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A Study on the Empowerment of Digital and Intelligent Technologies in Classroom Teaching of Broadcasting and Hosting Majors in Guizhou Universities

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Abstract. Using a qualitative research method, this study uses Technology Acceptance Model (TAM) theoretical framework. This paper explores the current application status, challenges, and optimization pathways of digital and intelligent technologies in the teaching activity of broadcasting and hosting major through the semi-structured interview with 20 broadcasting and hosting students from University A in Guizhou Province. Digital and intelligence enhance professional capabilities as well as expanding practice learning resources, a study has revealed. Yet, some students develop a technophobia, the application has been barred by not sufficient hardware conditions, no support per student and the AI scoring. Ways for optimization include designing a simulation scenario, optimizing interface, improving students' willingness to explore, establishing connection of technology with profession, simplifying operation process, developing a customized functional module and setting up a dynamic resource update mechanism. It also stresses the need for a collaborative safeguard mechanism with a multi-stakeholder whose involvement is a must. Digital and Intelligent Technologies accepted model of Classroom Teaching in the field of Broadcasting and Hosting Major.

Keywords: Digital and Intelligent Technologies, Broadcasting and Hosting Major, Technology Acceptance Model, Classroom Teaching

1. Introduction

1.1. Research background

The rapid development of digital and intelligent technologies and the continuous advancement of digital transformation in education have created an urgent demand for the innovation of teaching modes for broadcasting and hosting majors in colleges and universities [1]. Broadcasting and hosting is a discipline with both artistic attributes and practical characteristics. Nevertheless, traditional teaching has long relied on offline scenario simulation and one-way knowledge imparting, which is faced with prominent problems such as strict limitations of time and space, scattered practical resources and inadequate personalized training [2]. At present, the courses for

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broadcasting and hosting majors in colleges and universities have deficiencies in the integration of teaching resources and the circulation of platform data [3]. Especially in western regions such as Guizhou, local colleges and universities are constrained by technology, infrastructure and resource integration capabilities, making the contradiction between traditional teaching and the new media ecosystem more prominent [4].

The Technology Acceptance Model is a widely applied theory for evaluating individuals' acceptance of new technologies. It explains users' behaviors of accepting technologies. In the field of education, the TAM has been used to analyze teachers' and students' acceptance of new technologies, providing theoretical support for the promotion and application of teaching technologies [5].

Most existing studies focus on macro strategies of technology empowerment, while lacking in-depth insight into students' behaviors of accepting technologies [6]. Revealing the pain points and demands in students' use of technologies through qualitative research can provide localized practical basis for the digital and intelligent transformation of broadcasting and hosting majors in colleges and universities in western China including Guizhou. Meanwhile, it can expand empirical cases for the application of the Technology Acceptance Model in art disciplines.

1.2. Research objectives and questions

This study aims to thoroughly explore the actual effects, existing problems and optimization approaches of digital and intelligent technologies applied in classroom teaching of broadcasting and hosting majors in universities of Guizhou. Three research questions are put forward as follows: What is the current situation of digital and intelligent technologies empowering classroom teaching of broadcasting and hosting majors in universities of Guizhou? What problems exist in the application? What are the corresponding optimization paths?

1.3. Research significance

From the theoretical perspective, current researches on teaching theories of broadcasting and hosting majors are insufficient in the integration with digital and intelligent technologies. Centering on the application of digital and intelligent technologies in classroom teaching of broadcasting and hosting majors and adopting the theoretical framework of the Technology Acceptance Model (TAM), this study analyzes students' acceptance of digital and intelligent technologies and relevant influencing factors in detail. It further broadens the research scope of theories on the application of educational technologies in the teaching of art majors, provides new empirical evidence for the improvement and development of relevant theories, helps enrich the theoretical models of teaching for broadcasting and hosting majors, offers new ideas and methods for subsequent related researches, and promotes the innovative development of teaching theories for this major.

From the practical perspective, this study clarifies the actual application effects and existing problems of digital and intelligent technologies in classroom teaching. It puts forward targeted teaching optimization suggestions for teachers of broadcasting and hosting majors in colleges and universities, which helps innovate classroom teaching modes, improve teaching quality and students' learning effects, and better meet the demands of the modern media industry for talents majoring in broadcasting and hosting. Understanding students' acceptance of digital and intelligent technologies and influencing factors can assist teachers in guiding students to adapt to and use digital and intelligent technologies in a targeted manner during teaching. By optimizing teaching paths and enhancing students' perceived usefulness and perceived ease of use of digital and intelligent

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technologies, students' ability to adapt to such technologies can be effectively improved, enabling them to better cope with the digital transformation of the media industry in their future careers.

1.4. Research innovations

In terms of theoretical innovation, current theoretical researches on teaching of broadcasting and hosting majors have gaps in the integration with digital and intelligent technologies. This study conducts research in this field and applies the Technology Acceptance Model to deeply analyze students' acceptance of digital and intelligent technologies and relevant influencing factors. It fills the research gap in the integration of digital and intelligent technologies in teaching theories for art majors, and provides new perspectives and empirical evidence for researches on the application of educational technologies in the teaching of art majors.

In terms of practical innovation, this study focuses on broadcasting and hosting majors in universities of Guizhou. It adopts qualitative research methods to explore students' actual demands and pain points in using digital and intelligent technologies in view of practical problems, and puts forward targeted teaching optimization suggestions for local colleges and universities, which helps resolve the prominent contradiction between traditional teaching and the new media ecosystem. In addition, this study not only explores the application effects of digital and intelligent technologies in classroom teaching, but also conducts in-depth research on students' acceptance of such technologies and influencing factors. Optimizing teaching paths to strengthen students' perceived usefulness and perceived ease of use of digital and intelligent technologies can effectively enhance students' adaptability to these technologies, so that they can better respond to the digital transformation of the media industry in their future careers.

