

The Inner Logic and Practical Strategies of Educator Spirit in Enhancing the Development of University Broadcasting and Hosting Teachers

Xuan Qin¹

¹ School of International Media, Chongqing Institute of Foreign Studies, China

Correspondence: Xuan Qin, School of International Media, Chongqing Institute of Foreign Studies, China.

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Abstract

In the dual context of intelligent technology subverting the media ecology and the decline of educational subjectivity, this paper focuses on the core contradictions in the development of broadcasting and hosting teachers in universities, and reveals the inner logic and practical paths of educator spirit empowering professional growth. By deconstructing the practical dilemmas faced by the development of broadcasting and hosting teachers, identifying the crises of “skill hollowing” and “value suspension” caused by the expansion of instrumental rationality, this paper proposes a coupling mechanism of the return of educator spirit and the professional characteristics of broadcasting and hosting — “value isomorphism — ability inter — embedding — ecological reconstruction”, and constructs a three-fold transformation path for educator spirit to empower the development of broadcasting and hosting teachers based on “mission dimension — upgrading — wisdom generation — ecological feedback”.

Keywords: educator spirit, broadcasting and hosting teachers, value coupling, practical approaches

1. Introduction

On August 26, 2024, the Central Committee of the Communist Party of China and the State Council officially issued relevant documents, clearly requiring the overall requirements and implementation paths for building a high-quality and professional teaching team led by the spirit of educators (Xinhua News Agency, 2024a). At the National Education Conference held on September 10, 2024, General Secretary Xi Jinping delivered an important speech, further emphasizing the key task of “implementing the action of forging the soul and strengthening teachers with the spirit of educators to cultivate a high-level teaching team in the new era” (Xinhua News Agency, 2024b). University broadcasting and hosting teachers undertake the political mission of spreading the mainstream ideology and promoting the core socialist values, and shoulder the heavy responsibility of cultivating reliable publicity talents, safeguarding national ideological security and cultural inheritance and development. Their professional quality and development are directly related to the quality of the project of cultivating people with moral integrity in the new era. The spirit of educators is a professional character formed by outstanding teachers in the process of continuously improving their professional practice, providing practical rational guidance for the professional development of university broadcasting and hosting teachers.

2. Problem Review: The Practical Dilemmas and Spiritual Appeals of the Development of Broadcasting and Hosting Teachers

Against the backdrop of technological iteration and the reconstruction of the media ecology, university broadcasting and hosting teachers face multiple development dilemmas. The core contradiction is reflected in the structural imbalance between instrumental rationality and value rationality, as well as the crisis of the

disintegration of the educational subject under the impact of technology.

2.1 The Forced Change of the Industry: Technological Impact and Role Conflict

In 2025, the “zero-error” broadcast of the AI anchor by Hangzhou TV Station is subverting the underlying logic of traditional broadcasting teaching. The AI speech synthesis technology realizes its instrumental value through “symbol transformation” (Xu Chenglong, 2024), but the mechanical timbre and lack of emotion expose the disenchantment of technology on the soul of vocal language. The penetration of technology has put teachers in an awkward situation of “technological anxiety” and “uncertainty about the future of broadcasting students”. Teachers not only need to teach students the technical operations to compete with AI but also defend the irreplaceability of the art of language. The explicit manifestation of the role conflict of broadcasting and hosting teachers (Chen Qiansheng & Hu Pengyuan, 2023) has become the core proposition of their professional development, mainly reflected in the dynamic balance between the dual identities of educators (teachers) and industry practitioners (media workers), and the integration and breakthrough between the traditional teaching paradigm (skill teaching) and new media communication (AI intelligence).

