

Research on Improving Teachers' Video Media Literacy in the Era of Screen Communication

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[Abstract] Mass information dissemination has entered the era of screen dissemination. In the era of screen dissemination, teachers urgently need to improve their own video media literacy in order to meet the needs of teachers' professional development. This article gives the definition of video media literacy, and proposes that the video media literacy of primary and middle school teachers has multiple and multi-layered connotative characteristics, and summarizes the strategies for improving teachers' video media literacy.

[Keywords] screen communication; video media literacy; improvement

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I. VIDEO MEDIA LITERACY HAS BECOME A NECESSARY LITERACY FOR TEACHERS

In today's era, the medium through which people obtain information has gradually transitioned from a variety of media such as newspapers and magazines, radio broadcasts, movies and televisions to a single network medium, and information dissemination has increasingly become a single screen dissemination. People's study, work, and life are gradually engulfed by various screens of various sizes. Screens are almost full of people in all occasions, from outdoor to indoor, from fixed to mobile, from giant screen to small screen, people's attention is constantly moving back and forth among various screens of different sizes. Mass information dissemination has entered the era of screen dissemination. Each screen constitutes a complete screen ecosystem for the audience. The most convenient and popular media in the era of screen dissemination is video. At the same time, with the widespread application of 4G technology and the issuance of 5G licenses in China, the increase in Internet bandwidth and the large-scale popularization of mobile Internet, the number of mobile Internet users in my country has reached more than 500 million, and the network traffic cost has also been greatly reduced. People walking in the streets, sitting in teahouses and pubs, standing in the station square, you can see people who are "swiping" various videos with their mobile phones. Reading of texts, image browsing, and other online information review behaviors have been more changed to video viewing. Because, when people watch video media, they need to pay less effort than graphic information. Coupled with the popularity of many video apps, video has gradually become an important source of information for people. Therefore, in the current era, video media literacy has become particularly important. Video has its own unique advantages in dissemination. The sound and picture appear simultaneously, the amount of information is greater, and the feeling is more real. The popularity of video production equipment and the convenience of video dissemination have also made people surrounded by a variety of video works that are uneven and difficult to distinguish between good and bad. These video works have brought great temptation and confusion to primary and middle school students in particular. Primary and secondary school teachers, as one of the main gatekeepers of various information for primary and secondary school students, especially need to improve their own video media literacy, as a guide for students to learn, grow, become successful, and succeed in the era of screen dissemination. On November 21, 2018, the "Guiding Opinions on Strengthening Film and Television Education in Primary and Secondary Schools" was jointly issued by the Ministry of Education and the Central Propaganda Department, and will be implemented on that day. The "Guiding Opinions" clearly stated that primary and middle school students should experience the world, broaden their horizons, and experience emotions in film and television education, and promote their physical and mental health and overall development. It is also pointed out that one of the main tasks of current film and television education is to build a team of teachers and cultivate a group of full-time and part-time film and television education teachers. The construction of a full-time teacher team may still need a long-term process, so the current in-service teachers may need to shoulder the burden of student film and television education. The acquisition of professional knowledge, artistic literacy and aesthetic ability of film screening, film theory, film appreciation, micro-film creation, etc. can actually be regarded as the training of teachers' video media literacy. As the main implementer of teaching work,

the level of video media literacy that teachers possess plays a vital role in the improvement of students' video media literacy. From this point of view, having good video media literacy has become one of the current professional literacy of primary and middle school teachers, and it is a component of the professional competence structure of modern teachers.

II. THE CONCEPT OF VIDEO MEDIA LITERACY

"Quality" is generally interpreted as regular practice and self-cultivation, emphasizing that literacy is a dynamic process of cultural traits or spiritual, conceptual or attitude that people gradually form. The meaning of literacy in both Eastern and Western cultures refers to the knowledge, abilities and concepts that individuals have acquired in the process of socialization. The concept of media literacy originated in Western countries represented by the United Kingdom, the United States, and Canada. It mainly refers to people's ability to choose, understand, question, evaluate, create and produce, and speculatively respond to various information. Media literacy has different meanings and connotations in different eras. The current continuous popularization of video media and the rapid reduction of the threshold of video shooting technology have made it more and more the main medium for people to obtain information, which has given birth to the emergence of video media literacy.

