

Research Article

Research on Online and Offline Mixed Teaching Practice Based on College Film and Television Literature Course

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With the rapid development of new media technology, the demand for applied professional film and television talents in China's film and television industry is getting higher and higher, especially the comprehensive practical ability. In the Internet age, information technology has been widely used. It is integrated into people's lives with the unique characteristics of interaction and communication among all employees, and opens up a new mode of work, study and life with Internet as the medium. Under the new situation, all kinds of schools at all levels also make full and active use of the Internet for online teaching. In the past, the quality monitoring work focused on theoretical teaching. However, in the face of online and offline mixed practice teaching, there are bound to be many problems and deficiencies when using the theoretical teaching quality monitoring system. This paper mainly discusses the application of online and offline mixed tutorial mode in film and television literature course from the aspects of task-oriented teaching content, application of classroom teaching methods, diversification and dynamics of evaluation methods, etc., hoping to provide reference for college teachers who implement online and offline mixed teaching.

1. Introduction

Human society has entered the era of information society and knowledge economy at the end of the twentieth century. The mass media is credited with ushering in this era. Film and television are examples of rapidly evolving mass media in the twentieth century [1]. With the rapid advancement of new medium technology, the demand for application-oriented professional film and television talents in China's film and television industry is growing, particularly for those with a broad range of practical skills [2]. In the process of cultivating students, film and television majors must strengthen the cultivation of students' cognition and practical ability in addition to imparting basic theories [3]. As the most vigorous modern comprehensive art, film and television art is based on the development of sci & tech from birth to development. It is a new artistic flower open on the tree of modern sci & tech [4]. With the application of a series of high and new technologies such as Internet, digital technology, multimedia technology and interactive TV, the charm of film and television art is increasing day by day [5].

Compared with the traditional poetry, novel, prose and drama, film and television literature should be said to be a new literary style. People's understanding of film and television literature is not only inferior to the traditional literary style, but also inferior to the understanding of film and television art [6]. In the Internet age, information technology (IT) has been widely used. It integrates into people's life with its unique characteristics of full staff interaction and communication, and opens a new mode of work, study and life with the Internet as the media. Under the new situation, all kinds of schools at all levels also make full and active use of the Internet for online teaching [7].

Different from most tutorial modes dominated by online network teaching, hybrid teaching is not confined to a single teaching method, but through the combination of online digital education and offline classroom teaching, emphasizing student-centered and giving full play to the enthusiasm, initiative and creativity of students as learning subjects, It advocates using online educational resources and IT to promote curriculum teaching and improve learning effect [8, 9]. The core meaning of mixed teaching does not lie

in the unique innovation of teaching means, but in whether the student-centered learning goal is realized. Therefore, all means that help to improve the learning effect can be used, which undoubtedly greatly expands the inclusiveness of mixed teaching [10]. At present, online and offline mixed teaching is a new tutorial mode, and practical teaching is in the stage of exploration and exploration [11]. In the past, the quality monitoring work focused on theoretical teaching, while in the face of online and offline mixed practical teaching links, there must be many problems and deficiencies in using the quality monitoring system of theoretical teaching [12]. This paper discusses the application of online and offline mixed tutorial mode in film and television literature courses, mainly from the aspects of task-based teaching content, the application of divided classroom teaching method, diversified and dynamic evaluation methods, hoping to provide reference for university teachers who implement online and offline mixed teaching.

Film and television literature is a relatively broad concept. It is the collective name and abbreviation of film literature and television literature. It is a new literary style with the prosperity of film and television art [13]. Film and television art has more audience groups than other arts, which is unmatched by any other art category, such as poetry, novel, drama, etc. the new era of film and television art has come [14]. Films, TV dramas and other film and television art works not only penetrate into human life style and change human concept and consciousness, but also give birth to a new cultural form such as film and television literature [15]. The student-centered hybrid tutorial model can effectively integrate all kinds of teaching resources and teaching forms into the classroom [16]. This rich and diverse teaching form is exactly what is urgently needed in the writing classroom aimed at stimulating students' enthusiasm and creativity [17]. The organic combination of online information-based teaching means and traditional classroom teaching can effectively make up for the poor interaction between teachers and students by using online teaching alone, and meet the needs of writing courses in simulating situations and inspiring emotional resonance. Based on the film and television literature course, this study explores the online and offline mixed tutorial mode, how to flexibly combine the online course with the traditional classroom, enhance students' knowledge application ability and integration ability, and provide new ideas and experience for the mathematics teaching reform in the classroom of universities.

