

An Exploration of Using the MES Model Teaching Innovation Design for a Business Course in Radio and Television Writing and Directing

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Abstract

Under the environment of media integration, all types of TV programs are constantly integrating with other media and ushering in new development opportunities. The broadcasting method used in the course practice of Radio and Television Programming and Directing Business in colleges and universities also ushers in a new evolution in the wave of media integration. In this paper, we will take the teaching evolution of the guide way in the course of Radio and Television Programming and Directing Business as a starting point, and analyze the significance of the evolution of the course after the adoption of the MES model.

Keywords

Media Integration; Guide Way; Virtualization.

1. INTRODUCTION

MES teaching mode, developed by the International Labor Organization research, is a teaching mode based on on-site teaching and centered on skill training. Therefore, it has been widely used abroad, especially in the field of vocational education.

The introduction and promotion of MES teaching mode in China began in the early 20th century, and in recent years, it has been promoted more rapidly in the education of professional courses with strong practice. Chinese research on this model can be divided into two categories: one is to stand on the macro perspective, to introduce the characteristics of the MES teaching model and the current problems encountered, such as Liu Ningrui in the article "Module Teaching (MES Model) Problems and Countermeasures" on the characteristics of the MES teaching model and some of the problems encountered in the practice of the curriculum countermeasures to do a more detailed explanation; the other is to stand on the micro point of view, to MES model in the relevant professions, related courses, and the MES model in the relevant courses, the MES model in the relevant professional and related courses in the field of vocational education. The other is from a micro perspective, the application of MES mode in related majors and related courses to explore teaching innovation. For example, Shao Xihua in the "MES in automobile repair internship teaching in the application of research" in the article on the MES model in the automobile repair practical application of teaching specific experience in a more systematic exposition.

These research results also have great help and inspiration on how to introduce MES teaching mode in the professional practice teaching link of radio and television programming and directing courses.

2. KERNEL OF MES TEACHING MODE

MES teaching mode is a modern teaching mode based on information technology, in which MES stands for "Modeling, Experiment and Self-learning". The core concept of MES teaching mode is to combine the traditional teaching methods with modern information technology, and through the teaching means of simulation, experimental investigation and self-learning, students can get a more in-depth and detailed learning experience in the process of learning, and improve the learning efficiency and quality of learning. Its characteristics include:

2.1 Emphasis on students' subjectivity: MES teaching mode emphasizes students' autonomy and subjectivity, and through the teaching means of simulation, experimental inquiry and self-study in three aspects, it enables students to actively participate in the learning process and take the initiative to explore and think about the problems.

2.2 Diversified teaching means: MES teaching mode includes three teaching means, namely, simulation, experimental investigation and self-study, which can satisfy the learning needs of different students and improve the learning efficiency and quality of students through a variety of different teaching means.

2.3 Emphasis on practicality: MES teaching mode emphasizes practicality, through simulation, experimental investigation and self-study of the three aspects of the teaching means, so that students in the learning process can really master the knowledge and skills, with the ability to operate in practice.

2.4 Focus on evaluation and feedback: MES teaching mode focuses on teaching evaluation and feedback, through simulation, experimental investigation and self-study of the three aspects of the teaching means, timely feedback on student learning, adjust the content and methods of teaching to improve the teaching effect.

3. RECONSTRUCTION OF COURSE CONTENT

Compared with other media courses, the course "Radio and Television Programming and Directing Business" focuses on cultivating students' professional theories, knowledge and skills in the areas of radio and television programming, planning, creation and production. In addition to the requirement of high political level, theoretical cultivation and artistic appreciation, it also highlights the cultivation of students' operational skills in the radio and television scheduling system or other work in ESP radio and television program editing and directing. Therefore, the business course of radio and television programming and directing has stronger attributes of applied education.

The MES model is a modular vocational and technical training model developed by the International Labor Organization through the application of system theory, information theory and cybernetics, which creatively applies the design idea of "modular combination" to break down an occupation into a number of standardized single-competency teaching modules based on the industry skill requirements, which are suitable for the training objectives of a specific teaching and training unit. It breaks down an occupation into a number of standardized single-competency teaching modules to form a training program for a certain occupation that suits the training objectives of a specific teaching and training unit. This model is based on the main line of the actual job completion procedure of a certain occupation, shortening the distance between school education and employment, with good flexibility and strong adaptability.

