

Analysis on the Application of Task-Driven Method in the Course of Film and TV Post-Production

Xiaoqiang Zheng

Yunnan University of Business Management
Kunming, China

Abstract—Based on the research on the application of task-driven method in the course of film and TV post-production, firstly, the basic content of task-driven method is expounded. Then, the author analyzes the application of task-driven method in the course of film and TV post-production, which plays an important role in stimulating students' interest in learning and improving teaching quality. Finally, in view of the application of task-driven method in the course of film and TV post-production, this paper puts forward some measures, such as clarifying functional principles, doing a good job in task determination and implementation, mastering task characteristics, ensuring task implementation and strengthening task evaluation.

Keywords: *task-driven method, film and TV post-production, courses*

I. INTRODUCTION

As social development booms, people's aesthetic ability and aesthetic needs are constantly improving, so there are higher requirements for the content of film and television production. In the development of many universities, the course of film and TV post-production is an important part. The course of film and TV post-production can continuously improve students' ability of film and TV post-production and meet people's demand for film and television. The traditional teaching mode has been unable to adapt to the students' learning and development, so the task-driven method should be applied in teaching according to the actual situation of students. Therefore, this paper will focus on the application of task-driven method in film and television post-production courses.

II. BASIC OVERVIEW OF TASK-DRIVEN METHOD

In general, task-driven method mainly refers to that, in the teaching process, by formulating scientific and reasonable task content and taking it as the driving force, students are constantly urged to learn, actively participate in learning, and actively explore the learning content, which is a relatively advanced teaching method. Learning style can encourage students to take tasks to study in class and take completing tasks assigned by teachers as the learning goal. In this process, students' problem analysis ability, problem solving ability and innovative thinking ability will be greatly improved. Task setting should be scientific and reasonable,

being neither too difficult nor too simple [1]. If the task is simple, then there is no challenge for students, which is not suitable for the improvement of students' abilities. However, if the task is too difficult, then students' learning enthusiasm will be greatly affected. At the same time, the task should be as interesting as possible. In this way, students can be attracted by the tasks set by the teacher in class and improve students' initiative and enthusiasm in learning. In this process, students' actual learning situation and learning characteristics should be combined to ensure that the task-driven method can give full play to its role and value in improving students' learning quality and learning efficiency.

III. THE IMPORTANT ROLE OF TASK-DRIVEN METHOD IN THE COURSE OF FILM AND TELEVISION POST-PRODUCTION

A. *Stimulating students' interest in learning*

The application of task-driven method in the course of film and television post-production can stimulate students' interest in learning to a great extent. Although the course of film and television post-production is more interesting than other courses, if teachers adopt a single or boring teaching method in teaching, it will have a great impact on students' interest in learning in the long run. However, through the application of task-driven method and setting the task content that students are interested in, students' interest in learning will be greatly stimulated. This can encourage students to actively participate in learning, earnestly cooperate with teachers, enhance their learning confidence, and lay a foundation for better development of students in the future.

B. *Improving teaching quality*

In the teaching of film and television post-production, the scientific and reasonable application of task-driven method can not only stimulate students' interest in learning, but also improve the quality of learning. In the application of task-driven method, teachers should be able to analyze and clarify students' actual learning situation and learning characteristics. On this basis, task setting can ensure that the teaching methods adopted are suitable for students' learning and development [2]. In this process, students' learning quality will be improved to some extent. In addition, in the ongoing teaching work, teachers can also improve their own teaching content and teaching methods according to students' learning

conditions, so as to provide guarantee for teachers' follow-up teaching work.

