

Research on the Practical Education Model of Live-streaming Marketing Hosts from the Perspective of Enabling Rural Revitalization

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Abstract: In the implementation of the rural revitalization strategy, talent revitalization is crucial. In recent years, various policies have clearly pointed out that vocational education oriented towards rural revitalization should be vigorously developed, and the integration of industry and education as well as school-enterprise cooperation should be strengthened. Based on the background of Guangdong Province's "Hundred-Thousand-Ten-Thousand Project", this study closely follows the eight major educational engineering policies of our province, adheres to the purpose of fostering virtue through education, and based on the OBE concept, analyzes the market demand of the live-streaming industry and the actual situation of the "Live-streaming Marketing" course. Through the three-party linkage of schools, enterprises and localities, it innovates the practical education model for live-streaming hosts, forms the "4-6" teaching model, and realizes practical education in the process of integrating theory and practice through the PBL teaching method. While cultivating students' comprehensive live-streaming capabilities, it empowers rural revitalization and cultivates "new farmers" for rural areas.

1. Research Background

From the perspective of government policies and the development trend of teaching reform, in the era of Industry 4.0, the reform of higher education teaching presents three trends: first, the expansion of teaching space, such as online and offline, on-campus and off-campus; second, the expansion of the ideological and political function of courses, strengthening the social service function of education; third, the market has higher requirements for talents' practical abilities. It is not difficult to see that colleges and universities, as the primary front for talent cultivation, should keep up with market demands in the process of talent training, focus on cultivating practical abilities, and at the same time solidify and deepen curriculum-based ideological and political education to highlight the social service function of education.[1] As local application-oriented universities, they should better serve local industries and promote local economic development. Focusing on the eight major projects proposed by our province in 2024, with the reform and practical exploration of curriculum-based ideological and political education, the soul-casting role of curriculum-based ideological and political education should not only be integrated into teaching and classrooms but also promote action. The

reform and innovation of higher education should revolve around the purpose that teaching reform serves teaching, and teaching serves society. The "Hundred-Thousand-Ten-Thousand Project" is the top priority of our province, guiding students to give full play to their disciplinary advantages, engage in the high-quality development of the "Hundred-Thousand-Ten-Thousand Project", and use their professional abilities to serve rural areas and local economic development.

From the perspective of analyzing the market demand trend for live-streaming hosts: According to the "Observation on the Development Trend of the Live-streaming E-commerce Industry in 2024" released by the Institute of Finance and Economics Strategy, Chinese Academy of Social Sciences, the national retail sales of live-streaming e-commerce reached an astonishing 4.3 trillion yuan from January to November 2024, becoming an important force in the e-commerce industry that cannot be ignored and contributing more than 80% of the increment. Qianzhan preliminarily predicts that the transaction scale of China's live-streaming e-commerce is expected to reach 19 trillion yuan by 2029, with a compound annual growth rate of 30%. As the live-streaming industry matures, hosts who have problems such as lack of product professionalism, shouting-style broadcasting without content output, failure to stand the test of character, and lack of professional ethics (so-called "failed cases") can no longer gain consumers' favor in the live-streaming market. It can be seen that the current market demand for live-streaming hosts lies in two aspects: on the one hand, they should have professional practical abilities; on the other hand, they should have excellent qualities. As cradles of talent cultivation, colleges and universities need to keep up with the market. In addition to cultivating hosts' professional comprehensive practical abilities in live-streaming, it is equally important to cultivate students' live-streaming literacy. They need to simultaneously emphasize professional practical teaching and ideological and political practical education, enabling students to carry out cultural output, knowledge output, and value output while doing live-streaming sales, so as to improve the high-quality cultivation of live-streaming host talents.[2]

2. Introduction to Teaching Ideas and Models

Based on the above background, this research relies on enterprise practice bases and adopts the PBL teaching method for project-based practical learning, allowing students to conduct in-depth practice in enterprises. At the same time, it carries out social service activities for rural revitalization. Through school-local cooperation, "Three Goes to the Countryside" social practice activities, etc., teacher-student teams go deep into rural areas and use live-streaming methods to serve rural areas and empower rural revitalization. In enterprise and rural practices, on the one hand, students' comprehensive practical abilities in live-streaming are improved; on the other hand, curriculum-based ideological and political education is infiltrated, so that the ideological and political education can be absorbed into the mind, heart and soul. Through the three-party linkage of schools, enterprises and localities, a "three mentors" teaching team is formed, with multiple teachers for one course to empower practical learning. At the same time, a practical learning platform of "one center, two rooms and three bases" is built to provide guarantee for practical education.