2. Related work

Film and television literature is a relatively broad concept, the collective name and abbreviation of film literature and television literature, and a new literary style that appears with the prosperity of film and television art [18]. Literature [19] mentions that film and television literature is also an auditory art, and all descriptions of dialogue, monologue and narration should take into account the needs of pictures, with pictures as the main body of expression, and music, language and sound are all to expand and strengthen the expressive force of pictures. According to the literature [20], because film and television art is developed on the basis of

photography, it is necessary to truly reproduce the object and its movement, so that it can approach life to the maximum extent in terms of expression form, and the screen image is not only visible but also realistic. Film and television literature, according to Literature [21], is a television art work that vividly reflects life, shapes characters, and expresses emotions through special screen modelling means, and imparts literary aesthetic taste to audiences. From the standpoint of the birth process of film and television literature, literature, as an artistic form, has become an organic part of a new type of literature as it has been absorbed and integrated, according to Literature [22]. Teachers should strive to meet the needs of curriculum reform, continue to learn, update their ideas, and improve their own cultural literacy, according to literature [23]. We should also study textbooks carefully and strengthen the inspiration and guidance provided to students in the cooperation and interaction of an equal dialogue with them. The mixed tutorial mode is introduced into the teaching of writing courses at universities in this paper, and it is sorted out and summarised after being combined with the actual teaching effect.

3. Connotation of online and offline mixed tutorial mode

As a kind of integrated tutorial mode, blended teaching is more flexible in learning methods. Through the online and offline hybrid tutorial mode, students can search relevant learning materials through the Internet anytime and anywhere, so as to learn in fragmented time [24]. And prepare or review according to the materials pushed by the teacher, so as to lay the foundation for the teacher's explanation of knowledge in class. Teachers and students strengthen the interaction and exchange of knowledge understanding in class, and can prepare relevant information for students to strengthen review and expansion after class. The purpose of hybrid teaching is to combine the advantages of traditional teaching methods with the advantages of network learning, so as to realize their complementary advantages and obtain better teaching results. From the perspective of teaching platform, the hybrid tutorial mode is mainly implemented based on MOOC (massive open online courses) platform and university network teaching platform. MOOC has the advantages of large scale, high efficiency, low cost, excellent teachers and flexible time, but there are still deficiencies in the depth of knowledge interaction. Although MOOC can preach and teach, it can not effectively solve doubts and achieve efficient and in-depth knowledge interaction.

Teachers cannot provide one-on-one personalised learning guidance to learners in the process of knowledge interaction between teaching and learning in the MOOC context, and learners find it difficult to conduct in-depth knowledge exchange. Knowledge interaction links like discussion are difficult to match. As a result, it is critical to supplement offline instruction to compensate for the shortcomings of online instruction. However, in order to achieve the effect of complementary advantages, online and offline teaching should be focused on each other, and the proportions should be appropriate and reasonable [25]. The mixed tutorial model's theoretical foundation is to create a relatively stable, systematic,

and theoretical tutorial model around a specific theme in teaching activities, guided by specific teaching ideas. Students' learning enthusiasm can be mobilised through rich online learning resources and communication modes. At the same time, incorporating various offline activities into online courses can help to improve the teaching effect while also increasing students' interest in learning [26]. With the application of online and offline hybrid tutorial mode in Universities, it not only eliminates the limitations of traditional tutorial mode in time and space, but also makes teachers access to more high-quality demonstration curriculum resources, thus promoting the integration of teaching materials and lesson preparation methods. The learning process should be student-centered, and students must actively participate in the whole learning process. The second is that knowledge is the social construction agreed by individuals and others through consultation. Therefore, in the learning process, we should pay attention to the interactive learning method and change the current situation of students' passive acceptance of knowledge.