IV. THE APPLICATION OF TASK-DRIVEN METHOD IN THE COURSE OF FILM AND TELEVISION POST-PRODUCTION

A. *Clearing functional principles*

In the teaching process of film and television post-production, the scientific and reasonable application of task-driven method can achieve good teaching effect. Therefore, in order to achieve the best teaching effect of task-driven method, it is necessary to clarify the functional principles of task-driven method before its application. During this period, it is necessary to realize that the task-driven approach is a relatively effective teaching method in the teaching of film and television post-production [3]. In the whole teaching work, students can be taken as the core, the main driving force of teaching is different task content, and students will take the task as the main learning goal to stimulate students' interest in learning. Tasks can be set from shallow to deep, with the help and guidance of teachers, students will get more fun in learning. This encourages students to actively participate in future learning. At the same time, during the task setting, the teacher can integrate students' interests into it. In addition, the overall learning objectives and teaching objectives are clearly defined, and the task-driven approach can also play its role and value. The setting of tasks can also be divided into stages or hours, so that students can master the corresponding knowledge points more proficiently, and improve their learning ability.

B. *Task determination and implementation*

In the application of task-driven method to the teaching of film and television post-production, task is generally regarded as the main content of teaching. Teachers should guide teachers well in teaching. In the whole teaching process, the teaching objectives and requirements should be integrated into different tasks so that they can occupy an important position in the task setting. In addition, tasks should be set in a gradual way, from simple to difficult. In the process of solving and completing the task, it is necessary to strengthen the cultivation of students' thinking ability and analytical ability. In this way, students can experience the fun of learning and increase their interest in learning [4]. Students' desire for knowledge can be stimulated to lay a foundation for the follow-up teaching work. Therefore, the better application of task-driven method in the teaching of film and television post-production needs to do a good job in task definition and implementation. The following problems should be paid attention to in the specific teaching work.

The setting of students' learning tasks should always follow the principle of gradual subdivision from large to small. The teaching of film and television post-production involves relatively more content, so the teaching content and course content are relatively complex. For example, two-dimensional animation knowledge, three-dimensional animation knowledge, lens knowledge and photography

knowledge involved. In order to enable students to have a correct grasp of different knowledge content, task setting should effectively control its difficulty, to ensure that the task is suitable for students to learn and complete.

The task should be related to students' real life to the greatest extent. Materials used in the process of task design should reflect the concept derived from life to a certain extent, and strengthen the connection with students' actual life, which makes teaching work more life-like and easier to be accepted by students. Daily life and work are not only the focus of post-production teaching, but also the focus and source of students' future post-production. During this period, teachers are required to play their own guiding role, not only to impart the content of knowledge in the textbook and explain the knowledge points clearly, but also to promote students to have a correct understanding of knowledge points through the analysis of life cases. For example, when talking about the knowledge content of the 3D camera head, the teacher can provide the content he/she normally takes to the students for viewing after he/she clearly explains the knowledge points in teaching. At the same time, teachers can collect popular video and picture materials to make sure the material is relevant to the student's daily life. Teachers should create a more relaxed and pleasant learning environment and learning atmosphere for students. On the basis of students watching pictures, students should make corresponding small videos, which means setting corresponding tasks. Video has its own characteristics and advantages. It can be created freely or imitated.

Task setup and enterprise requirements should be organically integrated. The main purpose of teaching work is to ensure that students can get better development in the future and have a satisfactory job. Therefore, task setting can strengthen the connection with the enterprise. During this period, teachers should have a correct understanding of their work [5]. Teachers should take the initiative to go deep into the enterprise for investigation, to clarify the actual demand for talents, and the actual development of the enterprise and the market. Then they should combine the investigation content to perfect the teaching task setting. It is also necessary to integrate enterprise requirements and market requirements into the task. In this way, students can have a correct understanding of enterprises' demand for talents and market development, so as to adjust and improve their own learning, master more knowledge content, and lay a foundation for better development in the future.

