

# Teaching Reform and Exploration of Film and Television Post Production Course

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**Abstract:** In order to meet the new requirements of teaching high-level talents in the era of film and television, universities should clarify the value of film and television post production courses in their teaching. On the basis of further analyzing the problems of lagging film and television resources, insufficient supply of university teachers, and insufficient teaching practice in film and television post production, it is necessary to explore and reform from the aspects of updating the film and television resource library, improving the quality of teacher groups, and innovating practical teaching. This not only enhances the level of film and television education, but also contributes to the future development of film and television art.

**Keywords:** The era of film and television; Film and television post production course; Reform and Exploration

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**Fund Project:**

Jiangxi University of Science and Technology Project “Teaching Reform and Exploration of Film and Television Post-production Course” (JY2009).

## 1. The value of film and television post production courses

The establishment of post production courses for film and television is a necessity for the development of film and television in the new era, which helps to realize the value of the courses themselves. One is to actively attach importance to the course of film and television post production. The course of film and television post production is beneficial for expanding students’ understanding of film and television and their aesthetic taste, thereby changing the traditional way of thinking in film and television production. The second is to stimulate students’ innovative awareness and creative ability in film and television production. The course of post production in film and television can enhance students’ visual perception ability, and the combination of visual perception ability and aesthetic literacy in film and television is beneficial for expanding the flexibility and exploration of innovative thinking in film and television, inspiring the education of visual literacy in the era, and promoting the organic integration of academic and cultural exchanges in film and television. The third is to achieve the goal of cultivating high-end talents in film and television. The film and television post production course helps to enhance the educational strength of the film and television discipline, provide talent and intellectual support for diverse film and television academic forums, and thus assist in the development of China’s film and television education.

## 2. Realistic Problems in Film and Television Post Production Courses

### 2.1 Lagging film and television resources and low teaching quality

Post production of film and television can bring stunning visual effects and contribute to the development of cutting-edge technology in film and television. Based on this, the film and television post production course has strong professionalism and an urgent demand for film and television resources. However, most of the existing film and television teaching resources are limited to traditional film and television textbooks, and these film and television resources are no longer able to showcase the existing film and television technology and advanced film and television concepts of the era, which has a lag. Many film and television post production courses still use outdated film and television resources as teaching materials, and the huge gap in time and space restricts the teaching content of film and television to traditional film and television production concepts, without actively updating advanced film and

television resources. This will lead to a disconnect between students learning professional knowledge in film and television post production and the era of film and television, hindering the improvement of teaching quality.

## **2.2 The supply of teachers is insufficient, and the teaching level needs to be improved**

In the teaching of film and television post production courses, some university teachers lack a strong professional theoretical level and strong experience in film and television post production.

On the one hand, there is a shortage of professionals in the field of film and television and creative talents in film and television teaching. Specifically, there is a shortage of high-end academic talents in the field of film and television in universities, with uneven distribution of talents, making it difficult to effectively support and lead the development of this large-scale film and television discipline. On the other hand, the quality of university teachers needs to be improved. Some universities still have situations where performance course teachers also serve as film and television post production courses, which can affect the quality of film and television post production courses and lead to students not having the application level to learn post production film and television.

## **2.3 Inadequate teaching practice and poor film and television production ability**

At present, the emphasis on practical film and television projects in post production courses is relatively low, and the important role it plays in the field of film and television has not yet been recognized. Firstly, some universities prioritize theory over practice. Due to the imbalance of teaching resources in film and television post production courses, it indirectly leads to the ineffective implementation of film and television post production courses in many universities. Some universities not only place excessive emphasis on theoretical exams for film and television post production, but also use exam scores as the main assessment criteria. Secondly, some universities have inadequate practical teaching in film and television post production. In the teaching of film and television post production, some universities lack targeted teaching and assessment tasks for film and television editing, special effects, audio processing, and other related film and television post production, which leads to a lack of application experience for students in film and television post production.

# **3. Exploration of Teaching Reform in Film and Television Post Production Course**

## **3.1 Emphasize the exploration of film and television resources and update the film and television resource library**

On the one hand, divide the film and television resource library according to the post production process of film and television, and provide targeted film and television post production commentary courses. Adopt a collection and accumulation approach, and include award-winning domestic and foreign film and television works in the film and television resource library. At the same time, universities should refine the film and television resource library into special effects collection, color matching collection, software integration, model combination, image technology, intelligent synthesized images, and other related film and television resource libraries to facilitate the implementation of special case teaching for film and television post production. On the other hand, we should broaden the channels for exploring film and television resources, clarify the direction of exploring film and television resources, learn more from foreign post production methods, and adopt a combination of online and offline methods to explore film and television resources. Among them, online mainly targets the European and American film and television markets, emphasizing the exploration of special effects and 3D imaging technology through learning from each other's strengths and weaknesses. Offline mainly targeting the mainland film and television market, teachers and students should be organized to participate in post production experience sharing and exchange meetings, and update their learning experience to the film and television resource library. In explaining the course of film and television post production, universities expand the current methods of film and television post production and increase students' reserves in film and television post production.

## **3.2 Enrich teaching content and extending knowledge coverage**

On the one hand, university teachers should adopt multi-dimensional teaching content to enhance students' ability in film and television post production. In other words, university teachers should adopt teaching content suitable for the development needs of film and television post production, and use teaching tools such as videos, software, animation, sound effects, and image processing to enhance the effectiveness of classroom teaching and student enthusiasm in film and television post production. For example, university teachers carry out personalized interactive film and television teaching methods, allowing students to participate in the process of film and television creation, improving their ability to think independently about film and television production, and helping students strengthen their knowledge and application abilities in post production film and television. On the other hand, university teachers

should improve their professional skills and knowledge in film and television. University teachers should regularly take the initiative to learn online post production videos for film and television, participate in industry sharing events, film and television projects, and related lectures to enhance their professional skills and expand the content of film and television teaching. At the same time, university teachers should use on-site inspections to lead students into film and television studios, carry out targeted teaching on film and television post production, enhance teachers' own film and television post production abilities, and also strengthen students' learning of film and television post production concepts.

### **3.3 Emphasize practical teaching and enhance film and television production capabilities**

Firstly, offer practical training courses in film and television post production. Universities can increase practical training in film and television post production editing, animation, digital technology, audio, color matching, special effects, etc., allowing students to learn film and television post production independently, encouraging students to independently complete practical problems in film and television post production, and cultivating their ability to solve practical problems. Secondly, encourage students to participate in film and television post production projects. Universities can conduct practical training in film and television bases or related studios, strengthen practical teaching that combines film and television post production projects with multimedia information technology, and encourage students to participate in post production of film and television crews. At the same time, universities should actively introduce film and television projects and stages, allowing students, teachers, and film and television post production talents to have more contact and continuously learn from their experience in film and television post production. In the process of film and television production, universities actively promote the joint progress and teaching of teachers and students, achieving the effect of mutual learning in film and television post production courses. The collaboration between universities and the film and television industry has made collaborative creation more refined, achieving the integration of student skills and knowledge with practical bases in the film and television industry.

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