

The Present Situation and Reflection of Film Education in Comprehensive Universities

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Abstract: In the ever-changing 21st century, there is more and more room for the development of film education. In addition to professional schools, comprehensive universities are also actively offering film education related courses. There is no way for film education to break through the bottleneck in film education due to lack of experience, lack of teachers, and lack of courses, etc. This article presents discuss on film education in comprehensive universities in China today based on the development of film education in China.

1. The Development of Chinese Film Education

Film is a visual and auditory modern art, a cultural product created by a specific culture, and a powerful medium that can enrich people's spiritual civilization and educate citizens. It has been a product of continuous development since the film was introduced to China in 1896. . Film education, after more than 20 years of development, began to appear in the eyes of educators, and people finally began to pay attention to "film" and "education" are connected.

1.1 Early Film Education

As early as the 1920s and 1930s, in order to adapt to the vigorous development of China's film industry, artists opened early folk film schools to provide film crews for early films. According to incomplete statistics, the schools in this period are divided into three categories: film training schools sponsored by film companies, private private film schools, and film training schools involving foreigners, most of the industries are concentrated in Shanghai, and the more famous training schools include star film theater schools and Greater China film theater schools. A series of problems, such as funding difficulties and lack of teachers, were closed accordingly. However, it did provide many outstanding filmmakers for the screen at the time, and it can be seen that the efforts made by the people for the film industry at that time broke the film and the ordinary people. The distance between them made the film begin to focus on the people's center, laying a solid foundation for the film industry at that time, and film education began to take shape from that time.

1.2 The Budding Period

The germination of the development of film education began when the National Government opened the "Chinese Film Education Association" in 1932, which gathered famous people from all walks of life at the time, including party and government, education, film, and drama. The relationship between education also made a solid foundation for film education to enter the university. And Jinling University (predecessor of Nanjing University) also used its way to contribute to film education, and established the Ministry of Education and Film in 1936. Sun Mingjing served as deputy director, and opened courses for film production and video for students, not only using audio-visual education and teaching, learning film production technology, but also

began to plan to cultivate film talents. Jinling University played an important role in China's film education career Contribution, so that people no longer only cultivate screen talents, and later on, photography, broadcasting, and photography have gradually stepped into people's vision [1-2].

1.3 The Film Troupe during the Anti-Japanese War

In 1938, the first film institution in China—Yan'an Film Troupe was founded in Yan'an, and photography training was established to train photographic camera talents for our country and record the precious image data of the army at that time. The establishment of the studio laid the foundation, and the Northeast Film Studio also responded to the party's call, training more than 650 film talents, mastering film technology, and finally combining theory and practice, sending many film talents to the society and satisfying the people. Entertainment life.

1.4 Since the Founding of New China

In the early days of the founding of New China, the excellent film education team led by Sun Mingjing began film training courses, mainly training students' audio-visual theory, film theory and practical technology, so that students can fully learn the film projection technology, and also trained a large number of projection talents, so that The number of viewers watching movies soared, making the movies truly enter people's homes. In order to meet the needs of the development of the national film, in 1950, excellent educators founded the Performing Arts Institute, began to train drama talents, and gradually evolved into The school has also added many early and late majors to the country. Film education has only begun to develop in a professional direction from this time [3]. In 1956, Beijing Film Academy was officially established and began to recruit students nationwide. Drama, photography, performance and other majors have formed a higher education system. The professional disciplines of the Beijing Film Academy basically include all the content of the film art and technical system, and the strong faculty and advanced equipment make the college a gathering place for film talents. The increasingly perfect education system has promoted the continuous development and improvement of China's film education.

1.5 It Gradually went on the Right Track after Ten Years of Catastrophe

Ten years of catastrophe, the film education that should have flourished has stalled, and finally in 1978, China's film education gradually returned to the right track, began to resume enrollment, and also began its own reform, teaching the West The film education method involves all kinds of film foundations, develops the knowledge structure, and cultivates students' hands-on ability and practical ability. In the course design, multi-faceted additions to film management, film theory, picture photography and other majors have also been established. Graduate students. The development of the Chinese film industry at this time fully confirms the practicality of the reforms carried out by the Beijing Film Academy. With the continuous expansion of film education and people's horizons, the film school requires graduates of all majors to learn film production and television production before graduation. Cultivating students from multiple levels and aspects. Since the reform and opening up, the Beijing Film Academy has always been unique in the Chinese film education industry, cultivating talents with its unique teaching concepts and teaching methods, and leading the development of Chinese film education.

