the "original information" with the human brain's knowledge use system, the filtered information is the impression of the human response to external stimuli. This new impression (that is, effective information) will enter the human brain's knowledge use system, which will enrich the system to a certain extent. In the "machine" of the brain, the work of knowledge use system is realized through the movement and energy distribution of neurons. The process of enriching knowledge use system is the process of human learning.
Fig. 2 presents the information processing and internal learning of human brain. When human sensory organs receive external information stimulation (also known as external input), the human brain's knowledge use system also directs the human senses to make preliminary discrimination, which is called internal input. The process of external input and internal input acting on sense organs is a direct process of internal learning of information processing. With the assistance of knowledge use system, a piece of immature information is formed, similar to the original information in Fig. 1. This information will be automatically added to the human knowledge use system in the form of "memory" and "method" to enrich the system. At the same time, the human brain will automatically call the knowledge use system to support the learning process, which is
"the internal learning of indirect information processing", in order to form new knowledge, which is
a process of learning, that is, knowledge mastery.

Constructivist Learning View

The concept of constructivism learning is a theory of explanatory learning put forward in the
1990s. The difference between information processing and learning process analysis of human brain
is that constructivism has a broader concept [8]. It does not confine itself to discussing the
information reception, information processing and learning process of the human brain, but looks at
problems from a larger perspective, emphasizing the complex learning environment and real tasks,
emphasizing social consultation and interaction, advocating the representation of teaching content
in various ways, advocating understanding the process of knowledge construction, and advocating
student-centered teaching [9].

Constructivist learning outlook mainly includes constructivist knowledge outlook, constructivist
learning activity outlook and constructivist knowledge outlook.

The Knowledge View of Constructivism

Constructivists believe that knowledge is not an accurate representation of reality, but an
explanation, a hypothesis, rather than the final answer to the question. On the contrary, it will be
constantly overturned with the progress of human beings, replaced by some new assumptions;
moreover, knowledge can not accurately summarize the laws of the world, and needs to be recreated
in specific situations. Knowledge cannot exist in the form of entity [10]. Although people usually
use language symbols to endow knowledge with certain external forms, different learners will have
different understandings of the same proposition, because these understandings can only be
constructed by individual learners based on their own experience background, and the learning
process in a particular situation is different, so is the understanding.

The constructivist knowledge view holds that the knowledge taught by teachers in schools,
especially textbook knowledge, is only a reliable hypothesis about various phenomena, rather than a
"standard template" that can be used to explain practical problems. The truthfulness of scientific
knowledge is relative and may be a more correct or reasonable explanation of reality. Knowledge
should not be taught to students as a pre-determined thing [11]. Students' acceptance of knowledge
can only be accomplished by their own construction, and their learning is not only the
understanding of new knowledge, but also the analysis, test and criticism of new knowledge [12].
Learning knowledge cannot be satisfied with dogmatic mastery, but needs to be deepened to make
students move towards "concrete thinking".

Constructivist View of Learning Activities

Constructivism holds that learning should not be a process in which teachers transmit knowledge
to students and ask them to "remember", but a process in which students construct their own
knowledge [13]. A learner is not a passive information absorber. He needs to actively select and
process external information, and actively construct the meaning of information. This means that
learning is, and should be active. Knowledge is not simply determined by external information,
which is meaningless in itself; but is constructed by learners through repeated and bidirectional
interaction between old and new knowledge experiences. Just like expressed in Fig. 1 and Fig. 2,
each learner encodes new information and constructs his own understanding based on his own
original experience system (i.e. knowledge use system of human brain). Moreover, the original
knowledge is adjusted and changed because of the entry of new experience (knowledge use system
is constantly enriched). Learning is not simply the accumulation of information; it also includes the
"memory" and "method" invoked from the knowledge use system, as well as the conceptual change
and structural reorganization caused by the conflict between new and old experiences. The learning
process is not simply the input, storage and extraction of information, but a two-way interaction
process between new and old experiences.
Constructivist View on Students

Constructivism emphasizes that learners have formed rich experience and their own views in their past life and learning [14]. Faced with new problems, they can often form some explanation of the problem based on relevant experience and their cognitive ability, which is a logical hypothesis derived from their experience background. Teaching is to take learners’ existing knowledge and experience as the growth point of new knowledge and guide them to "grow" new knowledge and experience from their original knowledge and experience.

In this sense, teaching is not the transfer of knowledge, but both the processing and transformation of knowledge. Teachers should attach importance to students' own understanding of various phenomena, listen to their current views, and insight into the origin of these ideas, so as to guide students to enrich or adjust their understanding. It is important to explore some problems with students, exchange and question each other in the process of exploration, make some adjustments with each other, and form a valuable learning resource bank in the "teacher-student" learning community.

Four Elements of Constructivist Learning Environment

From the perspective of constructivism, knowledge is not simply imparted by teachers, but acquired by learners in a certain context, i.e. social and cultural background, with the help of other people (including teachers and learning partners), using the necessary learning materials and through the means of meaning construction.

Constructivist learning concept defines "context", "collaboration", "conversation" and "meaning construction" as the four elements or four attributes of learning environment, as shown in Fig. 3.