2. Literature review

2.1. The theory of Technology Acceptance Model

The Technology Acceptance Model (TAM) was proposed by American scholar Fred D. Davis in 1989 on the basis of the Theory of Reasoned Action (TRA), aiming to explain and predict users' acceptance of information technologies [7]. The model holds that people's use of information technologies is affected by their behavioral intentions. It explores the impacts of external factors on users' internal beliefs, attitudes and intentions, and further influences the use of information systems [8].

Perceived Usefulness refers to the degree to which users believe that using a specific system can improve their work performance [9]. In classroom teaching, if students believe that digital and intelligent technologies can significantly improve their learning effects, increase classroom participation or enhance professional skills, they will be more willing to accept and use these technologies. Perceived Ease of Use means the degree of convenience that users feel when operating a specific system [10]. In classroom teaching, if students find digital and intelligent technologies easy to operate and master, they will be more inclined to use them [11].

Usage Attitude refers to individuals' subjective positive or negative feelings when using a system [12]. In classroom teaching, students' attitudes towards digital and intelligent technologies are affected by Perceived Usefulness and Perceived Ease of Use [13]. If students think a certain technology is both useful and easy to operate, they will hold a more positive attitude towards it and are more likely to take the initiative to use it in class. Usage Intention is a measurable indicator of individuals' willingness to perform a specific behavior. In classroom teaching, students' usage

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intention is a direct predictor of their actual use of digital and intelligent technologies [14]. When students hold a positive attitude towards digital and intelligent technologies and perceive them as useful and easy to operate, they will be more likely to use these technologies actively in classroom learning.

2.2. Current situation of digital and intelligent technologies empowering classroom teaching of broadcasting and hosting majors in colleges and universities

Digital technologies have been developing rapidly all the time, and the application of digital and intelligent technologies in the education sector has become an important driving force for the reform of education and teaching. In the teaching of broadcasting and hosting majors in colleges and universities, digital and intelligent technologies inject new vitality into the innovation and practice of teaching modes, and promote the reform of teaching modes for this major. Li Gang and other scholars pointed out in 2024 that online teaching resources and offline classroom teaching should be integrated to break the time and space limitations of traditional teaching and realize the optimal allocation of teaching resources. Tao Siqi and other researchers stated in 2024 that project-driven teaching can help students improve their professional skills and comprehensive qualities in the process of completing projects. Meanwhile, with the support of digital and intelligent technologies, teachers can design personalized teaching plans according to individual differences among students to meet the learning needs of different learners [15]. Although digital and intelligent technologies have achieved certain results in the teaching of broadcasting and hosting majors, there are still some problems to be solved. On the one hand, some students and teachers have low acceptance of digital and intelligent technologies, which hinders the effective application of such technologies in teaching [16]. On the other hand, colleges and universities in some regions, especially western China, are restricted by technical infrastructure and resource integration capabilities, which weakens the application effects of digital and intelligent technologies [17]. In addition, the existing teaching evaluation modes have not fully adapted to the teaching changes brought by digital and intelligent technologies, making it difficult to comprehensively assess students' learning outcomes [18]. The application of digital and intelligent technologies in the teaching of broadcasting and hosting majors in colleges and universities shows a positive trend, while it also faces multiple challenges [19].

3. Research methods

3.1. Research methodology

This study adopts qualitative research methods, with interview survey as the core research means. Interview data are obtained through direct communication between interviewers and respondents, which ensures the credibility of research materials [20]. Referring to the practical experience of previous similar studies, this research adopts semi-structured interviews. Before interviews, core research questions are clarified. During interviews, questions are raised in an open and flexible way around research topics to dig out in-depth information from respondents [21].

3.2. Sampling method and research participants

Purposive sampling is adopted to select participants for semi-structured interviews. The research participants are sophomore students from University A in Guizhou Province. This university is selected because it is the first university in Guizhou to apply digital and intelligent technologies to

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empower classroom teaching of broadcasting and hosting majors, and the relevant practice has lasted for more than one year. Sophomore students are chosen because they are in the critical stage of cultivating core professional skills for broadcasting and hosting, and their experience with technology-empowered teaching is highly representative. In addition, these sophomores are the first group of students receiving technology-empowered classroom teaching for broadcasting and hosting majors in this university. Based on the above considerations, a total of 20 sophomore students majoring in broadcasting and hosting from University A in Guizhou Province are selected as interview participants.

3.3. Research tools

The interview outline of this study is designed in accordance with the TAM theory, covering four core elements of the theory. Specifically, a total of 20 questions are compiled around the four key elements. To guarantee the reliability and validity of the interview outline, five experts engaging in relevant fields in Guizhou Province are invited to conduct expert validity evaluation on the compiled outline. The original outline is revised according to experts' suggestions.

3.4. Data processing and analysis

All interview recordings are transcribed into verbatim manuscripts. Thematic analysis is used to process the manuscripts with the help of Nvivo 12 software. Three-level coding including open coding, axial coding and selective coding is mainly adopted to interpret interview contents. Original research data are disassembled and coded for the convenience of data analysis. In the whole process of interviewing all participants, relevant laws and research ethical norms are strictly observed, and all personal information of respondents is kept confidential [22].

4. Research results and discussion

4.1. Current situation and existing problems of digital and intelligent technologies empowering classroom teaching of broadcasting and hosting majors in universities of Guizhou

Based on interviews with 20 students majoring in broadcasting and hosting from University A in Guizhou Province, this study conducts an in-depth analysis on the current situation and existing problems of digital and intelligent technologies empowering classroom teaching of broadcasting and hosting majors in local universities, as shown in Table 1.

