Research on the Application of Various Teaching Methods in the Course of Nonlinear Editing

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Abstract: Non-linear Editing is a customer course with strong practicality. Its main purpose is to train students' video editing processing ability and provide high-quality professional talents for film and television production industry. Under the background of the new curriculum reform, the teaching of the "Nonlinear Editing" course should emphasize the student as the main body, take into account the professional quality and comprehensive ability training, and flexibly use a variety of teaching methods to ensure the teaching effect. This paper analyzes and studies the application of micro-course, project teaching method, task-driven teaching method, case teaching method and brainstorming method in the course of "Nonlinear Editing".

1. Introduction

The development of information technology has had a huge impact on many industries, and film and television media is undoubtedly one of them. The film and television media industry supported by information technology is booming. The demand for digital film and television production talents is also constantly improving. Under such circumstances, more and more colleges and universities have begun to increase the professional related to film and television production. "Nonlinear editing" is one of the professional courses. In the process of teaching the course of Nonlinear Editor, teachers should conform to the requirements of the development of the times and construct efficient classroom through the cooperation of various teaching methods.

2. Application of Micro Course

Micro-lesson refers to the presentation of fragmented learning content and learning process by using information technology and according to people's cognitive law of knowledge. Teaching video is the core content of micro-lesson. The characteristics of the micro-course are concentrated in the "micro", including content, resources, time and so on. The teaching of micro-teaching emphasizes the use of video as a carrier to record the education and teaching process of teachers in and out of the classroom, to teach on a certain knowledge point, and to use micro-video to enable students to achieve independent learning and be more free and flexible.

For example, when teaching the course of "Beautiful Scenery", the teaching of micro-teaching can be divided into several different sections. One is video production, which requires teachers to start micro-course video production from the teaching content and syllabus. This lesson has three main points of knowledge: video transitions and the superposition of video tracks and audio tracks. After completing the micro-course video production, teachers can publish them through the corresponding teaching platform to ensure that students can learn independently [1]. The second is the case introduction. In this session, you can choose "Beautiful Guta" as a case to help students clarify their learning objectives and cultivate their ability to discover, analyze and solve problems through case analysis. Third, after the introduction and analysis of the case, teachers need to use the corresponding non-linear editing software to do a good job of explanation demonstration, to ensure that students can make clear the coherence of video production, master the use of video filters and key frames. Fourth, independent practice, teachers can ask students to choose themes, write scripts, use the corresponding material to complete video and audio programming, and then supplemented

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by the corresponding dubbing, special effects and subtitles, complete the production of works, in practice to verify the knowledge they have mastered.

3. Application of Project Teaching Method

Project teaching method belongs to the teaching method represented by constructivism learning theory and multiple intelligences theory. Emphasis is laid on the teacher-led, student-centered, teachers and students to complete a relatively complete and real project, in the process of knowledge transmission [2]. The application of project teaching method in the course of Nonlinear Editor is embodied in three aspects: first, project selection. Combining with the strong practicality of the course Nonlinear Editor, in the process of choosing the project, we must ensure that the project is specific and authentic, and has higher practical value. It must be able to meet the requirements of authenticity, operability and typicality. Second, project establishment. For any non-linear editing project, it should be able to output a complete video file after completion, which also makes every project in the process of editing and production, using a very complete non-linear process. The project itself usually involves a lot of knowledge, and each project should be representative. For example, video effects can choose the editing of the winning film and television works. Non-linear editing software and editing process projects can choose electronic photo album production, through scientific arrangement, can train students' software operation ability, and also help them establish a good editing thinking. The third is project implementation. From the experimental teaching in the nonlinear editing course, the project implementation is embodied in two aspects, one is the organization of experimental teaching, and the other is the editing of non-editing projects [3].

Taking the "Basic Operation of Nonlinear Editing Software" as an example, the graduation MV is used as the basic material, and the teacher should prepare all the materials before the class. In the class, first explain the knowledge points and corresponding operation demonstrations, and then give specific requirements. Students need to make graduation MVs according to the requirements, and edit the superimposed pictures according to their own understanding and understanding. Considering the limited abilities of students themselves, teachers need to provide the whole process of observation and guidance. For the problems found, students should be promptly pointed out and helped to correct. When students complete the production of their works, they can be encouraged to show their works. While exchanging their experience, they should also discuss the editing skills and software operation skills of the project in groups. At last, teachers should make a comprehensive analysis and summary to help students consolidate their knowledge [4].

4. Application of Task-driven Teaching Method

Task-driven teaching method refers to the effective guidance and help provided by teachers in the process of students' learning. Around the problems that students need to solve, give full play to their respective initiative, ensure that they can independently complete the processing of sufficient learning resources, through independent thinking and group discussion, complete the established learning tasks. Compared with other teaching methods, task-driven teaching emphasizes task-centered teaching activities. Therefore, the design of the task is very important. The task designed by the teacher should not only reflect the corresponding teaching content, but also should be able to run through the entire teaching process, achieve task association according to the teaching goal, and improve the systemicity of teaching. Task-driven teaching method can stimulate students' interest in learning, cultivate their self-learning ability and collaborative communication awareness, and apply it to the "Nonlinear Editing" course, which can achieve more significant teaching results.