Compared with the professional colleges of Beijing Film Academy, the introduction of film education in comprehensive universities is relatively late. The turning point occurred on April 26, 1985. The Ministry of Education issued the "Conditions and Opinions on the Offering of Film Courses in Higher Education Institutions" to emphasize To "rapidly change the serious backwardness of China's film education", Central China Normal University applied for the undergraduate major in radio and television directing in 1992, and then Beijing Normal University also applied for the film and television directing major in 1993. After that, various colleges began to apply for the establishment of film-related majors. As early as in the early 1970s and early 1980s, some normal schools in China had opened theoretical courses on film, such as "Introduction to Film Art" and other highly literary courses, which made students very interested. It laid the foundation for the subsequent increase of film majors. By the second half of the 1990s, many colleges and

universities began to set up film-related disciplines. From the current point of view, major film education colleges in China can be divided into several categories: One is the Beijing Film Academy with film as the main body, and the other is the art professional colleges, such as the Communication University of China, the Central Academy of Drama, Shanghai [4]. The Academy of Drama, the third is comprehensive and normal colleges, Beijing Normal University, Fudan University, etc.; the film education implemented by different types of colleges is also different. The educational model of the old Beijing Film Academy still continues the reform and opening up. Since then, it has been in line with the international standards and cultivated high-quality and multi-level talents; film education in art schools pays more attention to students' practical ability and artistic characteristics, and cultivates students' independent innovation ability; comprehensive schools pay more attention to humanities and have weak hands-on ability. With strong theoretical and academic abilities, this is also a method of film education that uses different schools and different styles.

After nearly a hundred years of training and improvement, Chinese film education has developed to a certain extent in terms of teachers and the number of colleges and universities, but we are still exploring.

2. Film Education Training Model in Professional Colleges and Comprehensive Colleges

Professional colleges have the characteristics of the strongest artistic atmosphere, the most active artistic ideas, and the most abundant high-quality art teachers in the art education system of Chinese colleges and universities. Professional colleges have trained a large number of arts and professions in China. Excellent talents, many students from professional colleges later developed into the mainstay of China's film industry. Such colleges have the best quality art education team and the most complete art education system. As a domestic professional arts college, the requirements for professional art standards are high, mainly focusing on the cultivation of elite professional art talents. Professional colleges have strong teachers, have the most professional teacher team and scientific faculty professional settings, and have their own unique brand characteristics of running schools. In the context of its own cultural heritage and teacher strength, education and teaching has always had certain artistic characteristics, focusing on cultivating students' deep understanding and thinking of art, and training students to understand under the influence of masters' artistic ideas. Unique artistic style. Professional colleges have different teachings in different research directions of the same major. Learning mode, and in the setting of the curriculum, students will be able to develop their independent thinking ability through the establishment of a variety of teaching methods and practical courses, tap the students' personal potential and cultivate the formation of their personality, to help students form a unique artistic style. The school has its own special features in talent training and education concepts. It always adheres to the high, precise and cutting-edge school running ideas, uses the platform advantages of professional colleges and universities, and actively participates in the exchange of art majors from all walks of life in the world, emphasizing the closeness of theory and practice. Combined, use the school's superior hardware conditions, integrate school resources, industry resources, and enterprise resources into one, create an integrated platform for production, learning, and research, and use practical teaching as the main means to meet the basic needs of society as a guide for each. Large employers provide application professionals with good professionalism and strong practical ability.