Table 1. Three-level coding table for current situation and existing problems of classroom teaching of broadcasting and hosting majors in universities of Guizhou

Theme	Sub-theme	Sub-sub-theme
Perceived Usefulness	Professional Skill Improvement	Pronunciation Correction, Improvisation Training, Emotional Expression Optimization
	Learning Resource Expansion	Rich Case Library, Access to Cross-regional Resources, Access to Cutting-edge Industry Information
	Learning Efficiency Optimization	Instant Feedback, Visualized Training Review, Personalized Progress Tracking
Perceived Ease of Use	Operation Convenience	Friendly Interface, Device Compatibility, One-click Operation

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Table 1. (continued)

Perceived Ease of Use	System Stability	Network Dependence, Local Cache, Data Synchronization Delay
	Technology Adaptability	Dialect Recognition Errors, Insufficient Hardware Configuration, Lagging Software Update
Usage Attitude	Active Usage Tendency	Frequent Login, Resource Sharing, Voluntary Exploration of Functions
	Technology Resistance	Inertia of Traditional Learning Habits, Technology Anxiety, Resistance to Devices
	Risks of Technology Dependence	Weakened Improvisation Ability, Reduced Interpersonal Interaction, Homogenized Creativity
Usage Intention	Willingness for Continuous Use	Continued Use after Graduation, Expectation of Technology Migration
	Willingness for Technology Promotion	Recommending to Peers, Putting Forward Suggestions on Teaching Improvement, Demands for Device Upgrade
Limitations of Technology Empowerment	Restrictions on Technology Application	Insufficient Equipment Quantity, Limited Network Bandwidth, Conflicts in Resource Sharing
	Bottlenecks in Human-computer Interaction	Deficiencies in Emotion Recognition, Inadequate Support for Creative Thinking
	Adaptation of Evaluation System	Deviations in AI Scoring

Note: Data are sorted out by this study.

4.1.1. Perceived usefulness

(1) Professional Skill Improvement

Interview results show that digital and intelligent technologies play a positive role in helping students majoring in broadcasting and hosting correct pronunciation [23]. Equipped with intelligent speech recognition and feedback functions, digital and intelligent technologies can accurately identify students' pronunciation problems and guide them to make corrections, so as to improve pronunciation accuracy. In addition, such technologies can enhance students' perception of phonetic details, make professional learning more targeted and raise learning efficiency to a certain extent [24]. In terms of improvisation training, virtual scenarios created by digital and intelligent technologies provide students with diversified training opportunities [25]. After simulating real working scenarios, students can exercise their adaptability in different situations and improve the fluency and logic of impromptu expression. This training mode also helps students build up psychological quality, enabling them to stay calm when facing emergencies and cope with various challenges properly. Digital and intelligent technologies are also of great significance to the optimization of emotional expression [26]. With emotional analysis and feedback mechanisms, these technologies help students accurately grasp the scale of emotional expression and improve their sensitivity to emotional delivery. Students can adjust their ways of emotional expression flexibly according to different texts and scenarios, and enhance the appeal and expressiveness of their works. A large number of manuscripts provided by digital and intelligent technologies also offer strong support for students to adjust emotional expression. Views from respondents are as follows:

"I learn special methods to practice voice, tone and intonation on Xijing APP." (S1)

"I can apply the internal and external expression skills I have learned to scenario construction." (S5)

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"There are various manuscripts on Xijing APP. I had no experience in radio hosting and emotional expression before, but after trying different types of manuscripts here, I have become more interested in my major of broadcasting and hosting." (S10)

(2) Learning Resource Expansion

Interview results indicate that digital and intelligent technologies bring many positive effects on expanding learning resources for students majoring in broadcasting and hosting. Breaking the time and space limitations of traditional teaching, digital and intelligent technologies build a digital learning environment accessible to students at any time [27]. In this environment, students can easily obtain a large number of diversified learning cases, including broadcasting and hosting works of various styles and scenarios, which provide abundant learning materials. Students can select learning contents according to their own learning progress and interests, observe, analyze and imitate excellent works from multiple perspectives, so as to improve their professional competence. With powerful resource integration capabilities, digital and intelligent technologies gather high-quality cross-regional learning resources [28]. They break geographical boundaries and display high-quality teaching resources and excellent works from different regions to students. Access to cross-regional resources greatly broadens students' learning horizons. Students are no longer limited to local teaching resources and can learn from more extensive and representative learning materials. By comparing and learning broadcasting and hosting skills and styles from different regions, students can absorb more knowledge and experience, optimize learning effects and lay a solid foundation for professional development. Digital and intelligent technologies also provide a convenient way for students to obtain cutting-edge industry information [29]. In the rapidly developing media industry, timely understanding of industry trends is crucial for students majoring in broadcasting and hosting. By connecting with industry information platforms, professional forums and online courses, digital and intelligent technologies enable students to acquire the latest industry news, technical developments and career trends in a timely manner. Close contact with cutting-edge industry information helps students broaden their vision, form a comprehensive understanding of the overall development of the industry, provide important reference for their career planning and development, help them adapt to the development trend of the industry and enhance their competitiveness in the job market. Views from respondents are as follows:

"I can study anytime and anywhere with the help of digital and intelligent technologies." (S3)

"Sound effects and dubbing works created by former users are available on Xijing APP, which greatly assists my training." (S10)

"Learning via online platforms is more interesting than traditional learning methods." (S5)

(3) Learning Efficiency Optimization

It can be concluded from interviews that digital and intelligent technologies have obvious advantages in improving learning efficiency of students majoring in broadcasting and hosting. The instant feedback mechanism allows students to get feedback on their performance during learning in a timely manner. Students can adjust learning strategies accordingly to improve learning effects [30]. This feedback mechanism not only enhances students' control over the learning process, but also clarifies learning directions and improves learning efficiency. Digital and intelligent technologies visualize the whole learning process, enabling students to review and analyze their learning tracks clearly [31]. Visualized review helps students intuitively understand their learning achievements and deficiencies, provides reference for subsequent learning and further improves learning efficiency. Digital and intelligent technologies are equipped with the function of personalized progress tracking to meet the learning demands of different students [32]. Students can choose learning contents and arrange learning pace independently according to their own progress.

