



A study on the methods in the universal education in motion picture arts of universities arts

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ABSTRACT

In recent years, we can learn the feedback of the teaching practice which is about the universal education of film and television art from the general colleges. Under the well education atmosphere, many colleges can not realize teaching function effectively and can not achieve the aim of teaching effect which they expect because of the low ability of the students, the lack of professional equipment and the simplification of teaching methods. In this article, according to the investigation and the analysis of the functional theories, we can reach and grope the teaching methods and ways which adopt the practice of college students and improve their integrated quality and culture. What's more, we can reach the teaching practice optimization style which combines the character of modern education and bases on the existing pattern of film and television arts. It is not only a breakthrough about teaching contents, but also can apply it in reality and reflect its effect. Furthermore, it also provide some thoughts and practice experiences about the development of film and television art and arts education practice.

Key words: Motion Picture Arts; Universal education; Teaching methods; Approach

INTRODUCTION

Motion Picture arts education is to improve the quality of cultural and artistic accomplishment of college students way. Influence and guidance of any kind of art cannot be compared with the film and television arts. Meanwhile, based on the cumulative visual arts culture, Relying on television arts education, cultural awareness of the influence of infection referendum, it will undoubtedly have a strong operational, its prospects. Video art is popular art, is most likely to be directly involved in the majority of the audience and the operation "civilian art." This aspect of the concept of "low-threshold" advantage visual arts; and on the other hand, dark mouth blindly use, misunderstood, lack the necessary guidance worries.

The reality is that while many universities have established the current video art education curriculum, but except for some art schools and film-related professions, such courses are often set based on the name to attract students declare, lesson plans have papers, but in practice for various reasons not always be emphasis on student learning outcomes far unable to meet expectations. On the one hand, these courses themselves are attributable to "elective art class", invested in the construction of energy curriculum, material and human resources are far from being able to meet the requirements, on the other hand, the instructors of these courses themselves often lack professional accumulation, mostly halfway decent, so the teaching skills and knowledge dissemination, there are gaps and gaps. On the other hand, Motion Picture education teaching approach is basically divided into two categories. Conditional colleges should offer video communication professionals are teaching model, this study does not involve this aspect. Education generally be divided into similar arts education and professional video and television as a public elective art quality education, which is to open the school of general education courses, the quality of education classes. Such comprehensive curriculum, teacher, science and engineering colleges is the most common mode of teaching

approaches and implementation. However, according to the survey and the author of four years of teaching experience, this division is still too simplistic, cannot truly reflect the principles of individualized teaching. Because similar professional just a vague concept, all students are very different, and other professional education needs of film and television are not identical. From a long-term sense, such channels have limited the scope of its practical activities. The number of many public courses, a relatively small class, who cannot be long-term fixed. Even organize related activities can only be a small part of the elective officers and participate in other activities and organizations within the school cannot be compared with greater influence and involvement.

THE CURRENT STATUS OF THE POPULARITY OF MOTION PICTURE ARTS EDUCATION COLLEGES AND PROBLEMS

1 Motion Picture Arts Education digestion complex function

Under the influence of part feature film, there will be some young college students for the purpose of life is to selfishness, greed. Some students and pursue their own material interests, regardless of the interests of others, even at the expense of the overall interests of the community. Values of young college students from the previous collective weight, light personal extreme to the other extreme, that ignoring social only on themselves, ignoring the collective weight of just individual extremes. This egoistic values, due to the individual at the top of the social collective, simply personal success, in spite of the rise and fall of social collective. This breeding values, will seriously affect the play Motion Picture Arts Education.

Profound traditional Chinese culture, is the main content of cultural quality of university education is our popular culture negative resist erosion vulgar sharpest weapon. Traditional culture and education efforts to increase college students can improve ethical standards, but also can enhance social responsibility and participation in social activities, but also help to strengthen social cohesion. With the continuous development of market economy, colleges and universities under the constant lack of culture of the classroom, prompting college students gradually produce "diaphragm Sense" and the history of traditional Chinese culture, the understanding of Chinese culture, has not in the same language, and these will affect the film play an effective arts education functions.