In the process of cultivating live-streaming hosts, there have been continuous reforms and innovations, from pure theoretical teaching to theory + on-campus training, and then to theory + internal and external practice. Combining the market demand for live-streaming hosts and real teaching problems, on the basis of the original "4-2-2" teaching model, we further innovated and created a "4-6" teaching model integrating theory and practice. That is, four teaching modules: theoretical enlightenment + project incubation + base practice + social service; six learning channels: special research, competition experience, innovation and entrepreneurship, live-streaming actual combat, school-local linkage and rural practice for ability improvement. Corresponding to the four teaching modules, six learning channels are opened for students to help them improve their

autonomous learning ability, comprehensive practical ability in live-streaming and sense of social service responsibility. This model focuses on the in-depth integration of industry and education, gives full play to the role of school-enterprise cooperation bases, and achieves a "win-win" situation between students and enterprises. At the same time, it goes deep into social practice bases, allowing students to develop a love for agriculture in supporting and helping farmers, and cultivate a feelings of serving rural areas. Under this model, teaching innovations such as the reconstruction of teaching content, empowerment of curriculum-based ideological and political education, creation of teaching environment, and diversification of assessment and evaluation are carried out. Students' comprehensive practical abilities in live-streaming are improved in enterprise practice and social services, while their sense of responsibility to serve rural areas is strengthened, which in turn empowers competitions and innovation and entrepreneurship projects, realizing the innovation, advancement and challenge of practical education.

3. Implementation of Practical Education under the "4-6" Teaching Model

Under the "4-6" teaching model, this paper will specifically elaborate on how to carry out practical education mainly from the aspects of curriculum ideological and political empowerment, construction of practical teaching platforms, establishment of practical learning networks, and creation of "walking courses".

3.1. Implementing Curriculum Ideological and Political Education to Empower Practical Education

Adhering to the concept that "cultivating morality" comes before "cultivating talents", the ultimate goal of our talent cultivation is that in addition to generating economic value in their own positions, talents should also create more social value. From the continuous "failure cases" of various live-streaming hosts and influencers in the live broadcast room, it can be found that live-streaming hosts must not only have excellent professional qualities in live-streaming marketing but also possess good professional ethics and a sense of social service to stand the test of the market. Focusing on teaching objectives and contents, we deeply explore the ideological and political elements in the curriculum. Starting from the teaching contents and objectives, centering on the three dimensions of national feelings, personal qualities, and social service, we first conduct emotional penetration and identification for students, and then carry out value shaping. Firstly, in the theoretical learning module, by using the first 5 minutes of the class, students conduct emotional penetration through various forms such as collecting, discussing, and expressing around the knowledge of the class to first obtain emotional identification. In the practical module, through a series of practical activities, such as in the link of selecting products in enterprise practice, students choose Cantonese cultural and creative products to create a characteristic "cultural live-streaming" style. Through script and talk training, students' confidence in Cantonese culture is stimulated to serve the regional characteristic economy. The teacher lead students to participate in the "Hundred-Thousand-Ten-Thousand Project" and use live-streaming skills to help rural revitalization. Students can not only serve the regional economy but also rural areas, and deepen the guidance of curriculum ideological and political education in the enterprise practice and social service modules.

3.2. Building the "One Center, Two Rooms and Three Bases" Practical Learning Platform

The "One Center, Two Rooms and Three Bases" refers to one incubation center; one live-streaming laboratory plus one studio; one social practice base plus two school-enterprise cooperation bases.

The incubation center is organized by themes, with team members specifically responsible for it.

It conducts thematic training and guidance in combination with various competitions and college students' innovation and entrepreneurship projects to improve students' abilities in competitions, innovation and entrepreneurship. The school has built a live-streaming training room worth 1.5 million yuan, providing guarantee for students' on-campus live-streaming practice and project incubation practice. A live-streaming studio is established through school-enterprise cooperation, with clear division of labor between double tutors, serving as a link between on-campus practice and off-campus enterprise practice. In the studio, students can not only learn live-streaming practical skills from enterprise tutors but also obtain corresponding benefits.

The two school-enterprise cooperation bases provide students with practical opportunities to operate real enterprise accounts for live-streaming. According to students' strengths and interests, they are divided into groups based on the positions of live-streaming teams and directly participate in enterprise product promotion. Enterprise tutors provide face-to-face guidance, enabling students to familiarize themselves with the latest strategies of live-streaming platforms in practice and improve their comprehensive practical abilities in live-streaming. In the process of enterprise practice, a guarantee mechanism for "win-win" between students and enterprises is established, and both parties also conduct early mutual selection for employment after graduation during the practice, so as to facilitate students' accurate employment.