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This personalized learning mode helps stimulate students' learning enthusiasm and improve overall learning outcomes. Views from respondents are as follows:

"I apply professional knowledge learned in class to this software and make progress during the process." (S1)

"Xijing APP helps me make great progress in learning broadcasting and hosting and offers all-round support." (S10)

"I do not know where to start, and I also have trouble preserving audio clips with good sound quality." (S1)

4.1.2. Perceived ease of use

(1) Operation Convenience

Interview results show that digital and intelligent technologies have advantages in operation convenience. Their concise and clear operation interfaces reduce students' learning costs to a certain extent, enabling students to master basic operations quickly and raising their enthusiasm for using such technologies [33]. In addition, digital and intelligent technologies feature good device compatibility and can adapt to various types of equipment, meeting students' demands for learning and practicing on different devices [34]. Such compatibility not only improves students' acceptance of digital and intelligent technologies, but also provides more flexible learning methods and further promotes the wide application of these technologies. Moreover, the optimized operation procedures of digital and intelligent technologies are simple and efficient. Students can start learning quickly without spending too much time on learning technical operations, so that they can devote more time and energy to learning contents and effectively improve learning efficiency [35]. Views from respondents are as follows:

"Overall, its interface design is quite concise." (S1)

"My roommates and I use Xijing APP together to learn dubbing and role-playing audio dramas." (S19)

"The interface of Xinhua Dictionary APP is user-friendly. The query page pops up once you open the application, so the operation process is clear and time-saving." (S14)

(2) System Stability

Interview results prove that system stability is a key factor affecting the application effects of digital and intelligent technologies in the teaching of broadcasting and hosting majors. Network conditions may influence the use of digital and intelligent technologies, but this problem is not widespread according to interview results. Some students encounter temporary stuttering or delay caused by unstable network during use, yet generally speaking, the impact of network conditions is within an acceptable range and does not hinder the normal progress of teaching activities [36]. The local cache function of digital and intelligent technologies plays an important role in easing network pressure and accelerating data loading [37]. However, interviews reflect that the operation of local cache function is relatively complicated. Some students feel confused about using this function, such as unclear file storage paths and unfamiliar operations for clearing cache files. Data synchronization is the key for digital and intelligent technologies to realize multi-device collaboration and real-time data update [38]. In actual use, the problem of data synchronization delay is not prominent. Students can switch between different devices and synchronize learning data smoothly, and this problem does not exert obvious negative impacts on learning progress and effects. Views from respondents are as follows:

"The network is sometimes unstable when I use intelligent technologies to learn broadcasting and hosting." (S4)

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"It is inconvenient to find my previous homework recordings on Jianying or Xijing APP after finishing audio recording, because I cannot locate the recording files easily." (S6)

"The operation guidance is not clear enough, but young people have strong learning ability and can adapt to it quickly." (S10)

(3) Technology Adaptability

Interview results show that the speech recognition function of digital and intelligent technologies performs well in Putonghua teaching and can basically meet practical teaching demands [39]. This technology can provide accurate pronunciation guidance and feedback for students and help improve their Putonghua proficiency to a certain degree. Nevertheless, some students encounter operational difficulties when using digital and intelligent technologies, which may be related to insufficient hardware configuration. Although the problem of inadequate hardware does not exist among all students, it does bring obstacles to the use of digital and intelligent technologies and affects students' overall user experience [40]. The problem of lagging software update is not prominent among the research samples. According to students' feedback on functions and resources of digital and intelligent technologies, most of them are satisfied and think the current functions and resources can meet their learning needs. Views from respondents are as follows:

"Several classmates and I study and practice Putonghua on this platform after class." (S1)

"I have tried many recording methods on Xijing APP and operated multiple mobile phones to export audio files, but the system automatically generates cloud audio files, which makes me confused." (S12)

"After teachers give general guidance, we combine different software to carry out learning activities." (S17)

4.1.3. Usage attitude

(1) Active Usage Tendency

Interview results show that some students use digital and intelligent technologies frequently and participate actively in relevant learning activities. They take the initiative to integrate digital and intelligent technologies into daily learning, explore various functions provided by such technologies to meet their learning demands. In addition, they are willing to share learning resources and experience obtained via digital and intelligent technologies with others. Such sharing behavior facilitates knowledge dissemination and encourages other students to use digital and intelligent technologies actively, thus forming a positive learning atmosphere. Views from respondents are as follows:

"Only by keeping pace with the development of digital and intelligent technologies can we improve ourselves and promote social progress." (S14)

"When I become a teacher in the future, I will also help my students adapt to this new learning method quickly." (S1)

"I can study anytime and anywhere with the help of digital and intelligent technologies." (S3)

(2) Technology Resistance

Interview results reflect that some students prefer traditional teaching modes when digital and intelligent technologies are integrated into the teaching of broadcasting and hosting majors, which indicates that they fail to fully recognize the potential advantages of digital and intelligent technologies. These students may not realize the unique value of digital and intelligent technologies in improving learning efficiency, enriching learning resources and optimizing learning experience, so they tend to stick to familiar traditional teaching methods. In actual operation, some students encounter difficulties in using digital and intelligent technologies and thus develop technology

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anxiety [41]. Such anxiety mainly arises from unfamiliarity with operation procedures and uncertainty about whether they can master new technologies proficiently. This worry prevents students from taking the initiative to use digital and intelligent technologies for learning and restricts the full play of technologies' role in teaching. In addition, some students' resistance to digital and intelligent technologies is also related to their unfamiliarity and inadaptability to relevant devices. It suggests that the adaptability of students to equipment should be fully considered in the promotion of digital and intelligent technologies, so as to reduce negative emotions caused by unskilled operation and improve students' acceptance and willingness to use such technologies. Views from respondents are as follows:

"I still prefer traditional teaching methods and do not think digital and intelligent technologies have obvious advantages." (S4)

"I do not know where to start, and I also have trouble preserving audio clips with good sound quality." (S1)

"I have not found its unique advantages, so I rarely use it." (S8)

(3) Risks of Technology Dependence

Although the wide application of digital and intelligent technologies in the teaching of broadcasting and hosting majors brings much convenience, it also leads to a series of risks related to technology dependence. Firstly, some students rely excessively on abundant resources provided by digital and intelligent technologies, which reduces their initiative to train their own improvisation ability [42]. Improvisation is a core skill for broadcasting and hosting majors and requires continuous practical training. Excessive dependence on digital and intelligent technologies may lead to insufficient ability to cope with real scenarios. Secondly, while digital and intelligent technologies raise students' learning interest, their high interactivity and convenience may make students indulge in virtual learning environments and reduce face-to-face communication with teachers and classmates [43]. Resources provided by digital and intelligent technologies are mostly stylized and homogeneous. Long-term use may make students influenced by fixed modes unconsciously [44], resulting in lack of individuality and innovation in creative expression. If not guided properly, this homogenization trend will exert adverse impacts on students' long-term development. Views from respondents are as follows:

