Research on Talent Training Method Based on "Operability" in the Teaching of Drama Film and Television Performance

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Abstract: *At present, my country pays more and more attention to the teaching of drama and film performance, and puts forward new learning requirements for students who study drama and film performance, which requires talents with a certain compound and operability. This paper first gives an overview of the "operability" talent training, then roughly expounds the issues that need to be clarified in the "operability" talent training method in theatrical film and television performance, and finally discusses the "operability" talent training in the teaching of drama film and television performance. The method in the school aims to improve the teaching level of talents in theatrical film and television performances.*

Keywords: *theatrical film and television performance, "operability", talent training method*

1. Introduction

After entering the new century, great progress has been made in the teaching of drama, film and television performance in China, and more and more relevant colleges and universities have begun to pay attention to the standards of teaching concepts and the use of a new talent training model in order to develop "operable" talents nourish. At present, various colleges and universities in China still have certain deficiencies in the cultivation of "operable" talents in drama film and television performance, and some problems have not been solved. Therefore, it is necessary to strengthen the research on the method of training "operable" talents in theater and film performance.

2. An overview of "operability" talent training

After the new era, various colleges and universities in China have applied a variety of teaching methods, and each teaching field has taken the cultivation of "operable" talents as the teaching purpose. This is because a series of changes have taken place in my country's demand for talents. The same is true in the field of art education, which pays great attention to the cultivation of new talents [1]. The cultivation of "operable" talents in art teaching pays more attention to characteristic teaching and the whereabouts of students after graduation. In addition to focusing on teaching during school, it also pays attention to students' development ability after leaving school. Compared with the traditional teaching mode, its vision is more long-term and more forward-looking. The teaching cycle of "operable" talents is long, and the teaching results often cannot be verified in a short period of time, but its long-term effect is better than that of ordinary teaching methods, and it is more suitable for my country's current requirements for drama and film talents. Therefore, in Chinese art, it is still widely used in majors and colleges. The application of the "operable" talent training method in the current drama, film and television teaching has relatively good prospects, but there are still some problems to be solved; and the current art environment is changing rapidly in China, and the "operable" talent training strategy also needs to have a certain degree of flexibility relevant colleges and universities still cannot relax their exploration of "operable" talent teaching strategies. All kinds of colleges and universities should determine the concept of "operability" talent training at the beginning of running a school, paving the way for the formation of the college's teaching characteristics and stabilizing the future teaching work. In addition, colleges and universities also need to recognize the problems existing in the teaching of drama film and television, think about and solve them.

3. Problems that need to be clarified in the "operability" talent training method in theatrical film and television performances

At present, the environment of the drama film and television performance industry is changing every day, and the teaching of "operable" talents is also facing a series of objective problems. First of all, some colleges and teachers do not fully understand the method of "operability" talent teaching, do not take into account the connection between this type of teaching and the quality requirements of talents in the new era, and the degree of implementation is not thorough enough. Secondly, some teachers do not pay attention to the combination of theory and practice when teaching "operable" talents, and they are superficial when implementing teaching methods, and cannot really play the true role of "operable" talent training methods. In addition, in the teaching process of drama, film and television, there are semi-finished teaching and finished teaching, and some teachers have not identified the relationship between the two, and the curriculum arrangement is unreasonable when teaching, and the teaching intensity used for students at different stages is unscientific, which will affect the teaching effect. Finally, the teaching method of "operable" talents is exploratory to a certain extent, and some teachers have not properly coordinated its exploration nature with the objective laws in performance teaching, which leads to the contradiction between the teaching method of "operable" talents and the requirements of performance teaching. In the long run, it will affect the teaching effect of the "operability" talent teaching method [2].

4. The method of "operability" talent training in the teaching of drama film and television performance

4.1 Deep understanding of teaching philosophy

First of all, it is necessary to have a deep understanding of the teaching concept of drama film and television performance, understand that the teaching concept of drama film and television performance attaches great importance to the characteristics of practice, deeply explore the performance potential of students, take students as the main body of various teaching work, and do a good job of people-oriented. First of all, it is necessary to make full use of the segmented teaching method and formulate teaching plans according to the development characteristics of students at each stage. For example, the three-stage teaching system can be used to divide the teaching of drama film and television performance into three stages, namely: basic teaching, segment teaching, and teaching of creating performance images. Among them, basic teaching plays a more important role, and it can be further divided into several stages. In this stage, the teaching work is refined. The segmented teaching method can effectively improve the overall quality of students, making it more suitable for the requirements of "operable" talents in the new era. Secondly, we must grasp the leading direction in teaching, understand the multi-faceted requirements of "operability" talents for students' quality, and find out the teaching focus according to the specific situation of students in colleges and universities [3]. For example, college students have strong learning ability in performing theoretical knowledge, but lack practical ability. Teachers should appropriately increase the proportion of practical teaching in the content of practical teaching, so as to strengthen students' ability in a targeted manner. The teaching concept of drama film and television performance contains requirements for many aspects of teaching work. In order to complete the training of "operable talents", it is necessary to deeply understand the teaching concept and improve the teaching level.

4.2 New solutions to basic courses

The basic course teaching plays an important role in the teaching of drama film and television performance, which directly affects the subsequent teaching effect. Under the teaching requirements of "operable" talents in the new era, the form of basic courses also needs to make certain innovations. First of all, in the basic courses, we should pay attention to cultivating students' creative arts. Under the previous teaching mode, teachers often subconsciously regard students as the object of passively accepting the content of creation when compiling basic courses, rather than taking students as the main body of creation, so the cultivation of "operable" talents still has certain limitations. Therefore, teachers must pay attention to the innovation of basic curriculum writing methods. For example, an actor's psychological quality and skills training course can be set up in the basic course to replace the traditional element teaching course, so that students can form their own unique understanding of theatrical film and television performances, so as to develop their independent creative consciousness.

