

## Research on Blended Teaching Mode of Visual and Audio Language

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**Abstract:** the Teaching Research and Practice of the “Three Combinations” Teaching Mode Has Changed the Teaching Process of the Traditional Teaching Mode in Our Country, Avoided the Disadvantages of the Traditional Teaching Mode, and Has a Certain Innovative Effect on the Application and Development of the Teaching Mode. the Purpose of Audio-Visual Language Course is to Enable Students to Master the Basic Methods of Tv Narration and the Language Used, to Enable Students to Master the Basic Characteristics and Application Skills of Video Language in Theory and Practice, and to Train Students to Better Establish the Habit of Audio-Visual Thinking. This Paper Mainly Expounds the Application Research of Spoc Mixed Teaching Mode in Audio-Visual Language Courses in Media Education. Firstly, Spoc is Expounded, and Then the Application Status of This Learning Mode in Audio-Visual Language Courses is Specifically Explained.

### 1. Introduction

Audio-Visual Language, as a Professional Course of Drama, Film and Television Literature, Mainly Solves the Problem of How Images, Symbols, Sounds, Movements and Other Elements Convey Information on the Timeline. the Knowledge Points Mainly Include: Camera Position and Angle, Scene, Sports Photography, Montage, Sound-Picture Relationship and Editing [1]. the Purpose of This Course is to Enable Students to Understand the Basic Constituent Elements of Film and Television Works and Their Organizational Grammar, Master the Application and Combination of Lens Language and Auditory Elements, Learn to Evaluate Film and Television Works from a Professional Perspective, and Then Lay the Foundation for Creative Practice [2]. This Course is the First Step for Students of This Major to Enter the Major. Its Teaching Goal is to Learn the Basic Knowledge of Audio-Visual Language, Master the Basic Rules of Audio-Visual Language, and Cultivate Students' Audio-Visual Thinking Ability. Its Key and Core is to Cultivate Students' Application Ability of Audio-Visual Language [3]. However, Traditional Teaching Mostly Uses the Same Teaching Plan for Teaching and Students Learn Passively, Which Not Only Fails to Take into Account the Individual Differences of Students, But Also Fails to Enhance the Initiative and Enthusiasm of the Classroom. Therefore, Spoc Method Can Be Used for Teaching. Students Can Choose to Learn Independently in the Learning Platform, Communicate with Others, and Improve the Teaching Effect.

### 2. Spoc Learning Model Exposition

SPOC's Chinese name is a small-scale restricted online course, which is derived from MOOC. With the increasing popularity of MOOC, students can not only share many learning resources for free, but also accept systematic learning [4]. Teachers have also changed from past knowledge imparters to designers and instructors of learning activities, forming a new type of learning partnership between teachers and students. The audio-visual language course is broad in content and strong in applicability. It focuses on photography and video technology and is also suitable for other film and television majors. This requires that the theoretical study of audio-visual language course has the feasibility of practical guidance. This is especially important for students' professional development in the future, and it is also a long way to go. MOOC model construction ideas: platform+resources+services [5]. The space for students to learn is supported by the platform and

integrates massive teaching resources. Students' learning, management and evaluation are all completed by means of the network. It is an overall teaching process that completely relies on the network to realize teaching and management. First of all, teachers upload the relevant materials to be learned to SPOC platform before class, and learn to log on to this platform for autonomous learning, and mark out the problems they cannot understand [6]. Secondly, during classroom learning, students can ask questions to teachers. Teachers can solve students' knowledge mastery by answering their questions. Then they can teach the knowledge that students have not absorbed in class, and then they can deal with their homework and tasks together with students in class, thus deepening students' knowledge memory. To enable students to independently carry out personalized learning according to their own needs is conducive to improving students' self-study ability, expression ability, critical thinking ability, etc., to significantly improve the efficiency of teaching and learning, and will certainly play a leading role in the construction of the curriculum system.