"I am enthusiastic about new things, but my enthusiasm cannot last for a long time." (S12)

"The application of digital and intelligent technologies in class greatly increases my interest in learning." (S19)

"When doing role-playing on audio platforms, some classmates are not suitable for the selected scripts, so we will not ask them to take part." (S18)

4.1.4. Usage intention

(1) Willingness for Continuous Use

Interviews show that many students hold a positive and clear attitude towards digital and intelligent technologies. Recognizing the advantages of such technologies in improving professional skills, expanding learning resources and optimizing learning efficiency [45], students are willing to continue using relevant technologies after graduation to support their career development. In addition, students look forward to the further optimization and upgrading of digital and intelligent technologies to meet diversified learning demands. Views from respondents are as follows:

"I will recommend these technologies to my students if I work as a teacher in the future." (S10)

"I do not know where to start, and I also have trouble preserving audio clips with good sound quality." (S1)

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(2) Willingness for Technology Promotion

Interview results indicate that students show positive willingness to promote digital and intelligent technologies. Some students state that they are willing to recommend these technologies to their peers, which proves that they recognize the effectiveness of digital and intelligent technologies in learning and believe such technologies can bring similar benefits to others. Many students put forward suggestions on the application of digital and intelligent technologies in teaching, most of which focus on how to better integrate digital and intelligent technologies with traditional teaching methods to achieve better teaching effects [46]. Besides, students encounter many problems in operation and device compatibility during use. They have clear demands for equipment upgrading and function optimization, hoping to solve existing problems through technological progress and further improve learning experience. Views from respondents are as follows:

"I will recommend these technologies to my students if I work as a teacher in the future." (S10)

"I hope classroom teaching can be more flexible and lively to raise students' participation." (S5)

"As emerging products, digital and intelligent technologies still have the problem of complicated operation." (S3)

4.1.5. Limitations of technology empowerment

(1) Restrictions on Technology Application

According to interview results, the application of digital and intelligent technologies in the teaching practice of broadcasting and hosting majors is faced with multiple restrictions. Firstly, the shortage of equipment hinders the application effects of digital and intelligent technologies in classroom teaching to a certain extent [47]. Limited equipment cannot meet the usage demands of all students, so some students are unable to access and use digital and intelligent technologies in a timely manner, which affects the continuity and interactivity of teaching activities. Secondly, insufficient network bandwidth also brings negative impacts on the application of digital and intelligent technologies in classroom teaching of broadcasting and hosting majors. Unstable network or limited bandwidth will cause stuttering and delay during the operation of digital and intelligent technologies, which not only damages students' learning experience, but also reduces the efficiency and quality of teaching activities. Although the resource sharing mechanism provides students with abundant learning resources, the diversity of resources also leads to difficulties in selection [48]. Faced with massive learning resources, students may fail to find the most suitable materials quickly due to the lack of clear screening criteria, resulting in reduced learning efficiency. The conflicts in resource selection weaken the potential advantages of resource sharing, so it is necessary to further optimize resource management and recommendation mechanisms to improve the utilization efficiency of resources. Views from respondents are as follows:

"Schools can provide more support for us to use digital and intelligent technologies." (S15)

"The network is sometimes unstable when I use intelligent technologies to learn broadcasting and hosting." (S3)

"We have to spend a lot of time learning how to use digital and intelligent technologies to keep pace with the times." (S10)

(2) Bottlenecks in Human-computer Interaction

Although the application of digital and intelligent technologies in broadcasting and hosting education improves teaching efficiency and increases learning fun to some extent, it still faces many challenges in human-computer interaction [49]. Firstly, digital and intelligent technologies have limitations in emotion recognition. Though they can provide certain emotional feedback through

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speech and text analysis, compared with manual teaching, they cannot accurately capture and respond to students' complex emotional states in the learning process. Such deficiencies in emotion recognition restrict the application of digital and intelligent technologies in emotional guidance and personalized teaching, making it impossible for technologies to completely replace manual teaching. Secondly, digital and intelligent technologies are insufficient in supporting creative thinking [50]. Despite providing abundant learning resources and diversified learning paths, they fail to fully meet students' personalized creative demands. When conducting creative expression and artistic creation for broadcasting and hosting, students need more flexible and creative support, while current digital and intelligent technologies cannot provide highly personalized creative guidance and feedback mechanisms. This limitation restricts the exertion of students' potential in creative expression and artistic innovation, and further technological optimization and upgrading are required to break through this dilemma. Views from respondents are as follows:

"If I am not interested in the content on Xijing APP, I will feel uncomfortable and refuse to use it, and prefer traditional learning methods." (S9)

"College students tend to rely on AI to solve problems when encountering difficulties in using digital and intelligent technologies, which greatly weakens their ability to think independently and form unique opinions." (S12)

(3) Adaptation of Evaluation System

Interview results show that the problem of poor adaptation between digital and intelligent technologies and teaching evaluation modes has gradually emerged [51]. During interviews, it is found that the scoring system of digital and intelligent technologies has certain deviations in practical application, which affects the accuracy of evaluation results. Although digital and intelligent scoring systems can process a large amount of speech and text data efficiently, they cannot reach the accuracy of manual evaluation when dealing with complex linguistic emotions, intonation changes and artistic expression. Such deviations may lead to incomplete and biased evaluation on students' pronunciation, expression and artistic performance, and prevent students from correctly understanding their own learning outcomes. Views from respondents are as follows:

"The evaluation results given by the system do not conform to the way people speak in daily life." (S4)

4.2. Optimization paths of digital and intelligent technologies empowering classroom teaching of broadcasting and hosting majors in universities of Guizhou

Based on interviews with 20 students majoring in broadcasting and hosting from University A in Guizhou Province, this study summarizes the optimization paths of digital and intelligent technologies empowering classroom teaching of broadcasting and hosting majors in local universities, as shown in Table 2.

