

Research on the Application of Video Teaching Method in Women's Social Work Curriculum

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Abstract: Because of its own characteristics, video teaching method has unique advantages in making up for the lack of social life experience of social work students and the high practical requirements of professional learning. This paper discusses the application and effect of video teaching method in the process of women's social work in detail. It is found that the teaching method of film and television is effective in improving the teaching effect and promoting the development of students, but it also faces challenges.

Keywords: Film teaching method; Social work for women; Social work

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1. Introduction

With the continuous development of big data, cloud computing, various social platforms, and film and television editing technology, film and television resources have had a very important impact on the daily life of social groups, or lead fashion trends, or trigger a hot social topic.

On the one hand, college students are confined to the campus environment, there is a barrier between the real social life, lack of social life experience. On the other hand, how to deeply understand social problems or social phenomena is the key link to deepen the learning of social work majors. As one of the courses of professional orientation, women's social work courses involve extremely complex social issues, which requires certain social experience to grasp.

The gap between them calls for the reform of teaching methods. Therefore, this paper will discuss in detail the application of film and television teaching method in women's social work courses and its effects.

2. Research status of film and television teaching methods

2.1 Definition of film teaching method

"Film and television teaching method", also known as "film and television observation teaching method" (Zhou Yongzhi, 2008) and "film and television appreciation teaching method" (Wang Zhenxiang, 2009), generally refers to the method of using film and television audio materials to carry out teaching activities (Luo Yuke, 2009). Compared with other teaching methods, film and television teaching methods focus more on the use of films, videos and modern multimedia teaching methods (Wang Yanwei and Xu Guoling, 2011). Specifically, the film and television resources here include materials such as video, sound recording, video, film or TV series (Jia Zhanbing, Liu Zhizhong, Li Chaojun, 2011).

2.2 Advantages of film teaching method

The teaching method of film and television has unique advantages that other teaching methods cannot compare with. First of all, film and television teaching method has strong situational characteristics. Film and television resources generally have the characteristics of integrating image, color, sound, plot, emotion and emotion, so that learners can easily be immersed in the situation

expressed in film and television works (Meng Qingli, 2015), provide learners with immersive experience, better understand the artistic concept expressed, and achieve double results with half the effort in mobilizing learning enthusiasm (Xie Qunan, 2000). Secondly, based on its situational characteristics, the vivid plot and rich emotional expression of film and television resources can attract learners' attention and improve their learning interest. In addition, film and television resources can explain complex concepts and theories in a simple and understandable way, making it easier for learners to understand and master the course content. Film and television resources can arouse learners' emotional resonance through plots and characters, so that they can understand the course content more deeply.

3. Application of video teaching method in women's social work courses

Based on the existing research and the characteristics of women's social work courses, the author tries to apply the video teaching method to these aspects of women's social work courses:

3.1 Theoretical explanation:

By playing relevant film and television works, students can have a more intuitive understanding of the theory and practice of women's social work. For example, in the theoretical system of women's social work, a relatively important theory is gender theory, which is developed based on the comparison of biological gender and social gender. When it comes to the discussion of "Is a woman born", in order to enable students to better understand the socialization problems faced by women in the whole life course, The teachers played some popular variety shows and TV series, such as "Dad, Where are we Going?" and discussed the gender issues contained in them to deepen students' understanding of the concept of gender.

3.2 Case analysis:

By showing real cases, students can be guided to analyze and solve practical problems and improve their ability to analyze and solve problems. The service objects of women's social work are women in different situations and their related groups. Guided by "people in the situation", it is necessary to understand the specific situation of the service objects. For example, when teaching the content of the chapter "Women's Life Course and Women's Social Work", in order to make students have a more intuitive feeling of women's life, we played the advertisement film "A Woman's Life" shot by John Lewis, a veteran British department store, in the class. In a short 90-second advertisement, It uses a red dress as a clue to subtly show the scene of an ordinary woman from birth, swaddling, learning to walk, going to school, growing up, getting married, having children, and growing old. On this basis, we have made an in-depth explanation of women in different periods, including physical and mental development characteristics, development and needs, the main problems faced, and the intervention of social work.

3.3 Group discussion:

Through group discussion, students can have an in-depth discussion on the plot and characters in the film and television works to deepen their understanding of the course content. For example, He Fei, the protagonist of Her Gone, evolved from a hot-blooded young man determined to take root in Shanghai to a gambler who used money as a bargaining chip, and finally became a cold-blooded murderer who killed his wife with his own hands. When such a character entered the vision of social workers, we not only thought about what kind of environment He Fei was in. After organizing the students to watch this video, we divided the students into four groups and asked them to analyze He Fei's growth environment and the intervention of social workers based on the principle of "people in the environment".

3.4 Role Play:

Students can simulate real work scenarios through role play to improve their practical ability and adaptability. Real life is often more complex than what is presented in movies and TV dramas. The characters in movies and TV dramas generally make artistic adjustments for the consideration of the plot. Therefore, based on the storylines of the characters in movies and TV dramas and combined with real life experience, some contents are added or adjusted to form a relatively complete and more authentic case. Students are asked to play the roles of serving objects, social workers and stakeholders respectively, and take interventional actions in simulated real situations. Teachers observe students' performance in this process and evaluate the main difficulties students face, and conduct targeted lessons on this basis.

4. Effect of video teaching method in women's social work courses

4.1 Improve students' understanding and mastery

In the course of women's social work, students can have a more intuitive understanding of women's social status, protection of rights and interests, as well as the connotation and extension of social work by playing relevant film and television works.

4.2 Enhance the comprehensive quality of students

Through watching and analyzing film and television works, students' problem-solving skills, critical thinking and communication and collaboration skills are cultivated and improved.

4.3 Help students understand the world and broaden their horizons

In the course of women's social work, students can have a deeper understanding of the diversity and difference of women by broadcasting film and television works that reflect the living conditions of women in different countries and regions, so as to cultivate their intercultural communication ability.

5. Conclusions and Suggestions

Although the video teaching method is effective in practice, there are still some challenges. After all, film and television teaching method is an indirect teaching method. For social work courses that emphasize practicality, the teaching effect is not as good as that of direct practice. Moreover, the application field of this teaching method is still limited to the classroom, which relies heavily on the allocation of multimedia teaching equipment. The diversity of film and television resources carriers also puts forward higher requirements for the upgrading of basic teaching facilities in schools.

On the other hand, based on the hardware conditions, the teaching method depends more on the teacher's setting and management of the whole teaching process. The teaching process based on film and television teaching method includes the selection of film and television resources, the broadcast of film and television resources, the grasp of the classroom atmosphere during the broadcast, the guidance of students' thinking and analysis after the broadcast, and the feedback of teaching effects, etc. (Wang Yanwei and Xu Guoling, 2011). In the selection of film and television resources, we should combine the teaching effect and legal compliance principle to select the most suitable film and television materials. Before the broadcast of the film, we should consider the feedback of students after watching. After the broadcast, teachers should pay attention to timely summary, explain the film from the perspective of discipline and professionalism, and strengthen the cultivation of students' professional awareness. In the final teaching feedback link, teachers can take various ways to get feedback, such as the process assessment method to evaluate the performance of students in the teaching process; Or get the most direct feedback by interviewing students.

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