This teaching mode is suitable for the teaching of the choreography business course of radio and television choreography majors. Therefore, it is hoped that the introduction of MES teaching mode in the practical teaching link of radio and TV program editing and directing business courses can more reasonably and effectively formulate the practical training objectives

of directing and broadcasting and specific practical teaching projects of EFP/ESP TV program live broadcasting, as well as quantify and evaluate the practical training projects. At the same time, the MES model takes full account of the importance of the individual characteristics of the teaching unit, and it can realize resource sharing with neighboring majors and courses in practical teaching according to the actual situation of the school and the college, establish a joint practical teaching platform, make better use of the existing teaching resources, and play a role in improving the effect of practical teaching.

4. INNOVATION OF TEACHING METHODS

4.1. Selection and combination of practical teaching skills training modules for the curriculum of radio and TV program editing and directing business and the focuses within the curriculum

According to the requirements of the curriculum of radio and television programming and directing business and the MES pass skills training model, all kinds of vocational skills teaching contents in the practical process of radio and television programming and directing business are classified and optimized to form the basic professional skills and direction extension skills. And in the design of practical teaching syllabus at the beginning of the semester, reasonable practical teaching content and teaching hours are set to realize the modular combination of professional skills. For example, the control of three-camera camera, talk show planning, the guide's on-site control and other skills teaching belongs to the basic skills of the course, covering the overall explanation of the course; part of the content can also be set up with other professional courses to share the practical teaching platform, deepen the significance of the guide in the video camera, photography, film and television lighting, audio-visual language.

4.2. Realize the quantification of MES mode with specific TV guide practical teaching projects.

The quantification of practical teaching content under the MES model is essentially to select single ability teaching modules to form a vocational training program for TV directors that is suitable for the requirements of the TV media. For the practical teaching of radio and television programming and directing business, it is to formulate a specific practical training program for the director with the practical teaching content that meets the skill standards of the profession under the credit hour requirements of the overall professional training program and the guiding teaching plan. The content of the practical training program should be set around the requirements of the skills module, reflecting the characteristics of the professional skills of the guide, to meet the needs of the students guide skills training. Teachers should deepen the innovation of practical teaching accordingly, and pursue the relevance and effectiveness of ESP guide broadcasting practical teaching.

4.3. Evaluation of students' TV guide professional skills under MES teaching mode.

This content is to test how well the students' skill mastery matches the requirements of the skill modules under the MES model. The practical teaching setup of broadcasting and TV program editing and directing should be based on the training objectives and detailed skill attainment standards set by the MES skill standards of the specialty, and if necessary, teachers should innovate the teaching methods and assessment methods according to the characteristics of the practical teaching content. Create a new mode of course assessment standards, to practice the strength of the project, to practice the results.

5. CREATION OF TEACHING ENVIRONMENT

The goal of MES teaching mode in the practical teaching of radio and television program production and direction is to use the basic method of MES to classify the vocational ability training modules, to classify and integrate the skills requirements of camera, director, assistant director, light and sound, etc. required by ESP radio and television program production and direction, and to compose the basic and extended modules of vocational skills training, and then the combination of basic and extended modules will form the direction of focus within the course. The combination of basic modules and extension modules forms the basis for the internal focus of the program. The corresponding vocational skills training module will be integrated into the specific practical teaching of the course, so that the course practical training program can meet the basic professional skills requirements, but also well integrated to better adapt to the needs of different positions in the future business process of radio and television programming and directing.

The implementation of MES teaching mode in the business course of radio and television editing and directing mainly includes three aspects, namely, simulation, experimental investigation and self-study.

5.1. Simulation

In the film and television scriptwriting module, students can use professional scriptwriting software for simulation simulation to design and create their own film and television scripts. In the directing module, students can use virtual reality technology to simulate the scenes and situations of film and television shooting, and familiarize themselves with the process and technology of film and television shooting. In the film and television post-production module, students can use professional post-production software for simulation simulation, learning and mastering editing, sound effects, music, special effects and other post-production techniques.

5.2. Experimental Exploration

In the Actor's Performance module, students can conduct experimental inquiry to improve their actor's performance ability through simulated actor's performance, self-assessment and others' assessment. In the Film and Television Post-Production module, students can conduct experimental investigations to explore and master post-production techniques by simulating editing, adding sound effects and special effects and other operations.

5.3. Self-study

Throughout the course, students will learn and master the basic knowledge and skills of radio and television editing and directing in depth through self-study. Teachers will provide students with relevant textbooks, materials and video lessons, and require students to learn and master relevant knowledge and skills independently.

6. REFORM OF THE TEACHING PROCESS

The reform of the evaluation of the design and construction of the implementation of the radio and television program editing and directing business course based on the MES teaching model is mainly carried out in three steps:

6.1. Before the class, the reorganization of the skills module for professional practice teaching of the radio and television program editing and directing business course is carried out.

