

On Cultivation Nonintellectual Factors in Teaching of Broadcasting and Hosting Art

WANG Fei^{[a],*}

^[a]China West Normal University, Nanchong, China.

*Corresponding author.

Received 10 July 2016; accepted 14 September 2016

Published online 26 October 2016

Abstract

Nonintellectual factors refer to psychological factors that are not directly engaged in the cognitive process of human's thinking activities, usually including interest, emotion, motive, need, volition, etc. In recent years, it was found through researches on human brain education that nonintellectual factors are as important as intellectual factors in teaching of broadcasting and hosting art. In modern times, broadcasting and hosting are not small-scale activities anymore, but are geared to international standards and become global. In view of this, the specialty of broadcasting and hosting art becomes more demanding, and psychological quality becomes another huge challenge. This paper aims to discuss the cultivation of nonintellectual factors in teaching of broadcasting and hosting art.

Key words: Broadcasting and hosting; Teaching; Non intellectual

Wang, F. (2016). On Cultivation Nonintellectual Factors in Teaching of Broadcasting and Hosting Art. *Studies in Sociology of Science*, 7(5), 40-44. Available from: URL: <http://www.cscanada.net/index.php/sss/article/view/9010>
DOI: <http://dx.doi.org/10.3968/9010>

INTRODUCTION

Since the reform and opening-up policy, rapid economic, technological and cultural development has been achieved, and the broadcast television sector also flourishes with the popularization of computer and wide application of the internet. As of 2016, statistics show that most Chinese

universities offer courses of broadcasting and hosting art, and have delivered numerous talents of broadcasting and hosting to address the needs of economic and cultural development and social advancement. Presently, the specialty of broadcasting and hosting art develops rapidly in China, and universities also pay more and more attention to the cultivation of nonintellectual factors in teaching of broadcasting and hosting art.

1. DESCRIPTION OF NONINTELLECTUAL FACTORS IN BROADCASTING AND HOSTING ART

1.1 Definition of Nonintellectual Factors

The term of nonintellectual factors was put forward by W.P. Alexander (an American psychologist) first in the *Concrete Intelligence and Abstract Intelligence* in 1935. In China, nonintellectual factors started being taken seriously in teaching since the publication of the *Stress Should Be Laid on Cultivation of Nonintellectual Factors* by Professor Yang Guocai of Shanghai Normal University. Professor Yan mainly emphasized that nonintellectual factors and intellectual factors were equally important, if only intellectual factors were emphasized and nonintellectual factors were ignored in future social development, many students would have high scores and low abilities, and cultivation of nonintellectual factors was indispensable especially for the specialty of broadcasting and hosting art that is demanding for both intelligence quotient and emotional quotient.

Cultivation of nonintellectual factors means to train students to develop positive attitude, spirit of endeavor, and continuous creativity from the aspects of hobbies, interests, volition, motive, need, moral cultivation and courage to overcome difficulties. For the specialty of broadcasting and hosting art that is demanding for psychological quality, relative to cultivation of intellectual

factors in which scores are overemphasized, cultivation of nonintellectual factors will benefit students much more and is of higher potential value to students.

In Chinese educational history, the cultivation of nonintellectual factors has been frequently mentioned. For example, the sentence of “A general commanding a large army can be deprived of his position; but the will and the spirit of a genuine scholar and gentleman can not be conquered” in *The Analects of Confucius—Zihan*, and the one of “Those who know the truth are not equal to those who love it, and those who love it are not equal to those who delight in it.” in the *The Analects of Confucius—Yung Yey* both mention the influence of nonintellectual factors such as emotion, motive and interests on people.

1.2 Contents of Nonintellectual Factors

Surveys show that many psychologists insist that nonintellectual factors include: personal hobbies and interests; joyful mood and enthusiasm for the cause; lofty ideals, aspirations and goals; self-confidence and courage to overcome difficulties; anxiety and sadness; frustration tolerance and volition. The foresaid factors can be divided into three levels on the whole. The first level refers to students’ belief, ideal and world view, which falls into a high level and have a far-reaching influence on students’ learning; the second level refers to students’ personalities and mentalities, such as character, emotion, mood, volition and motive, which mainly acts on students’ long-term learning; the third level refers to students’ enthusiasm for learning, learning motivation, thirst for knowledge, and possessiveness, which directly relates to learning activities, and has a perceivable effect on students’ learning.