Secondly, in the design process of basic courses, we should pay attention to integrating the correct values into them. The new era not only has requirements for students' performance ability, but also has certain requirements for students' moral quality. Therefore, when designing courses, we should pay attention to the concept teaching content. For example, themes such as "stay away from drugs" can be combined with performance courses, so that students not only lay a good foundation for performance in the basic course stage, but also form a good moral literacy and achieve all-round development.

4.3 Fragment teaching

Fragment teaching is a very important stage in the teaching of drama, film and television performance. At this stage, students often need to choose performance topics and decide the content of performances from their own lives. Students' creative ability is also mainly formed at this stage. If you want to do a good job in segment teaching, you must first open the eyes of students and enrich their knowledge. At present, students of drama film and television performance often lack the understanding of the script, and are often not proficient in creating. Therefore, teachers must select classic plays from many countries and eras, so that students can first learn advanced creative experience, grasp the creation rules. Second, we must guide students to carry out secondary creation. For some students lacking in the ability of primary creation, teachers can first provide them with an existing excellent script, and let them carry out secondary creation according to the script and their own understanding of the script. For example, teachers can let students fully diverge their thinking according to the content of the script of "Thunderstorm", imagine the follow-up situation of some characters in the script, and write a secondary script of the nature of rumors. Based on the content of the original script, the difficulty in the creation process is reduced. Finally, in the segmental teaching stage, teachers should teach students in accordance with their aptitude, and do a good job in the distribution and planning of creative content according to the ability characteristics of different students, so as to ensure that students can develop "operability" in the creative process and improve their own quality [4].

4.4 Create a complete performance image

In the final stage of teaching, "operability" talent teaching requires students to be able to independently create a complete performance image. Therefore, at this stage, teachers must do the finishing touches and comprehensively cultivate students' theatrical film and television performance ability in practice. First of all, we must pay attention to maintaining students' enthusiasm for learning. If the "operable" talent teaching method in the previous teaching stage is used reasonably, it can well arouse students' enthusiasm for learning, but if the teaching method in the final teaching stage is unreasonable, it is easy for students to re-reverse their learning. Therefore, it is necessary to continue to adopt a variety of teaching methods to ensure that students always have enough interest in drama and film performance. Secondly, it is necessary to adopt the method of multiple rounds of teaching to gradually improve and consolidate the students' ability of drama and film performance. For example, absurd dramas with interesting content can be selected in the first round of repertoire selection, so that students can first generate creative interest in this round of teaching; then in the second round of teaching, the difficulty of the repertoire can be increased, and various types of genres can be arranged for different students repertoire allows students to deepen their creative ability in this round of teaching. Only after several rounds of performance teaching can students have the ability to truly create a complete performance image and truly develop into "operable" talents.

4.5 Adhere to "promoting construction with competition and learning with competition"

In addition to improving all aspects of the "operability" talent teaching work, it is also necessary to use various new teaching methods in the teaching process, such as "promoting construction with competition and learning with competition". The "operability" talent training work has high requirements on the quality of talents, which requires students to always maintain their enthusiasm for learning, and competition, as a form of activity that requires students to participate in competition, can well mobilize their enthusiasm for learning. Due to the special nature of the drama film and television performance industry, its competition form is often more public, which has a stronger role in promoting the progress of students' abilities. First of all, in the form of "promoting construction with competition and learning with competition", "replacing training with competition" can be realized. During the competition, the overall state of the students is relatively tense, and it is easier for students to play their best state than in daily training, and their abilities can be greatly improved during the competition. Secondly, in this form, students can also be encouraged to "rehearse with drills". In art academies,

students are often still in the learning stage and have fewer opportunities for actual performance activities, and most of the time is spent on performance practice. The practice process lacks external pressure, and there is still a certain difference from the actual performance activities. During the competition, students can participate in actual performances, gain more comprehensive connections, and further improve their own level.

4.6 Absorb traditional cultural nutrients and pay attention to the cultivation of humanistic quality

The cultivation of "operable" talents in China is inseparable from the support of excellent traditional culture. Therefore, when designing the teaching plan for "operable" talents, we must pay attention to obtaining nutrients from traditional culture in order to improve the humanistic quality of students. The biggest problem currently faced by students of drama, film and television performance is that it is difficult to find employment after graduation. This is because the requirements of the market have changed to a certain extent, and there are higher requirements for the character quality of actors. Teachers can guide students to combine traditional culture with script arrangement. For example, students can be required to incorporate the traditional confucian concepts of "benevolence" and "li" when designing scripts, so that students can deeply understand traditional culture in the learning process. At the same time, through this method, students' ability to master lines will also be improved, and their understanding of script ideas will also be improved, which is of great significance for cultivating "operable talents", which can enable students to better development prospects.

5. Conclusion

To sum up, the training of "operable" talents in the drama film and television performance industry not only requires all aspects of the teaching work, but also requires the use of various new teaching methods. At present, the Chinese drama film and television market is changing rapidly. If all art colleges want their students to adapt to the market development trend after graduation, they must strengthen the training of "operable" talents, continuously strengthen their ability to cultivate talents, and provide students with broader development prospects.

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