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Table 2. Three-level coding table for optimization paths of digital and intelligent technologies empowering classroom teaching of broadcasting and hosting majors in universities of Guizhou

Theme	Sub-theme	Sub-sub-theme
Perceived Usefulness	Professional Skill Improvement	Practical Ability Enhancement, Higher Classroom Participation, Improved Learning Efficiency
	Learning Resource Enrichment	Scene Reproduction Training, Virtual Scenario Practice, Integration of Online Resources
	Support for Teaching Innovation	Enhanced Interaction, Personalized Learning, Diversified Teaching Modes
Perceived Ease of Use	User-friendly Operation Interface	Clear Process, Improved Technology Adaptability, Humanized Interface Design
	Reduced Learning Costs	Less Time Investment, Broken Time and Space Limitations, Reduced Dependence on Equipment
Usage Attitude	Willingness to Accept New Technologies	Active Exploration of Technologies, Interest-driven Learning, Strong Adaptability
	High Recognition of Practical Value	Meeting Professional Demands, Enhancing Competitiveness, Conforming to Industry Development Trends
Usage Intention	Tendency for Continuous Use	Promoting Technology Application, Expecting Function Expansion, Relying on Technical Assistance
	Active Feedback Behavior	Awareness of Problem Feedback, Frequency of Suggestion Proposing, Willingness to Participate in Improvement
Guarantee Mechanism for Technology Application	Technical Support System	Equipment Upgrading, Platform Stability Maintenance, Fault Response Mechanism
	Teacher Empowerment Mechanism	Regular Technical Training, Construction of Teaching Case Library, Guidance for Role Transformation
	Student Adaptation Strategies	Transitional Guidance, Differentiated Adaptation Plans, Relief of Technology Anxiety

Note: Data are sorted out by this study.

4.2.1. Optimization paths based on perceived usefulness

Interview results show that virtual simulation scenarios such as dubbing and radio studio programs can be built relying on platforms like Xijing APP. Students can conduct repeated practical training in a safe virtual environment to master core skills including vocalization and impromptu expression. Regular online activities such as dubbing competitions and radio program production can be held to stimulate students' participation enthusiasm. In addition, the introduction of digital and intelligent speech evaluation systems can provide instant feedback on students' practical performance and help correct pronunciation and intonation problems. The application of digital and intelligent assistants and interactive software can increase the frequency and efficiency of classroom interaction. For example, intelligent software can be used to organize impromptu speaking exercises with real-time feedback to improve students' classroom participation. Interactive links such as group discussions and role-playing can be designed with students' performance recorded to provide reference for subsequent teaching, and promote teamwork and communication skills at the same time. A professional database can be established to integrate high-quality learning resources including professional terminology and case analysis. Intelligent algorithms can be adopted to recommend

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personalized learning paths for students. An online Q&A platform can be built to provide instant answers and online tutoring to solve students' learning difficulties. Virtual scenarios simulating real broadcasting and hosting environments such as news studios and interview program sites can be constructed. The scenario library can be updated constantly with real cases added to enhance the pertinence of training. VR/AR technologies can be applied to strengthen the sense of reality in learning, and virtual practical projects such as on-site virtual reporting can be developed to enrich practical training forms. Cooperation with industrial enterprises can be carried out to build cross-platform practical platforms, enabling students to communicate with real clients and improve their professional literacy. Online learning resources including professional lecture videos, work appreciation and online courses can be integrated to form a unified resource platform with retrieval and recommendation functions to meet personalized learning demands. Online and offline teaching modes can be combined to implement flipped classroom and blended learning. Interactive teaching activities such as online debates and group collaborative projects can be designed, and the whole interaction process can be recorded for teaching evaluation. Intelligent learning systems can be developed to analyze students' learning behaviors and outcomes. Based on data mining and intelligent learning technologies, personalized learning plans can be formulated for students to deliver targeted learning support. Personalized feedback and guidance can be given according to students' learning progress and performance. For instance, targeted pronunciation exercises and correction suggestions can be provided for students with pronunciation problems. Diversified teaching methods such as game-based learning and scenario simulation can be explored. Supported by digital and intelligent technologies, teaching activities can become more vivid and interesting to raise students' learning interest and participation. Digital and intelligent technologies can also be used for teaching evaluation and feedback. Learning data can be analyzed to evaluate teaching effects and adjust teaching strategies in a timely manner. Personalized learning feedback and suggestions can be delivered to students to facilitate their improvement.

4.2.2. Optimization paths based on perceived ease of use

Interview results show that digital and intelligent technologies have effectively optimized the friendliness of operation interfaces, reduced students' learning costs and improved use efficiency in classroom teaching of broadcasting and hosting majors. For example, Xijing APP is praised for its concise interface and clear function design. Three measures can be taken to further optimize interface friendliness: first, arrange functions reasonably according to users' habits and simplify operation procedures; second, improve technology adaptability to ensure stable operation and consistent user experience on different devices; third, attach importance to humanized design by adopting intuitive icons and personalized settings to meet diversified demands and improve user satisfaction. Digital and intelligent technologies reduce students' learning costs by cutting time investment, breaking time and space limitations and lowering dependence on equipment [52]. Most respondents believe that digital and intelligent technologies break the time and space restrictions of traditional classrooms and make learning more convenient. Students can practice after class via Xijing APP and acquire knowledge through search tools such as DeepSeek, which saves time and avoids the need to purchase additional professional equipment, thus reducing overall learning costs. Further optimization can be carried out as follows: first, develop lightweight and user-friendly applications to reduce learning burdens; second, strengthen cloud services and mobile terminal support to completely break time and space limitations; third, enrich diversified learning resources to adapt to different learning styles.

