

Research on the Current Situation and Countermeasures of Film and Television Education in Primary and Secondary Schools in Shandong Province

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ABSTRACT

On the basis of fully understanding the great significance of publicity and education, knowledge transfer, moral and aesthetic education, film and television talent reserve, and media literacy improvement of film and television education in primary and secondary schools, this paper comprehensively and deeply investigates the current situation of film and television education in primary and secondary schools in various cities of Shandong Province by using online questionnaire survey and offline field interview, summarizes and analyzes the common problems, and puts forward a package of strategies and schemes to better carry out film and television education in primary and secondary schools.

KEYWORDS

primary and secondary schools; film and television education; present situation; countermeasures

1 Background of the investigation

In the current network culture field and media integration environment, whether it is conventional film and television works or emerging film and television forms such as Tik Tok, Aauto Quicker and barrage, film and television has become an important part of primary and secondary school students study and life, and it plays an important role in shaping the ideology of teenagers, expanding their knowledge horizons, improving their moral quality and cultivating their media literacy. Therefore, it is an urgent need of the times to strengthen the film and television education of primary and secondary school students.

In the early 1990s, the state has attached great importance to the function and practice of film and television education for primary and secondary school students. In 1993, Publicity Department of the Communist Party of China, the Ministry of Education, the Ministry of Culture and the Ministry of Radio, Film and Television jointly issued the Notice on Using Excellent Films to Carry out Patriotism Education in Primary and Secondary Schools across the country, requiring that film titles should be selected according to different periods and situations, so as to deepen the educational function of films with post-screening activities. The Ministry of Education, the Ministry of Culture and the Ministry of Radio, Film and Television also jointly set up the "National Coordination Committee for Film and Television Education in Primary and Secondary Schools" to coordinate and guide the development of the work, and piloted it in Beijing, Tianjin and Shanghai to sum up experience and implement it nationwide.

In 2008, the Ministry of Education, the National Development and Reform Commission, the Ministry of Finance, the Ministry of Culture and the State Administration of Radio, Film and

Television jointly issued the Notice on Further Developing Film and Television Education in Primary and Secondary Schools, requiring that film and television education be included in the teaching plans of primary and secondary schools, and support should be strengthened to give full play to the educational function of excellent films. In 2018, the Ministry of Education and Publicity Department of the Communist Party of China issued the Guiding Opinions on Strengthening Film and Television Education in Primary and Secondary Schools, pointing out that using excellent films to carry out film and television education for primary and secondary school students is the need of the times to strengthen the education of socialist core values for primary and secondary school students, an effective way to implement the fundamental task of moral education, and an important measure to enrich the means of educating people in primary and secondary schools.

On April 21, 2022, the Ministry of Education held a press conference to explain the newly revised "Compulsory Education Curriculum Plan and Curriculum Standards (2022 Edition)", and "Film and Television" was officially included in the "Compulsory Education Art Curriculum Standards".

Shandong Province has regional regulations on basic education of film and television. In 2016, Shandong Province implemented the "2 +1" aesthetic education curriculum in senior high school, that is, students should take at least one module course, including film and television module course, while taking music and art courses. In class hours, compulsory education schools are encouraged to offer art courses including film and television according to 11% of the total class hours (1047 class hours). In December 2021, the General Office of the Shandong Provincial Peoples Government issued the "Key Tasks and Division of Labor Plan for Comprehensively Strengthening and Improving School Aesthetic Education in the New Era", requiring the peoples governments of cities, counties and districts, provincial government departments, directly affiliated institutions, and colleges and universities to conscientiously implement, It is mentioned that "on the basis of good music, fine arts and calligraphy courses, primary and secondary schools offer aesthetic education courses such as drama, film and television, etc., to improve students comprehensive quality and cultivate students healthy psychology and personality".

Comparing the mature experiences and fruitful achievements of foreign countries (especially Europe and the United States) and Beijing, Shanghai, Zhejiang and other regions where film and television education in primary and secondary schools in China is relatively developed, we will find out the gaps and deficiencies of film and television education in primary and secondary schools in Shandong Province through investigation, and then establish improvement strategies and landing plans according to the provincial and academic conditions.

2 The process of research

(1) According to the principles of rationality, logic, non-inducibility, convenience of sorting out and analyzing, etc., and taking into account the different levels of viewing film and television fields and reading answers of primary school students and middle school students, the questionnaire of film and television education for middle school students and primary school students in Shandong Province should be made respectively.