4. Significance of film and television literature teaching

4.1. Promoting Chinese Literature Education. In addition to strengthening the teaching of traditional poetry, novels, essays and dramatic literature styles, literature also needs to add fresh blood. For contemporary middle school students, film and television art should be said to be the most vital. It combines various artistic features such as literature, music, dance, art, sculpture, etc., coupled with computer synthesis and other scientific and technological means, whether it is dynamic, texture or sound effect, it is quite excellent. Appreciating film and television literature entails having a certain level of artistic achievement, a certain understanding of the aesthetic law of film and television art, and the appreciator's own life accumulation and experience, so that he can gain a deeper understanding of all aspects of film and television literature and, as a result, be psychologically happy. The film and television scripts themselves are based on literature or are closely related to it. A wide range of literary techniques for reflecting and expressing life, such as narrative techniques, structural styles, novel expression skills, lyricism in poems, and artistic conception in prose, all provide food for the creation of film and television literature. One of the best platforms for implementing comprehensive Chinese activities is through the teaching of film and television literature works. It can help students develop rich associations and imagination while reading, as well as connect with the works' image and artistic conception. It enables students to explore the works' rich connotation and deep meaning, as well as their own unique feelings and creative interpretations.

4.2. Improve students' cultural literacy. In the process of learning film and television literary works, students' listening, speaking, reading and writing abilities are improved, their aesthetic ability is constantly strengthened, and their artistic taste is gradually improved, which helps to cultivate

students' practical ability and innovative spirit, and help to form students' good personality and sound personality. Therefore, the teaching of film and television literary works should be placed in an important position in literature education. Students should be instructed to read rich and excellent literary works, acquire necessary literary knowledge, cultivate and improve their literary literacy, and at the same time, incorporate ideological education into them to cultivate lofty ideals and ambitions. The education of literature development and achievements in common sense should rely on colorful literary styles such as poetry, prose, novel, drama, film and television literature, etc., and enter students' vision and thoughts, and a considerable part of the content will become their lifelong cultural wealth. Reading and appreciation of literary works is the focus and center of literary education, which includes reading and appreciation of ancient, modern and contemporary Chinese poems, essays, novels, dramas, film and television literary works and excellent foreign literary works, which is the main body of literary education. Students' understanding of the original novel and our explanation of the adapted film and television literature works can refer to each other, and the similarities and differences formed in the process can help students form their initial feelings and experience material accumulation of film and television literature works, thus leading them to re-recognize the shaping and deepening functions of film and television literature.

5. Present situation of mixed teaching of film and television literature

At present, when we teach film and television literature works, the way is extremely monotonous, which basically ignores the unique characteristics of film and television literature. Instead, we simply teach film and television literature works as general literature works, and more often analyze the writing and writing techniques from the perspective of language, resulting in that the unique appeal of film and television literature works has not been fully exerted, which can not really impress students and enhance the aesthetic ability of literature.

5.1. Simplification of film and television literature teaching content. At present, the outstanding problem in Chinese teaching is not the incorrect understanding of works, but the lack of full respect for students' subjectivity in the teaching process and the lack of more independent space for students. Teachers don't guide and encourage students to actively examine society and life with their own eyes, but always instill existing fixed answers into students, which is mandatory and oppressive. The film and television literature course in universities is different from other courses in content, which requires not only deep excavation of literary works based on writing background, historical environment, characters' personality, expression of emotions, etc., but also reasonable research and application of various theoretical knowledge that is convenient for exploring profound meaning. This kind of online and offline mixed teaching for

literature will be difficult to achieve more rational application of teaching resources, which will make it difficult to display its value. Although students have a strong interest in film and television literature, most of the teachers, starting from the practical purpose of dealing with the examination, led the students to walk through the classroom in a superficial way. Students only remember what the examination contents need to be memorized, but they have little knowledge of film and television art and film and television literature, let alone deeply appreciate film and television literature works.