For the social practice base, students take root in the base on weekends and holidays, using live-streaming skills to serve the base, promote the base's agricultural products, publicize the place of origin, etc. In this process, students can also enhance their sense of responsibility to serve rural areas and cultivate their feelings of understanding and loving agriculture.[3]

3.3. Building a Diversified Learning Network

To better cultivate live-streaming host talents, a diversified teaching network is constructed.

Intra-college cooperation: Through curriculum co-construction and curriculum group development, in-depth collaboration with the Marketing major of the college is carried out to conduct live-streaming marketing course teaching. Students from the two majors cooperate in participating in enterprise projects, giving full play to their respective advantages, and achieving more remarkable results.

Intra-university cooperation: Through the second classroom, students from 5 majors of the university, such as Computer Science and Art Design, are recruited to carry out interdisciplinary incubation of innovation and entrepreneurship projects and competition projects. Currently, under the leadership of team members and the college's innovation and entrepreneurship specialists, students use live-streaming to incubate projects, and the results of competitions and innovation and entrepreneurship projects have continuously made breakthroughs.

School-enterprise cooperation: According to students' interests, they are divided into two directions: cultural and creative products and agricultural products, and sent to two school-enterprise cooperation bases. The school-enterprise co-established "win-win" guarantee mechanism for students and enterprises provides impetus for the in-depth integration of industry and education. After training in on-campus project incubation and studios, students conduct real live-streaming operations in enterprises, face consumers and take charge of hands-free functions during live broadcasts, and their practical abilities are significantly improved.

School-enterprise-local cooperation: After a period of efforts, characteristic agricultural products from social practice bases are explored and introduced into the live broadcast rooms of enterprise bases to help farmers expand sales and support agricultural development.

With the help of the diversified learning platform, learning channels are opened up for students' competitions, incubation, enterprise practice and social practice, providing opportunities for

interdisciplinary cooperation in students' competitions and innovation and entrepreneurship, and meeting diversified learning needs.

3.4. Creating "Walking Classrooms" to Extend Learning Time and Space

The "Walking Classrooms" are established by leveraging the first and second classrooms, and using class time as well as winter and summer vacations to lead students out of the classrooms, off the campus, into enterprises, and into rural fields.

In the theoretical learning module, various methods such as the Feynman Learning Method and cooperative inquiry learning are adopted, aiming to enhance students' autonomous learning ability, boost their learning interest, and help them lay a solid foundation. At the same time, hierarchical teaching methods are employed to teach students in accordance with their aptitudes, and group teaching is carried out based on the job requirements of the live broadcast room and students' interests.

With the help of the incubation center, in the form of the second classroom, three themed project incubations are organized in extracurricular time, which can be used for participating in competitions, applying for innovation and entrepreneurship projects, and serving as a transition to enterprise practice. In the form of project grouping, enterprise tutors teach technical points and conduct actual live broadcast drills for enterprises, enabling students to master the latest platform live broadcast technologies.

Teacher-student teams have successively gone to Houjie Town, Dongguan City, and Putian Town, Jieyang City to promote agricultural products such as lychees and bamboo shoots through live broadcasts. Students in the second classroom of live broadcasting went to Guizhou and more than 10 cities in Guangdong Province during the summer vacation to carry out "Three Goes to the Countryside" social practices by means of live broadcasting, engage in the "Hundred-Thousand-Ten-Thousand Project", help rural revitalization, and serve the society.

This teaching form stimulates students' learning interest and their enthusiasm for loving and serving rural areas. Students can not only help farmers with their live broadcast skills but also improve their live broadcast skills again in the process of helping farmers. Through this module, students can extend their learning time and expand their learning space.

4. Conclusion

This research mainly focuses on the practical education reform and innovation aiming at the real teaching problems encountered in teaching, such as the weak social service function of talent cultivation education, the failure of teaching models to meet the diversity of social needs, and the inability of learning forms to satisfy the diversity of students' learning styles. The four teaching modules are closely linked and show a progressive relationship. The six learning channels provide support for students' practical learning. At the same time, social service is a teaching feature. Through rural services, curriculum ideological and political education is realized in practice. Students cultivate a deep feeling of understanding and loving agriculture in practice and deeply engage in rural revitalization. This teaching model plays a promoting role in the in-depth integration of industry and education and the deepening of the social service function of education. The model has universality, is applicable to other similar practical courses, also has a certain promoting effect on the teaching of theoretical courses, and is suitable for promotion.

References

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