### **3. Existing Problems and Causes**

Audiovisual language and sub-lens design are core subjects of early animation [7]. The understanding and application of the audiovisual language rules of film and television directly affect the quality of the lens. Audiovisual language and lens design courses generally allow students to learn audiovisual language and lens design rules first, and then freely write scripts in practice to design characters, scenes and props based on the script to perform lens design. According to this requirement, we should carry out serious theoretical thinking on the audio-visual language curriculum and strive to be scientific and practical. First of all, the author thinks that in the teaching process, we should break the original decentralized teaching mode and combine basic knowledge with professional teaching. Second, in teaching, we should highlight the professional nature of film and television art, cooperate with other relevant professional knowledge, enrich the connotation of film and television art specialty, and make students have the quality of one specialty and multiple abilities. In other words, only by establishing audio-visual thinking, transcending audio-visual thinking and mastering literary thinking can we make better use of audio-visual thinking.

#### **3.1 At Present, Students Do Not Have the Ability to Write Scripts and Create Scenes**

Some students have poor cultural attainments and weak artistic foundation. The goal of personnel training is "processing and production". Graduates mostly enter the post-secondary production positions. Few fresh graduates are responsible for the pre-primary creative work. Original scripts and sub-lens design are indeed not the students' strengths [8]. The course is divided into several small typical projects according to the production process of the later stage of film and television, and the project is analyzed in units. According to each part, audio-visual language and lens language are taught in combination with the professional basic knowledge required in the project. With the method of theoretical knowledge combined with film case analysis, this paper specifically explains the contents of the audio-visual language including picture modeling language, editing, the relationship between sports photography and sound and picture, etc., so that students can get sufficient knowledge and thinking inspiration. The examination of similar knowledge points basically stays in the form of questioning in class, written examination paper, etc., and seldom enters the application level of audio-visual language. However, from the effect of students' hands-on practice, it is found that the theoretical knowledge learned in the audio-visual language course has no obvious effect on the homework of other professional courses. Let students learn theoretical knowledge while making projects, do not need mechanical memory, and can complete teaching tasks to improve students' enthusiasm for learning. So as to avoid the disconnection between audio-visual language and shooting and editing courses.

#### **3.2 Due to Limited Class Hours, Targeted Practice Cannot Be Guaranteed**

The audio-visual language and sub-lens design course for animation majors in colleges and universities is 36 to 45 hours, including theoretical explanation and practical exercises. It is too long to arrange practical exercises completely according to the animation production process.

Audiovisual language curriculum should not be based on it to judge its role and position in the curriculum system, nor should it be separated from other professional courses due to the strange phenomenon of foundation and foundation. This is not only a formal separation. At present, great changes have taken place in the concept of practical teaching. The traditional concept is to put theory before practice, and the purpose of practice is to verify theory. However, it is also possible to practice first and then theory, to generate perceptual knowledge first, and then to rise to rational knowledge through theoretical explanation. If students cannot solve the problems they encounter in practice, they will be motivated to take an interest in theory and return to theoretical study. First of all, the early creation takes a lot of time and energy, and is used for passive compression of audio-visual and sub-lens design time. Secondly, the basic skills of students in painting and modeling determine the effect of split-mirror images. The uneven painting level of students will further affect the evaluation standard of teachers. Thirdly, the disorganized focus and style of expression make the evaluation scope too broad to form an accurate feedback and guidance mechanism, and it is difficult for students to correct and perfect the focus alone. In fact, the theories and laws involved in audio-visual language courses are all practical theories. It is different from courses such as aesthetics and introduction to art. An introduction to aesthetics and art aims to improve students' artistic accomplishment and aesthetics. Students cannot flexibly apply many of the principles of lens language, which makes the works disjointed from front to back, thus making audio-visual language classes and professional classes such as two parallel lines cannot intersect.

