

# ***Research on Teaching Plan of Integration of Industry and Education for Theater, Film and Television Literature Major***

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**Abstract:** The integration of industry and education is an innovative point in the design of talent training programs for applied undergraduate universities. Theatre, film, and television literature major combines the development needs of the industry and enterprises, with the goal of cultivating students to enter the industry. It enhances the undergraduate teaching and practical training courses of theatre, film, and television literature major, makes reasonable use of various educational resources in schools and enterprises, integrates practical training courses into talent training programs, improves the cultivation of students in applied undergraduate majors, enhances students' humanistic literacy and professional quality, and comprehensively cultivates excellent talents in theatre, film, and television literature major.

In order to promote the reform of talent cultivation mode in the major of theatre, film and television literature, we need to improve the quality of talent cultivation for drama, film and television literature as an applied undergraduate major. The school and related enterprises in the film and television industry jointly participate in the formulation of talent training programs for theatre, film and television literature. By optimizing the curriculum of theatre, film and television literature majors, consolidating the theoretical foundation of film and television scriptwriting, film and television aesthetics, increasing the proportion of practical activities in film and television drama creation, and increasing the number of school enterprise cooperation projects, the practicality of theatre, film and television literature majors can be improved through mutual cooperation between the college and enterprises, promoting the excellent development of enterprises and industries, and thus promoting the sustainable development of theatre, film and television literature majors.

The theatre, film and television literature major collaborates with industries and enterprises such as television stations and performance groups to actively promote the reform of applied undergraduate education. Students are required to possess professional knowledge in film and television drama script creation, film and television drama shooting, and film and television drama post production. They should have certain abilities in film and television drama and script creation, as well as good professional qualities in audio-visual arts. They should be able to engage in film and television drama production and script creation in the field or industry of film and television, and be

versatile, applied, and innovative film and television art professionals. In order to improve students' hands-on skills and strengthen the training of professional teachers, it is required that full-time teachers closely contact with personnel in the film and television industry and enterprise staff, and jointly explore the possibility of close connection between the theatre, film and television literature profession and the industry. In response, the theatre, film and television literature major has proposed a corresponding talent cultivation model that integrates industry, education and integration.

## 1. The model of school enterprise cooperation

In the talent training program for undergraduate students majoring in theatre, film and television literature, while meeting the basic theoretical requirements of theatre, film and television, emphasis is placed on the establishment of practical training courses, providing students with numerous opportunities for practical creation, building platforms with enterprises, and enhancing students' hands-on operational abilities.

The school cooperates with enterprises and industries to reasonably increase practical class hours, increase the selection of elective courses, and promote diversified course choices for students based on their own interests and development strengths. By selecting courses, students can create their own unique schedule. The school combines the employment needs of enterprises to create talents that meet the needs of industries and enterprises, and adopts tailored methods to cultivate talents for enterprises, effectively demonstrating the needs of enterprises and industries in the teaching process. Enterprises communicate with professional leaders and teachers based on their own needs, providing the basic skills of talents needed in the industry to universities and helping them determine the direction of student training.

Enterprises such as film and television media, performance groups, television stations, and publishing houses have put forward employment demands. Both theatre, film, and literature majors and enterprises have added corresponding elective courses according to job employment standards,<sup>[1]</sup> such as script creation practice courses, children's drama creation practice courses, short video production practice courses, etc., to enhance students' ability to combine theory with practice. On the one hand, in the form of agreements or contracts, the stability of talent cultivation is determined, and students are organized to participate in practical training activities during holidays at major television stations and film production companies, such as CCTV, Beijing TV's "Archives" program group, Sichuan TV, Mianyang TV, etc., to support students' experimental training credits. On the other hand, the school organizes teachers to carry out corresponding recording practice activities in the classroom, on campus, and in the surrounding areas of the school, and jointly carry out talent cultivation with majors such as radio and television directing, film and television production management, stage art and design, broadcasting and hosting on campus to support students' daily learning and practice. These two practical courses, on the basis of consolidating theoretical teaching, can quickly improve students' professional practical operation level, and enable each student to choose their own course arrangement according to their own development direction and interests.