Refer to JIA RONG WEN, WEN LING SHIH and other explanations on the concept of information literacy to define video media literacy. Video media literacy is based on the teacher's self-awareness of the value and role of video media technology, actively learning video production technology, video production theory knowledge, effective collection, evaluation, analysis and synthesis of videos to realize the effective application of video media technology. Based on their own awareness and ability of education and teaching practice, and constantly improve their own video appreciation ability, video art quality and video aesthetic ability, and can consciously cultivate students' video media quality in teaching

III. THE CONNOTATION OF VIDEO MEDIA LITERACY

The connotation of the video media literacy of primary and middle school teachers is diverse and multi-faceted, including not only the basic media literacy cultivation content for the general public, but also the video media literacy content of education and professional due to the particularity of their education duties. As ordinary members of society, teachers in elementary and middle schools should have the ability to quickly screen videos and obtain the required videos without violating relevant copyright laws, master the skills of video shooting and editing, and the ability to distinguish the source and authenticity of the video. The ability to correctly interpret, understand and use audiovisual language, have the ability to show self-expression in video, and have the ability to correctly evaluate and reflect on video media. Teachers are also professionally specific, and they are responsible for the important mission of preaching and solving problems. Therefore, in addition to the basic video media literacy of the general public, teachers need to acquire the ability to develop their own careers through video resources, and the ability to transmit knowledge, attitudes and values through video. , Cultivate students' ability of video media literacy and film and television literacy. Specifically, teachers' video media literacy should include the following aspects:

(1) The ability to clearly understand the characteristics of video media "Ears and hearing is fictitious, seeing is believing" is a common saying often heard, which also reflects people's serious dependence on their own visual perception function. Compared with the previous text and image media, video relies on the ability to "reproduce reality" that fully relies on people's vision, making people more convinced. Therefore, we must clearly understand the media characteristics of video. Video is just a medium used by communicators to spread their will. The video looks authentic and credible, but it has also been processed or intentionally obscured by the communicator. It is a one-sided perspective and subjective content. If we believe it all, it is similar to blind people touching the elephant and blindfolded. A clear understanding of the media characteristics of video is the top priority of video media literacy.

(2) Video screening and acquisition capabilities In recent years, the convenience of shooting technology and the high speed of 4G networks have made more and more video websites appear in people's field of vision. In addition to traditional video sites such as Youku, Tudou, and iQiyi, small video apps such as Bilibili, Kuaishou, Huo, Douyin, and Weishi are also becoming more and more popular. Faced with a huge amount of video media information, the ability to quickly search and filter videos is very much needed to avoid getting lost in the ocean of videos. If you must save the video for later use, you also need to learn appropriate video acquisition skills. Of course, these must comply with the relevant requirements of the copyright law under the permission of relevant laws.

(3) Video shooting and editing skills Although the threshold of video shooting technology has dropped significantly now, it can be said that it has reached the stage of zero threshold, but in order to make excellent video works, you still need to learn more professional shooting skills and methods. For example, the basic technical requirements for stable and beautiful pictures, as well as the movement skills of the lens such as

sliding and panning, and the mastery of video post-editing techniques.

(4) Video evaluation and reflection ability In the era of self-media, video sources are extremely complicated. Moreover, there are a large number of unowned videos on the Internet, and it is difficult to distinguish between true and false. People often have the inertia of thinking that what they hear is not what they see and what they see is believing, so certain videos on sensitive public topics can easily cause a whirlpool of public opinion. As a teacher, we must pay special attention to improving their own video evaluation and reflection ability, trace the source of the video, and do not believe in rumors or spread rumors for those malicious unowned videos, and cultivate students' ability to reflect on video evaluation and improve students' ability to criticize video media. . Develop the habit of identifying the source of the video, understand the hazards of randomly forwarding videos of unknown origin and unknown true or false, and learn how to handle fake videos correctly.

(5) The ability to understand and use audiovisual language The creation and expression of video media are inseparable from the use of audiovisual language. Audiovisual language refers to "an audiovisual image created by pictures and sounds in film and television works, and an expression system composed of signs, language signs, and non-verbal signs perceived by people's vision and hearing" . In fact, most of the current popular videos on the Internet are short videos. The short video itself is limited in length, so that the content and scenes of the shooting will not be too complicated, and the use of audio-visual language will not be too sophisticated. For most short videos, it is estimated that little consideration is given to the intentional use of audiovisual language to convey information when shooting. However, if you can use audiovisual language correctly and skillfully, it will definitely bring great quality improvement to video creation. Moreover, the learning of audiovisual language knowledge also helps to better understand the information and emotional communication of the video.

(6) The ability to interpret the video correctly Although there are a thousand Hamlets in one thousand people's hearts, what is needed is a correct and reasonable interpretation of "Hamlet." Rather than the malicious interpretation and over-interpretation that are popular on the Internet, this will only cause misinterpretation and misinterpretation of existing facts. In the "post-truth" era, various false and distorted interpretations are rampant, and there is a considerable market. As a teacher, you should have correct and profound video interpretation skills, and consciously cultivate students' video interpretation skills.

(7) The ability to use video media for professional development The rapid development of information technology and the acceleration of knowledge renewal have put forward higher requirements for the professional development of teachers. The professional development of teachers is an important guarantee for the quality of teaching. Therefore, teachers should establish the concept of lifelong learning, improve the lifelong learning system, and use various learning resources to consciously promote self-professional development. At present, the most convenient and effective is undoubtedly a large number of online learning videos. If it can be used effectively, it will greatly contribute to the professional development of teachers. Therefore, the ability to use video media to achieve professional development is also an important component of teachers' video media literacy.

