

# Application of School-Enterprise Cooperation Project teaching Method in Film and Television Production Teaching

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**Abstract:** Project teaching method is a more common teaching mode in college education, which has many educational advantages such as goal multiplicity, short training cycle, fast effect, good control, etc., and its reasonable application in teaching activities can not only enable students to master rich theoretical knowledge, but also strengthen their practical operation ability, improve the experience of linking theory with practice, and play a positive role in future development. This paper discusses the application of school-enterprise cooperation project teaching method in film and television production teaching, briefly describes the concepts of “school-enterprise cooperation” and “project teaching method”, discusses in detail from the four links of project determination, plan formulation, project implementation, inspection and evaluation, and puts forward several feasible educational suggestions, in order to provide certain reference value for front-line teachers in the media industry.

**Keywords:** School-enterprise cooperation; Project pedagogy; Film and television production; Apply the policy

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With the rapid development of digital media technology, the film and television industry has higher and higher requirements for application-oriented talents. In the teaching of film and television production in colleges and universities, students' practical operation, analysis and problem-solving skills are put forward extremely high, and traditional teaching methods have long been unable to meet students' learning needs today. In the context of school-enterprise cooperation, teachers should make good use of the advantages of project teaching method, start from the actual situation of students in their major, release learning projects as appropriate, create opportunities for students to practice learning, let them complete a certain task completely and independently, obtain richer learning experience in practical operation, improve professional quality in project production, and then realize the synchronous development of learning ability and teaching quality.

## 1. First, the concept of interpretation

### 1.1 School-enterprise cooperation

School-enterprise cooperation is a cooperation model established between schools and enterprises, which is more common in the current social background. In order to seek their own development and improve the quality of education, major colleges and universities have chosen to strengthen contact and cooperation with various enterprises in the society, so that the cultivated talents are more targeted and targeted, and the practicality and effectiveness of graduates are greatly improved. The education model under the background of school-enterprise cooperation effectively connects the society with the campus, and perfectly integrates “on-campus learning” and “enterprise practice”, which can not only provide students with the guarantee of rich theoretical knowledge, but also give students sufficient practical opportunities, and achieve the multiple goals of “talent training, multi-win-win, mutual benefit and reciprocity”.

### 1.2 Project pedagogy

The project teaching method has been widely used in different teaching activities in recent years, which takes the project as the background, fully respects the main position of students, and provides a double-excellent teaching team of theory and practice to help students improve their professional level. The pedagogy is “under the guidance of teachers, a relatively in-

dependent project is handed over to students to handle by themselves, and theoretical knowledge and practical activities are closely integrated through information collection, program design, project implementation, final evaluation and other links". This teaching method puts students at the center of learning, forming a learning mode of "project main line, teacher guidance, and student subject", which not only strengthens students' ability to apply theoretical knowledge, but also improves students' neutralization literacy, and plays a strong role in their personal growth and future social work life.

## **2. Second, the application strategy of school-enterprise cooperation project teaching method in film and television production teaching**

### **2.1 Determine projects and improve practical operation capabilities**

The key to the project pedagogy is to "identify the project", clarify the learning objectives and content, and let students actively explore and master the learning skills in a targeted manner. First of all, teachers should determine the goal of the project, that is, what skills need to be taught to students, which abilities to cultivate, what experience to accumulate, etc. in this project teaching. In the formulation of project objectives, teachers need to combine the educational syllabus of film and television production majors, and determine the direction and content of education based on students' learning facts, so as to ensure the orientation and forward-looking of educational work. Secondly, the project must have the characteristics of "completeness", clarify the tasks and work between each link, and let students gain the experience system of completion. At the same time, it is also necessary to grasp the project cycle, reasonably regulate the project cycle in combination with students' ability to avoid the situation of "too long cycle" or "too short cycle", so as not to hit students' enthusiasm for learning <sup>[1]</sup>.

For example, in the formulation of "corporate publicity advertising" project, students need to collect a large number of enterprise background information, product business philosophy, company development model and other content, teachers should actively lead students to independently design the content of advertising and draft basic proposals according to the collected complete information, so that students can prepare the high-quality project concept presented in the advertisement and highlight the excellent performance plan of the corporate image. With the design of the project and the revision of the proposal, the practical ability and innovative spirit of students' active research are continuously improved, and sufficient preliminary preparation is made for "project-based teaching".