1.1 Entertainment teaching process tendency serious

Conceptual lag, resulting in some universities do not have to expand the popularity of television arts education in quality education building, or on television arts education is limited to the creation of awareness and understanding of several courses, not up to the same quality of education as well as a combination of social and cultural construction the height of understanding. Many students of film and television work led to the understanding superficial, lack of knowledge of art, aesthetic ability is low. Especially in science and engineering student performance more prominent, which is the University Education in the 21st century is not consistent training objectives.

In addition, the old single teaching content; simple teaching methods, the lack of simple teaching methods, has also been behind the operational level as the specific issues put before us. Although we enumerate what courses offered non-professional film arts education there in terms, its curriculum system, teaching content and other aspects of professional, is far from enough. Especially the interaction of new disciplines in the development of modern science background, multidisciplinary curriculum to bring change, is difficult to quickly reflected in the film and television arts teaching. As for teaching methods, teaching methods in problems more prominent, and teaching methods are also basically follows the previous general classroom teaching; the teaching methods are often combined with teaching just watch some movies, DVD film.

2 Teaching approach for the status quo Motion Picture education measures that can be taken

2.1 Construction of three-dimensional Motion Picture arts education system

First, under the rapid development of modern media technology, information network and the value of diverse cultural backgrounds, many students begin by Internet video-on-demand, FTP downloads, online viewing more convenient to watch film and television works and other forms of obtaining information. Under such circumstances, the university must regulate television film education courses, improve teaching methods at the same time, in order to improve student film aesthetic appreciation as the axis, to take a variety of means, from the classroom to extracurricular, from real to virtual to construct a three-dimensional film education system.

2.2 Required courses are devoted to Motion Picture arts

Motion Picture arts education is to guide the young college students to correctly understand and constructively enjoy film culture resources, students have a reasonable ability to absorb the essence of film culture, film culture to enable them to make full use of resources to improve themselves and to participate in social development. However, as previously described Motion Picture Arts Education currently has been in a "marginalized." A prominent case is that, in the course construction inputs of energy, material and human resources are far from being able to meet the

requirements; on the other hand, the instructors of these courses themselves often lack professional accumulation, mostly halfway decent, so in teaching skills and the dissemination of knowledge, there are gaps and gaps, resulting in poor learning outcomes.

Arts education programs should Television as an important part of the quality education into teaching plans and strive to achieve class, schedule, examination, assessment and other stabilization, normalization. It is only through rigorous, precise and appropriate classroom, in order to enable students to have a more systematic Television Arts and complete understanding of the characteristics of film art form, genre and social roles such as access to a more comprehensive understanding and appreciation of ancient and modern fine art from works in a positive and rich spiritual nourishment.

3.3 Expand Motion Picture Arts Literacy teaching mode

Currently, many university teachers during Motion Picture arts education, they use a classroom teaching theory and teaching methods screenings of classic films. But there are a number of limitations in this way: If time is limited, finite teachers accept a limited number of people, limited acceptance effects. This requires this single teaching model innovation. First, schools should set up a special Television Arts Department. This will not only facilitate the arrangement of teaching to all students, but also easy to carry out research activities on a regular basis. Secondly, we must unify Television Arts syllabus. Given the current status of the National Television fragmented university education, classroom teachers to arrange courses organized by the relevant authorities to develop a unified national television educational programs, standardized Motion Picture Education in Colleges.

To focus on video lesson curriculum construction, highlighting the cultivation of students' ability to appreciate the aesthetic ability and judgment. Given the students to find the convenience of video resources, can reduce the number of collective watch videos in class, classroom discussion and increase teaching time. In popularity of video art education programs, in addition to the necessary brief video art history, theory of thought and classic film series, but also should be combined with newly produced and popular film and television works, make a specific text analysis, the level of artistic aesthetic and cultural analysis of the depth to allow students to explore the cultural roots of film behind the phenomenon, improve their overall judgment. Conditions are ripe institutions should be strengthened to build video quality art education courses. From the educational philosophy, teaching reform, teaching management, teaching, teaching process control, and many other aspects of education networking efforts to promote the process of fine arts education television programs strive to build a number of provincial, municipal and even state-level courses, in order to drive other similar electives to create a strong camp Motion Picture Arts Education.

