

# *Film and TV Experimental Teaching and Cultivation of Innovative Talents*

**Seokwon Yeom\***

*Cairo University, Egypt*

*\*corresponding author*

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**Abstract:** Film and television talents is one of the most important talents in the direction of film and television culture in China. Therefore, how to cultivate outstanding film and television talents is an issue worthy of in-depth study and discussion. With the rapid development of the times, traditional film and television talents have been eliminated by the times. The education of innovative and entrepreneurial talents has become a new concept of international education, and it's an important component of comprehensive quality education for college students at home and abroad. At present, China's higher education has entered the stage of popular development. The 17th Party Congress put forward the development ideas of "raising the capacity for independent innovation, building an innovative country" and "promoting employment through entrepreneurship". Talents training in universities must also adapt to this development trend and change the mode of talent training to focus on cultivating innovative and entrepreneurial talents.

## **1. Introduction**

Innovation and entrepreneurship education has become a new concept of international education. It is an important component of comprehensive quality education for college students at home and abroad. As the backbone talents of film and television planning, production and communication in the future, the innovative and entrepreneurial ability of undergraduates in film and television communication is not only related to the level of film and television education in institutions of higher learning, but also related to the country's overall innovative capabilities in the future creative industries. At present, most of the personnel training in the professional film and television communication profession still stagnates in the traditional model. Film and television experimental teaching and practical teaching cannot keep up with the needs of the people for the basic quality and basic skills of this type of talent. It is urgent to strengthen the experimental teaching, improve the experimental teaching system, and improve college students' film and television literacy and comprehensive skills to transform to innovative and entrepreneurial talent training.

## **2. The Main Shortcomings of Present Film and Television Experiment Teaching and Cultivation of Innovative and Creative Film Talents in China**

The film and television experiment teaching is the weak link of the professional education of film and television in our country. The main manifestations are: lack of experimental equipment, unscientific experiment design, and backward experimental teaching management. In order to solve these problems, it is necessary to use digital technology and scientific time allocation to overcome obstacles in experimental equipment, and to apply “micro-grid method”, “correction method” and “practice method” to improve experimental teaching design, and to learn from the new “work” adopted by the United States “Room system” and other teaching experience reform experimental teaching management, so that our country's film and television experimental teaching to achieve a qualitative leap.

In China's colleges and universities in film and television communication personnel training, there are drawbacks such as single training standards, backward experimental teaching content, and heavy theoretical implementation, which restricts the cultivation of innovation and entrepreneurial film and television communication talents. In the cultivation of innovative and enterprising film and television talents, colleges and universities must change the existing training system and curriculum settings, attach importance to and strengthen the teaching of experimental training courses, train students to adapt to society, participate in social competition, quality and skills, improve their ability and awareness of innovation and entrepreneurship, to adapt to society's requirements for innovation and entrepreneurial talents in film and television communication.

The high cost of experimental equipment is a feature of film and television experimental teaching. Under the development of digital television technology, the technology update cycle is continuously shortened, equipment is updated quickly, and there are various types of film and television production equipment, and the performance is greatly different. It is difficult for schools to meet the needs of experimental teaching in a limited amount of funds. At present, our institute has invested a lot of capital in this area. After 20 years of construction, it has invested more than 62 million and has 22 basic laboratories; in addition, due to the principle of recording and recording equipment, the equipment is on each occasion. There is a certain loss in the process of use, so the school has a large amount of funds each year to invest in the experimental update and maintenance. Secondly, in the experimental process, students have a familiar process for the use of the equipment, which will inevitably be in the experiment. The operation was not standardized and the equipment was damaged.

## **3. An Important Way to Cultivate Innovative Entrepreneurial Film and Television Talents**

As a film and television graduate, it can make full use of intellectual labor and technical means to contribute to the operation and development of film and television companies and film and television distribution agencies. When conditions are ripe, self-employment has become an important criterion for measuring the level of film and television education and personnel training in colleges and universities. However, there are problems such as the single training standard, the backward experimental teaching content, the unreasonable teaching methods and means, the disconnection between theory and practice, and so on. The teaching of film and television majors in some colleges and universities is mainly based on theory, focusing on classroom learning and ignoring or not paying attention to the teaching of experimental and practical training. Students cannot understand theory, or even understand theoretical knowledge and how to use it. This causes students to believe that the film and television knowledge they have learned is of no value and significance, and thus loses the interest and enthusiasm to continue learning.

