The Role Of New Media In The Teaching Of Communication Under The Integratin Of Media

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ABSTRACT: Although the application of new media in the teaching of communication is widespread, with the upgrading of teaching goals and content, this has always been a difficult subject to remain. The development background of media convergence also puts forward more dimensional requirements for news communication talents, to meet the professional requirements of the industry, improve teachers' communication teaching ability, and cultivate talents who master the theory of communication science and apply them proficiently. This paper takes the application of new media in the teaching practice of communication as a perspective, using literature analysis, investigation, and interview methods, analyze the advantages of new media in the teaching of communication, such as enrich teaching media, high efficiency, and environmental protection, and promotion of scientific evaluation,   pay attention to the inefficiency of the utilization rate of new media teaching resources and the challenge of facing the design and management of online content, And to reduce the disadvantages, we can propose feasible countermeasures such as increasing the utilization rate of new media resources and strengthening teachers' media literacy.

Key words: Media convergence,new media,communication,effect

1.INTRODUCTION

1.1 Research Background

The development of communication technology and the mass communication industry is integrated and promoted. At the same time, teaching forms are constantly updated with the support of technology. Media integration has also stimulated a new space for the development of new media-assisted teaching behavior. In the integration of media, new communication media based on computers and networks have increasingly expanded to a variety of fields. As a result, new media has gradually become one of the important media teachers choose to integrate into the classroom. Especially during the new crown epidemic, most teachers and students choose to use online teaching as the main teaching method.

1.2Research Purpose

Communication is the core course of the undergraduate teaching of media majors. It has the characteristics of a large amount of information and a wide range of content. Based on the characteristics of the undergraduate communication discipline training, combined with the actual situation of actual network teaching, it aims to analyze the teaching process of communication Make use of the advantages and disadvantages of new media, and put forward the strategy of scientific use and integration of new media to improve the quality and efficiency of communication teaching.

2. LITERATURE REVIEW

After formally proposing the concept of "media integration", Ithiel De Solapool of the Massachusetts Institute of Technology stated in his *The Technologies of Freedom*. [1]Once different media provided many differentiated services, now these services can be realized by one media; once media provided a variety of services, now different media can access these services, The maturity of digital communication technology and computer technology has promoted the integration of once completely different media. Communication studies have the characteristics of wide extension, strong integration of theory and practice, and enrich research topics. Under the background of media convergence, the value of new media-assisted communication teaching is mainly focused on the optimization of teaching methods and content, as well as in the internet environment effective implementation and implementation of the teaching of communication studies. *Journalism Mass Communication Educator* is an important field of American journalism and mass communication education research. ［2］ In the context of the new media era, journalism education researchers have gradually paid more attention to the research on the problems that emerged in the education process, the changes in teaching content, the updating and transformation of teaching methods, the introduction of new technologies, and the ethics of journalism. *Journalism Education in the Age of Media Convergence* focuses on the background of media convergence, about the concept of news communication, curriculum system reform, and practical teaching exploration.Cai Wen discussed the development and changes of news communication in the United States under the background of media integration.[3] *Forty Years of Chinese Communication Studies: Reflections Based on the Process of Disciplinaryization* focuses on how media technology influences the way of human existence by changing the mode of communication. It is an episode of how people and society shaped by media strengthen or weaken the bias of media technology itself.[4][5]

3. RESEARCH METHODS

This paper uses literature analysis, survey research, and interview research methods to focus on the following three research questions.

1. What are the advantages of new media in assisting communication teaching?
2. What negative effects will new media bring in the process of assisting communication teaching?
3. To avoid or reduce the generation of negative meanings, how can teachers scientifically use the strategies of integrating new media?

4. ANALYSIS AND DISCUSSION

4.1The teaching status and difficulties of communication studies

Communication is a basic theoretical course for media majors, and the teaching of the course lays a theoretical foundation for the cultivation of students' professional abilities. In the context of media convergence, the public's habits and ways of obtaining information have changed, especially for college students who have grown up with the Internet, who use new media to obtain and spread information more and more quickly. The communication teaching activity itself is a purposeful communication activity. If the information obtained by the students conflicts or contradicts the content taught by the teacher, they will question the teaching content of the teacher, so the traditional teaching methods and content no longer apply to them. The online teaching of communication is facing new challenges. To improve the quality of teaching and achieve good communication effects, teaching activities are also affected by the elements of communication subject and object, communication content, communication media, and communication methods.