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4.2.3. Optimization paths based on usage attitude

Interview results indicate that improving students' willingness to accept digital and intelligent technologies and their recognition of practical value requires the joint efforts of technology design and teaching practice. In terms of acceptance willingness, students are more willing to explore technologies with friendly interfaces and simple operations, while some students feel frustrated due to lack of guidance. Therefore, progressive guidance mechanisms such as situational tutorials should be embedded to stimulate interest-driven learning. Hierarchical support strategies can be adopted: provide auxiliary toolkits for students with technology anxiety, and open access to advanced functions for students with strong adaptability. In terms of value recognition, optimization should focus on core professional demands, and build connection channels between technologies and careers to strengthen students' understanding of professional working scenarios and solve the mismatch between resources and learning demands. In teaching practice, teachers should transform their role from technology deliverers to co-learners. A dual-track empowerment mechanism can be designed: organize regular workshops for teachers on digital and intelligent technologies focusing on improving perceived usefulness; set up a student technology advisory group to reduce the threshold of technology adoption through peer demonstration.

To sum up, improving students' willingness to explore technologies by enhancing ease of use, deepening value recognition through professional resources, and promoting internal learning motivation via collaborative teaching can form a spiral optimization path of "interest - ability - belief". It promotes the transformation of digital and intelligent technologies from simple tools to in-depth integration into the teaching ecosystem [53].

4.2.4. Optimization paths based on usage intention

Interview results suggest that operation procedures of technologies should be simplified and built-in interactive tutorials should be developed to reduce learning costs. Professional customized functional modules targeting broadcasting and hosting majors should be developed, such as diagnosis systems for Putonghua defects. A dynamic resource updating mechanism should be established to continuously supplement classic works and other learning materials to meet professional learning demands. In the integration of technologies and teaching, teachers can design hierarchical technical tasks to guide students to apply technologies from basic operations to creative use and improve the utilization rate of digital and intelligent technologies. A special link of "reflection on technology application" can be set up to cultivate students' awareness of rational use of technologies, avoid excessive dependence and promote in-depth integration between technologies and teaching. In terms of feedback mechanisms, schools can build standardized feedback platforms and organize regular technology experience workshops. Students' suggestions can be incorporated into technology optimization and evaluation systems. A three-party collaboration group consisting of students, teachers and technical staff can be established to carry out special improvement on common problems such as network stuttering and resource homogenization, and form a closed-loop management mode of "problem identification - joint scheme design - effect verification" to ensure continuous optimization of technologies.

Essentially, the core of technology optimization is to transform digital and intelligent technologies from pure tools into cooperative partners of teaching. Lowering operation thresholds improves students' basic willingness to use technologies; expanding resource reserves strengthens their willingness for continuous use; and improving feedback mechanisms turns passive adaptation into active co-construction. Ultimately, digital and intelligent technologies will realize the

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transformation from "being usable" to "being willingly used, skillfully used and jointly optimized", and boost the high-quality development of broadcasting and hosting education [54].

4.2.5. Guarantee mechanism for technology application

Interview results prove that a sound technical support system is the fundamental guarantee for the application of digital and intelligent technologies in broadcasting and hosting education. In view of problems reflected by students such as complicated interfaces, inconspicuous function buttons and unclear audio file storage paths, a dynamic equipment updating mechanism should be established. The stability of online platforms should be maintained constantly, focusing on common faults such as network stuttering and system loopholes. A rapid fault response mechanism should be built to ensure the smooth operation of core teaching tools including Xijing APP. The teacher empowerment mechanism is a key driving force for the development of broadcasting and hosting education. At present, although teachers have introduced new technologies into teaching, relevant training is fragmented. Therefore, regular and systematic technical training should be implemented, covering equipment operation, teaching design and troubleshooting. A hierarchical teaching case library should be built, including scenario-based plans for virtual studio application and AI-assisted pronunciation training. Guidance should be strengthened to promote teachers' role transformation from simple technology users to learning mentors.

Student adaptation strategies should take differentiated demands into consideration. For freshmen and students with low acceptance of new technologies, transitional guidance mechanisms such as pop-up operation guides and virtual assistants can be set up to lower the initial use threshold. For students with weak self-control ability, a hybrid management mode combining offline supervision and online task arrangement can be adopted. Relevant work should be carried out to relieve technology anxiety, such as adding cases of human-machine collaboration into professional introductory courses to clarify the auxiliary role of technologies and the irreplaceable value of human expression. Resource integration should focus on professional adaptability. School-based resources such as dubbing manuscripts and virtual scenarios for news broadcasting should be supplemented to meet students' demands for more classic work libraries. Cross-university resource sharing can be explored, and universities in Guizhou can jointly build a virtual studio resource pool to solve the problem of insufficient hardware in individual colleges and universities.

Finally, a stable technical environment supports the innovation of teaching scenarios, the improvement of teachers' capabilities drives the transformation of teaching methods, personalized student guidance ensures the adaptation of all learners, and high-quality resource supply strengthens the effectiveness of practical professional training. All these factors jointly form a collaborative optimization closed loop of "simple operation - effective teaching - active learning - targeted resources", and promote the high-quality development of broadcasting and hosting education [55].

5. Research conclusions and recommendations

5.1. Research conclusions

Based on the TAM theory, this study investigates the current situation and existing problems of digital and intelligent technologies empowering classroom teaching of broadcasting and hosting majors in universities of Guizhou, and explores corresponding optimization paths.