The defects and deficiencies in the training of film and television students in China severely

restrict the cultivation of creative and entrepreneurial film and television talents. The essence of innovation and entrepreneurship education is innovation. Innovation and entrepreneurship education is not only an education concept that adapts to the needs of economic and social development and the development of higher education itself, but also a new talent cultivation model. The "Opinions of the Ministry of Education on Promoting Innovation and Entrepreneurial Education in Colleges and Universities and Self-starting Work for College Students" pointed out: "Innovation and entrepreneurship courses should be organically integrated with the professional curriculum system. Innovation and entrepreneurship practice activities must be effectively linked with professional practice teaching, and we must actively promote it. Talent training mode, teaching content and curriculum system reform." Therefore, college creative and entrepreneurial film and television talents must focus on the cultivation of innovation and entrepreneurship, and the cultivation of innovation and entrepreneurship can't be separated from practical teaching. Practical teaching is an important way to cultivate the basic skills, professional ability, technical application ability, and innovation and entrepreneurship of film and television students, and it can best reflect the application-oriented characteristics of film and television professionals. The basic task of film and television experimental teaching lies in cultivating students to apply the basic knowledge and skills they have learned in the planning, creation, production, marketing, and other basic skills and comprehensive qualities of film and television works. Through practical training, students have improved their thinking ability, art sensitivity, copywriting ability, planning and directing ability, and market development ability, and they have been able to better meet the needs of film and television talents in the social market. Therefore, the film and television experimental teaching and innovation and entrepreneurship-type film and television education are closely linked. It is an important way and means for the cultivation of creative and entrepreneurial film and television talents.

From a practical point of view, the cultivation of innovative film and television talents should include three aspects: a. Training of theoretical cognitive abilities, including technical and artistic theoretical knowledge learning; b. Training of experimental and practical abilities, including technical and artistic Training and training of competence; c. Cultivation of technical, artistic and social practice qualities. With the progress of the times, the evaluation standards for talents in the market have also changed. In the past, we took more students' knowledge as a criterion, but the real society and the market place more emphasis on the students' overall quality and comprehensive ability. What matters more is not how much you have professional knowledge, but how you are in practice, using professional knowledge to solve practical problems. Then how does our college education adapt to market choices and how can we reverse the problem of mismatch between the orientation of talent training and the market? The new teaching system under the guidance of project teaching in actual teaching has been initially established, but the construction and promotion of this system has been affected.

#### **4. Creative and Entrepreneurial Film and Television Talents Should Have the Ability**

Some practical experience and more skilled operating capabilities. Film and TV professionals should possess the comprehensive qualities of film and television planning, script writing, film and television production, production and marketing, and in particular must have excellent practical ability and ability to start. Rich practical experience and skillful production skills have become important evaluation indicators to measure the quality and ability of film and television students.

Strong ability to adapt to changes in the social environment. Social and film production companies and film and television distribution agencies generally hope that film and television graduates can adapt to the environment and play an important role in their work. This requires the

professional graduates of the film and television industry to have a strong ability to adapt to their positions and change roles during employment and employment. This ability includes the rapid change of roles in the mind and the ability to adapt to changes in the working environment and nature of work.

Strong teamwork skills. Most of the film and television director, production, and marketing projects require a team of multiple people to work together to complete the project. Therefore, being good at cooperation and coordinating the working relationship among the members of each team has become another important evaluation indicator for film and television graduates. This indicator requires film and television graduates to coordinate and handle the relationship with their colleagues and leaders, and make them in a state of coordinated operation and mutual promotion. Therefore, following the principle of synergy has become a means to mobilize the enthusiasm and initiative of other cooperative members, to harmonize team relations, and to create a harmonious and pleasant working atmosphere.

### 5. College Students' Views on Innovation and Entrepreneurship

#### (1) Questionnaire Survey

Questionnaire survey method refers to a behavioral method adopted by randomly asking for and issuing questionnaires to specific groups of people in order to obtain a wide and comprehensive understanding, views, attitudes and suggestions on a certain aspect of the problem. I made a QR code scanning link electronic questionnaire and conducted a questionnaire survey on innovation and entrepreneurship among 500 students from universities in this city.