"Situations": Situations in the learning environment must be conducive to students' meaning construction of the content they have learned. This puts forward new requirements for teaching design, which means, in the constructivist learning environment, teaching design not only considers the analysis of teaching objectives, but also take into account of the creation of situations conducive to students' construction of meaning, and regards the creation of situations as one of the most important contents of teaching design.

"Collaboration": Collaboration occurs throughout the learning process and plays an important role in the collection and analysis of learning materials, the presentation and verification of hypotheses, the evaluation of learning outcomes and the final construction of meaning.

"Conversation": Conversation is an indispensable link in the process of collaboration. In addition, the cooperative learning process is also a conversational process. In this process, each learner's thinking achievement (wisdom) is shared by the whole learning group, so conversation is one of the important means to achieve meaning construction.

"Meaning Construction": This is the ultimate goal of the whole learning process. The meaning to be constructed refers to the nature, laws and internal relations of things. In the process of learning, helping students to construct meaning is to help students to have a deeper understanding of the nature and regularity of the things reflected in the current learning content and the internal relationship between the things and other issues. The long-term storage form of this understanding in the brain is the schema mentioned earlier, which is the cognitive structure of the current learning content. From the meaning of "learning" mentioned above, it can be seen that the quality of learning is a function of learners' ability to construct meaning, rather than a function of learners' ability to reproduce teachers' thinking process. In other words, the amount of knowledge acquired depends on the learner's ability to construct the meaning of knowledge according to his own experience, rather than on the learner's ability to memorize and recite the content taught by the teacher.
In essence, constructivism is an important philosophy of learning. Faced with the stimulation of external information, each learner needs to code new information and construct his own understanding on the basis of his own original experience system, which is a two-way interaction process between old and new experiences. At the same time, constructivism holds that the subject needs to acquire new experience by utilizing the basic cognitive principles of internal construction, so as to develop knowledge [15]. Therefore, it is vital to attach importance to social interaction and its role in learning, cooperative learning and interactive teaching.

The same is true of the training of sports media talents. It is an applied specialty with outstanding characteristics. In the process of teaching, it is not so much for teachers to teach students a fixed rule and law as for sharing their own experience on the basis of a scientific framework, arousing students' resonance and stirring up students' desire for knowledge. More importantly, it is necessary for students to experience the essence and process of sports media.

In this way, teachers who can only "propagate science according to the texts" are obviously unable to meet the training requirements of sports media professionals in the new era [16]. Teachers need to constantly learn and accumulate useful knowledge. They should strengthen communication with students in an effective way, tap their potential and encourage them to actively participate in the learning process. The same is true for students. They need to use their brains and think positively, and also need to participate in various experiments, practices and innovative activities so that knowledge can "live" and grow healthily. The process of teaching is also a procedure of learning and promoting each other. Fig. 4 illustrates such a process.

In the light of the constructivist view of learning, when the teaching plan is formulated, teachers should try their best to reduce the learning of "death" knowledge and strengthen the contents of experiments and practice. For example: first-year summer social survey, training students’ social cognitive ability and sense of social responsibility; second-year internship, requiring students to enter the media or related industries for professional internship, so that students understand the broadcasting and hosting industry operation process; fourth-grade graduation internship, preparation for employment.

Figure 3. Four Elements of Learning Environment under Constructivist Learning View.

Sports Media Professional Teaching under the Guidance of Constructivist Learning View

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Moreover, in the teaching of various courses, we have strengthened the reform of teaching methods, so that students can truly become the masters of the classroom. In the compulsory and optional courses of broadcasting creation foundation, improvisational oral expression, broadcasting and hosting of radio programs, commentary on sports commentary, journalist reporting, news broadcasting, recitation art, film and television dubbing art, radio and television interview, news writing, documentary creation, sports photography and so on, students are required to complete different kinds of homework assigned by teachers in class or after class, and a certain time is arranged for students to communicate and display. Some assignments are done in groups, and some need to go out of the campus. These are approved to be useful to promote students' active learning, team cooperation and communication, and encourage students' stable and rapid growth.

**Conclusion**

As a new epistemology, constructivism has exerted far-reaching influence in the field of education. It explains the constructive principle of knowledge and reveals the initiative of knowledge. Constructivism tells us that in educational practice, it is not enough to regard the content of textbooks as a standard interpretation of the world and to express it in standard language. Constructivism, together with the principle of subjectivity of knowledge and the principle of interaction between subject and object, can achieve a breakthrough in epistemological research, which is of great significance to the reform of traditional teaching.

Constructivist learning outlook mainly includes constructivist knowledge outlook, constructivist learning activity outlook and constructivist student outlook. It emphasizes to look at problems from a larger perspective, pay attention to complex learning environment and real tasks, emphasize student-centered teaching, support students to actively construct knowledge, strengthen the connection between theory and real life practice, and promote the transfer of knowledge in situations.
Under the guidance of constructivist learning concept, the teaching of sports media specialty should face the social requirements for talents and adopt various ways to promote students' active acquisition of knowledge and innovative construction. Through the scientific formulation of training plans, it is capable to strengthen the teaching reform, enhance the practical links, help teachers to improve constantly, and to promote the growth of students. Practice has testified that the reform and efforts of the college in this regard are fruitful.

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