C. *Mastering the characteristics of the task*

In the teaching process of film and television post-production, teachers need to clarify the setting of tasks and encourage students to complete the tasks. Therefore, teachers should have a correct understanding of students' cognitive rules and abilities, that is, analyze and understand the actual situation of students. As mentioned above, if the task is too simple or too difficult, it will have a great impact on students' learning enthusiasm. If the teacher sets relatively difficult tasks, it is necessary to do a good job in prompt work, ensure the scientific and reasonable prompt, avoid the influence of

improper prompt on the improvement of students' learning ability, and then guide students to independently complete the task content. For difficult tasks, teachers can demonstrate to students before assigning tasks, so as to promote students to have a correct understanding of the actual learning steps and lay a good foundation for students' independent learning. If the task cannot mobilize the enthusiasm of students, then the learning effect and quality of students will be greatly reduced. In order to prevent the occurrence of such situation, teachers should correct their working attitude and have a correct understanding of their actual work content [6]. When setting up tasks, teachers should try to select the current hot topics. In this way, students can keep up with the development of the times and pay more attention to the hot events. The integration of popular content can stimulate students' interest in learning to a great extent.

D. Ensuring the implementation of tasks

The implementation of the task requires the teacher to do a good job in the process of guidance, so that students can actively explore and analyze the task content. Different ways can be used, such as analogy, association and observation, to better complete the tasks assigned by the teacher. At the same time, teachers should complete the task setting in a higher standard according to the ideas of raising, analyzing and solving problems. For example, while setting tasks, teachers can provide students with relevant materials, pictures, videos and so on. Then students are encouraged to give full play to their imagination and to innovate and edit the material. Group learning can be adopted. Group learning plays an important role in improving students' learning ability and team awareness. Combining the actual situation of students, the teacher divided students into different groups to innovate and improve the material content. A group leader should be set up in the group to lead students to study [7]. The group leader assigned different task contents to different team members scientifically and reasonably to ensure that all students could participate in the study, so that students could gradually realize their value and significance in the group and constantly improve their learning awareness. The group learning process can be faster to complete the task assigned by the teacher. At the same time, the quality of the task can be guaranteed so as to lay a good foundation for the teacher's follow-up teaching work. During this period, teachers should combine the actual situation of students and constantly improve their own teaching content and teaching measures. Students are encouraged to learn more in an effective way. Teachers should actively encourage students and constantly enhance students' learning confidence, so that students can master suitable learning methods and skills in future study, and lay a foundation for better development in the future.

E. Strengthening task evaluation

In the application of task-driven method to carry out the teaching work, it is necessary to do a good job in the evaluation, so that students can have a correct understanding of their own task completion and learning situation. The evaluation work can be carried out from the following aspects: first, teachers do a good job in evaluation. Teachers'

evaluation of students plays an important role in students' understanding of themselves. The teacher's evaluation should be comprehensive. Teachers should not only evaluate students' task completion, but also evaluate students' performance in class scientifically and rationally, as well as their communication with other students. At the same time, the evaluation should be positive to enhance students' learning confidence. The shortcomings of students should be pointed out tactfully and corresponding solutions should be given. In this way, students can find their own problems in the teacher's evaluation and take the initiative to make adjustments and improvements [8]. It's possible to adopt the method of student evaluation as students can find details that teachers can't find, and student evaluation can improve and supplement the omissions in teacher evaluation. The comprehensiveness of the evaluation is guaranteed and students are encouraged to have a more comprehensive understanding of themselves. In a word, evaluation plays an important role in task-driven teaching. Therefore, in the actual teaching work, it is necessary to combine teacher evaluation with student evaluation organically. It lays a foundation for students to learn and develop better in the future, and improves students' professional ability.

V. CONCLUSION

To sum up, the task-driven method plays an irreplaceable role in the teaching process of film and television post-production. Traditional teaching methods have been unable to keep pace with the development of the times and students. This requires teachers to combine students' actual learning characteristics and learning rules and apply the task-driven method in the course teaching. The scientific and reasonable application of task-driven method can stimulate students' interest in learning and improve their enthusiasm for learning to a great extent. Task-driven teaching method needs more attention from teachers to clarify the advantages of this teaching method, so as to continuously improve students' learning ability and comprehensive quality.

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