#### (2) Mathematical statistics

In this paper, SPSS20.0 data statistics software was used to code and input the valid data obtained from the questionnaire, and further reliability and validity test, descriptive statistics, t-test, correlation analysis and regression analysis were carried out. The t-test formula used in this paper is as follows:

$$t = \frac{\bar{X} - \mu}{\frac{\sigma_x}{\sqrt{n-1}}} \tag{1}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sigma_{x_1}^2 + \sigma_{x_2}^2 - 2\gamma\sigma_{x_1}\sigma_{x_2}}{n-1}}} \tag{2}$$

#### (3) Results of the Survey

Table 1. College students innovation and entrepreneurship field intention table

Entrepreneurial intention	Number of people	Proportion(%)
Items of Interest	271	54.2
Related to our major	89	17.8
Returns to stability	64	12.8
Risk minor project	61	12.2
Other	15	3

As shown in Table 1 and Figure 1, when asked, "Which of the following fields would you choose if you were an entrepreneur?" ", college students choose to "look for innovative and entrepreneurial projects that they are interested in", accounting for 54.2% of the total number;

Secondly, "innovation and entrepreneurship projects related to my major" accounted for 17.8% of the total number of respondents. Thirdly, 12.8% of the students chose "popular industries with relatively stable economic returns". In addition, 61 students chose "industries that are easy to operate and have low risks due to lack of start-up funds", accounting for 12.2% of the total survey. In the end, 15 students chose "other", accounting for 3% of the total number surveyed.