According to the requirements of the industry to which the guide course corresponds and the practical teaching objectives in the professional training program, combined with the existing teaching practice and experience, the practical teaching content of the guide teaching is reorganized to determine the optimal combination of practical teaching modules such as camera, guide, lighting, etc., and to complete the investigation and study of the students' learning situation in the early stage. According to the results of the survey and research on the learning situation, targeted to lead the students to experience the game module, and complete the virtual rehearsal before the practical exercise.

6.2. In the lecture, to select and combine the practical teaching skills modules of the guide profession.

On the basis of the professional curriculum construction of radio and television programming and directing business, we should select and combine the professional practical teaching skills modules: according to the industry requirements of the director position, we should formulate the practical teaching objectives in the professional training program, and combine the actual situation and experience of teaching, reorganize, integrate and improve the practical teaching contents of the director's professional teaching, and determine the optimal combination of practical teaching modules.

6.3. After teaching, quantification and assessment rules should be set for the teaching modules.

Camera, guide and other practical teaching content, according to different types of programs to develop a detailed and specific skills training requirements and assessment methods, innovative teaching methods, the implementation of practical teaching. Quantification and assessment of the specific implementation of teaching modules. According to the practical training teaching projects of specific courses, the practical teaching content of radio and television programming and directing business courses make modular teaching innovation. At the same time, the development of detailed and specific skills training requirements and course assessment methods, in the teaching process in a timely manner, the teaching effect of feedback information survey and analyze the clutches to write a relevant teaching reform paper. Finally, check the effect of teaching innovation by combining with the results of students' course guided broadcasting.

7. TEACHING EVALUATION AND FEEDBACK

Teaching evaluation and feedback of MES teaching mode is the key link to improve teaching effect and quality. In the business course of radio and television editing and directing, teaching evaluation and feedback should include two aspects: the evaluation of student learning and the evaluation of course teaching effect.

7.1. Evaluation of students' learning

The evaluation of students' learning includes classroom performance, homework grades and practical performance. Teachers can evaluate students' learning through classroom discussion, homework grading and practice assessment, and give timely feedback and suggestions. At present, the existing practical teaching equipments of Hunan Institute of Science and Technology, such as DATAVIDEO SE-900 guide desk, CCU call system and other equipments, can basically satisfy the conditions for carrying out modular practical teaching according to the MES

teaching mode in the business course of broadcasting and TV program editing and directing. If we can further understand the skill requirements of the industry for graduates through actual visits, we can innovate the existing practical teaching links and realize the optimized MES teaching mode.

7.2. Evaluation of the teaching effect of the course.

The evaluation of the teaching effect of the course includes the improvement of students' comprehensive quality, the improvement of learning interest and the cultivation of innovation ability. Teachers can evaluate the teaching effect of the course through the students' work display, results display and comprehensive assessment, and give students timely evaluation and feedback accordingly. I have already made an attempt on modular teaching in the first two academic years of my lectures on radio and television editing and directing related courses, so I have some experience to refer to in exploring the evaluation of the effectiveness of the radio and television program editing and directing business courses under the MES teaching mode.

The purpose of teaching evaluation and feedback is to discover the problems in teaching, make timely adjustments and improvements, and improve the quality and effectiveness of teaching. Teaching innovation students are highly motivated, and docking the lectures to the industry can greatly improve students' motivation to learn the business course of radio and television program editing and directing, which facilitates better innovation of the MES teaching mode in the business course of radio and television program editing and directing. At the same time, it can also motivate students' learning interest and enthusiasm, and cultivate students' innovation and practical ability.

8. TEACHING EFFECTIVENESS AND PROMOTION VALUE

The most important feature of this teaching innovation is that it utilizes the MES teaching model of vocational education for skills training and applies it to the practical teaching of radio and television programming and directing in an attempt to make the practical teaching of the course better meet the needs of the society. By combining and optimizing the existing practical teaching contents of the course, we selectively increase or decrease and change the practical teaching contents of broadcasting in accordance with the prevailing standards of the broadcasting industry. With the help of this model of radio and television programming and directing course innovation, it will effectively shorten the distance between practical teaching and employment, and at the same time help to maintain students' enthusiasm for learning, improve learning efficiency, with good flexibility and adaptability.

With the development of market economy, the demand for talents is undergoing significant changes. China's higher education is gradually changing from "elitist academic education" to "popular application-oriented education". Radio and television programming and directing business course as a media professional higher education in the practice of strong course type, the course personnel training for the purpose of training for China's broadcasting career can master the basic knowledge of ESP live recording and broadcasting too basic operating skills of professional talents. Therefore, this teaching innovation is a new attempt to cultivate applied talents.

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