

# The Application and Training of News Interviewing Skills in Journalism Education

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**Abstract:** *With the rapid development of the information age, the demand for professional interviewing skills in the news media industry continues to grow, making the training of interviewing skills in journalism education particularly important. This paper explores the application and training methods of news interviewing skills within journalism education. By analyzing the application of interviewing skills in classroom teaching and off-campus practices, it proposes specific methods for basic interviewing skills, advanced interviewing skills, and comprehensive quality enhancement training. The study finds that current journalism education faces issues such as the disconnection between theory and practice and a lack of diverse teaching content, and it offers corresponding improvement strategies. The aim is to provide a reference for journalism educators to enhance the interviewing skills and overall quality of journalism students, enabling them to adapt to the constantly changing media environment.*

**Keywords:** *news interviewing skills, journalism education, classroom teaching, off-campus practice, skills training, comprehensive quality*

## Introduction

News interviewing skills are a core component of journalism education, directly influencing the professional competence and practical capabilities of journalism students. In an era of rapidly changing information dissemination, journalists not only need to master solid theoretical knowledge but also possess proficient interviewing skills and high overall quality. However, current journalism education still faces challenges such as a disconnection between theory and practice and a lack of diverse teaching content, which hampers students' ability to effectively handle complex interviewing situations in real work settings. Therefore, researching the application and training of news interviewing skills in journalism education, and exploring effective teaching methods and training strategies, is essential for enhancing the quality of journalism education and cultivating high-quality journalism talent.

## 1. Application of News Interviewing Skills in Journalism Education

### 1.1 News Interviewing Skills in Classroom Teaching

In journalism education, classroom teaching is a fundamental aspect of cultivating students' interviewing skills. These skills are primarily developed through a combination of theoretical instruction and simulated training, ensuring that students can gradually master practical skills based on their understanding of interviewing theory.

First, instructors should provide a detailed explanation of the basic theories of news interviewing, including types, processes, techniques, and key considerations. This theoretical knowledge lays the foundation for practical interviewing, enabling students to understand core elements and methods. The theoretical instruction should cover the goals and principles of news interviewing, strategies for different types of interviews (such as breaking news, in-depth interviews, and feature interviews), as well as methods for establishing trust with interviewees. Additionally, it is important to teach news ethics and law to ensure students adhere to professional ethical standards during interviews.

Second, simulated training is a critical component of classroom instruction. Through activities like mock press conferences and role-playing, students can practice interviewing in settings that closely resemble real-life situations. This practical teaching model not only enhances students' hands-on abilities but also improves their adaptability and communication skills. Simulation exercises can take various

forms, such as one-on-one interviews, group discussions, and live reporting, helping students comprehensively grasp different interviewing techniques. For example, in a simulated press conference, students take on the roles of journalists and spokespersons, practicing questioning and answering to emulate real interview situations, thereby honing their on-the-spot response and questioning skills.

Moreover, instructors should emphasize case analysis by dissecting classic news interview examples, allowing students to learn successful interviewing techniques, as well as lessons from unsuccessful interviews and how to improve. Case analysis helps students learn from the experiences of others, enhancing their interviewing capabilities. By analyzing renowned journalists' interviewing instances, students can discover how to tackle challenges during interviews, such as handling emergencies, addressing interviewee emotions, and effectively guiding topics. Additionally, incorporating multimedia teaching methods, such as video instruction and news clip screenings, can provide students with a visual learning experience of interviewing techniques. By watching classic interview videos, students can observe and analyze journalists' skills, body language, and on-the-spot adaptability.

### ***1.2 News Interviewing Skills in Off-Campus Practice***

Off-campus practice is an indispensable part of journalism education, allowing students to apply theoretical knowledge learned in class to real-world interviewing activities, thereby enhancing their interviewing skills and overall competence. The training of news interviewing skills in off-campus practice primarily includes internships, social surveys, and thematic interviews.