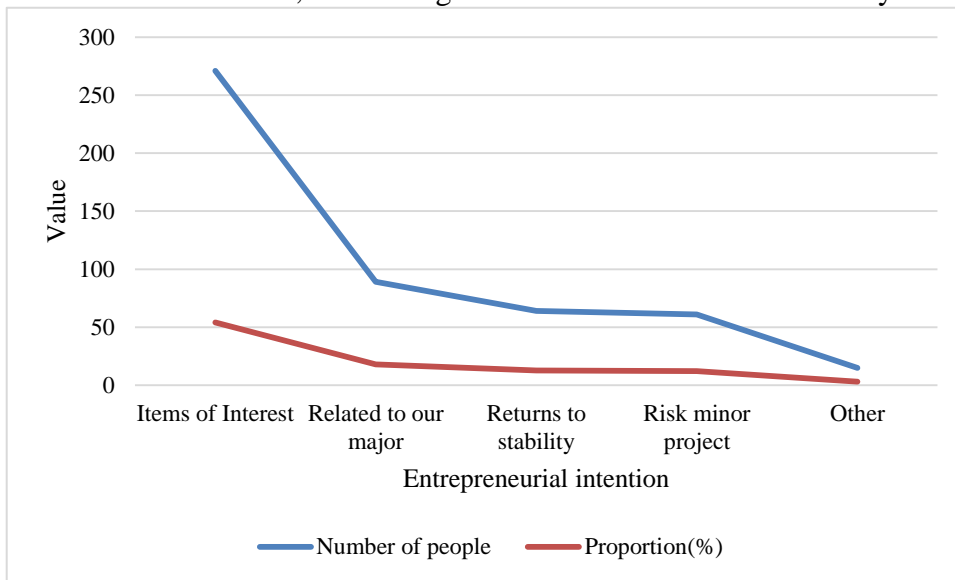


Figure 1. College students innovation and entrepreneurship field intention table

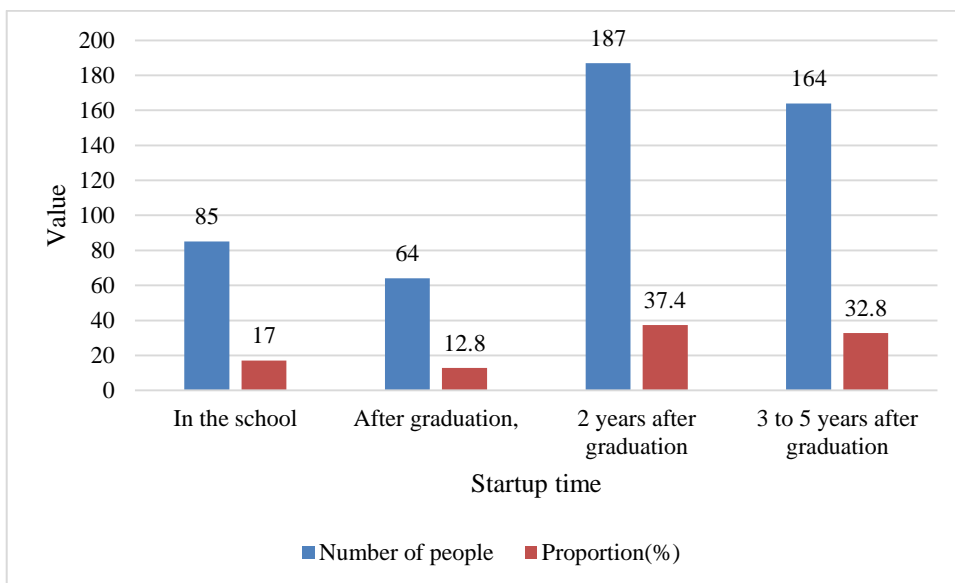


Figure 2. On the time of innovation and entrepreneurship of college students

As shown in Figure 2, the question "If you want to start your own business, when would you choose to start your own business? ", the highest number, 187, chose "within two years after graduation. Coming in second place were 164 students who chose "within three to five years after graduation". 85 students chose to start their business "while in school"; Another 64 students chose to consider starting their own business in their "graduation year". The survey data shows that in today's era of encouraging college students to actively innovate and start their own businesses, the proportion of college students who want to make innovations and start their own businesses soon

after graduation is still relatively low.

## 6. The Specific Method of Innovation and Entrepreneurship Curriculum Teaching Reform

Innovation and entrepreneurship courses must first "innovation." Apply innovative methods and innovative methods to implement innovative teaching models. Based on this, in the teaching practice, teachers continue to explore the classroom teaching model, and apply teaching methods such as experience teaching, film and television teaching, case teaching, seminar teaching, and simulation teaching to the teaching to maximally stimulate students' interest in learning and create potential.

Experience teaching method. Innovation and entrepreneurship curriculum knowledge is rooted in specific social and economic life. Therefore, in teaching activities, teachers closely link curriculum teaching with student's life and emotions, making it easier to acquire knowledge and skills. In the course of teaching, teachers guide students to actively and autonomously experience the educational situation to understand and master relevant knowledge or skills, which greatly stimulate students' interest in learning and improve the efficiency of learning and the effectiveness of teaching.

Television teaching method. In addition to teaching activities, teachers use video and TV teaching methods in classroom teaching in addition to public email, website messages, flying letters, and QQ group-assisted teaching to stimulate students' imagination and association ability, activate students' image thinking, and enhance teaching. Imagery effectively avoids the excessively flat and even boring phenomenon of the traditional teaching model. To this end, teachers carefully select the best film and television works suitable for students to watch, and gradually establish a video library of curriculum teaching. The implementation of the film and television pedagogy has greatly extended the function of the students' eyes, ears, and brain, enabling students to learn from boring rote learning, developing towards diversity, comprehensiveness, and interest, and greatly mobilizing students. Learning enthusiasm and initiative.

Simulation teaching method. In addition to the emphasis on theoretical teaching, the cultivation of innovative talents must also focus on improving students' ability to analyze and solve practical problems. Theory needs to be mastered through practice, and the theoretical teaching process needs to be extended to practical teaching and social practice. Let students learn knowledge in practice. The focus of innovation and entrepreneurship courses lies in "practice." Due to the limitations of the conditional environment, on the one hand, we intend to arrange for students to visit high-tech zones and enterprises. Get perceptual knowledge; on the other hand, pay more attention to the use of simulation teaching method for practical teaching. Theoretical teaching provides theoretical guidance for simulation teaching activities, while simulation teaching is the application of theoretical teaching. In general, we combine theoretical knowledge with the actual situation in China to simulate students' teaching.

## 7. Summary

Innovation and entrepreneurship courses play an important role in cultivating college students' sense of innovation, innovative spirit and innovative thinking, enhancing their ability to innovate, mastering innovative methods and using innovative tools. The creative and entrepreneurial film and television talents are also the most needed talents in the country. It is an important, arduous and long process to teach and train the consciousness, thinking and ability of college students for innovation and entrepreneurship. In short, the establishment of experimental teaching mode in talent cultivation of film and television arts colleges is a systematic project. It is impossible to accomplish it overnight. We should establish an experimental teaching system suitable for the characteristics of each institution according to the law of film and television creation to accommodate the future of



film and television. Development needs.

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Data sharing is not applicable to this article as no new data were created or analysed in this study.

### Conflict of Interest

The author states that this article has no conflict of interest.

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