(8) The ability of video to convey knowledge, attitudes and values It is an important responsibility of teachers to preach and resolve doubts by karma. In the era of screen dissemination, elementary and middle school students are exposed to a large number of video media. If teachers use traditional teaching methods again, it may be difficult to achieve the expected teaching effects. And if teachers are good at using video for teaching, it will definitely improve teaching efficiency, and it will also be convenient for students to preview and review after class. Many education cases have proved that the reasonable and purposeful use of video teaching can help improve the reading and writing level of primary and middle school students. The reform of teaching methods and teaching models based on micro-courses currently promoted throughout the country is actually a typical case of video application in teaching. With the acceptance of micro-classes by more and more people, making video micro-classes has become one of the basic skills that teachers should possess. Judging from the submissions of the current national primary and secondary school micro-class competition, the majority of teachers have mastered the basic techniques of video production, but they are not so comfortable in how to use video technology to better transfer knowledge and cultivate student values. All these are urgently needed to greatly improve the literacy of teachers in video media, and be able to use video media to transmit information reasonably and effectively.

(9) Cultivate students' ability of video media literacy and film and television literacy The famous American director George Lucas once said, "If students do not teach the language of sound and images, shouldn't they be considered illiterate, as if they had no literacy skills when they left university?". In the current era, video media knowledge and skills should be regarded as abilities as important as reading and writing. Teaching is for not teaching, it is better to teach people how to fish than to teach people how to fish. Teachers should not only be satisfied with their role as gatekeepers of students' video media, but should also cultivate students' literacy in video media, teach them how to face the complex video media, and be able to filter out

their needs in the video media, acquire knowledge, and Learn to be human and be able to face the world around with confidence.

IV. STRATEGIES FOR IMPROVING TEACHERS' VIDEO MEDIA LITERACY

(1) Taking the school as the leading factor to form a long-term mechanism for improving teachers' video media literacy Relying solely on teachers' subjective initiative to improve video media literacy may not achieve good results. In the process of improving teachers' media literacy, schools should play a necessary role in organization and evaluation. First of all, schools should make conscious efforts to create opportunities and adopt various forms to effectively improve teachers' media literacy level. The teaching tasks of primary and secondary schools are already busy. In order to avoid the resistance of teachers, we can start with the use of video media skills to improve teachers' daily work efficiency, and then rise to the study of media theory and media awareness. Secondly, the school should choose the training content reasonably according to its own situation. It does not need to be comprehensive or uniform. It is best to tailor the training outline and content according to the nature of each teacher's subject and actual work. Finally, regular assessment activities are carried out to urge teachers to continue learning. Assessment and evaluation are necessary links to promote teacher learning, but we must also pay attention to the use of appropriate methods for assessment and evaluation, such as speech contests, high-quality class competitions, micro-class competitions, etc., and video media literacy is an important part of the assessment. It also allows teachers to truly feel the great role of video media through the competition.

(2) With teachers as the main body, develop the correct attitude of actively learning video media literacy Busy teaching tasks will inevitably bring many difficulties to the improvement of teachers' media literacy, but we need to understand that in today's fast-developing era, you will not be able to do the current teaching work without learning. Improving students' video media literacy is also an important task and responsibility. Media literacy is an ancient concept. With the continuous development of the media, a variety of different media literacy has emerged. And video media literacy is only one of the media literacy that people need to meet the needs of the times under the current situation of increasingly widespread screen communication, just as students must be taught to read and write in the past. Therefore, teachers should correct their attitude towards media literacy and regard it as an important dependency for their own improvement of work efficiency and work performance.

(3) Using micro-classes as the carrier to build a reasonable route to improve the literacy of video media With the widespread development of the flipped classroom teaching model and the advent of the MOOC era, micro-classes have become an important teaching resource. Micro-classes use video as an important carrier of knowledge transmission, and they are more and more popular with teachers and students in the era of screen communication. Therefore, in the development of video media literacy training, we can use micro-classes that teachers like to see and have a wide range of uses as an important carrier. Teachers' video media literacy training is conducted through micro-classes. At the same time, teachers' video media literacy is continuously improved through the acquisition of micro-class production techniques and production theories.

(4) Focus on film and television literacy to meet the needs of film and television education in primary and secondary schools my country's Ministry of Education and the Central Propaganda Department jointly issued a document last year, calling for the extensive development of film and television education in primary and secondary schools in line with primary and secondary school students. However, the full-time teachers of film and television education in my country's primary and secondary schools are now obviously unable to meet the teaching needs, and part-time teachers are needed to take up the responsibility of film and television education for a considerable period of time. Therefore, as an important part of video media literacy, film and television literacy should be paid attention to by schools and teachers. When carrying out teacher's video media literacy education, it is clear that the cultivation and promotion of film and television literacy should be made.

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