

# Analysis on the Reconstruction of Red Film and Television Education Path in the All-media Era

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**Abstract:** Red film and television works carry the national spirit and the spirit of the times, and have distinct political and educational characteristics. Carrying out red film and television education can help students to further understand the journey of struggle in our country, and at the same time, it can also allow students to learn more about the essence of red education ideas, so that students can guide their own behavior with correct thinking. In the context of the all-media era, the development of red film and television education has brought new impacts and opportunities. In the education implementation stage, teachers can combine the characteristics of the all-media era to make a comprehensive plan for the development of red film and television education to improve education. Effective. Based on this, the following is an analysis of the reconstruction of the red film and television education path in the context of the all-media era.

**Keywords:** All-media era; Red film and television education; Path; Reconstruction

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## 1. Discuss the actual impact of the arrival of the all-media era on red film and television education

The main emphasis of the all-media era is that in the context of the rapid development of modern society, the integrated development of various media forms constitutes an all-media communication pattern. In the era of omnimedia, the speed of information dissemination is getting faster and faster. In the context of the all-media era, it will have a significant impact on the development of red film and television education at this stage<sup>[1]</sup>.

From the perspective of positive impact, the arrival of the all-media era can give students more opportunities to learn about different red film and television works, and to understand the revolutionary spirit displayed by our revolutionary ancestors. In the specific education implementation process, teachers can also make reasonable use of innovative methods when carrying out red film and television education. For example, in addition to the traditional offline education model, teachers can also use various new media to publicize and popularize some new red spiritual cultural content. In this case, the coverage and influence of education can be expanded.

From the perspective of negative impact, the arrival of the all-media era will also bring new impacts to the development of red film and television education at this stage. After the arrival of the omnimedia era, various news media can transcend the limitations of time and space to disseminate information. This means that in the process of using different media, in addition to understanding some red film and television works, students will also be exposed to other types of diverse film and television works. In this link, some students may not be interested enough in red film and television, and prefer the content of other film and television works or the content of more popular short video works. Under the impact of the all-media wave, the red film and television education position is in jeopardy.

## 2. Exploring the reconstruction measures of red film and television education path in the era of all media

After the arrival of the all-media era, the development of traditional red film and television education may bring some impact, but it can also bring more new opportunities. As educators, we need to analyze the characteristics of the all-media era and reconstruct the

education path of red film and television, so that students can receive positive guidance. Based on this, some feasible suggestions are put forward on the reconstruction of the red film and television education path in the context of the all-media era.<sup>[2]</sup>

## **2.1 Highlight the main body of students and highlight the interaction of teaching**

In the previous implementation of red film and television education, teachers mainly analyzed some different red film and television works, so that students could learn some correct spiritual and cultural content. In this link, teachers are the main body and analyze the teaching content, so many students feel that they are too passive in the process of learning, and even feel repulsive to the current educational content. Under this circumstance, it is difficult to promote the high-quality operation of red film and television education. Therefore, after the arrival of the all-media era, teachers can rationally give play to the practical advantages of various media means, and can change the previous teaching implementation mode. For example, in the process of teaching implementation, teachers need to fully highlight the subject status of students in learning, so that students can analyze the content of different red film and television works. For example, in the classroom teaching stage, teachers can choose some popular red film and television works, and select some clips to present in the classroom. After watching the movie, teachers do not simply analyze students from a positive perspective. In this link, teachers can guide students to elaborate on the content of the movie clips, describe some of their actual ideas, and conduct in-depth analysis around some plot contents and different characters in the movie. In this case, students can have a more profound learning experience in the process of receiving education.

## **2.2 Give full play to the advantages of technology and break the teaching restrictions**

In the previous implementation of red film and television education, many teachers mainly guided students to analyze the content of the works from an objective perspective. In this part, students only conduct research from the perspective of a bystander. Since students have not personally experienced some social events at that time, their feelings are not deep enough. Therefore, in the context of the all-media era, in order to allow students to have an immersive learning experience. In the current stage of the implementation of red film and television education, teachers can give full play to the practical advantages of various modern information technologies in the all-media era, and can use experiential teaching models to guide students. For example, in the education implementation stage, teachers can use information technology to realize virtual simulation teaching, and integrate some major battles and red scenes such as old revolutionary areas into the simulation center for experiential teaching, so that students can have experience in the learning process. deeper experience. And after the students experience it personally, they can have a deeper learning feeling in their hearts. A comprehensive analysis around some red historical and cultural events can more effectively enlighten students' thinking and allow students to have more practical gains after learning. And in order to further expand the actual influence of red film and television education, teachers can also use the red film and television cultural and creative products that the current students are interested in to attract students' attention. For example, teachers can integrate some heroes and costumes in red film and television. In modern design, it is possible to design more cultural and creative products covering red culture, and attract attention through some product content that students are interested in, so that they are willing to actively study the content of red film and television, and improve the effectiveness of education.

## **3. Conclusion**

To sum up, in the context of the all-media era, the current implementation of red film and television education may have some impact. However, in the specific stage of education implementation, teachers should turn the bad into the good, and be able to give full play to the current situation.

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