The school sends professional teachers to the drama, film and television related industries for on-the-job training, to understand the development of the industry and enhance the applied level of the drama, film and television literature major. The school organizes teachers to go deep into social institutions such as CCTV and local TV stations, publishing houses, and film and television companies for on-the-job training, and to go deep into enterprises and industries to understand their needs. Through the practice of teachers, strengthen teaching content and practices such as short video creation, creative planning for film and television festivals, advertising planning, photography

and videography, television program planning, and new media operation. Teachers who go to the creative planning department of film and television companies for training can combine the latest hot topics in the film and television industry, complete creative design for film and television dramas, and improve their aesthetic ability in film and television drama creation. When they return to the classroom, they can guide students in film and television drama creation, laying a foundation for students to work in media companies. Teachers participating in the production of film and television dramas by film and television companies can greatly promote director's abilities, audio-visual aesthetics, script creation, and other aspects based on the progress of on-site filming. In daily teaching, they can teach students about artistic aesthetic characteristics, filming and recording skills, and risk prevention awareness. By participating in the production of movies, TV dramas, short dramas, and video microfilms, teachers can gain a comprehensive understanding of the development of the film and television industry, improve their level of scriptwriting, stay informed about the latest trends in the industry, experience artistic trends, and enhance their professional skills.

The school and enterprises jointly build practical teaching bases on campus to complete corresponding practical training courses. The enterprises send industry mentors to settle in the campus, establish studios, bring market projects into the campus, and lead students to participate in practical training projects. Through exposure to real corporate projects, students can quickly master professional skills, such as the cooperation between theatre, film and television literature majors and performance groups, which adopts the construction of industrial parks on campus, incorporates copywriting and performance planning courses into the campus training curriculum system, invites renowned directors to guide students in practical operations, and leads students to participate in on-site filming work of film and television companies. For example, the drama, film and television literature major collaborates with micro video production companies, media companies, etc., where enterprise mentors lead students to participate in the filming and post production of TV movies. Students learn how to write scenario based scripts and shot based scripts for TV movies, and are proficient in using drama software to create scripts. For example, the recording art major collaborates with theaters and theater troupes, and enterprise mentors lead students to collect and create scripts on site. The campus industrial park built by the enterprise allows students to have a more intuitive understanding of the basic process of enterprise operation and the needs of industry development.

In addition to the establishment of practical courses, the talent training program for literature, film and television literature also includes credits for club activities. These credits are arranged by the university and jointly created by the university and enterprises to create club activities suitable for the development of drama, film and television literature. The school invites enterprise mentors to collaborate with teachers majoring in drama, film, television, and literature to enhance joint guidance for student club activities, such as operating the college's television and radio stations; Enterprise mentors participate in the script creation, filming, and production of promotional videos such as movies, short videos, and micro videos for the school; Planning various events of the school, such as the welcome party, New Year's party, graduation party, graduation report exhibition, and campus club variety show.

The university should apply teaching achievements to practice, promote the creation of excellent works by enterprises, and transform the teaching guidance process into the achievements of enterprises. This can promote the creation of film and television scripts, the production of film and television dramas, the production of web dramas, and the production of videos, all of which can enhance the industry level of television stations, media companies, performance groups, and improve the effectiveness of works.

## 2. Requirements for curriculum design

The joint talent cultivation between the university and enterprises not only promotes the combination of theory and practice for students, but also requires the curriculum evaluation system to be reevaluated according to the actual situation, increasing the proportion of practical courses, and establishing a complete system for evaluating practical courses.

Firstly, in the setting of on campus and off campus practical courses, it basically meets the diverse and multi grade selection needs of students, and can offer a large number of basic practical courses closely related to the theater, film, and literature industry. At the same time, it is also possible to offer a large number of practical courses that are specific to the direction and industry, with strong operational specificity. The major of Drama, Film and Television Literature requires students to be able to create scripts, such as movie scripts, TV drama scripts, short drama scripts, microfilm scripts, and drama scripts; we require students to be able to create scripts, design shots, write storyboard scripts, shoot film and television works, and master basic shooting skills; According to students' development direction, it can be divided into drama script creation, film and television drama script creation, short drama and micro film creation, new media self media creation, etc. Under the requirements of these professional standards, teachers teach through the integration of universities and industries. Schools hire relevant personnel from the film and television industry to participate in teaching design, such as optimizing talent training programs, writing course outlines, teaching courses, designing teaching processes, and optimizing assessment requirements. This enables students to possess the skills required for copywriting planning, scriptwriting, and management in industries such as film and television companies, theater troupes, television stations, and new media.