2.2 The Crisis of Value Alienation: The Expansion of Instrumental Rationality and the Disintegration of Subjectivity

(1) The Cultural Dilemma of Skill-Orientedness: Currently, there is an alienated tendency of “emphasizing skills over principles” in broadcasting and hosting education. The educational goal is narrowed down to “cultivating qualified announcers”, manifested as excessive pursuit of pronunciation skills while neglecting the shaping of values. This trend stems from the industry evaluation standards dominated by instrumental rationality. The academic community emphasizes “language attainments”, and the industry emphasizes “monetization ability”, putting teachers in a dilemma in teaching. Although AI anchors can simulate human tones, they cannot achieve cultural inheritance in classic recitations, reflecting the squeeze of technicism on humanistic spirit.

(2) The Risk of the Disintegration of the Educational Subject (Sun Lihui & Zhou Liang, 2024): In the new media ecology of “algorithm recommendation + traffic logic”, the authority of broadcasting and hosting teachers is being challenged. The civilian discourse style of online celebrity anchors is more likely to be sought after, and the elite aesthetic paradigm of “standard pronunciation basic skills” in traditional teaching has been deconstructed. This flat-level communication mode makes teachers face the crisis of educational legitimacy, that is, how to prove the uniqueness of their teaching effects compared with AI tools or grassroots anchors.

2.3 The Awakening of Spiritual Appeals: The Return of the Spirit of Educators and Value Reconstruction

In the current education environment influenced by technological rationality and utilitarianism, the return of the spirit of educators is essentially the key to breaking the situation of “what is education for”.

(1) The Reconstruction of Educational Belief: The return of educational belief begins with questioning the essence of education. Placing the cultivation of a complete person (Zhang Bo, 2023) above skill training, strengthening the political mission of language work, and realizing the transformation from “technical executor” to “cultural communicator” in broadcasting and hosting teaching. Infuse the warmth of the soul into education in the technological era, and make knowledge imparting and personality cultivation resonate at the same frequency.

(2) The Sublimation of Practical Wisdom: The awakening of the spirit of educators requires transcending the role of a mechanical “pedagogue”. By “enlightening wisdom and nourishing the heart”, teachers are promoted to break through standardized teaching, cultivate students’ critical thinking in impromptu expression, and go beyond the formulaic output of AI. Generate a creative “performance art” in specific educational situations, and achieve the key transition of teachers from “technical executors” to “educational communicators”.

(3) The Embodiment of Humanistic Care: The spirit of educators transforms the grand educational ideal into a subtle observation of individual lives, reflected in patient listening in class, sincere encouragement in difficult situations, or a special moment in classroom design. Teachers let education return to the origin of life in ordinary details, and realize the value empowerment of language teaching from “information transfer” to “spiritual resonance”.

3. Logical Basis: The Coupling Relationship Between Educator Spirit and the Professional Characteristics of Broadcasting and Hosting

Against the backdrop of media convergence and educational transformation, the coupling relationship between educator spirit and the professional characteristics of broadcasting and hosting teachers essentially represents a structural interaction between the essence of education and the mission of communication. The two anchor professional beliefs through value isomorphism, achieve professional evolution through ability inter-embedding, and adapt to the needs of the times through ecological reconstruction, jointly cultivating new-type communication talents with both humanistic warmth and technological rationality.

3.1 Value Isomorphism: The Synchronous Resonance of Educational Belief and Communication Orientation

The core of educator spirit is the heart of benevolence, which lies in the ultimate concern for people and the adherence to social responsibility. This forms a value isomorphism with the mission of the broadcasting and hosting profession to “transmit truth and guide public opinion”.

(1) Shared Humanistic Values: The essence of educator spirit is “cultivating people with culture”, emphasizing the unity of knowledge imparting and personality shaping. The broadcasting and hosting profession also needs to be rooted in humanistic qualities. It conveys emotions through voice in language expression and awakens the audience’s awe of history and nature through cultural interpretation. Both take “truth, goodness, and beauty” as value coordinates, sublimating professional behaviors into spiritual guidance.