4 Construction of multi-class Motion Picture arts education

4.1 Set up Motion Picture Association and other student organizations

Comments can compose Motion Picture Arts magazines, listed series of seminars and lectures, film and television to increase the students' knowledge and improve their aesthetic judgment, make a correct understanding of film culture phenomenon. For many students have practical aspirations and strength but not the equipment, the relevant departments of the school by providing funds to purchase several sets of shooting film and television works, and other equipment for making compensation for the use of students. This will not only greatly enhance the interest of students, but also to enable them to gain a deeper understanding of film art, but also for the students to film and television creative, participate in DV contest, active campus to provide the necessary conditions for film culture. In addition, to actively carry out cultural activities television, through regular, organized, planned and television cultural exchange activities, and effective supplement classroom teaching. You can start with the internal school mining resources, selection of some of the relevant faculty composed of Motion Picture Arts Education Center, Unified School Office of Academic Affairs, the Communist Youth League, student and other departments in the investigation, discussion, to develop a detailed study on the basis of educational programs, arrange, designate a person responsible for duties, extracurricular activities and seminars will solidly pursued. Accumulated some experience on the basis of the relevant universities can be combined, film and cultural studies, communication and other agencies to carry out between the school and the school, interaction between schools and social institutions, and assist each other.

4.2 To the network as the carrier Motion Picture arts education

In today's rapidly changing network technology to build information technology campus image culture is a new trend of development of modern schools. Actively establish effective network carriers, staff and students to correctly view network boot image information, the correct use of the network of image information, and create a healthy and lively, information-based image and cultural life of the campus, after all, an effective way. This can give full play to the important role of networks and other new media in the construction of campus culture, construction, fusion of ideology, knowledge, interest and service in one of the campus sites, expanding the campus culture construction and spatial channels, active healthy colorful network of cultural activities, a network of cultural construction work

system, firmly grasp the network culture initiative, the network has become the new campus positions Television Arts Education. Organized by the relevant professional school teachers crafted film arts education courseware, teachers and college students use the Internet platform for a full range of open-ended, infiltrating education.

In addition to built the school management section, you can also set up through space and microblogging and other forms of film culture discussion groups and posted it with different styles, online "blueprint", "broadcast Shadow", to interact, entertaining effect. Television Association and other associations through the network platform to carry out a large number of colorful film culture activities, such as DV, photography competition, organized by broadcasting video quality photography exhibitions, with gorgeous visual information to attract the attention of college students, in subtle realize the value of the dip in the film and television arts education.

4.3 Strengthening teacher team building, improve the quality of teachers

Motion Picture arts education, teachers are a crucial factor. Overall strengthening of the teaching staff, improve teacher quality film and television arts education is a long-term and systematic project, not overnight, schools should serve as a major event unremittingly. For example, to plan regular business training school for teachers, to have practical measures to encourage teachers actively engaged in teaching and research, and policy guidance, funding and other aspects of moderate to tilt, film and television arts education to create a relaxed space, while provide interaction and exchange among teachers. Because the interaction and exchange of art teachers to broaden their horizons, for information, to keep up with the need to ensure the development of the times. Can also be hired from the community to have the expertise and experience of experts and scholars, film and other arts practitioners as part-time art teacher or advisor, make art teachers to keep abreast of all kinds of arts education on the information society, to enrich their own ideas. Also, there are plans to send teachers to those television arts college education discipline obvious advantages for academic exchange and short-term training to improve the teaching of teachers, comprehensive literacy.