(2) Relying on social relationships such as colleagues, relatives and friends, students, etc., we widely collected survey objects in 16 cities in Shandong Province, and published and recycled online questionnaires in the form of questionnaire stars. Up to now, 609 and 743 valid questionnaires on film and television education for primary and middle school students in Shandong Province have been received respectively.

(3) At the same time of questionnaire survey, interviews in the form of telephone, WeChat and face-to-face interviews were conducted. The interviewees were middle school students, primary

school students, parents of students, school teachers and other parties involved in film and television education.

(4) Using quantitative and qualitative analysis methods to sort out and summarize the data and information, vividly present the present situation and existing problems of film and television education in primary and secondary schools in Shandong Province, and try to put forward improvement countermeasures and suggestions to form this research report.

3 Existing problems

(1) The absence of school-based curriculum for film and television, and the lack of starting point for film and television aesthetic education

According to the questionnaire, less than 20% of primary and secondary school students schools offer courses on film and television. Even schools that have offered similar courses lack seriousness and standardization as a course, whether it is the continuation of teaching content or the selection of film and television cases. Film and television courses are often taken as elective courses or integrated with other school-based courses. Due to the imperfect curriculum system, film and television courses are extremely dependent on the personal enthusiasm and motivation of teachers, and teachers lack the exploration of training methods and teaching design, which is not conducive to the establishment and promotion of high-quality film and television courses, and easily leads to discounts and faults in aesthetic education effects.

(2) Lack of teachers in film and television majors and lack of guidance in film and television aesthetic education

Teachers of film and television courses lack professional knowledge, skills and skills, and they are prone to knowledge system obstacles and lack of aesthetic height and cultural guidance during teaching; Most universities, primary and secondary schools (especially primary and secondary schools) are not equipped with full-time film and television education teachers, and most of them are part-time teachers of other disciplines, so it is difficult to guarantee time and energy; In order to participate in various "microfilm" and "host" competitions, many schools invite off-campus art training teams in the form of purchasing services to make up for the lack of professional guidance. However, the customized services do not have the continuity and standardization of teaching, which cant help the real popularization and promotion of film and television aesthetic education.

(3) Lack of applicable teaching materials for film and television, and lack of basis for aesthetic education for film and television

At present, there is no authoritative and universal film and television textbook, or even a complete list of film and television films. What works to watch and what to talk about depends more on the personal hobbies and appreciation habits of the teachers, which makes film and television aesthetic education more random and subjective, and the effect of aesthetic education is naturally difficult to guarantee. We should respect the different school feelings of universities, primary and secondary schools, compile teaching materials with students as the main body, and film and television aesthetic education teaching materials should be gradient and difficult.

(4) Absence of film and television special activities, lack of sublimation of film and television aesthetic education

The Guiding Opinions on Strengthening Film and Television Education in Primary and Secondary Schools requires that film and television education should be included in the education and teaching plan and the management of movie-watching activities should be strengthened, but many schools have not implemented the policy. Because primary and secondary schools have the task of entering a higher school, although film and television activities are listed in the curriculum, they are

not actually carried out. Some scholars have also conducted research in Beijing, Shanghai, Tianjin, Shandong and other places, and found that many schools have designed film and television activities, but parents are reluctant to let their children participate, and the absence and perfunctory situation is serious.

4 Countermeasures and suggestions

4.1 Film and television curriculum design

Teaching and research groups of film and television subjects in different classes should be set up, and teachers should communicate the teaching content, progress and methods, so as to form a perfect film and television curriculum in primary and secondary schools as soon as possible, that is, children and teenagers in primary and secondary education stage should be taken as the object. Under the guidance of relevant theoretical systems and values such as film and television knowledge, childrens psychology, moral conduct and aesthetic viewpoints, the teaching contents should be arranged and combined according to the learning ability and acceptance of age, grade and class, so that they can jointly point to the realization of film and television education goals. Therefore, the teaching objectives and main contents of film and television education courses in primary and secondary schools can be roughly divided into three increasing levels: understanding beauty (understanding the origin of film and television, feeling the charm of light and shadow), appreciating beauty (reading audio-visual language, understanding the mysteries of film and television), and creating beauty (writing film and television criticism, trying film and television creation).