(2) Aligned Social Responsibilities: Educator spirit requires teachers to “educate people for the Party and cultivate talents for the country”. As a “public instrument of society”, broadcasting and hosting must adhere to objectivity and credibility in information dissemination. The promotion of educator spirit can ignite the “spark” (Zhang Shuwei, 2024) of spiritual inheritance, while the ethical guidelines of the broadcasting and hosting profession ensure that the media conveys positive values in a complex public opinion field.

3.2 Ability Inter-Embedding: The Co-Evolutionary Development of Educational Wisdom and Professional Skills

Educator spirit emphasizes the innovation of practical wisdom, while the broadcasting and hosting profession relies on the integration of technological iteration and expressive art. The two achieve multi-dimensional expansion of professional capabilities through ability inter-embedding.

(1) The Integration of Teaching and Communication Paradigms: Educators need to master interdisciplinary teaching abilities, incorporate digital means into scientific experiments, and achieve “technology-empowered classrooms”. Broadcasting and hosting education also needs to integrate digital technology and language art to cultivate all-media talents with “integrated editing, reporting, and broadcasting” capabilities.

(2) The Symbiosis of Creativity and Adaptability: Educator spirit advocates “breaking boundaries” for innovation and reconstructing teaching paradigms. In the field of broadcasting and hosting, it is necessary to meet the personalized needs of the converged media era. Through situational teaching, simulated news broadcasts, role-dubbing, etc., students’ on-the-spot adaptability and creative expression can be enhanced.

3.3 Ecological Reconstruction: The Two-Way Adjustment of Educational Innovation and Industry Order

(1) Constructing a “Scholarly-Industrial” Value Community: Educator spirit requires teachers to possess both academic research and industry practice abilities. The “dual-teacher system” can bridge the contradiction between “classroom training and actual combat needs”, achieving the dynamic adaptation of educational standards and industry standards. Through “teacher demonstration” and “media credibility”, public perception can be shaped. Teachers’ communication wisdom nourishes society, and the positive values transmitted by the media feed back into education.

(2) Promoting the Paradigm Transformation of the Evaluation System: Traditional teaching evaluation in broadcasting and hosting places excessive emphasis on voice-related technical indicators. However, the evaluation driven by educator spirit should incorporate dimensions such as “language ethics sensitivity” (Wang Chunhui, 2022) and “cross-cultural communication ability”, balancing the tension between instrumental rationality and value rationality.

4. Practical Approaches: Three Transformation Paths for Educator Spirit to Empower Teachers’ Development

The empowerment of educator spirit on the development of broadcasting and hosting teachers is not a simple linear transmission. Instead, it is reflected in the mission upgrading from professional identity to cultural consciousness, the ability leap from technical training to wisdom generation, and the value extension from individual development to ecological feedback. These three aspects jointly constitute the internal mechanism of integrating educator spirit into broadcasting and hosting education, promoting teachers’ transformation from “instrumental professionals” to “cultural educators”.

4.1 Achieving the Spiritual Reconstruction of Mission Upgrading from “Professional Identity to Cultural Consciousness”

The professional identity of broadcasting and hosting teachers has long been trapped in the role positioning of “technical craftsmen”. They need to transcend the single role of “skill transmitters” and transform into the composite identities of “cultural communicators” and “value leaders”. Educator spirit promotes the upgrading from professional identity to cultural consciousness by reshaping teachers’ ideals, beliefs, and sense of responsibility.

(1) Consolidating the Foundation of Professional Identity: Educator spirit emphasizes the benevolence of “delighting in teaching, loving students, and being willing to contribute”, requiring broadcasting and hosting

teachers to go beyond technical teaching and pay attention to the all-round development of students. The ideals and beliefs of “having a great sense of national identity and being dedicated to serving the country” demand that broadcasting and hosting education shed utilitarian goals and return to the essence of “cultivating complete individuals”. In curriculum design or in the practices carried out with courses as the carrier, the deeds of educators such as Huang Danian, Yu Yi, and Zhang Jinfan, who dedicated themselves to the education cause with a sense of national and family, can be taken as core elements to inspire broadcasting and hosting teachers to closely integrate language art, cultural communication with the shaping of national image and the dissemination of cultural confidence.