4.4 Suggestions

4.4.1 The use of motion picture professional approach to public education teaching

Another feature of public education determines the students belong to almost all other professional faculties, it is difficult to take care of certain professions. If conditions permit placement can be teaching, the situation is a different matter. But the current situation is that many students are much dispersed, they only use the popular education model, both the film and television as a comprehensive art to explain, but also as a cultural phenomenon discussed and taught. Famous appreciation to the core, interspersed introduce appropriate film aesthetics and appreciation of film language knowledge in the course of a business card, constitute elements of film art, film and television history of the invention of knowledge, and foreign famous film director and actor, film and television cultural phenomena. Teaching focus should be to observe and discuss the teaching of Chinese and foreign business cards, explain. Make full use of multimedia teaching methods in teaching, but in the process of teaching students with particular emphasis on discussion and participation. In selecting the works, intends to reduce some of today's so-called "large" and more choice for professional teaching some combination of classic and modern films, art films and commercial genre combining film, pay attention to the current portion of the heat and watch the film works Hot TV phenomenon discussed, attention and elaborate writing film reviews.

4.4.2 Focus on training classroom communication and creative skills

Motion Picture Public education is not simple to play several popular films for students. If the teacher in the film appreciation course, only for the students to play the movie, homework is an Feedback, classroom teachers are not teaching film analysis and the commentaries were not students after the film concept, nor concept for students After being carried coaching, but no beneficial interaction and exchange of ideas between teachers and students, then such a church would not assume the video lesson for students humanistic education and aesthetic education function. Therefore, teachers should focus on the process of film appreciation of humanistic education for students and aesthetic education and certain professional skills education.

The content of the film is very rich, there are dramas, romance, epic films, musicals, action films, science fiction films, documentaries, etc., and in recent years, is even more popular movie magic. By watching the movie, to open people's eyes, so that students cannot grow a lot of knowledge in the classroom viewing process. Training can be a good imagination and creativity of college students through video art, and has an irreplaceable role. Albert Einstein once said: "Imagination is more important than knowledge, because knowledge is limited, whereas imagination summarize everything in the world, stimulating progress, and is the source of knowledge of evolution." And this art is the best movie The play and the interpretation of the human imagination, and the form and content of classroom film appreciation courses do not have feelings on just a few hours in the classroom, but rather should encourage students out of the classroom, with their own hands DV capture own story. In this digital camera equipment have been civilians, and video sharing so convenient times. Already have some understanding and perception of life

Students can also create their own small works. The film appreciation course college students can become a platform for the exchange of their works. Students can create their own DV Film Appreciation Course work is the real success.

4.4.3 Build a network extends classroom

Extension of classroom education network share resolved after hours and lack of extracurricular student learning problems to build a shared library, you can share a wealth of resources: text, images, and various teaching aids resources, covering theoretical teaching, practice teaching and extra-curricular teaching. Teachers use the information to carry out teaching modules curricular teaching activities. Students to browse and use all data library is open to students through the network platform. Because many of Television Arts teaching courses can be used for demonstration and experimental video footage a lot, but because of restrictions class, not all of the material can be used in the classroom, teaching resources and students shared through the network, you can make in teaching. Because the process of class restrictions caused by the corresponding impact. A chance to demonstrate their own image students can watch on the web, students can demonstrate through the repeated viewing of images. In this process, students can complete the self-study and after-school review, deepen understanding of the theory, on the other hand, because the class cannot be restricted in curricular experiments conducted allows students to call in extra-curricular material shared practice exercises. Such databases will truly become a tutor students after school. At present, we employ the majority of network sharing or space micro-Bobo-off information and resource sharing, students can keep abreast with the download learning resources.

Motion Picture Arts public education, both for the film and television industry itself, or on the national level or even the entire socio-cultural and cultural landscape and heritage, will have a profound impact. In this case, the popularity of video art education has become an inevitable choice and trends. Popularity on television arts education, arts education should adhere to the film as a long-term task, the education program settings and programs should be noted that step by step, from shallow depth, excessive pursuit of short-term effect is unrealistic. In the process of teaching and teaching a variety of ways, through reform and optimization of fast learners are attracted in a short time to accept the guidance of film education, not because boring, boring and give up, of course, also proposed ways and means for education higher demand.

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