In the 1990s, domestic universities merged on a large scale, forming a large number of comprehensive universities, integrating liberal arts, science, engineering, art, medicine, law and other disciplines. With the demand for film professionals in society and the arts in society. The importance of majors has gradually increased, and many domestic universities have opened art majors, and even agriculture, forestry, science and engineering, aviation, finance, political and law universities have added such majors, forming a diversified development situation. Compared with traditional professional colleges. Most comprehensive colleges rely on the coexistence of multiple types of disciplines in the school, take advantage of the cross-fusion of multiple disciplines, reform and innovate in the mode of training high-level professional talents in professional colleges, and integrate multi-disciplinary teaching into the profession. The talent training plan has promoted the

development of comprehensive art talents. However, comprehensive universities also have many practical problems in the reform and innovation of the training model. There are certain deficiencies in teaching equipment and other aspects; in terms of teaching mode, comprehensive universities often do not integrate disciplines well. The advantages of crossing each other, did not consider the school's own advantages and geographical uniqueness, and did not form an education model with its own characteristics; in the management model, it pursued the unity and commonality of multiple disciplines, and did not take into account the specialty of the art major and The management space required by the art major often kills the creativity and uniqueness of the art major under unified and strict management.

An important measure for the reform of university education in China in 1999 was the expansion of colleges and universities and the increase in the cultivation of talents. Therefore, higher education has undergone historical changes. With the emergence of a large number of comprehensive colleges and the sharp increase in the number of art exams, art education The expansion of comprehensive universities and multidisciplinary universities has become a prominent phenomenon and hot issue in China's higher education in recent years. However, how to position, how to run schools, and how to develop in dislocation with professional colleges in comprehensive universities The forming mode is available for reference.

However, due to the hasty actions of most colleges and universities, although there has been a major breakthrough in the scale of running schools, the model of traditional art schools is still followed in the formulation of teaching plans, staying at the training level of art and professional creative talents, subject positioning is not Clear, unclear training objectives, unreasonable professional settings, and cannot form a dislocated development with professional art colleges. Under such a background, film education in comprehensive universities should be based on the premise of respecting the laws of art, avoiding weaknesses and interdisciplinarity. 1. Complement each other's strengths, pay attention to the organic connection between artistic and engineering technology elements, and take the urban cultural construction and regional economic development as the guide to train the comprehensive specialized talents that the society urgently needs.

3. The Status of Film Education in Comprehensive Universities in China

Film education is now in full swing in various comprehensive universities, and at the same time, it is inevitable that everyone can see some of the problems faced by film education today

3.1 The Curriculum is not Perfect

With the continuous advancement of film education, major universities have established majors in film, but they inevitably have many problems. The courses are obviously not standardized, and they have not moved closer to the complete training of film talents. Instead, they pay more attention to the theory and practice. Sexuality is not strong, and more attention is paid to the humanistic quality education of students, but it only improves the artistic accomplishment of students. Due to the late establishment of this type of film education and the lack of teachers, the courses are mostly on paper, and there is no long-term accumulated experience to educate students.

3.2 Not in Time with International Standards

Nowadays, there are many international film forums such as major film festivals, etc., but these universities do not pay attention to it, and do not let students participate more. The film industry of the international community has developed rapidly, but comprehensive schools have not been in line with the international standards and are loyal to with his own set of concepts, the film major is still not the major they value. The students of this major have not gone out and absorbed the influence of home and abroad.

3.3 Insufficient Equipment Supply

Due to the lack of understanding of the film major in the college, film education actually requires more equipment to meet the students' learning through practice. Although the professional

teacher applies, but because it is not the main direction of the college, most will be shelved, resulting in no availability for everyone. The problem of equipment and equipment obsolescence.

3.4 The Lack of Advantages of Comprehensive Universities

For film majors, there are many courses in comprehensive colleges, and there are plenty of theories, which can fully train talents in many aspects, not only make the professional technology excellent, but also publish more relevant articles in theory to achieve achievements. At the same time, comprehensive colleges and universities Most of the talents are art theory talents, and now the development of China's film industry makes China now need not only professional talents, but also more innovative and professional talents. It can give people the dual content of art and knowledge in the film business, not only visual Feast, this requires comprehensive schools to play a role.

3.5 Increased Outside Information

Nowadays, the rapid development of the Internet industry, the development of self-media and public accounts, and the variety of forms for people to watch movies, the technology of film production is sophisticated, and the more demanding filmmakers are more sophisticated, they must adapt to the film that keeps up with the times. Export, which is a huge challenge for comprehensive colleges. More film magazines and the emergence of self-media teaching, such as "Film Study Room", give many students many professional knowledge, making up for the lack of comprehensive colleges However, this also brings difficulties to students' teaching. If there are more courses on the Internet, it is also a question whether students can listen to the lessons seriously in the classroom.