(2) Stimulating the Generation of Cultural Consciousness: Educator spirit advocates the pursuit of “having a global vision and cultivating people with culture”, which is deeply in line with the mission of the broadcasting and hosting profession to “tell Chinese stories well”. Educator spirit, by strengthening cultural consciousness, requires teachers to go beyond the mechanical training of “standard pronunciation” and pay attention to the social significance of language communication. Teachers need to shift from “executors of communication technology” to “interpreters of cultural values”. Teacher Hong Yun’s artistic practice of conveying emotions through voice in “The Yangtze River: A Journey” (Li Ying, 2019) transformed cultural symbols into a medium for emotional resonance, which is the best interpretation of cultural consciousness. Another example is the “Three Taboos in Broadcasting” advocated by Qi Yue, a famous announcer and educator in China: “First, avoid self-expression; second, avoid acting arbitrarily; third, avoid being stereotyped.” This is also a highly condensed expression of cultural consciousness and professional self-discipline. Teacher Qi Yue opposed showing off one’s voice, skills, self-expression, and self-appreciation in front of the microphone. From this, we can see that announcers and hosts should use their voices to express the cultural connotations and deep-seated values of works, rather than using works to show off themselves and their voices.

4.2 Practicing the Unity of Knowledge and Action in the Ability Leap from “Technical Training to Wisdom Generation”

Broadcasting and hosting education has long emphasized the training of explicit skills such as pronunciation and body language. The practical wisdom of educator spirit, through situational teaching, promotes teachers to transform technical training into wisdom generation.

(1) Technical Aspect: Traditional teaching focuses on the standardized output of “clear and round pronunciation”. However, in the converged media era, teachers are required to have compound abilities such as cross-media narration and data-based expression. Therefore, digital means can be integrated into teaching by using the function of the AI-assisted pronunciation correction system to break through the boundaries of single-skill training. The computer-assisted Putonghua Proficiency Test is a way to evaluate the Putonghua proficiency of candidates using computer technology and speech recognition systems. Teachers can give full play to their strong listening, evaluation, and demonstration abilities, and deeply and flexibly use relevant test APPs, mini-programs, etc. to assist teaching, breaking the dilemma where students usually have a high level of Putonghua pronunciation but perform “abnormally” in intelligent tests.

(2) Wisdom Aspect: The “diligent learning, earnest practice, seeking truth, and innovation” advocated by educator spirit requires teachers to integrate technical tools and educational wisdom. Teachers should adhere to the principle of teaching students in accordance with their aptitude put forward by Tao Xingzhi. According to students’ personalities, they design differentiated training programs, and combine AI technology to analyze students’ language styles and customize personalized training paths. At present, in the academic teaching stage of broadcasting and hosting art in China, the “small teaching group” model is mainly adopted, which has the advantages of a small number of students, sufficient class hours, and strong practicality. Teachers can create “student portraits” based on daily observations and the development laws of the industry, sort out and summarize relevant characteristics, difficulties, and pain points, and input them into AI software for analysis, thus providing a novel perspective for students’ personalized development. This is not difficult; teachers just need to break the shackles of “empirical judgment” and face the rapid wave of the intelligent era.

(3) Ability Aspect: Educator spirit requires the educational wisdom of “enlightening wisdom, nourishing the heart, and teaching students in accordance with their aptitude”, which needs to break the disciplinary barriers among broadcasting and hosting, journalism, sociology, and psychology. In the era of converged media, algorithm recommendation is quite popular. Teachers should cultivate students’ critical thinking and establish a “big communication” knowledge system. By comparing the expression differences between internet celebrity anchors and announcers, guide students to think about the conflict between traffic logic and language ethics. Create a virtual studio to simulate real-life news scenarios, guiding students to shift from mechanical imitation to creative expression, and sublimating technical training into the wisdom of language art. Awaken the reflective awareness of educational subjects, face up to the logical construction and value guidance of language expression, rather than passively accepting technical discipline.

