

Research on teaching methods of image creation course

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Abstract: This paper explores the teaching methods of film and television major under the background of the transition from colleges and universities to application-oriented development. It provides ideas for improving the teaching quality of film and television major's image creation course and cultivating students' artistic creativity. It also provides references for the development mode of colleges and universities in application-oriented transformation.

Key words: application-oriented undergraduate; Short film creation; Teaching reform

Applied undergraduate education is based on higher undergraduate education, based on applied professional education, combined with the social and economic development characteristics of the region, and aims to cultivate senior applied talents with high ability, high quality and high standards who can organically combine theory with practice, participate in and guide production. Film and television production is usually a course with artistic creation as the core and strong practicality. This paper will further explore the reform of teaching methods of film and television short film creation course in view of the current situation of film and television courses in colleges and universities in the application transformation, combined with the current development of film education in mainland China. This paper mainly starts with the practice creation teaching of video in Nanhai Film School of Haikou University of Economics, and reviews the reform and innovation in the practice teaching system of film and television major in colleges of application transformation from the aspects of teaching and learning inside and outside the classroom.

1. Brief introduction of short film creation course

With the advent of the digital information and multimedia era, the current information dissemination has already changed from traditional media to new media platforms. The single amount of information carried by traditional information carriers such as text, picture and sound is far less than that carried by diversified image expression. Nowadays, the focus of information dissemination has shifted to video, among which short videos, short films and micro films are important carriers of presentation.

Image creation course, as one of the core courses of film and television major, enables students to understand the general law of image creation, get familiar with the conversion mode of text and image, and master the means of teamwork and on-site production. Through the combination of theory and practice teaching, students work in small groups to re-create existing literary scripts in audio-visual form. In practice, they use the knowledge of director scene scheduling, film and television photography modeling, post-editing special effects and other aspects to carry out artistic comprehensive processing. The theoretical knowledge is applied and expanded in practice, and then supplemented and improved by teachers according to the problems encountered by students in practice. In practice, teachers and students jointly improve the theoretical framework of knowledge, so that students can better understand each other, so that they can successfully enter the film and television production industry after graduation, and have a relatively perfect theoretical knowledge structure and strong practical application ability.

2. Problems in short film creation courses for application-oriented undergraduate students

2.1 The derailment between professional cognition and actual market demand

In 2021, the summer release "Chosin Lake" achieved a box office of 5.775 billion yuan, in 2017, "Wolf Warrior 2" achieved a box office of 5.693 billion yuan, and set a cumulative audience of 140 million in the Chinese mainland. In 2021, the Spring Festival release "Hello, Li Huanying" achieved a box office of 5.375 billion yuan. In 2018, Dying to Survive won more than 3.1 billion box office, etc. Since the full marketization of Chinese films in 2002, the total box office of a year from about 1 billion, to now a movie has more than 1 billion box office. Watching movies has become the most influential form of entertainment for mass consumption. Video creation has also become the main course of teaching in all schools, but due to the constraints of teacher construction, hardware equipment, practice environment and other factors, the talent training level of many application-oriented colleges and universities of film and television is uneven, which is also the difficulty faced by many colleges and universities in the transition to application-oriented. At the beginning of the construction, the film and television production majors of many application-oriented undergraduate colleges and universities clearly pointed out that the formulation of talent training programs should be closely combined with national policies and carried out around The Times, economy and social development, so as to promote the close docking of talents and industries. However, after four years of professional training, most graduates of film and television majors in applied undergraduate colleges will find that the professional knowledge and practical operation taught by the school are often different from the real needs of the industry, and the phenomenon of unemployment is common after graduation.

2.2 Lack of classroom teaching mode and teacher structure

At present, the top film and television teaching colleges in China, such as Beijing Film Academy, follow the establishment of a complete film education and teaching system, with the support of artistic creation and the teaching mode of combining teaching, scientific research and creation. On the basis of paying attention to the continuation of tradition, combined with the actual situation of the current film

and television industry, targeted classroom teaching mode innovation. However, at present, the teaching mode of film and television majors in some application-oriented undergraduate colleges is still based on traditional classroom education, without considering the particularity of film and television production majors. The traditional teaching mode of “teachers talk and students listen” is still adopted. The advantage of this teaching method is that students can acquire more theoretical knowledge in a concentrated way, but the learning process is passive acceptance. The whole process lacks the cultivation of students’ artistic creative thinking, the lack of students’ practical application, and the creative guidance of students’ artistic thinking. The knowledge system constructed by teachers for students also lacks the process of integration. For the course of image creation, this teaching mode is difficult to completely stimulate students’ creative consciousness.

At present, teachers of film and television art colleges generally have a master’s degree or above, but some colleges and universities lack of attention to the practical ability of teachers in the industry. As a result, many film and television teachers in colleges and universities lack practical experience in the industry, so daily teaching can only be a paper talk, and classroom teaching is only based on theoretical cases. They lack the process of leading students to explore practical projects in a targeted way. The emphasis on theory over practice or no practice at all makes students unable to effectively apply the theoretical knowledge to practical creation after learning, and the occurrence and result of artistic creation cannot be effectively connected to form a complete creation system, which leads to the fragmentation of the cultivation of students’ artistic creation and application ability.