2. CURRENT SITUATION OF CULTIVATION OF NONINTELLECTUAL FACTORS IN TEACHING OF BROADCASTING AND HOSTING ART

Presently, there are over 600 universities offering courses of broadcasting and hosting art in China. The main goal of this specialty is to train students to acquire profound culture knowledge, reach a high artistic standard, form good professional quality, develop themselves in an all-around way of morality, intelligence, physique and aestheticism, and get basic theoretic knowledge of broadcasting and hosting art, language skills and high presentation skill. It is thus clear that the cultivation of nonintellectual factors is indispensable for the teaching of broadcasting and hosting art.

According to the Annual Report on Development of China’s Radio, Film and Television (2015) published by the State Administration of Press, Publication, Radio, Film and Television of The People’s Republic of China, “as of 2014, the coverage rate of China’s radio and television

reached up to 98.84%”, and the figure still keeps rising, which enlarges the need for host talents. Thus, universities increase enrollment for the specialty of broadcasting and hosting art, but cannot guarantee the quality of teaching.

Universities all around the country most offer courses of broadcasting and hosting art without considering the actual market demand. Thus, universities output a large number of graduates that exceed the actual demand every year, and many students find it even hard to just get an opportunity of internship. Furthermore, many teachers just focus on basic theoretical knowledge in books, such as broadcasting skills, mouth shapes, and appearance, and ignore students’ real interests and needs. They fail to cultivate students’ courage and volition to overcome difficulties. Only few teachers recognize that students’ self-confidence and sense of achievement can be developed via teaching.

On the whole, the opportunities of working on or internship of broadcasting and hosting are few, and most universities can hardly provide practice opportunity for students. Under this circumstance, the cultivation of nonintellectual factors in teaching of broadcasting and hosting art is of especial importance. The cultivation of psychological factors, such as enthusiasm for learning of broadcasting and hosting art, frustration tolerance and courage to overcome difficulties, and self-confidence, would be greatly helpful to students.

All in all, both nonintellectual and intellectual factors should be equally emphasized in the teaching of broadcasting and hosting art, so that competent talents of broadcasting and hosting satisfying future social development can be cultivated.

3. EFFECT OF CULTIVATION OF NONINTELLECTUAL FACTORS ON TEACHING OF BROADCASTING AND HOSTING ART

3.1 Effect of Cultivation of Interest on Teaching of Broadcasting and Hosting Art

Interest is the best teacher. The basic theories of broadcasting and hosting art contain many obscure terminologies, which are dull and boring. If teachers focus on the cultivation of students’ interest, and take measures to arouse students’ interest and enthusiasm, it will be easier for students to overcome learning difficulties.

If students’ interest is aroused, they will become more initiative in learning. Since most Chinese universities are not very strict with students, many students are indolent and act as they please. Thus, it is not easy for students to bend themselves to anything. Young and unbounded students always like trying new things, which probably will deprive students of their little enthusiasm for learning. Only by taking measures to arouse students’ enthusiasm

for and interest in learning can students have thirst for knowledge.

3.2 Effect of Cultivation of Emotion on Teaching of Broadcasting and Hosting Art

Emotion is a part of people's attitude and inner feeling. If a student resents learning in his heart, no matter how his teacher is skillful and competent, he hardly can achieve satisfactory learning outcomes.

Students' emotion should be emphasized in the teaching of broadcasting and hosting art. For example, many TV stations sent reporters to the scene of Wenchuan Earthquake in 2008, and the reporters were widely complimented and praised for their courage to penetrate into dangerous places for coverage, which brought strong sense of pride and identity to many majors of broadcasting and hosting art. This shows the force of examples, and makes students recognize their cause, and actively learn from the examples. The cultivation of emotion of students in the teaching of broadcasting and hosting art will greatly inspire more and more students to become positive, aspirant, and enthusiastic.