(4) Practical Aspect: Educator spirit emphasizes the practical orientation of “devoting oneself to the teaching field and contributing to the strength of the country”, and it is necessary to build a practice platform that links “classroom-industry-society”. Teachers can feed back teaching experience by participating in rural teaching support and international communication projects. The broadcasting and hosting major can cooperate with media organizations to carry out public welfare live-streaming and cultural dissemination activities, enabling students to temper their ability to “spread goodness” in real-life scenarios. In recent years, teachers and students of the broadcasting and hosting major have frequently appeared in integration tracks dominated by science and engineering, such as the “Internet +” College Students’ Innovation and Entrepreneurship Competition, the Youth Red Dream-building Journey, and the ICAN Innovation and Entrepreneurship Competition. They have germinated and cultivated projects with professional characteristics, popular science, education, charity, etc. Through visits, it is found that a series of guidance given by teachers in such projects, such as idea suggestions, policy interpretations, and real-life references, has irreplaceable value beyond the age and cognition of students.

4.3 Constructing a Symbiotic Cycle of Value Extension from “Individual Development to Ecological Feedback”

The ultimate goal of educator spirit empowering broadcasting and hosting teachers is to promote individual growth to feed back into the educational ecology, forming a virtuous interaction of co-evolution among “individual — industry — society”.

(1) Breakthrough in Teachers’ Individual Development: The innovative consciousness of educator spirit drives teachers to break through the limitations of personal development. Teachers need to shift from classroom lecturers to educational innovators. The training orientation of modern broadcasting hosts should be hosts rather than announcers, requiring teachers to have cross-border abilities such as editing, planning, and operation to meet the challenges of the all-media ecology. (Wang Zhen & Chen Mingkai, 2024) The evaluation of modern broadcasting and hosting teachers should reconstruct the assessment criteria with educator spirit, adding dimensions such as “ideals and beliefs” and “moral sentiment”. Assessment can be carried out through multiple methods such as self-assessment, peer assessment, and student assessment. If possible, a certification system for educator-type teachers in the broadcasting and hosting major can be established to encourage teachers to pursue excellence.

(2) Paths of Industry-Ecology Feedback: According to Giddens’ structuration theory, teachers are not only the passive recipients of the system but also the creators of rules. Integrate the resources of universities, media, and cultural institutions to jointly build practice bases, implement the system of teachers taking on temporary positions, and participate in curriculum design and media practice. Cooperate with local cultural departments to develop projects for dialect protection and intangible cultural heritage dissemination, strengthen the social service function of the major, and then transform the experience into teaching cases, forming a virtuous cycle of practice feeding back into theory.

(3) Empowerment of Social Value Evaluation: Educator spirit emphasizes “words being the model for scholars and actions being the example for the world”. Teachers should set up a benchmark of teaching ethics in industry activities, establish a collaborative education platform of “society — media — school”, externalize educator spirit into the reshaping of industry standards, and provide core impetus for building a clean communication ecology and a sustainable strategy for building an education-powerful country. Educator spirit needs to be driven by both material and spiritual incentives, providing teachers with financial and growth support, setting up cultural dissemination awards to commend teachers and students who perform outstandingly in rural revitalization and international communication. At the same time, optimize the professional title evaluation standards to favor teachers who practice educator spirit.

The practical system of educator spirit empowering the professional development of broadcasting and hosting teachers is essentially a deep integration of the essence of education and the mission of communication. By nourishing values to awaken spiritual consciousness, iterating abilities to meet technical challenges, and innovating systems to build a sustainable ecology, the transformation from “skill training” to “cultural education” is ultimately achieved. This system is not only an inevitable choice for professional development but also a response to the fundamental question of “what kind of people to cultivate, how to cultivate them, and for whom to cultivate them” in the new era.

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