5.2. Poor teaching process design. The design of the teaching process determines not only the quality of the teaching effect, but also the quality of the teaching process organisation in the online and offline mixed tutorial mode. The works should have a three-dimensional sense and image, a broad thinking space, and promote thinking activities, rather than being limited to the words themselves. Furthermore, film and television literary works use a variety of expressive techniques. Fully digging and explaining can also help students gain a better understanding of other fields besides Chinese, as well as inspire them and provide them with a variety of writing opportunities. Students' self-study before class, teachers' deepening in class, and students' strengthening and consolidating after class are the three parts of the teaching process in the online and offline mixed tutorial mode. However, in online and offline mixed teaching, some teachers do not provide self-study materials prior to class and instead ask students to find relevant literature and author information on their own. Because of the big data mode presented by Internet platform information, students will encounter content deviations and misunderstandings in their interpretation of relevant literature materials or author information.

6. Construction of online and offline mixed tutoring mode for film and television literature class

6.1. Improve students' participation in autonomous learning. There are relatively few theoretical knowledge parts in film and television literature courses, and most of the understanding and appreciation methods used are common forms. In this regard, teachers can concentrate on teaching relevant theoretical knowledge according to its application categories. After students understand and master the basic ways of appreciating literary works, the follow-up teaching of literary works will be more targeted. Before class, the teacher's main task is to carefully analyze the learning situation, so as to choose reasonable teaching content and online teaching platform, and put forward certain requirements and effective suggestions for students' online learning content. At the same time, the teacher should make clear the learning objectives, learning priorities and learning difficulties of film and television literature course teaching through micro-class or PPT, so that students can actively, effectively and independently learn, and provide knowledge

reserve for offline classroom teaching. Figure 1 is the dimension of effective learning environment of film and television literature and the path analysis model with learning effect.

Before class, teachers construct structured courses by designing curriculum guidance, unit knowledge tree and knowledge branch, setting exercises, discussion and inquiry topics before class, and establishing evaluation system. Teachers can arrange the task of watching movies in advance, so that students can have a preliminary understanding of the movies they want to learn, and set up simulation topics and examples related to movies by using teaching platforms such as rain class or cloud class class, so that students can learn by themselves first. Using modern IT to implement online and offline mixed teaching can not only effectively and rationally use time, but also remind and urge students to study tasks that need to be previewed before each class, and provide students with a broader learning path, thus helping to improve the teaching effect of film and television literature courses.

Teachers should deeply understand and combine students' individual characteristics, carefully select, design and prepare high-quality teaching and learning resources with different online difficulties according to the syllabus and teaching difficulties, so as to facilitate students' graded learning and help them to preliminarily understand and master knowledge content. Figure 2 shows the resource supply relationship of mixed teaching courses in universities.

Students are encouraged to explore and learn independently in class by using high-quality online curriculum resources or teacher-prepared video courses. Teachers use heuristic knowledge topics in class to guide students' independent thinking, discuss knowledge points, explain examples and exercises using the network platform, and analyse and calculate students' feedback questions that have been summarised before class. Simultaneously, combine different knowledge points, select application cases for teaching to enrich classroom content, and set up classroom tasks or group discussions to encourage students to engage in interactive communication, thus enlivening the classroom atmosphere. Students can use the mutual evaluation system set up in class to score and evaluate each other, enhancing students' sense of classroom integration.