Internships are a crucial way for students to engage with the actual workings of the news industry. By interning at news media outlets, radio stations, and television stations, students can directly participate in news gathering and editing tasks, gaining practical interviewing experience. During internships, students are required to independently handle news topic selection, interview preparation, on-site interviews, and post-interview editing, which not only hones their interviewing skills but also develops their news sensitivity and professional ethics. Internships allow students to experience time pressure, competitive stress, and ethical challenges in a real news environment, thereby improving their adaptability and professional quality.

Social surveys represent another important form of off-campus practice. By conducting interviews on pressing social issues, students gain insights into social realities while developing their research and interviewing skills. In social surveys, students must design questionnaires, select subjects, and conduct in-depth interviews, ultimately producing survey reports. This process not only enhances their interviewing abilities but also strengthens their sense of social responsibility and problem-solving skills. For instance, in social surveys, students might address complex social issues, such as environmental protection and social equity, and through practical interviews and data analysis, they can achieve a more comprehensive understanding and reporting of these issues.

Thematic interviews serve as an advanced component of news interviewing skills training, where students conduct in-depth interviews on specific topics to gain comprehensive knowledge in a particular field and enhance their professional interviewing capabilities. During thematic interviews, students must perform thorough background research, interview multiple experts and stakeholders, and ultimately produce in-depth reports. This process requires students to possess advanced interviewing skills and the ability to synthesize information, serving as a comprehensive assessment of their overall competence. For example, when conducting thematic interviews in the healthcare sector, students need to understand healthcare policies, interview medical professionals and patients, analyze healthcare data, and ultimately write in-depth reports. This process not only enhances their interviewing skills but also fosters critical thinking and information synthesis abilities.

Through the combination of classroom teaching and off-campus practice, journalism education can comprehensively enhance students' interviewing skills, equipping them with solid professional capabilities and overall competence for their future careers in journalism.

## **2. Specific Methods for Training News Interviewing Skills**

### ***2.1 Training in Basic Interviewing Skills***

Training in basic interviewing skills serves as the starting point for journalism education, aiming to help students master fundamental methods and techniques for news interviewing, thereby laying a solid foundation for subsequent advanced training. This phase of training includes several key aspects:

First, students need to develop fundamental interviewing etiquette and professional qualities. Interviewing etiquette encompasses how to communicate appropriately with interviewees, how to conduct effective greetings and self-introductions, how to pose questions politely, and how to respect the interviewee's privacy and rights. Professional qualities involve the journalistic ethics and standards reporters should uphold, including fairness, objectivity, and accuracy. For example, reporters should maintain neutrality during interviews, avoiding personal bias to ensure the truthfulness and accuracy of information. Additionally, cultivating students' news sensitivity is essential, enabling them to quickly capture news leads and assess news value.

Second, students must refine their questioning skills. In this foundational training, instructors should teach students how to formulate effective questions, including the use of open-ended and closed questions, and how to adjust question types and depth according to different stages of the interview. Open-ended questions encourage interviewees to provide more information and details, while closed questions are useful for confirming specific facts and data. Through simulated interviews and role-playing, students can practice questioning and answering in realistic scenarios. For instance, in a simulated interview, students can assume the roles of reporters and interviewees, enhancing the relevance and effectiveness of their questions.<sup>[1]</sup>

Third, students should strengthen their information collection and organization abilities. Basic training should include how to conduct background research before interviews, gather relevant information from various sources (such as literature, the internet, and social media), and organize and analyze this information to prepare adequately for interviews. Background research not only aids reporters in formulating deeper questions but also equips them to handle unexpected situations during interviews. For example, students can utilize relevant literature, browse news reports, and access databases and social media to gain a comprehensive understanding of the interview topic and compile detailed materials and data.

Moreover, training students in information recording and organization skills is an important component of basic interviewing skills training. Students should learn to use notebooks, recording devices, and photography tools to capture interview content, and systematically organize and analyze the information collected afterward. This approach ensures that students accurately document interview content and provide thorough support for news articles during the writing process.