For example, in the teaching of Picture Motion Effects, the syllabus requires students to be able to master the sports selection function and the corresponding animation control skills, and to make accurate and reasonable evaluations while cultivating students' interest in learning. In practice, the application of task-driven teaching method can be divided into several links. First, the problem is imported, and the teacher can demonstrate the case video. Guide students to observe the form of

picture movement, do the corresponding record work, and cooperate with the corresponding questions to attract students' attention. The second is task analysis. Through repeated playback of the video, students are required to observe carefully and propose corresponding tasks: how the specific animation should be implemented. In the process of answering questions, students need to clarify the knowledge points so that their ability to find problems can be improved [5]. Fourth, autonomous learning, teachers should give classroom time to students, encourage them to operate independently, and record the problems of students in the operation link to ensure the pertinence and effectiveness of the follow-up explanation and analysis. While cultivating students' autonomous learning ability, they can also be guided to explore new knowledge. Fourth, to complete the task, the main task of teachers is to ensure that students can find the knowledge points in the task through key hints. Students need to continue to operate according to the requirements, through independent thinking and mutual discussion, to complete tasks, deepen the understanding and mastery of knowledge points. Fifth, exhibition and communication. Teachers can encourage students to show their works, guide them to elaborate on the process of task completion and give reasonable comments. By comparing different costs, students can realize their own advantages and disadvantages, learn from each other and improve their comprehensive ability. The application of task-driven teaching method can break the shackles of traditional teaching mode, implement multiple knowledge points in tasks, and guide students to study independently. For some practical contents of the course Nonlinear Editor, it has good teaching effect [6].

5. Application of Case Teaching Method

Case teaching method emphasizes case-based teaching activities, where case essentially belongs to a teaching situation without specific solutions. In the process of teaching, the teacher is no longer the leader of teaching activities, but the designer and participant, teaching by guiding students to participate in discussions. Case teaching method can cultivate students' independent thinking ability. While focusing on two-way communication, it also emphasizes the renewal of educational ideas, so as to realize the transformation from focusing on knowledge to focusing on ability. For some core skills in the course of Non-linear Editing, it is difficult for students to understand them thoroughly by simply explaining them. If they can use intuitive and visual cases as the carrier, they can reduce the difficulty of understanding knowledge points. By constructing a single sub-scenario, students want to understand and master the skills more easily, so as to achieve the requirements of independent creation. Through the corresponding case analysis and discussion, students can understand and master the knowledge in the textbook more deeply. While increasing the field practice experience, their ability to analyze and solve problems can also be improved.

For example, in the process of making video, there are many links, and the later color packaging seems to be simple, but it can highlight the theme of the work itself, and also provide support for the expression of thoughts and emotions. In order to help students better understand the working principle of color grading and ensure that they master the coloring methods of different films, teachers can introduce a variety of different cases, such as MV coloring, black and white effect production, and morning glow color production. Through the intuitive demonstration of the case, discuss with the students about the color matching method. In this way, not only can students deepen their mastery of relevant knowledge points and operation skills, but also can activate their thinking [7].

6. Application of Brainstorming Method

The application of brainstorming in teaching mainly involves the discussion of the creativity of the project by teachers and the realization of the project. To bring students' creative thinking into full play, provide various solutions for the implementation of the project, and cultivate students' creative ability. Using the brainstorming method can not only mobilize the students' initiative, but also tap their potential and innovation ability, so that students can have more and better ideas for project production.

For example, in the process of creative production for an electronic photo album, the teacher can provide a work that is initially completed. Students are required to discuss the group as a unit after independent thinking. The content of the discussion can be project creativity, which can be the use of materials, or the effect of editing or even packaging, which is completely decided by the students. In this way, the creative thinking can be maximized, so that students can propose different ideas and ideas according to their understanding and understanding of the knowledge points, and give different production plans. After the completion of teaching, teachers can also compare and analyze the works of each group, select the best scheme, and then guide students to make more in-depth revision and improvement. This link should require the participation of all students, provide a relaxed classroom environment to ensure that they can give their own opinions, while exploring creative ideas, improve the teaching effect [8].

7. Conclusion

In a word, the course of Nonlinear Editor is a comprehensive course, which combines technology and art. Emphasizing the combination of theory and practice, in order to ensure its teaching effect and achieve the expected teaching objectives, teachers must proceed from the actual needs of teaching, enrich the teaching methods, and improve the effectiveness of classroom teaching through the cooperation of various teaching methods.

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