6.2. Optimizing teaching process design. Optimizing the design of the teaching process can not only help students to strengthen their understanding of the literature knowledge they have learned, but also promote the teaching effect on the basis of enhancing students' interest in literature. First of all, in the pre-class self-study stage, teachers should give priority to searching and sorting out relevant literature knowledge, and tell students from which aspects to interpret the information of works. Teachers should have a purposeful dialogue between teachers and students in class according to the difficult points of students' feedback before class, and guide students at different levels individually to teach students in accordance with their aptitude. For students with

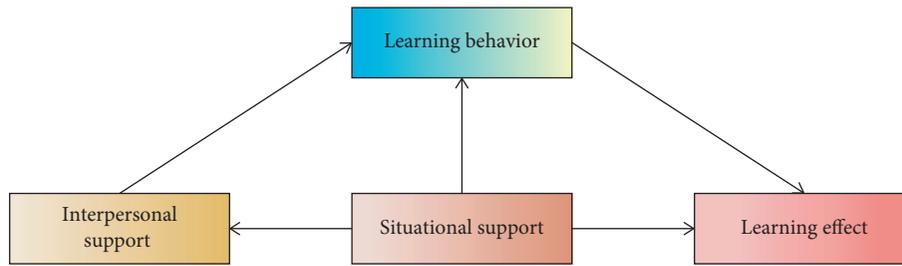


FIGURE 1: Path analysis model.

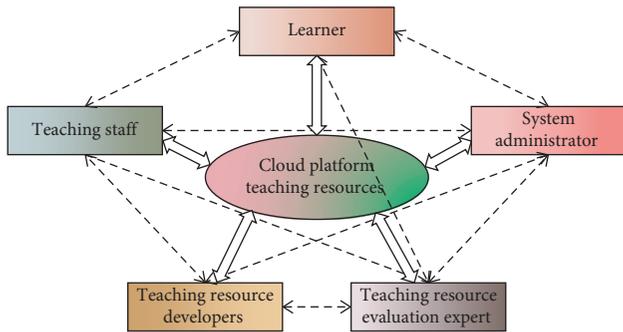


FIGURE 2: The supply relationship of mixed teaching curriculum resources.

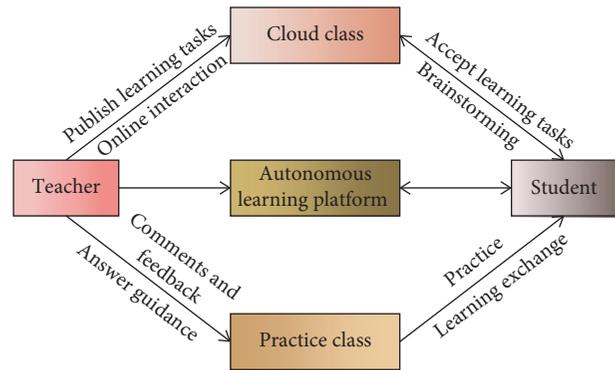


FIGURE 3: Mixed teaching implementation method.

good foundation and strong learning ability, teachers can assign some difficult learning tasks to expand their knowledge, and for students with poor foundation and weak learning ability, teachers can help them answer questions in class. In the class, teachers can selectively determine the content of lectures according to the movie watching tasks assigned before class, the feedback from the teaching platform to students' preview tasks before class, and the questions and discussions that students have made through the platform. The implementation method of mixed teaching is shown in Figure 3.

One of the great advantages of mixed tutorial mode is that it can provide students with a personalized learning space, so that learners can achieve completely independent personality learning. However, it is not easy to truly reflect this advantage, which requires systematic design of the whole network learning environment. The learning path components are shown in Figure 4.

Because students have a preliminary knowledge and understanding of the film before class, teachers should deepen and guide students' appreciation and understanding of the film in class. At the end of the course, teachers can use the last five minutes of the class to summarize and clarify the key points and difficulties in this class, so that the teaching effect can be guaranteed to the greatest extent. After class, teachers can arrange homework through online learning platform, the content can be about film appreciation or film appreciation, etc., so that students can extend and expand their knowledge about what they have learned about film appreciation. Students consolidate their knowledge and finish their homework, and then give feedback on their homework. After the first stage of listening and speaking

teaching of film and television literature supported by mixed teaching method is completed, a stage test is required, and the test results are shown in Figure 5.