4.2 The role of new media in the network teaching of communication studies

4.2.1 Enriching teaching media

The application of new media methods such as multimedia courseware, micro-teaching assistants, e-books, WeChat, and forums in communication network teaching enriches the content of online teaching media, expands the limitations of teaching resources, increases the ways for students to interact with teachers, and makes the classroom Improve the efficiency of grouping and class group discussion. Students and teachers can switch between multiple teaching media in real-time, with more diversified choices. Relying on various new media platforms, teachers and students can efficiently obtain massive amounts of the latest knowledge and share information. Based on the original lesson preparation content, the amount of information in the course is expanded. With the aid of interactive and diversified new media, the multi-dimensional teaching method can enhance students' awareness of active participation in the classroom, and help establish a stronger sense of teamwork and self-confidence, and exercise personal ability. For example, in the classroom using the online teaching platform *Tencent Micro Assistant,* in the home page option, the teacher can choose to post questions or topics that require students to communicate in the discussion. After clicking to open the discussion, the student's terminal will receive prompts immediately. At the same time, you can post your opinions in the discussion area, All teachers and students in this class can see their respective discussions. This form of class discussion is largely different from the question-and-answer session in the traditional class. In the past, this process was mostly based on teachers' questions and students' answers, but the students' interest in active participation was not high, and the actual learning effect was not obvious. The interactive discussions in the micro-teaching assistants are similar to the messages that young students are very familiar with in forums or post bars, and they exchange views with each other while enhancing friendship so that students who are originally inferior and introverted can also gain confidence. And in each topic discussion process, teachers can turn on the voting mode according to different discussion viewpoints, and the active participation and enthusiasm of students are fully mobilized. Therefore, these lively, fast and efficient teaching methods enrich the teaching medium in the actual network teaching process and play a role for students to demonstrate and improve their abilities.

4.2.2 High Efficiency

The background of media fusion also promotes the gradual transformation of learning methods and habits. Some young students have already changed the habit of reading paper books into e-books. The storage method of e-books is more environmentally friendly and convenient, which is convenient for classification and searching. The convenience of new media terminals also solves the burden of traditional paper books and saves money. Economic cost and communication cost. Teacher T1, who participated in the interview of this research, said that during the online classroom teaching process, students can sign in online by themselves. There is no need to sign in in traditional classrooms, which wastes valuable time in the classroom and saves time costs. At the same time, the system automatically saves each time. Recording in the classroom is convenient for teachers to file management, efficient and environmentally friendly, avoid waste of resources, and meet the requirements of sustainable development strategies.

4.2.3 Improve the scientific nature of the assessment

Most teachers in the schools surveyed in this study will combine the key points of subject training and divide the composition of student performance into four parts: attendance performance, classroom performance, group report speech, and final exam. Online teaching can easily take oral exams, interviews, and practical operation skills assessment, and adopt diversified and multi-angle assessments for students' use of new media to learn,

understand, and disseminate knowledge. For example, when teaching the classification of symbolic meaning in communication science, online grouping mode can be used. Teachers explain the specific explicit and implicit meaning, extension and connotation meaning, instruction and distinguishing meaning, and corresponding cases. Students in each group can integrate information according to the interests or habits of the group members, expand the case, and report utilizing video discussion, picture display, or animation explanation. Teachers can intuitively see the content of the group's classmates' speeches, and evaluate whether students have a clear and accurate grasp of knowledge points from multiple angles, which is conducive to more objective and reasonable scores. Besides, teachers T2 and T5 indicate that when using micro assistants to answer in class, because the network system randomly selects students to answer or discuss, and based on data algorithms, the probability of students being selected in each class is kept in balance with each other. Within the frequency, this also promotes the relative fairness of teaching to a certain extent. And after the students have finished answering the question, the teacher can make an instant score according to the quality of the student's answer, and the score is very good, still need to work hard and continue to cheer and other matching emoticons. Compared with the traditional specific scores, novel scores are easier to activate the classroom atmosphere and bring more vivid encouragement to students. Therefore, the diversification of new media assisting teachers in evaluating student performance has enhanced the relative scientific nature of the assessment.