3.3 Effect of Cultivation of Motive on Teaching of Broadcasting and Hosting Art

Motive is an inception of a person's behavior, which is of directionality and continuity. It will affect students' learning and advancing objectives. People should set objectives first, and then they obtain the motive. Without motive of learning or correct learning motivation, students will mechanically accept knowledge only, and never seek progress by themselves.

Students' learning motivation originates from their own cognition. Most students have no clear plan for their career at the time of touching the broadcasting and hosting industry, and only few students have set clear objectives and are striving to realize their objectives. In view of this, importance must be attached to the cultivation of students' nonintellectual factors. To this end, it is viable to introduce anecdotes of eminent people, such as hosts at the Spring Festival party. Their startup and achievements can be covered, to help students set objectives. Besides, these reporters and hosts specializing in reporting and unveiling the dark side of the society also show a lofty spirit, and will strike a chord among students. Such figures all can be introduced to students to inspire students to advance and bend themselves to learning of broadcasting and hosting art.

3.4 Effect of Cultivation of Need on Teaching of Broadcasting and Hosting Art

For social man, need is one of the most essential characters. Only by cultivating students' need in teaching of broadcasting and hosting art can be students' enthusiasm for learning of broadcasting and hosting art be aroused.

The need referred to herein means students' need for knowledge of broadcasting and hosting art, the senses

of achievement and honor brought by the industry of broadcasting and hosting, and good materials and mentality obtained through the industry. Only after getting clear what they need, students can become more initiative and earnest. For example, a student knows he needs to be recognized, and he can make good achievements in learning to realize this goal, he will actively and initiatively learn knowledge.

3.5 Effect of Cultivation of Volition on Teaching of Broadcasting and Hosting Art

Volition refers to a psychological state of person in the case that he aims to realize a certain goal, which is usually expressed via words or behaviors. Volition is indispensable to students for overcoming difficulties in both learning and working. Thus, the cultivation of volition in the teaching of broadcasting and hosting art is of great importance.

Reporters and hosts are likely to encounter hostile natural environment or suffer huge psychological stress. Besides, the modern time is full of intense competitions, in workplace or learning. If students are trained to be indomitable and determined to go ahead in school, they will be able to rise to and overcome difficulties and obstacles in learning, living or working, and make achievements.

4. APPROACHES OF CULTIVATING NONINTELLECTUAL FACTORS IN TEACHING OF BROADCASTING AND HOSTING ART

4.1 Edutainment to Arouse Students' Learning Enthusiasm

The courses of broadcasting and hosting art are not as dull as that of software specialty which is full of codes. Instead, broadcasting and hosting are closely linked with people's life. Thus, teachers can try their best to realize edutainment, say, interpreting theories with examples. Edutainment is helpful to activate classroom atmosphere and arouse students' enthusiasm and interests.

Take the example of The Oprah Winfrey Show, an American talk show that has a longest history and is top-rated in America, and the host Oprah. How does it come that a talk show can survive as long as 25 years, and more than 3,000 episodes have been produced; what are the style and characteristics of presentation of Oprah; what are the influences of the form of presentation on the show; what a role does Oprah play in the show; what changes does Oprah have at the beginning, during and in the later phase of a show; how does it come that Oprah has become the most successful talk show host in America. The foresaid questions will guide students to think via practice based on theoretical knowledge.

Oprah Winfrey was born in a poor family, abused in her childhood, raped by her cousin at the age of 9, and gave birth to the first child at the age of 14. A black girl who fought, smoked, drank, took drugs finally became an actress, producer and the most successful talk show hostess in America. Only such a legendary story is interesting to students, so that students will look up information by themselves to learn more. If teachers take the example of Oprah, students are bound to concentrate in the classroom and make discussions actively after class out of interest.