Teachers can reflect after class according to students' preview before class and the implementation of teaching in class, and both teachers and students can summarize from the perspective of teaching and learning. Online-offline mixed tutorial mode can enable teachers to adopt the most effective and direct teaching methods, carry out reform and exploration, and further improve students' learning status and teachers' teaching level. For example, Figures 6 and 7 is the survey result of students' satisfaction with online and offline mixed teaching of film and television literature course.

It is clear from Figure 6 and 7 that most students are satisfied with the multi-mixed tutorial mode. In addition to assigning homework of classroom teaching content, teachers can also introduce the frontiers of scientific research and provide practical application cases in combination with teaching knowledge points and teachers' own research direction, so as to help students broaden their horizons, stimulate their interest in learning and deepen their understanding of knowledge. Table 7 shows the statistics of students' evaluation on teachers' use of multimedia courseware in film and television literature teaching.

The premise of mixed tutorial mode is the Internet, which requires teachers to master the application of IT, which is the general trend in the teaching of film and television literature. Teachers should improve their IT level in actual teaching, fully and effectively integrate teaching resources of film and television literature with IT, innovate tutorial mode, change teaching environment and optimize classroom atmosphere. The independent explanatory power

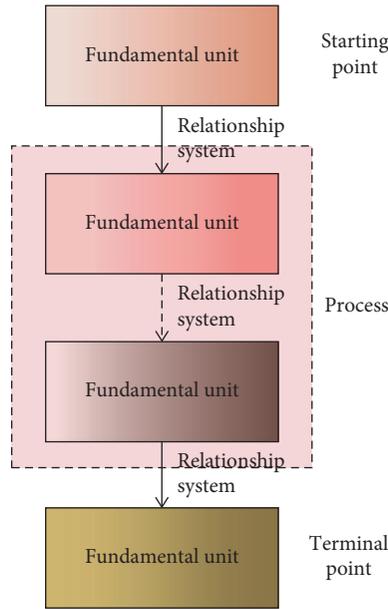


FIGURE 4: Elements of Learning Path.

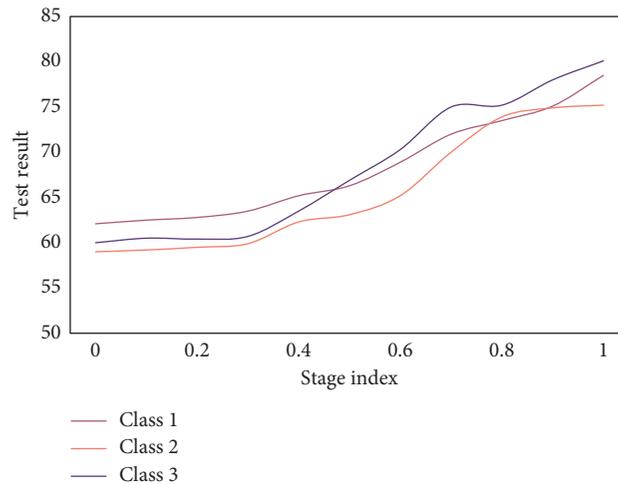


FIGURE 5: Comparison of stage test score data.

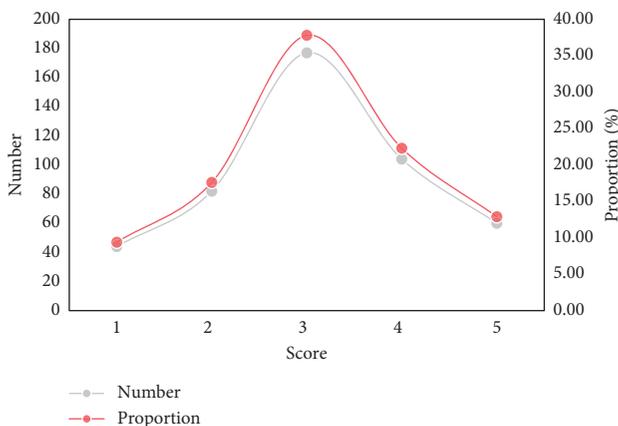


FIGURE 6: Survey statistics of students' satisfaction with online and offline mixed teaching.

data of the three dimensions of effective learning environment shows that both learning behavior and situational support have strong explanatory power to learning effect, as shown in Figure 8.

