

# Teaching Practice of the Course of “Special Effect Production in the Late Stage” Based on Results

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**ABSTRACT.** Digital audio and video is a rapidly developing field. With the continuous updating of film and television works, the quality of works continues to improve, people's aesthetic ability continues to increase, and higher requirements for the level of special effects production of film and television works are put forward. Although relevant colleges and universities have also provided relevant professional courses in the production of special effects in the late stage of film and television, the actual quality of education is not high. This article will take the teaching of the post-production of special effects in film and television as an example. At present, there are problems in the teaching of the curriculum and the needs of industry talents, and suggestions for the reform of the “post-production of special effects in film and television” based on results are put forward.

**KEYWORDS:** Results-oriented, “post-production special effects production”, Curriculum reform

## 1. Talent demand and status quo in the post-production special effects production industry

### 1.1 Industry Talent Needs

People's aesthetics for entertainment consumption are also constantly improving, and the demand for film and television products is showing a diversified demand trend, which is mainly reflected in the TV station's media's urgent need for directors, post-production and other professional and technical personnel [1]. The “Late Film and Television Special Effects Production” course is a highly practical course focusing on software operation and application. Students should not only master the basic operations, but also apply them to creative practice. According to the outline and training objectives, through practice, students need to master the professional knowledge and skills of film and television post-production, develop the professional ability of teamwork or independent film and television creation, and lay a solid foundation for students to engage in film and multimedia production after graduation. During the learning process, students mastered the use of software based on the content of chapters, combined with learning and practice, but they are not mature enough about how to flexibly use software for production in future jobs. Cultivating a large number of application-oriented talents is an important responsibility of China's higher education. This requires that the teaching of this course should pay more attention to the application of software in practice in order to improve students' comprehensive skills and job adaptability.

### 1.2 Existing Problems in the Teaching of “Post-Production Film Special Effect Production”

#### (1) Teachers put too much emphasis on theoretical teaching

At the present stage, in the teaching of special effects production courses for film and television in related colleges, the existing problems are still quite prominent. The proportion of practical teaching is insufficient. Students lack effective practice. It is difficult to effectively train the technical skills of special effects production in film and television. The corresponding knowledge learning is also difficult to put into practice [2].

#### (2) Insufficient course teaching resources

In the teaching of special effects production in film and television post, students have limited access to technical and technical guidance personnel in the production of special effects in film and television post. They lack high-speed training of technical talents, and students lack effective course guidance and training for the study of relevant knowledge, and their ability to apply technology It is difficult to effectively improve.

#### (3) Lack of curriculum training and teaching platform

Students lack professional guidance for curriculum learning. At present, many teachers of post-production special effects in film and television do not have experience in post-production of special effects in film and television. Therefore, the teaching of their courses is not strong, and students lack effective training and learning platforms and professional abilities. It is difficult to improve.

(4) Lack of students' interest in participating in curriculum learning

Many students are not interested in learning about special effects production courses in the film and film post-production period. The school has not provided them with an effective practice display platform, and students are not enthusiastic about learning.

## **2. Overview of Results-Oriented Theory**

Outcome Based Education, or OBE for short, emphasizes starting from the learning outcomes of students, reversing teaching content and methods, and evaluation methods. One of the key is to replace the single examination assessment with iterative assessment [3], including academic lecture reports, team projects, academic papers, extracurricular investigations and other forms, to cultivate and improve students' overall quality. The results-oriented teaching model is a result-oriented and student-centered education and teaching model, which focuses on the student's learning results and emphasizes the students' practical ability. In this process of teaching reform, the main position of students is unshakable. Under the guidance of teachers, students can ask questions and answer questions on their own to complete the learning goals and achieve the learning effect. Get play. Therefore, it can be said that the benefits of the results-oriented teaching mode are not only to achieve the teaching goals, but also to comprehensively exercise and improve students' self-learning ability, teamwork ability, expression ability, and ability to think.