4.3 The disadvantages of new media in the network teaching of communication studies

4.3.1 Inefficient utilization of new media teaching resources

New media has abundant resources for teachers to choose as supplementary teaching materials. Communication studies involve a wide range of knowledge, so it is suitable to use new media technology to make courseware. The new media platform has a wide variety of communication materials and information. Teachers can enrich the content of the course in the form of videos, online group games, role-playing, etc. according to the required materials on the relevant platform, which can invigorate the classroom atmosphere and stimulate students' classroom participation. However, when faced with much online information content, many teachers are often troubled by spending a lot of time on consulting, screening, recording, and downloading materials. The content used in courseware design is relatively small. Therefore, teachers need to expand high-quality domestic and foreign website resources for communication studies, improve the ability to screen and judge Internet materials, step up to supplement Internet application knowledge, and learn to master methods and strategies for efficient use of new media resources. How to transform complex information processing into knowledge that is easy to store and available for effective use, and how to design, organize, operate, and manage the network teaching resource library will directly affect the effectiveness of network teaching resources. Combining with the current development trend of new media, grasp the basic and application knowledge of the new media field promptly, and strive to improve the problem of inefficient utilization of resources.

4.3.2 Challenges of network classroom design and management

Both T1 and T3 are more concerned about the new media-assisted communication network teaching teachers. The use of network online classes is not conducive to real-time observation and understanding of the acceptance of students' knowledge and immediate feedback. At the same time, it has increased the difficulty of managing the classroom order of students, and students can only rely on self-management, which is a great challenge for young freshmen. Teacher T4 said that the theory of communication is more suitable for online teaching, but the case analysis of actual media phenomena is more suitable for face-to-face teaching. The reason is that online teaching can be used to record courses in the classroom, which is convenient for students to watch and learn

repeatedly after class. However, some of the content is more suitable for face-to-face discussions with students, which can enhance the interaction and participation between teachers and students. Therefore, teachers should not ignore the teaching content. They must actively innovate and add lively and interesting case studies, to attract students to participate in the discussion, improve the quality of teaching, and obtain better teaching results.

4.4 An Interview Investigation of the Influence of New Media on Teachers and Students

4.4.1 Interview target and scope

The study selected two classes in the sophomore year of a university and conducted a comparative study through semi-structured interviews. The subjects of each class consisted of 12 students and 3 teachers, a total of 6 teachers, and each class included 6 students. 1 female classmate and 6 male classmates. It is conducted in the form of group interviews with every 4 students as a group, each group of interviews is not less than 30 minutes, and the interviews with teachers are conducted in the form of individual interviews, and the interview time for each teacher is not less than 40 minutes.

Table 1 basic information of interviewees (teachers)

Teacher ID	Professional background	Teaching Time （year）	Position
T1	Media Art	3	lecturer
T2	Media Art	3	lecturer
T3	Film and Television Arts	5	Professional Director
T4	New Media Culture	6	lecturer
T5	Communication	4	lecturer
T6	International Media	4	lecturer

Table 2 basic information of interviewees(students)

Students ID	Group	profession	Grade
S1	4	Media Art	Freshman
S2	4	Media Art	Freshman
S3	4	Media Art	Freshman
S4	4	Art Design and Digital Media	Sophomore
S5	4	Art Design and Digital Media	Sophomore
S6	4	Art Design and Digital Media	Sophomore

4.4.2 Basic situation of teacher interview results

Table 3 teacher interview results

Teacher interview T1—T6	The positive effect of new media on teaching	The negative effect of new media on teaching	Possible countermeasures
T1	1. There are no restrictions on the place of class 2. Conducive to the relative fairness of teachers in class	1. It is more affected by network technology and environment, and the network speed is too slow, which will affect the quality of class time	1. Strengthen the construction of network technology 2.Enrich teaching content and actively mobilize students' enthusiasm 3. Strict attendance and