4. Reflections on Film Education in Comprehensive Universities in China

4.1 Unclear Understanding of the Nature of the Film Education Curriculum

Film education is an important branch of higher education. Film education is an important expression of film education. Film art resorts to human hearing and vision, is compatible with the characteristics of other art styles, and realizes the organic integration of space and time. Combined with performance art, plastic arts and performing arts, it shows unique value in aesthetics and education. However, some comprehensive colleges offering film education do not have a clear understanding of the nature of film education courses. Most of them hold the 1980s The concept of film education remains unchanged, and it is believed that film education in non-professional colleges is only to organize students to watch films and guide students to analyze the film to a certain extent, without really seeing the value of film education in today's society to student development. The setting of film education in general schools is high in form. The actual content of the class does not coincide with the name and main content of the course. The school is also negligent in management, which is extremely unfavorable for improving the professional level of students.

4.2 The Content of Film Education Courses is Outdated

Since the beginning of the establishment of art majors in comprehensive universities, the old film education concepts and models that have been used have led to the lack of innovative awareness of film education in many comprehensive universities, and failed to innovate in time and advance with the times. Teachers are conservative and take "watching" as the main teaching method, or even the only teaching method. There is a serious lack of discussion with students on ideas and viewpoints. Teachers lack initiative and enthusiasm, and student learning also flows in form. There is no two-way exchange of interactive cooperation between students, which neither meets the essential requirements of film education as a mass communication medium, nor violates the goals and principles of film education.

4.3 Outdated Film Education Equipment

Film art itself is a common product of technology and art, and every step of film art development

is closely related to technological progress. Because film art and technology are so closely integrated, film education supported by high-tech products requires sufficient investment in education funds. However, in retrospect, we found that outdated equipment and backward methods are commonly found in film education in colleges and universities. For example, a TV set, a video recorder, and several reusable video tapes are all the "households" of film education in some colleges. "There is no doubt that if you do not pay attention to the investment in film education and do not update the film education facilities in time, the enthusiasm of the teachers and the enthusiasm of the students will slowly subside, and film education will become a tasteless and unfortunate" chicken rib ". .

4.4 Lack of Teachers in Film Education

For a long time, most non-professional film colleges and universities except Beijing Film Academy and Beijing Broadcasting School regard film education courses as an optional elective course, so in the deployment of teachers, the cultivation of reserve forces No attention is paid to selection and selection. Although some comprehensive universities have successively established their own film art research institutes or research centers to start the cultivation and selection of young and middle-aged teachers, they cannot cover up the current lack of teachers on the whole. Many universities there is no professional teacher in film education. Most of the existing teachers are "partners" who are interested in film art. Even a few teachers still have to do this work due to administrative orders. In addition, it is difficult for teachers to form a tiered echelon and team building Lack of persistence, structural instability, and the inability to form cohesion and centripetal force. It is precisely because of the problems of the film education faculty in colleges and universities that it is difficult to steadily improve the quality of film education in colleges and universities.

4.5 Film Education Textbooks are Complicated, and Curriculum Resources are Insufficiently Developed

Compared with the "hunger and thirst" situation in which college film education is in short supply in the middle and late 1980s, today's situation has changed a lot. At the beginning of college film education, educators have wondered how to position and adapt college film education Teaching materials for the practical needs of teachers and students in ordinary colleges and universities. Over the next two decades, a large number of scholars and experts engaged in film art research have continued to write books and discuss various aspects of film education from their own perspectives, and many books have been adapted into universities. The classroom of film education, but the lack of a standard that can be referenced, makes the current film education textbooks in colleges and universities complex and disorderly, and the selection of textbooks becomes a major problem. In addition, from the perspective of curriculum resource development, only focus on the textbooks Not enough, other curriculum resources should also enter our vision. At present, the development of college film education-related curriculum resources has fewer followers and fewer researchers, and the efforts of only a few practitioners may not help In addition, it is also a problem that needs to be resolved in the current film education in colleges and universities that has not yet established its own quality assessment system.