4.2 Development of film and television teaching materials

On April 27th, 2021, Beijing Normal University released the General Course of Youth Film and Television Moral Education, which selected 33 films from the "Recommending Excellent Films to Primary and Secondary School Students across the country" issued by the Ministry of Education and the Propaganda Department, and classified them according to grade types. There are the series of "Image Chinese Dream", which shows the glorious history of the party and the country, represented by the Opium War, National Anthem and the Great Cause of the Founding of the Peoples Republic of China, and the series of "Focus on the New Era", represented by Children Studying, Beautiful Childhood, and No One Can Be Less, which hopes for a new generation of children. There are a series of "Multi-Image Aesthetics" represented by Little Tadpole Looking for Mother, Nezha Noisy in the Sea and Big Fish and Begonia, which introduce several cartoons with unique aesthetic characteristics of the Chinese nation. However, the national film and television education in primary and secondary schools is still calling for more options Selective, universal and multimedia teaching

4.3 Selection of film and television titles

Excellent films can become wonderful resources for aesthetic and moral education, while inferior films will mislead and adverse influence students. In the process of film and television entering the campus, which films to choose becomes the key issue. Zhang Lixin, a teacher from Shijia Primary School in Dongcheng District, Beijing, is in charge of film and television courses in the school, but it bothers him very much to show and explain which movies. He can only download some movies that he thinks are good, intercept some of them and show them to students in class. He said frankly: "If a mechanism is formed to make it very easy for school teachers to get excellent films, the film and

television class will be better".^[1] We should take the batches of "Recommending Excellent Films to Primary and Secondary School Students all over the country" issued by the Ministry of Education and the Propaganda Department as the resource database, compile film and television education films of different classes according to the different age distribution, intelligence level, appreciation habits and other factors of primary and middle schools, and then supplement the current political hot films and main melody works at that time, so as to realize the combination of classic film and television education cases and the times.

4.4 Training of film and television teachers

Whether it is a full-time film and television teaching team or a part-time film and television education for teachers of other disciplines, it is necessary to carry out considerable depth and breadth of film and television language knowledge and film and television aesthetic theory training. The training of film and television teachers should not only have long-term institutional planning, but also be able to cope with short-term emergencies: in the long run, we should call on and arrange more mature university film and television majors to set up another talent training direction, match a special curriculum system, and train film and television education teachers for primary and secondary schools, and primary and secondary schools should set up corresponding establishment and positions; In the short term, university film and television teachers can go to primary and secondary schools to offer film and television guided courses and lectures on film and television theory for teachers and students. At the same time, they should give full play to the advantages of online teaching platforms to carry out online training and online courses; The construction of online film and television courses and supporting resource libraries in primary and secondary schools should also be put on the agenda, so as to solve the urgent need of schools whose teachers can't be in place in a short time.

4.5 Supporting film and television activities

It is suggested to carry out different types of activities including film and television elements, such as microfilm competitions, short video collection, film festivals, drama performances, etc., to enhance students aesthetic judgment, creative imagination and artistic expression, and the Youth League Committee, propaganda department and audio-visual education center should uniformly organize and support related activities; Make full use of social resources, contact the nearest TV stations, media companies, film and television universities or majors, and gain the understanding of the industry and the true knowledge of the academic circles by visiting studios or crews, giving lectures by film and television experts, presenting themselves with peers, and experiencing actual creations; At the right time, break through the boundaries of primary and secondary schools, and jointly hold film and television activities between schools and schools, so as to achieve the effect of teaching and catching up with the film and television education, and form the joint force of film and television education. Only by supporting various forms and extensive school activities in Hui Ze can film and television education truly "establish a complete knowledge acceptance system and a digestion process from externalization to internalization".^[2]

5 Conclusion

Under the educational policy of integrating the media environment and "five educations simultaneously", film and television works have become an indispensable element for teenagers to grow up and become talents. Therefore, the central government and various provinces and cities

have successively issued documents requiring film and television works to enter the campus to strengthen primary and secondary school students awareness of film and television. However, through investigation, the author finds that film and television courses have not been paid attention to by schools, teachers, parents, students and other parties, and the teaching time of schools offering film and television courses is generally occupied by main courses, which makes it difficult to institutionalize, standardize and normalize film and television education. Therefore, based on the investigation and research at the practical level, the author summarizes the basic status quo and some problems of film and television education in primary and secondary schools in Shandong Province, discusses and suggests countermeasures suitable for Shandong Province, hoping to realize the upgrading of film and television education in primary and secondary schools in Shandong Province and even the whole country.

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