Finally, it is vital to focus on enhancing students' on-the-spot adaptability. In basic training, various unexpected scenarios can be introduced to allow students to practice how to respond and handle these situations in a simulated environment, thereby improving their adaptability and quick-thinking abilities. For instance, during a simulated breaking news event, students must swiftly adjust their interviewing strategies and adapt to ensure a smooth interview process. This training helps students learn to remain calm under pressure, make quick judgments, and take effective actions.<sup>[2]</sup>

## ***2.2 Training in Advanced Interviewing Skills***

Advanced interviewing skills training builds upon students' foundational skills, aiming to further enhance their professional capabilities and depth interviewing techniques. This phase of training includes several key areas:

First, students should develop their thematic interviewing skills. Thematic interviews require reporters to conduct in-depth research in a specific area, which includes a comprehensive understanding of the knowledge system, current issues, and development trends within that field. Through simulated thematic interviews, students can practice selecting and focusing on interview topics, designing systematic interview plans, and integrating and analyzing large amounts of information to produce in-depth reports.

Second, students must cultivate investigative interviewing skills. Investigative interviewing is an advanced skill in journalism that necessitates strong news sensitivity and meticulous investigative abilities. In advanced training, students should learn how to uncover hidden news leads, conduct thorough investigations and multi-faceted verifications to ensure the accuracy of information, and protect sources during the interviewing process.

Third, students should enhance their cross-cultural interviewing abilities. In a globalized context, cross-cultural interviewing is increasingly important. Advanced training should encompass strategies for addressing language barriers and cultural differences in cross-cultural communication, respecting and understanding interviewees from diverse cultural backgrounds, and effectively obtaining and conveying

information in such contexts.<sup>[3]</sup>

Finally, training students in multimedia interviewing skills is essential. Modern news interviewing extends beyond text reporting to include various formats such as images, audio, and video. In advanced training, students should learn to use professional equipment for photography and recording, how to edit and process multimedia content, and how to effectively incorporate multimedia elements into news reports.

### ***2.3 Comprehensive Quality Enhancement Training***

Comprehensive quality enhancement training aims to develop students' overall capabilities, ensuring they possess not only professional interviewing skills but also the ability to independently tackle and resolve problems in various complex environments. This phase of training includes several key aspects:

First, enhancing students' communication and expression abilities is crucial. News interviewing requires journalists not only to ask effective questions but also to articulate their viewpoints and findings clearly and accurately. Comprehensive training should include public speaking and debate exercises to strengthen students' verbal communication skills and logical thinking abilities.

Second, students should be encouraged to develop critical thinking skills. This involves training them to analyze information critically, evaluate sources, and form independent judgments regarding the news content they encounter. By engaging in discussions, debates, and critical analysis of news stories, students can enhance their ability to think critically and question assumptions.<sup>[4]</sup>

Overall, through these structured training methods in basic and advanced interviewing skills, as well as comprehensive quality enhancement, journalism education can effectively prepare students for successful careers in the ever-evolving media landscape.

## **3. Issues and Countermeasures in Training News Interviewing Skills**

### ***3.1 Current Issues in Journalism Education***

Journalism education faces numerous challenges in cultivating students' news interviewing skills, which directly impact their practical operational abilities and professional qualities.

First, there is a disconnection between theory and practice. Many journalism courses prioritize theoretical knowledge delivery while neglecting the cultivation of practical skills. Classroom instruction primarily focuses on journalism principles and writing techniques, with insufficient emphasis on field interviews and real-life scenario simulations. This results in students lacking experience and confidence during actual interviews, making it difficult for them to effectively handle unexpected situations and complex environments.