5. Development Strategy of Film Education in Chinese Comprehensive Universities

Based on the analysis of the current state of the implementation of film education in colleges and universities nationwide, combined with the requirements of the development of the times and social progress and the new concepts and features of education reform, we propose the following countermeasures for reference

5.1 Deepen the Concept of Film Education and Strengthen film Education Management

The level of development of film education in colleges and universities is closely related to the understanding of school leadership and front-line educators. The leadership of universities and film

teachers and teaching assistants should fully recognize the importance of film education in the 21st century in the era of reading and video. Giving enough attention and attention to film education. Schools can use incentive mechanisms to promote film education curriculum optimization and teaching evaluation reform. Formulate detailed reward and punishment clauses for teachers and staff engaged in teaching and supplementary work, awards and punishment. Inferior; give appropriate rewards to excellent film production and film theory among teachers and students, and ensure the benign development of film education in colleges from the system. It should be said that as long as we have a clear concept and proper management, then the prospect of film education in colleges and universities is flourishing. Is not far away.

5.2 Update Teaching Equipment and Optimize Teaching Methods

Film education is a comprehensive education that combines theory and practice. At the same time, his development is inseparable from the update of equipment and the progress of science and technology. Therefore, in the training process, not only the content of the course must be updated at all times, keep pace with the times, teaching equipment. The same is true. Keeping up to date with the teaching equipment is beneficial to the integration of students and society, and the transition from school to work position is better, and useful talents are transferred to the society. At the same time, the teaching methods must also be constantly innovated to facilitate better acceptance by students.

5.3 Train the Front-line Teachers and Build a Team of Teachers

With the continuous popularization and deepening of film education in colleges and universities, the problem of building film education teachers has become more prominent. From a quantitative perspective, with the increase in the number of universities offering film education courses, the demand for teachers engaged in film education has increased. From a qualitative point of view, after the value and importance of film education in colleges and universities are gradually affirmed, the requirements of universities for the overall quality of film education teachers are getting higher and higher. Regardless of quality and quantity, China's existing film and television Professional colleges still cannot provide a sufficient number of high-quality professionals to meet the needs of film education in colleges and universities across the country. For this purpose, universities should prepare with both hands. On the one hand, the introduction of film education teachers in the future should be based on professionalism and try to absorb film professionals. On the other hand, based on the actual situation of the school, we must strengthen the training of the existing teacher team. The focus of training should be on the basic theory of film education, the basic knowledge of film art, the basic methods of film education, etc. In the form of training, you can Adopt diversified methods such as centralized training, decentralized training, teacher self-study, and entry into film professional colleges for off-the-job learning.

6. Conclusion

With the increasing recognition of the art market in the new era, the art industry has developed rapidly, and the demand for multi-angle composite art talents has gradually become the mainstream of the market demand for talents. Comprehensive universities and pure art colleges in the arts for the training mode of professional talents has certain specificity and professionalism. Colleges and universities should continue to innovate in the training mode of art talents, strengthen the construction of teaching staff, promote the reform of the curriculum system, and attach importance to colleges and universities in order to adapt to the changes in the needs of social talents. With own regional characteristics, the colleges and universities gradually establish a talent training model with unique regional characteristics and strengthens practical teaching. Combining the use of art theory knowledge teaching and practical teaching, comprehensive universities and pure art colleges not only need to find effective and practical training models. It is also necessary to continuously integrate the characteristics of the university and teaching characteristics, integrate resources, complete high-quality and high-standard education and teaching tasks and goals of the art design

profession, and keep pace with the times to cultivate a society that meets the needs of the society and is widely recognized by the society. High-quality and comprehensive artistic talents can adapt to social development and have strong competitiveness. In the ever-changing 21st century, film education in comprehensive colleges requires everyone to work together and cooperate with all parties in order to develop healthily in the face of the rapidly changing information society. We firmly believe that in the near future, the majority of film educators will be able to fully promote the aesthetics of film education to college students character shaping, perfecting the knowledge structure of college students, cultivating their combined audio-visual thinking, and enhancing the development of their overall quality. At the same time, college film education will also continue to prosper with the deepening of the comprehensive reform of college film education.

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