		2. Unable to grasp the status of students in a class	classroom questions 4. Increase group discussion sessions
T2	1. Save time and transportation costs 2. Student attendance management is relatively simple and convenient 3. Reduced psychological pressure on students to speak	1. Reduced psychological pressure on students to speak 2. Discipline in class cannot be guaranteed 3. Practical courses are difficult to develop	1. There are more teaching systems to choose from 2. Mainly instructed by teachers to exchange students 3. Enhancing the game interaction of knowledge learning
T3	1. Lower learning costs 2. Multi-class teaching can be combined 3. Reduce health risks during special epidemics 4. Classes can be recorded at the same time, which is convenient for students to consolidate after class	1. The students have a low grasp of classroom management, and students are prone to dissociation and laziness. 2.The form of recording lessons will increase the psychological pressure of teachers 3.The student's understanding is reduced and the teacher's micro-expression cannot be seen	1. It can give full play to the advantages of online teaching of theoretical courses 2. The most important thing is to improve the quality of teaching and enhance the acceptance of students
T4	1. The search engine can be used to supplement knowledge at any time 2. Enrich the development and utilization of teaching resources	1. Insufficient student self-control 2. Low utilization rate of teaching platform	1. Leverage the advantages of new media through a task-driven approach 2. Pay attention to the construction of mobile resources
T5	1.Social media facilitates interaction with students 2. Use WeChat public account to improve writing ability 3.Promote the rationality of performance assessment	1. Long-term online teaching may sometimes produce psychological feelings of alienation from students 2. Students are easily attracted to everything	1.Pay equal attention to classroom teaching and classroom maintenance 2. Teaching should pay attention to the content
T6	1.Enhance the interactive nature of online teaching of communication 2. The course content is richer and more expressive	.1.Over-reliance on new media affects the quality of teaching	1.Teachers and students improve media literacy 2. Form a study group

Table 3 summarizes the discussion content of the six teachers on the core issues during the interview. The core issues of the interview are mainly: the advantages of new media in assisting classroom teaching of communication; the deficiencies of using new media to assist classroom teaching of communication and this possible solution. The six teachers interviewed in this interview are all media majors, undertaking teaching tasks

in communication, international media, and mass communication, and using new media for auxiliary teaching. First of all, about the advantageous role of new media in assisting classroom teaching of communication, teachers T1 and T5 can use micro-assistance teachers to record actual classroom check-in based on actual teaching experience, and the system can randomly select students to answer questions. Classroom grouping can also be distributed evenly and reasonably according to the information filled in by all students, which is conducive to promoting the scientific nature of the assessment. Teachers T1, T2, and T3 all proposed that online teaching saves transportation costs for teachers and students, teaching is not limited by time or geographical space, saving time and costs, communication is more convenient, and efficiency is improved, reflecting the advantages of environmental protection and high efficiency. Teachers T4, T5, and T6 are summarized as enhanced interaction with students, student participation is higher, and teachers have more teaching resources to choose from. Secondly, regarding the inadequacy of the in-app new media to assist the teaching of communication, teachers T1 and T3 pointed out that the students' mastery of classroom management is not high, most students have weak self-control, and are prone to dissociation and laziness. For teachers, if they are not proficient in the knowledge of new media-related media, it will greatly affect the output quality and effect of classroom teaching. Most teachers focus on the content and quality of teaching and are working hard to study the efficient use of new media resources to increase the utilization rate. Finally, looking for countermeasures against the actual problems that have been reflected, several teachers put forward practical and manipulative opinions. teachers T1, T2, and T4 suggest that teachers should update the curriculum design in time in the design of teaching content, strengthen the game and interactive nature of communication theory learning through task-driven methods, and focus on students' understanding and acceptance of knowledge points. Top; Teacher T6 proposes the necessity of improving the media literacy of teachers and students.

Table 4 student interview results

Student interview S1—S6	The positive effect of new media on teaching	The negative effect of new media on teaching	Possible countermeasures
S1	1. It is more convenient to communicate with teachers 2. more efficient	Network delay or instability will affect the effect of class	Strengthen and supplement computer knowledge
S2	1. The mental state of the online classroom is more relaxed, and dare to actively participate in the discussion of problems 2. Teachers and classmates will share more pictures, animations, and short videos, which are easy to understand	1. It is easier to relax self-management and neglect the quality of class 2. Often interfered by other information on the network	Improve self-discipline and management ability, and efficiently use class time

S3	1.Convenient and efficient social media communication, learning, and discussion content 2. Conducive to stimulate interest in learning	With the help of new media, sometimes communication efficiency is not high.	Use new media to exploit strengths and avoid weaknesses
S4	1.Promote communication and interaction between students and teachers 2.Learn about communication knowledge through multiple methods	The amount of information is too large, which is not conducive to memory	improve online classroom note-taking skills
S5	You can choose to review the content of the classroom and adjust the learning progress.	In case of improper computer operation, it will occupy class time	Improve media literacy and strengthen mastery of new media technology
S6	1.Not limited by time and place, saving time and improving efficiency 2. Increased interest in learning, courage to participate in group discussions	here is a lot of information about homework on the Internet, and the initiative to think independently is reduced	Standardize the network operation process