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5.1.1. Current situation and existing problems of digital and intelligent technologies empowering classroom teaching of broadcasting and hosting majors in universities of Guizhou

(1) Positive Effects of Technology Empowerment

Digital and intelligent technologies play an important role in helping students majoring in broadcasting and hosting correct pronunciation, conduct improvisation training and optimize emotional expression [56]. With intelligent speech recognition and feedback functions, such technologies can accurately identify students' pronunciation problems, enhance their perception of phonetic details and improve pronunciation accuracy. Virtual scenarios provide diversified opportunities for improvisation training, helping students exercise adaptability and build up psychological quality. Emotional analysis and feedback mechanisms assist students in mastering the scale of emotional expression and improving the appeal and expressiveness of their works. Digital and intelligent technologies break time and space limitations and build a digital learning environment where students can access a large number of diversified learning cases anytime and anywhere [57]. Powerful resource integration capabilities realize the aggregation of cross-regional learning resources and broaden students' learning horizons. In addition, digital and intelligent technologies provide convenient channels for students to obtain cutting-edge industry information, help them keep abreast of industry trends and offer reference for career planning. The instant feedback mechanism enables students to get timely feedback and adjust learning strategies [58]. Visualized presentation of the learning process helps students review and analyze their learning tracks clearly. The personalized progress tracking function meets the diversified learning needs of different students and stimulates their learning enthusiasm. Digital and intelligent technologies feature concise and intuitive interfaces, good device compatibility and simple operation procedures, which reduce students' learning costs and raise their enthusiasm for use [59].

(2) Challenges Faced by Technology Empowerment

Some students are partial to traditional teaching modes, fail to fully recognize the potential advantages of digital and intelligent technologies and show obvious resistance to new technologies [60]. Difficulties in technology operation lead to technology anxiety, which prevents students from actively using digital and intelligent technologies. In addition, excessive dependence on technologies may reduce students' initiative to cultivate core professional skills, decrease face-to-face interpersonal communication and result in homogenization of creative expression. Relevant researches have also pointed out that attention should be paid to students' psychological adaptation and risks of technology dependence in the process of technology integration. Insufficient equipment quantity and limited network bandwidth restrict the application effects of digital and intelligent technologies. The resource sharing mechanism also brings troubles in resource selection [61]. Digital and intelligent technologies have deficiencies in emotion recognition and creative thinking support. They cannot accurately respond to learners' complex emotional states or meet personalized creative demands, which is consistent with research conclusions that the application of technologies is restricted by hardware resources, network conditions and insufficient depth of human-computer interaction. The scoring system of digital and intelligent technologies has deviations when dealing with complex linguistic emotions, intonation changes and artistic expression, which affects the accuracy of evaluation results.

5.1.2. Optimization paths of digital and intelligent technologies empowering classroom teaching

(1) In-depth Integration of Technologies and Teaching

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The in-depth integration of digital and intelligent technologies and classroom teaching of broadcasting and hosting majors is crucial to improving teaching quality. Measures such as building virtual simulation scenarios, introducing digital and intelligent speech evaluation systems and designing interactive teaching links provide students with abundant practical opportunities. Instant feedback and personalized learning support help students improve professional skills and learning efficiency [62]. The transformation of teachers' roles is also an important part of in-depth integration. Teachers should change from simple technology deliverers to co-learners. Activities such as workshops for teachers on digital and intelligent technologies and the establishment of student technology advisory groups promote the in-depth integration of technologies and teaching.

(2) Student-centered Teaching Philosophy

The student-centered teaching philosophy is the core of digital and intelligent technologies empowering classroom teaching of broadcasting and hosting majors. Optimizing operation interfaces to be more user-friendly, reducing students' learning costs, strengthening their willingness to explore new technologies and building connection channels between technologies and careers effectively raise students' learning interest and participation [63]. Measures such as designing hierarchical technical tasks and setting up links for reflection on technology application can better meet students' personalized learning demands and encourage them to participate actively and think deeply.

(3) Continuous Optimization of Technology Application

Digital and intelligent technologies need continuous optimization to adapt to various demands of classroom teaching of broadcasting and hosting majors. Simplifying operation procedures, improving novice guidance mechanisms, developing professionally customized functional modules and establishing a dynamic resource updating mechanism can reduce users' learning costs and fully meet professional learning demands. Schools can build standardized feedback platforms and set up a three-party collaboration group of students, teachers and technical staff to collect suggestions in a timely manner and carry out special improvement on common problems [64].

(4) Multi-subject Collaborative Guarantee Mechanism

The application of digital and intelligent technologies in classroom teaching of broadcasting and hosting majors requires a multi-subject collaborative guarantee mechanism. The technical support system, teacher empowerment mechanism, student adaptation strategies and resource integration paths form the comprehensive guarantee for technology application [65]. Measures including establishing a dynamic equipment updating mechanism, maintaining platform stability, organizing regular technical training, building hierarchical teaching case libraries, guiding teachers' role transformation, setting up transitional guidance for new users, designing hybrid supervision plans, relieving technology anxiety, supplementing school-based resources, strengthening connection with industrial resources and exploring cross-university resource sharing jointly form a collaborative optimization closed loop of "simple operation - effective teaching - active learning - targeted resources".

5.2. Research limitations and suggestions for future research

This study has several limitations. Firstly, the research samples only include sophomore students from a single university in Guizhou Province, so the research scope is relatively narrow and the research conclusions have limited universality. Although the selected university is representative in the application of digital and intelligent technologies in teaching of broadcasting and hosting majors, the research results cannot be directly extended to other regions or universities of different types. Future researches can expand the sample scope to cover more universities and regions to improve

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the universality of research conclusions. Secondly, this study adopts qualitative research methods and collects data through semi-structured interviews. Qualitative research can explore students' subjective experience and feelings in depth, while it lacks quantitative data support, which may affect the comprehensiveness and objectivity of research results. Future researches can combine quantitative methods such as questionnaire surveys to enrich data sources and enhance the scientificity of research. Thirdly, digital and intelligent technologies develop rapidly. The technical applications and platform functions involved in this study may have been updated in a short time, so the research results cannot fully reflect the latest technological trends. Future researches should keep a close eye on technological developments, update research contents and methods in a timely manner to maintain the timeliness of research. In addition, the long-term application mechanism of digital and intelligent technologies is not yet perfect. Future researches can focus on policy support, teacher training and resource integration to promote the sustainable application of digital and intelligent technologies in the teaching of broadcasting and hosting majors. Strengthen cooperation among education administrative departments, colleges and universities and enterprises to jointly explore sustainable development modes. Reflections on research limitations and suggestions for future research in this study can provide reference for subsequent related studies and promote the continuous development of digital and intelligent technologies in classroom teaching of broadcasting and hosting majors in universities of Guizhou.

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