Teachers cannot change the teaching contents, but can employ interesting teaching methods. A “duck-stuffing” type of teaching is absolutely not interesting, and cannot arouse students’ interests either. For cultivation of nonintellectual factors in teaching of broadcasting and hosting art, teachers can employ such a method to arouse students’ enthusiasm and interests.

4.2 Empathy to Improve Students’ Affective Control Ability

Empathy is one of the skills broadcasters and hosts usually employ. Broadcasters and hosts will encounter various occasions. Thus, they are required to express real emotions and manage their emotions well. They face audiences, so they should activate the atmosphere rapidly and manage the audience emotion as well. They can detach themselves from program and fulfill tasks excellently only by controlling their emotions well.

In classroom teaching, teachers can simulate scenarios or design program to train students’ affective control ability. For example, a report on “trafficking of women and children” can be designed to test students’ affective control ability. Through such as task, teachers can teach students to not make radical or extreme comments on some crimes according to their emotions, but always remember their identity as a host and make real and objective reports. Again for instance, a scenario of “New Year Party” can be designed to train students to learn empathy. A host of a festive party is required to be capable of activating the atmosphere, entertain audiences, and control the scene atmosphere. Such an activity is very useful to train students’ affective control ability.

Simulating scenarios are helpful not only to train students’ affective control ability, but also to teach students to learn to overcome difficulties and frustration, adjust themselves, keep a good condition, and have a good mental outlook.

4.3 Games to Cultivate Students’ Correct Motive

Practitioners of broadcasting and hosting will meet various topics. So students should be sure about their motive, and have right motive.

With the development of society, all trades and professions should keep pace with the times, without an exception for broadcasting and hosting. Thus, broadcasters and hosts are required to learn about the state policies, and

have a positive motive in coverage rather than extreme, one-sided and even antisocial stand.

Besides classroom teaching, teachers also can assign various reporting tasks to students, asking students to report an event from different aspects, and evaluating students’ reports. Everything has multiple sides, so different views will be put forward from different sides. Take the example of a news on “students playing truant”. Some reporters discuss schools’ management system and teachers’ ideas via the news; some focus on the importance of family education; and others focus on students’ mental health education. No matter what kind of a viewpoint is held, the contents must be rational, and it is not allowed to incite or encourage students to play truant, censure parents or schools for failing to fulfill their responsibilities, or guide readers or audiences to impose violent punishment on students who play truant.

Teachers guiding majors of broadcasting and hosting art to set right motive will benefit students a lot for their future work and life.

4.4 Caring about Students’ Needs to Stimulate Students’ Motivation

Students have different ideals, and make efforts at varying degrees. Some want fame and wealth, some want social recognition, and others just want a job.

Since they have different ideals and needs, they make efforts at varying degrees. Hence, the cultivation of need in the teaching of broadcasting and hosting art should be emphasized, care should be showed to students’ needs, and measures should be taken to arouse students’ motivation via books, extracurricular activities or real examples. If teachers are pessimistic about the career prospects of majors of broadcasting and hosting art by declaring that majors of broadcasting and hosting art stand few job opportunities, and most will turn to other occupations after graduation, students’ ambition will be damaged, and they also will become pessimistic.

Thus, teachers are supposed to learn about students’ needs, give aids or encouragement, to help students maintain enthusiasm and keep moving ahead.

4.5 Outward-Bound Training to Enhance Students’ Volition

Although college students’ physical fitness is not the worst, one physical education class a week is far from enough to temper students’ volition. Thus, universities may organize some outward-bound training programs to enhance students’ volition. This is necessary because practitioners of broadcasting and hosting are likely to encounter hostile natural environment or suffer huge social pressure or other difficulties.

Take the example of the snowstorm in 2008. The weather was awful. Some coverage was made late at night, and some in mountainous areas. Thus, the awful weather and conditions were a great challenge for reporters on the spot both physically and mentally. They could not fulfill

the reporting tasks excellently if they had no strong volition. For on-the-spot report at international meetings, hosts are required to have good language expression ability, image, language collection and acquisition ability and improvisation ability, because they are in front of the world. Such task poses huge challenges to hosts, such as huge stress, and difficult tasks. They are likely to fail if they are not competent or tolerable enough.