3. New model of curriculum teaching reform

If the course of image creation, especially the course of photography modeling, wants to obtain better teaching effect, it should not only focus on creative thinking, but also cannot ignore skills. It is necessary to combine and innovate the existing teaching methods in a variety of ways, and combine different students’ personalities and characteristics with reasonable division of labor in groups, so as to fully mobilize students’ activeness inside and outside the classroom and improve their enthusiasm to participate in practical projects. According to the previous exploration of teaching methods, if the teaching only stays in theory, students’ grasp of knowledge is not high, and their enthusiasm will be greatly reduced, and it is difficult to integrate theoretical knowledge with students’ practice shooting. Therefore, for image creation, especially the teaching mode of photography modeling module, theory and practice should be bidirectional, teachers and students should accept and feedback each other, and the teaching of the whole knowledge should be real-time dynamic to maximize the teaching effect. Innovative reform must be carried out from the teaching system to the teaching arrangement.

3.1 Diversified teaching methods

Teachers teaching video creation courses should have strong theoretical and practical abilities. In the early stage of preparation for students’ creation, teachers need to guide students on team building, text adaptation, visual style, director creation, shooting script and other contents. In the early stage of creation, teachers mainly teach theories and combine face-to-face communication with students. For example, in the course “Feature Film Creation”, students first assemble a film team of 5-8 people freely, and prepare the idea of the main creative department such as script, shooting script and director in advance. At this time, the teacher will communicate with the student team in turn, and help students determine the overall image style, film rhythm, shooting equipment, scenes, props, announcement arrangement and other matters in advance. At the same time, they will catch the flaws in students’ grasp of theoretical knowledge, properly sort out theoretical knowledge and explain it twice, and guide students to master it in the practical creation environment.

In the middle stage of shooting and post-production, the teacher predicted that the student team would encounter difficult scenes, and provided practical guidance with the team to help the students overcome the creative difficulties, such as the lighting shooting of night scenes, the shooting of multi-person dialogue scenes, the design of large mass scenes or action scenes. For scenes that are relatively difficult to shoot, teachers can make full use of social software to pay attention online through voice, telephone, video connection and other means. When students finish their creative work at this stage, teachers will organize students to reflect on the finished effect in time. Only through benign practice can students consolidate their professional skills and master theoretical knowledge.

3.2 Relatively complete hardware equipment and facilities

Previously, in the school where the author worked, the film and television teaching equipment only met the teaching requirements of basic professional courses, and it was difficult to meet the higher level of industry-level short film creation courses. Later, with the joint efforts of the school and the school, we purchased a large number of large-scale and high-quality photography lighting equipment and recording equipment that could meet the industry standards. At the same time, we also set up a high-specification post-production laboratory, and the equipment update continues according to the size of students, providing a solid hardware foundation for students’ short film creation course.

High-specification teaching hardware equipment and professional industry laboratory can not only provide convenience for the creation of excellent student teams and meet the needs, but also provide strong help for all students to build professional confidence, which can make students more focused on the creation of works and achieve the expected picture effect to a greater extent. But at the same time, in the face of expensive equipment and laboratories, how to better and more efficient management and later maintenance, so that the use of students and teachers standardized, professional and institutionalized, need to continue to explore in the future practice teaching.

3.3 Competition and promotion of students’ works

Actively participate in various domestic and foreign film and television competitions, play a role in the supervision of schools, and also play a very positive role in the future job search and development of students. In daily teaching, professional teachers should collect

information about competitions extensively and encourage students to participate actively. At the same time, there are more and more film and television competitions for colleges and universities, and the competition rules are mostly in the form of proposition composition, and even directly docking with commercial brands. By comparing the works produced under the same requirements, students can not only connect their creative thinking with the film and television market, but also broaden their horizons and enhance the effect of professional communication.

Facing the extensive Internet multimedia era, professional teachers can also organize the establishment of corresponding image release platforms, such as wechat video number, Douyin, Kuaishou, Weibo and other large video portals or platforms, to launch outstanding student works and promote large-scale dissemination, while creating broader opportunities for students to display their works. To a certain extent, it also increases the possibility of being venture capital in the market, and provides the possibility for the future professional development of students.

Epilogue

The transformation and development of colleges and universities to the applied type is fundamentally to cultivate compound talents with strong comprehensive quality and industry competitiveness, and the purpose is to adapt to the current industry development and social needs for talents, so as to successfully solve the employment problem of graduates. To sum up, Nanhai Film School of Haikou University of Economics has explored teaching concepts, teaching methods, theoretical and practical teaching, equipment and laboratory, etc., providing ideas for improving the teaching quality of short film creation courses for film and television majors and cultivating students' artistic creativity, and providing references for the development model of colleges and universities in the application-oriented transformation.

For application-oriented colleges and universities, the best classroom for teaching the course of short film creation is the film set. How to realize the teaching mode of "film set" still needs the joint exploration and innovation of all schools and teachers. At the same time, all relevant colleges and universities, especially comprehensive colleges and universities, when formulating relevant educational administration management systems, whether for teacher management or classroom teaching, must be more in line with the actual situation as the starting point, and have corresponding management requirements for different courses. Art majors should not engage in a "one-size-fits-all" approach, and must follow the development rules of art majors and students' characteristics. It is also expected that under the guidance of application-oriented background teaching mode, students will integrate their practical application ability with artistic aesthetic thinking, lay a solid foundation for future development, and continue to promote the vigorous development of China's film and television industry.

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