Secondly, in the field of theater, film, television, and literature, the addition of a large number of industry enterprise mentors can enhance the content and level of practical courses.<sup>[2]</sup> The practical courses of the drama, film and television literature major are led by external mentors and internal professional teachers, with the basic courses of drama, film and television literature as the link, to carry out teaching work. Under the guidance of external mentors in the field of drama, film and television literature, students gain a deep understanding of the basic knowledge of the learning industry and master practical experience on the front line. For example, in script training courses, students can directly learn the theory and methods of film and television script writing in the classroom, which can enhance their professional practical level. For example, courses in director fundamentals and audio-visual language can directly teach students film and television shooting skills, shot script writing skills, and shot processing skills in the classroom, enhancing their professional practical level. Courses such as new media, micro videos, and self media can directly learn the development laws of new media communication, self media operation laws, and micro video short video production skills in the classroom, enhancing students' professional practical level. The film and television post production course can directly explain editing, recording noise reduction, post rendering, etc. in class, and master the post production skills of film and television works. The introduction of the off campus mentorship system greatly expands students' horizons, enhances the practicality of the curriculum, and prevents students from having high expectations but low skills and being unable to integrate into practical work. Through the cooperation between industry mentors and professional teachers on campus, students can fully understand the development of the industry, clarify their learning ideas, cultivate study habits, improve learning efficiency, determine their future development direction, and choose courses that they are interested in and enjoy based on the development of the industry.

Once again, students' learning in school is aligned with industry projects. In the process of cultivating majors in theater, film and television literature, a large number of mature projects from

the enterprise industry are introduced and implemented on campus and in the classroom. Project based courses are established, and students are jointly guided by industry mentors and on campus teachers. For example, once project-based courses in screenwriting are offered, students' work is adjusted according to market projects at any time during the teaching process. For example, on Children's Day every year, there will be a large number of children's drama performance activities, such as screenwriting and rehearsal of children's dramas, which are led by teachers to complete the projects. In addition to the practical training projects that actually exist in the enterprise industry, there are also a large number of projects made by students themselves, such as the students' own film official account, drama official account, short video works created by students, and students' self media on various network platforms.<sup>[3]</sup> These practical activities are also guided by teachers to promote students to improve their professional level and enter the industry in advance. Their works can participate in marketing. When students face employment, they can help students explore employment directions, solve employment problems, and help enterprises absorb outstanding talents.<sup>[4]</sup>

### 3. Evaluation System for School Enterprise Cooperation

The university organizes a team of teachers to go deep into the enterprise industry, update knowledge structure, enhance professional level, strengthen research projects, and promote the theoretical construction of theater, film and television literature disciplines in the enterprise industry.<sup>[5]</sup> At the same time, the school actively introduces experienced professionals in the film and television industry, increases the proportion of dual qualified teachers, optimizes the quality of talent training, and enhances the school's social status and influence.

The evaluation system for practical courses mainly comes from students' experimental training processes and works. The control of students' training processes and the submission of final works can cultivate students' teamwork awareness, improve their service awareness, meet the national requirements for talent cultivation, and promote students' diligent learning from an ideological perspective. In the evaluation of practical courses, a considerable number of students actively participate in domestic script and film and television competitions, gaining experience and achieving excellent results through participating in competitions. The theater, film and television Literature major collaborates with major film studios, central and local television stations, theaters, various art groups, and screenwriting studios. Teachers and students actively participate in the program, transforming the curriculum into practical projects. These projects are directly evaluated by teachers based on students' works, work attitudes, learning attitudes, etc. Some teaching and training processes are fully recorded for future reference.

Actively participating in school enterprise cooperation projects has promoted professional teachers to improve their own level, consolidate their theoretical foundation, and enhance their professional practical skills. Teachers' participation in practical courses and close attention to practical training projects can form an effective evaluation system and guide future teaching work. Drama, film, television, and literature teachers actively participate in textbook teaching reform, writing textbooks such as "Screenplay Theory," "Educational Drama," "Audiovisual Language," etc. The writing of these textbooks can be combined with industry development, update cases in a timely manner, and promote the construction of professional theories in universities. At the same time, theater, film, television, and literature teachers actively participate in scientific research and teaching reform, actively apply for research projects, guide theory through practice, draw on industry advantages, enhance theoretical research abilities, and promote the development of classroom teaching.

The integration of production and education in the field of theater, film, and television literature

has comprehensively promoted the updating and improvement of talent training programs in this field. Based on a solid theoretical foundation, it has enhanced the connection between students, teachers, and industry enterprises, promoted the practical training of talents, improved students' professional operational level, promoted the improvement of teachers' teaching and research level, and also promoted the development of industry level. Integrated teaching of industry and communication has a positive impact on students, schools, industries, and society, and plays a positive role in promoting discipline construction.

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