The 24 students participating in the interview were divided into 6 groups, and the interviews were conducted in the form of a group of 4 students. The main core questions of the interview are the same as those of the teacher interview. The students in each group participated in this interview based on the actual class situation and the experience summarized after class. First of all, regarding the advantageous role of new media in assisting classroom teaching, students in each group said that new media assisted classrooms to promote the exchange and interaction between students and teachers. Classes are lively in form, which is conducive to stimulating interest in learning, as well as getting rid of the limitations of traditional class time and location, which is convenient and efficient. Secondly, regarding the inadequacy of the use of new media to assist classroom teaching, most students expressed concern about their self-control ability, which is easily interfered with by other information on the Internet. Finally, in the content that can propose countermeasures, strengthen the self-management ability, concentrate on the efficient use of class time, and strengthen the supplementary learning of computer knowledge and improve media literacy.

4.5 New Media Assists Classroom Teaching Strategies of Communication Studies
4.5.1 Improve utilization of new media resources
The teachers who participated in this interview mentioned that there are no suitable new media to use. It will take more time to choose from many online resources or make personally. The content of communication courses is too large and their energy does not allow this problem. , The author believes that it has a lot to do with teachers' inadequacy in integrating online teaching resources. For example, some teachers mentioned that when

retrieving online literature or referring to a WeChat official account article, they only use it once and ignore the storage. When the content is needed next time, it will only take time to retrieve it again. This approach is typical Inefficient performance of new media resources. f teachers slightly integrate and classify the used network resources, mark storage or collection, it will greatly improve the utilization rate of new media resources.

In terms of integrating teaching resources, teacher T3 provides us with a certain reference. The teacher first established a communication classroom on the micro-teaching platform, dividing the classroom resources into interpersonal communication literature, relationship development cases, group and public communication videos, mass communication symbols, etc. Each type of material is obtained from major search websites, blog forums, and book articles. The teaching resources according to this classification are convenient for quick reference when needed, and at the same time do not require time and energy, which effectively improves the teaching efficiency of communication.

4.5.2 Strengthen teachers' media literacy

As early as 1992, the American Media Literacy Research Center defined media literacy: Media literacy refers to the information selection ability, questioning ability, comprehension ability, evaluation ability, creativity and production ability, and speculative reaction ability shown when people face various information in different media. The media industry has an increasing influence on the public, and media literacy permeates the teaching and student learning of teachers, especially important professional abilities that cannot be ignored as teachers. In the process of communication network classroom teaching, because young college students have poor self-control ability, it is often easy to shift their attention to some network information, interrupt the communication learning process, and students are easy to read bad information. It is easy to be tired of studying, but it affects the physical and mental health of students. Therefore, the key to the application of new media in the classroom teaching of communication among college students lies in teachers. For example, when the author is teaching the depth and breadth of self-exposure in the theory of social penetration, First introduce social media as a case study, design designated content, let students edit the information and publish it through social media, and draw corresponding conclusions from actual dissemination. Teachers are the most important leaders in the classroom, and the level of teachers' media literacy directly affects the application effect of new media-assisted communication in classroom teaching.

5.CONCLUSIONS

I think that only by fully developing individuality can the students' creative ability be cultivated. Taking participation and interaction as the teaching path, online teaching is one of the tentative explorations. It is valuable and the existing problems should not be ignored. Actively improve the teaching mode, Under the traditional teaching method, communication teachers assume more of the role of imparting knowledge and answering questions, while ignoring the individual needs of students. In the process of new media assisting teachers and students in teaching, teachers should innovate teaching methods promptly per the rules of integrated media development and mass communication environment, transform into teacher-student interactive and participatory learning, students can become protagonists, and their sense of responsibility will continue to increase when students are valued and assigned tasks. Secondly, the teaching method of communication should be balanced according to the content promptly. The choice of using new media as an aid, such as more practical courses is not suitable for the form of online teaching, because the core goal of teaching is always that students can acquire a better grasp of knowledge Ability, The choice of form depends on the content, and the teaching method needs to be explored and developed continuously. The classroom teaching of new media-assisted

communication can be divided into more dimensions, but the content cannot be ignored.

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