### **2.2 Formulate plans and clarify the work of each link**

Project-based teaching has the working form of "group cooperation", which requires division of labor to complete the work of different links to ensure the overall order of the project. After determining the project and formulating the plan, teachers can scientifically and reasonably group students according to their learning situation, highlight the "principle of complementarity", and let students complete different work tasks together, thereby strengthening students' neutralization literacy.

Taking the "Corporate Publicity and Advertising" project as an example, after the teacher divides the students into different groups, guides the students to discuss the "core" and "value" of the project, and then formulates the fundamental goals and main tasks of the project, clarifies the learning direction and sets the project plan; On this basis, students are led to discuss the presentation and artistic style of advertising, and actively integrate into the corporate philosophy and spirit to refine the project work content. In the process of discussion, students will continue to generate new problems, at this time, they can be guided to collect relevant information independently, develop a deep understanding of the enterprise, constantly optimize the details, and formulate feasible measures. Finally, after the problem is solved, the teacher discusses the project plan with the students, presents a detailed discussion on some detailed problems, and sets the best solution to make the project implementation smoother.

### **2.3 Project implementation, discovery and solution of project problems**

Project implementation is the practical stage of project pedagogy, which is an important stage to strengthen students' problem-solving, practical ability and problem analysis. In the first two sessions, students have formulated a complete activity plan and project tasks, and completed the project work in an orderly manner, but in the process of actual operation, it is still impossible to avoid a variety of unexpected situations. For example, insufficient preparation, professional ability is not too hard, rough work is careless, and the difficulty of the task is too high, etc., are all more common problems. Therefore, in this link, teachers should play their role as "leaders", observe students' project progress and ways and methods to deal with problems, and give students some guidance and help appropriately.

For example, in the study of the "Enterprise Publicity and Advertising" project, some students have poor software application ability, resulting in a certain degree of impact on the efficiency of the project. At this time, teachers can observe students'

operations and analyze problems, provide some personal experience for the actual activities, and help students solve practical problems, so as to complete the project faster and better. In addition, teachers should regularly check the project progress, take the initiative to inquire about the problems encountered by the project team and the project stage, and evaluate and guide students based on students' feedback and project plans, so that students can find problems more quickly. In the process of this activity, students' ability to discover, analyze and solve problems has been simultaneously improved, and their practical operation ability has been better developed, and the educational advantages of project-based teaching methods have been better played <sup>[2]</sup>.

## **2.4 Examine and evaluate, reflect on problems and sum up experience**

Inspection and assessment is the final and most critical stage of the project pedagogy. The inspection assessment means that the student has completed the project task, and the project can be completed by passing the assessment. The focus of this session is "reflection" and "summary", and teachers can start from the following three aspects.

First, the creation of a "group self-assessment". Each group selects a representative to introduce the project works in detail, clearly expound the design concept of the "corporate publicity and advertising", and say the difficulties encountered in the project process and the solutions to them, so that students can independently summarize the experience of project learning. Second, create "group peer evaluation". Other groups evaluate the group's work and elaborate on the strengths and weaknesses of the project, making pertinent evaluations. The third session is "Teacher Summary", in which teachers summarize and respond to the evaluation and works of each group, put forward constructive suggestions, and guide each group to reflect on the activity process, saying "personal performance" and "project gains". The inspection and assessment session allows students to establish the learning habit of reflection and summary, and maximize the advantages of project-based teaching <sup>[3]</sup>.

## **3. Conclusion**

In summary, this paper discusses the application of school-enterprise cooperation project teaching method in film and television production teaching, briefly describes the concepts of the two, and puts forward several targeted educational suggestions from four links. School-enterprise cooperation contains strong educational advantages and rich practical opportunities are the key ways to improve students' ability and professional quality. Teachers should make full use of the educational advantages of the teaching method, adjust the difficulty of project learning, let students continuously improve their professional qualities in project work, accumulate rich learning experience in practical operation, learn to make independent judgments, analyze and solve problems independently, better meet the needs of enterprises and society, and lay a strong foundation for their future social development.

## **References**

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