Hence, the cultivation of volition in the teaching of broadcasting and hosting art must be emphasized. It is viable to organize field training by simulating difficulties and obstacles or brain exercise to train students' contingency ability.

4.6 Individualized Education to Respect Students' Personalities

A person is an independent individual. As we can't find two identical pieces, there are no two persons with identical personalities and abilities. Teachers may as well teach students in accordance with their aptitude, respect students' personalities, and let students develop in an all-around way.

Those who are humorous and good at activating atmosphere can be guided to focus on entertainment program; those who are precise, natural and graceful can be guided to focus on news program; those who are active and good at dealing with people can be guided to focus on on-the-spot broadcasting; and some students are suitable for recorded broadcast. All in all, students should be taught in accordance with their aptitude.

Universities are not a production line, so they should output students with different abilities and skills rather than "standardized products". Hence, in the cultivation of nonintellectual factors in the teaching of broadcasting and hosting art, respect should be showed to students' personalities, and students should be guided to a proper direction.

CONCLUSION

Broadcasting Cultivation of non-intelligence factors in teaching is to meet the requirements of the development of the times, culture is the content of various levels, schools in the cultivation of non-intelligence factors must be combined with the strength of college students, quality level, set reasonable teaching objectives, formulate complete and feasible plan, such broadcasting culture can the intellectual factors of non-rational long-term everything in good order and well-arranged teaching, to cultivate more talents to meet the social needs of the new generation.

REFERENCES

- Chen, D. L., Huang, R. J., & Yuan, A. Q. (2012). The cultivation of non-intelligence factors in analytical chemistry experiment teaching. *Education and Career*, (02), 102-103.
- Hong, X. (2003). The cultivation of non-intelligence factors in Mathematics teaching. *Journal of Inner Mongolia Normal University (EDUCATION SCIENCE EDITION)*, (02), 74-75.
- Hu, W. P., & Lin, C. D. (2010). The theory and practice of thinking type classroom teaching. *Journal of Beijing Normal University (SOCIAL SCIENCE EDITION)*, (01), 13-14.
- Jin, P. F. (1999). On the cultivation of non-intelligence factors in calligraphy teaching. *Research on Higher Education in Heilongjiang*, (03), 75-77.
- Jin, H. M. (2008). On the cultivation strategy of non-intelligence factors in English teaching. *China Electric Power Education*, (20), 201-202.
- Lin, C. D. (2006). Cultivation of intelligence and its intervention experiment. *Journal of Beijing Normal University (SOCIAL SCIENCE EDITION)*, (01).
- Luo, D. Y. (2008). Cultivation of non-intelligence factors in pharmacology teaching. *Pharmacy Education*, (06), 65-66.
- Song, P. (2011). On the cultivation of non-intellectual factors in the teaching of vocal music in children. *Big Stage*, (03), 77-79.
- Wang, Y. X., Xu, J. D., Hou, X. L., Feng, P., Wang, J., & Zhu, J. X. (2010). Strengthening the cultivation of non intelligence factors in the experiment teaching of medical function. *Journal of Shanxi Medical University (Basic Medical Education Edition)*, (05), 48-49.
- Wu, Z., & Chen, Z. M. (1995). On the cultivation of non-intellectual factors in English teaching. *Journal of Panzhihua University*, (02), 125-126.
- Zhang, M. P. (2005). On the cultivation and application of non-intellectual factors in English teaching. *Educational Exploration*, (01), 111-112.
- Zhang, J. W., & Zhang, Y. (2007). On the cultivation of non intellectual factors in swimming teaching. *Journal of Guangxi Traditional Chinese Medical University*, (01), 114-116.
- Zheng, A. M., & You, H. (2016). Cultivation of non-intellectual factors in the teaching of advanced mathematics. *Contemporary Educational Theory and Practice*, (03), 98-99.
- Zhuang, J. (2012). The cultivation of non-intellectual factors in junior middle school English teaching. *Education and Teaching Forum*, (21), 188-189.