Second, there are limited practical opportunities. Extracurricular activities in journalism education are relatively sparse, leaving students with few chances for real-world engagement and hands-on experience. Even when some institutions offer practical courses, the frequency and depth are often inadequate to meet students' needs, preventing them from honing their skills during actual interviews. The uneven availability of practice opportunities both on and off campus leaves students ill-equipped to tackle real news events.<sup>[5]</sup>

Third, teaching resources are insufficient. Many journalism education institutions exhibit clear deficiencies in resource allocation, including professional equipment, internship opportunities, and qualified instructors. The lack of modern interviewing equipment and internship platforms hampers students' ability to master and apply contemporary journalism techniques in practice. Additionally, the quantity and quality of instructors are often inadequate to provide personalized guidance, impacting students' development of practical skills.

Fourth, there is insufficient interdisciplinary collaboration. News interviewing involves knowledge from multiple disciplines; however, the current journalism education system lacks adequate interdisciplinary integration. For instance, knowledge from fields such as law, economics, and sociology is crucial for effective interviewing but is minimally addressed in journalism curricula, leaving students with a limited knowledge base and perspective for conducting in-depth reporting and comprehensive analysis.

### ***3.2 Countermeasures for Improving News Interviewing Skills Training***

To address the issues in current journalism education and enhance students' news interviewing skills, a series of improvement measures should be implemented.

First, strengthen the integration of theory and practice. Journalism education should increase the proportion of practical courses based on theoretical instruction, adopting a "practice-oriented" teaching model. For example, establishing journalism labs that simulate real news interviewing environments can allow students to practice hands-on skills during class. Additionally, organizing both on-campus and off-campus interviewing activities can provide students with real-world experience. The organic combination of theory and practice enables students to better master news interviewing skills and enhance their operational capabilities.

Second, expand practical opportunities and platforms. Schools should actively collaborate with media organizations and enterprises to offer more internships and practical experiences for students. For instance, establishing off-campus internship bases and regularly sending students for field interviews can enrich their hands-on experience. Inviting industry experts and seasoned reporters to campus for lectures and guidance can also share valuable insights and techniques from real-world practices. By providing abundant practical opportunities, students can accumulate more hands-on experience and improve their news interviewing capabilities.

Third, optimize the allocation of teaching resources. Increased investment in journalism education is necessary to equip students with modern interviewing equipment and professional practice venues, ensuring a conducive learning environment. Additionally, enhancing the faculty by increasing both the quantity and quality of instructors will ensure that every student receives adequate guidance and support. Through optimized resource allocation, students' practical abilities and comprehensive qualities can be enhanced.

Fourth, promote interdisciplinary collaboration. Journalism education should focus on integrating and applying interdisciplinary knowledge by offering courses in law, economics, sociology, and other related fields. This will cultivate students' comprehensive qualities and interdisciplinary perspectives. Furthermore, organizing interdisciplinary projects can encourage students to apply multi-disciplinary knowledge in actual interviews, enhancing the depth and breadth of their reporting. For example, joint projects between law and journalism students can facilitate learning how to incorporate legal knowledge into in-depth reporting.

Fifth, emphasize the cultivation of students' comprehensive qualities. In addition to professional skills training, there should be a stronger focus on developing students' communication abilities, critical thinking, teamwork spirit, and professional ethics. For instance, offering courses in public relations, critical thinking, and team management can comprehensively enhance students' overall qualities. Utilizing case analysis and role-playing methods can improve students' practical operation skills and adaptability. By fostering a well-rounded development, students will be better prepared for their future professional careers.<sup>[6]</sup>

### **Conclusion**

This study provides a comprehensive analysis of the application and training of news interviewing skills in journalism education, presenting various specific teaching and training methods while identifying current issues and proposing improvement strategies. In the future, journalism education needs to further strengthen the integration of theory and practice, enrich teaching content and formats, enhance faculty training and recruitment, and expand practical platforms and opportunities to better cultivate high-quality journalism professionals who meet the demands of the new era. Moreover, as the media environment continues to evolve, journalism education should timely update its teaching content and methods to keep pace with industry developments, offering students a more comprehensive and cutting-edge training in interviewing skills, ensuring they can navigate their practical work with ease.

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