#### **4. Application of Spoc Mixed Learning Mode in Audio-Visual Language Course**

##### **4.1 Application of Spoc Mixed Teaching Mode Before Class**

Before audio-visual language teaching, teachers should combine different students' learning ability, needs and curriculum training objectives to make teaching design, and make relevant courseware, videos, etc., and upload them to SPOC platform for students to learn independently. The education activities under SPOC mixed teaching mode mainly take students as the main body of education, and let students actively participate in all learning tasks, so as to realize the internalization of knowledge, thus enhancing students' main body consciousness and forming good learning habits. It is impossible to achieve the teaching goal by simply teaching theory in this class, but the teaching time of theory and practice should be coordinated. SPOC platform is mainly composed of three parts. The first part is the teaching resource area, which contains a variety of teaching resources related to the course, such as curriculum standards, teaching plans, teaching courseware, etc. It is convenient for students to preview before class, understand the knowledge points of the course and find out the knowledge points they do not understand. Different from the traditional passive reception process, the reception of knowledge is changed into active integration, so that each student can find his own role in the production team, fully mobilize the students' professional enthusiasm and interest points, and maximize his personal ability. The second part is an online test area, including various course knowledge test questions, problem sets, etc. The third part is a discussion and exchange area, in which teachers and students can issue topics, notices, posts, etc. to discuss problems and answer doubts. This will greatly increase teachers' available time in class and truly realize the education with students as the main learning body. Teachers only solve the key and difficult problems in teaching in class, which improves the efficiency of using class time and is conducive to the formation and good development of efficient classes.

##### **4.2 Application of Spoc Mixed Teaching Mode in Class**

Before formal teaching, teachers need to make statistics on students' learning in SPOC platform, so as to integrate the key and difficult knowledge to be solved in this lesson. The SPOC mixed teaching mode can effectively improve the personalized education of students and change the teacher's education mode from a comprehensive teaching mode to a personalized teaching mode for each student. Therefore, in order to increase students' practical training, we can start by imitating excellent films and require students to master only the lens and lens scheduling in the films, and

then guess the intention of the director and the artistic conception expressed. After completing the above links, teachers can check the students' knowledge by assigning different learning tasks. For example, students are divided into several groups so that they can evaluate each other's photos taken before class in groups to find out the mistakes or misunderstandings. In the creation process, through continuous discussion and improvement of each work, students' understanding of various audio-visual elements is continuously accumulated and improved, and can be applied to practice. Secondly, the teaching method changes passive learning into active learning, arousing students' interest and enthusiasm in learning. It can not only train students' coordination ability and team spirit, but also exchange understanding of knowledge, promote each other and jointly improve each other during the shooting process.

### **4.3 The Application of Spoc Mixed Teaching Mode after Class**

Under SPOC mixed teaching mode, students can log on to their platform for online tests and conduct selective training according to their learning level, thus enhancing their learning self-confidence. It is an important task for teachers in education to conduct systematic research on students' personality and knowledge point mastering ability, grasp the situation of each student in time, and give systematic guidance to students in class, which is conducive to the development of teaching work. The setting of practical links should be based on the actual situation of students, and the forms should be flexible and diverse, so as to allow every student to participate as much as possible. Fully arouse the enthusiasm of students in learning. It is very important to guide students to do short play creation exercises and encourage students to use various methods of expression in combination with writing teaching. In the creation process, it is very important to stimulate students' imagination. In addition, SPOC platform can communicate online. When students encounter doubts, they can enter the communication channel to communicate with other teachers and students in real time, thus solving doubts and improving their learning ability. We should increase the training of students in the links of film analysis and practice. The quality of students' works and homework will be further improved. At the same time, teachers and students should be encouraged to further develop their advantages through the evaluation of the teaching quality of the course. Teaching should complement each other and promote each other, which is conducive to the overall improvement of teaching quality.

## **5. Conclusion**

When using SPOC mixed teaching mode to learn audio-visual language knowledge, teachers and students should change their educational roles. Teachers should take students as the center and change themselves from classroom leaders to guides. When students have problems, they should be instructed and educated in time, thus enhancing students' knowledge reserve ability. SPOC mixed teaching mode is different from the traditional new teaching mode. With our continuous exploration of SPOC mixed teaching mode, its application in college teaching will become more and more extensive. Let students truly understand and consolidate the basic knowledge and laws of audio-visual language through practice, and train students' audio-visual thinking in practice, so as to improve students' learning interest and increase students' learning autonomy. Under SPOC mixed teaching mode, various evaluation methods can be used to improve the teaching effect and improve the education status quo.

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