## **3. Suggestions on Teaching Reform of “Post-Production Special Effects Production” Based on Results**

### ***3.1 Students Are the Subject of Classroom Teaching***

Film and television special effects production is a relatively practical course. In specific course teaching, teachers should change the course teaching mode based on theoretical teaching in the past, and pay attention to the proportion of practical teaching in the course teaching. In the teaching of the special effects production course of film and television in the late stage, students' actual practical works can be mainly used to carry out relevant technical analysis and exploration, so that students can identify problems and deficiencies in their own works, so as to correct them in practice and make students better Grasp the technology and skills of special effects production in the late stage of film and television to improve their own technical skills. After watching some of the classmates' homework, teachers can combine their own creative practice experience to give some opinions and give relevant suggestions to the classmates' work [4]. Comment on the reflected problems. Synthesize the learning situation of the students and the time of receiving professional training, further strengthen the practical teaching and improve the practical ability. In this process, as students' self-directed learning dominates, they will have a deeper understanding of the content of the teaching, and experience the joy of success after making it by themselves. They can slowly learn, master, and digest on their own. The teacher discusses together, not just the teacher's indoctrination, so that the student can realize that the teacher is his guide and partner in the discussion during the learning process, not just the imparter of knowledge, so that the student is in the process of learning The Chinese experience the joy of climbing the peak of knowledge, thereby building interest and confidence in learning. Not only have students improved their knowledge and skills, but more importantly, they have improved their ability to learn independently.

### ***3.2 Ability to Make Special Effects in the Later Period as a Teaching Goal***

From the perspective of the entire curriculum, the curriculum evaluation takes the curriculum creation of the wooden door course as the task throughout the semester. The film and television special effects and post-production are different from the non-linear editing. The film and television special effects packaging is the focus. Production as a creative task [5]. In addition, tasks should be arranged in conjunction with competitions and projects. From the point of knowledge, task-driven, first analyze the method and knowledge points to complete the task, inspire students to think, sort out ideas, the process of completing the task is also the process of grasping the knowledge point. The creative tasks are closely linked to the learning content and academic level evaluation, and the whole process of guidance and monitoring is implemented. Not only that, but also in teaching,

students can be organized to watch a typical model of film and television special effects production, so that students feel the charm of the “post film and television special effects production” course. For the post-production of special effects in film and television, relevant institutions must pay attention to cultivating students' professional learning interests in teaching, so that their practical abilities can be continuously stimulated. For the special effects production and teaching in post-film and television, they can actively organize and carry out relevant post-production Production competition, film and television post-production project competition content can be divided into four modules: material management, material production, film and television editing, audio and video synthesis. The content of the four modules completes a short film production (including the beginning and end) through six tasks. The short film should be complete, consistent with the theme, prominent in style, smooth in editing, synchronized in audio and video, reasonable color matching, and clear in subtitles.

### **3.3 Reform the Assessment Mechanism**

The purpose of this course is to learn about the effects of film and television special effects and post-production and the practice of operating techniques. Students can combine the knowledge of related courses to complete film and television special effects and post-production. They have a certain ability to practice and innovate. Examination is an important link to test the learning effect and improve the quality of teaching. This course is an application-oriented course. In the aspect of learning evaluation, combined with the practical characteristics of the course and previous teaching experience, in order to be able to objectively and comprehensively assess the students' grasp of basic theoretical knowledge and basic wood operation skills. , As well as the cultivation of students' aesthetic consciousness and practical ability, stimulate the interest in learning, change the traditional roll test method, use the “normal examination + final production creation” assessment method: final comprehensive score (100 points) = usual assignment x40% (40 points) + Film and television film production x60% (60 points).

## **4. Conclusion**

Film and television special effects production talents are one of the types of talents currently in short supply in the film and television market. In the development of film and television special effects production talents, we pay attention to practical teaching development, achieve results-oriented reform of curriculum teaching, and promote high-quality training of professional talents.

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