Most students take part in some exams related to professional skills while studying professional courses. The heavy learning tasks lead to the change of unsuitable teaching methods. Therefore, they have coping psychology for online learning, and can't finish online learning tasks assigned by teachers on time, quality and quantity. Therefore, schools should actively adjust teaching evaluation methods, emphasize the importance of process evaluation, arouse students' attention and attention, and then improve students' learning consciousness and enthusiasm. Students independently or in groups carefully complete the exercises, discussions and feedback after class, and freely put forward

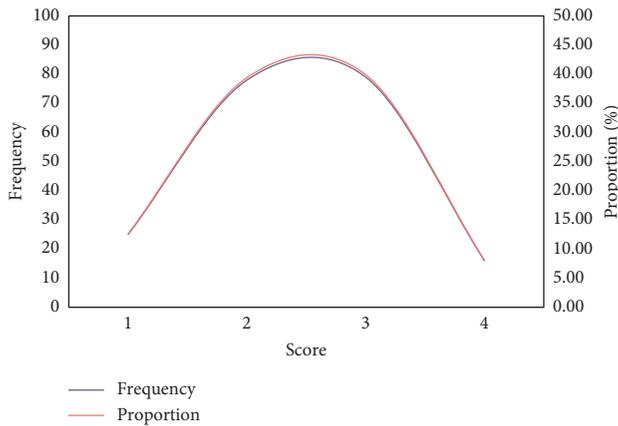


FIGURE 7: Students' evaluation of the effect of multimedia courseware.

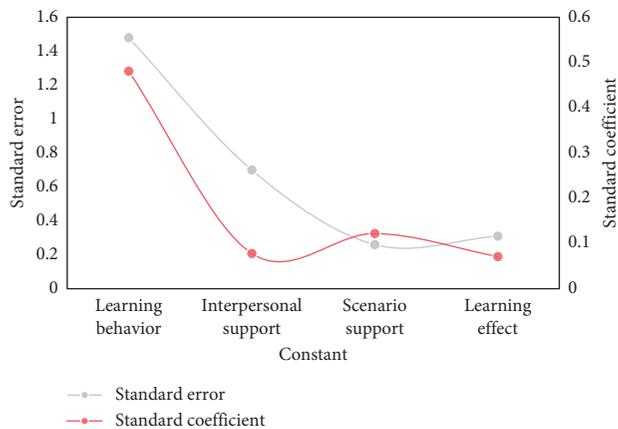


FIGURE 8: Effective learning environment construction corpus estimated results of learning effect.

their own opinions and suggestions on teaching design, teaching content and teaching videos through the teaching evaluation system, thus forming a good cycle between teachers' teaching and students' learning.

7. Conclusions

Film and television literature courses are different from general cultural courses. Today, with the emphasis on humanistic quality education, the methods and skills of film and television works appreciation can reflect students' thinking mode and aesthetic ability. Today, with the rapid development of the Internet, the film and television literature course is no longer a simple explanation of works and appreciation of contents. Through network information expansion, it can show students a more brilliant side of literary works. Strengthening the teaching of film and television literature works is the need of the development of the times and an important channel to improve students' cultural literacy. The appreciation of film and television literary works will provide a new growing point for the deepening of Chinese teaching reform. Online-offline mixed tutorial mode provides students with rich teaching resources

and broad learning space, which enables students to change from passive learning to active learning. Students can watch videos independently before class, complete the preview work, and fully stimulate students' learning enthusiasm, thus contributing to the improvement of classroom teaching quality and teaching effect. With the development of the times, the teaching method based solely on lectures can no longer meet the needs of students. The online and offline mixed tutorial mode can improve the teaching quality, enhance the learning efficiency of students and promote their all-round development.

Data Availability

The data used to support the findings of this study are included within the article.

Conflicts of Interest

The author declares that there are no conflicts of interest.

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