

# Analysis of the Application of Film and Television Resources to the Teaching of Children's Literature in Colleges and Universities

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**Abstract:** In order to further improve the current teaching quality of children's literature in colleges and universities, it is proposed to use film and television resources to carry out practical teaching activities. The rational application of film and television resources to children's literature teaching in colleges and universities requires reasonable plans, so as to maximize the effective use of film and television resources. In this regard, this paper analyzes the application of film and television resources to the teaching of children's literature in colleges and universities, and put forward some effective application strategies in order to further promote the teaching quality of children's literature in colleges and universities to be improved.

## 1. Introduction

The main reasons for the application of film and television resources to the teaching of children's literature in colleges and universities are as follows. Firstly, in order to enhance students' physiological feelings, it is feasible to shorten the aesthetic distance between students and children readers so as to better highlight the teaching effectiveness of children's literature. Secondly, it is conducive to helping students identify with children's literature. Thirdly, it is helpful to guide students to master the connotation and classics of teaching of children's literature. Based on these, the application of film and television resources to the teaching of children's literature in colleges and universities requires more reasonable design, which will better play the application effect of film and television resources, and make a positive contribution to the smooth development of teaching of children's literature in colleges and universities.

## 2. Enhance the Physiological Sense and Narrow the Aesthetic Distance

As we all know, the authors of children's literature are mostly adults. But when reading, they still have to take children's stand to watch works, listen to works and feel works. Therefore, in the teaching of children's literature in colleges and universities, students are required to analyze literary works from the perspective of children and understand literary works in order to further grasp the essence and connotation of literary works. We all know clearly that children and adults have different aesthetics, and a strong sense of distance. The ideas produced in reading literary works also differ. From the children's point of view, their reading of literary works is more based on body's reaction. While adults read works on the spiritual level. Therefore, there is always a big distance between the aesthetic appreciation of adults and children.

When reading literary works, children often feel sad and weep because of the tragic ending of the mermaid. They also laugh and cheer because of Jia Li's mischief. But when adults read such literary works, although they also have similar reading experience with children, because of the influence of rational thinking mode, there are still many differences between adults and children in their reading performance. The use of film and television resources to carry out teaching activities of children's literature in colleges and universities better makes up for such shortcomings.

Since the birth of the film, a large number of children's classical literary works have been put on the big screen. Among those, many have been adapted according to these literary works and have achieved better adaptation response. For example, "Charlie and Chocolate Factory", "Wizard of

Oz”, “Charlotte’s Web”, “Pinocchio” and so on, among which, “Cinderella” and “Charlotte’s Web” are very classic and popular animated films. Compared with the expression forms of literary works in the past, film and television works are obviously more intuitive and vivid in showing sound, light, color and effect, and viewers produce more vivid visual feelings. Whether children or adults are watching film and television resources, they will have strong visual and sensory impacts, and obtain another aesthetic pleasure under such guidance. At the same time, it is also an effective way to close the aesthetic acceptance characteristics of adults and children.

For example, in the fairy tale, there is a story of Cinderella. When adults read the story of Cinderella, though they can feel the frustrations and difficulties of Cinderella, and her happiness with the prince in the end, there is a clear difference between the expression of the text and the expression of film and television resources. By moving this fairy tale onto the big screen, showing gorgeous costumes, designing beautiful characters and planing wonderful story plots, adult audiences will have a more wonderful audio-visual experience and pleasant feeling both psychologically and physically, which further fits the aesthetic experience of children in reading literary works. Therefore, the application of film and television resources can further narrow the aesthetic distance between adults and children in reading literary works. Adults are able to feel children’s reading perspective, so as to explore the unique charm of literary works.

### **3. Correctly Understand Children’s Literature Works and Identify Children’s Reading Experience**

In the previous part, we have mentioned that children’s aesthetic characteristics in reading literary works are mainly based on sensory activities. However, children’s aesthetic characteristics are not only based on sensory activities, but also on the storyline of literary works. Compared with adults’ experience of reading literary works, children’s pleasure of reading is more based on plots in literary works when they read the same text. Adults, on the other hand, explore the profound significance of literary works through the ups, downs, convergence and dispersion of plots, so as to ensure the objective evaluation of literary works. From this point of view, children’s aesthetic reading taste also needs adults’ guidance, but the way of guidance requires reasonable planning, in order to be more suitable for children’s age characteristics and learning characteristics.

If adults fail to feel children’s enthusiasm for stories in literary works, guide children just from the perspective of the ideological connotation of literary works and ignore children’s reading experience, they will fail to fully meet children’s reading habits and reading needs. While, the rational use of film and television resources can effectively improve the perception difference of literary works between adults and children. By helping adults understand different ways of understanding the connotation of literary works between adults and children, adults are guided to conduct effective reading guidance activities from the perspective of children.

Here, we take “Charlotte’s Web” as an example to further discover that depending on the film and television resources, the aesthetic distance between adults and children can be narrowed. In the film version of Charlotte’s Web, the content and core are not very different from the literary version. But in terms of narrative style, there are obvious differences between the film version and the literary version of Charlotte’s Web. In the literary version, the story is mainly unfolded in a calm and soothing narrative style. In the process of describing and elaborating the story, there are many plots related to the main line, such as Cricket Summer, Family Talk and so on. Moreover, the author’s life perception is also expressed in the works through the lines. In the literary version, there are more philosophical and cultural characteristics which are closely related to the character and background of the book. In reading the novel, it is easier for adults to read some special connotations from the author’s lines. In this process, adults also happen to ignore the pleasure of children’s reading.

From children’s point of view, they can not easily discover some meanings of great value in this novel because of their age experience. But they will feel sad or happy with the ups and downs of stories. The film version of Charlotte’s Web fully reduce the differences of aesthetic acceptance between adults and children. From the narrative way of the film version, we can clearly find that

there are less philosophical and literary nature, but more emphasis on some plots. Through the performance of the fear of cobwebs and other corresponding explanations, the film version expresses the emotions and conflicts that the text fails to express, which tends to be more intuitive for children and adults. It is the plot of the film version of *Charlotte's Web* that effectively make adults feel children's way of refining the connotation of literary works, and make the aesthetic feelings of adults and children closer.

#### **4. Grasp the Connotation of Children's Literature Works and Enhance the Cognitive Ability of Literature Works**

High-quality literary works will bring readers more wonderful reading experience, and help readers read this literary works again as if they had the reading experience in the first reading. Only in this way can we prove the fullness of literary works, especially in children's literary works. For example, there are some classical works in children's literature, such as *The Secret of the Treasure* and *The Daughter of the Sea*. For readers of different age, they will have different reading experience. With the passage of time, readers of all ages will also be more in-depth extension and enrichment of the reading significance of literary works. Only in this way can we fully explain the classicality of literary works. Only when students feel the important elements of classical works, the inherent and diversification of literary works, can they make better reading guidance activities for children readers in their future practical work so as to enable children readers to further understand literary works. Bi Shumin once said that every time she read "*Daughter of the Sea*", she had different reading experience and found a new mermaid princess. This illustrates the mentioned way of distinguishing classical literary works. How to ensure that college students can better understand the meaning of classical literary works? The application of film and television resources is a very effective teaching method.

In the actual teaching of children's literature, the rational use of film and television resources is conducive to making students effectively understand the connotation of literary classics. The music scenes, background music and various means of expression selected in the film and television resources brings students different experience, thus further understanding the profound connotation of literary works.

For example, in the fairy tale of *Charlie's Chocolate Factory*, the author describes the scene that Charlie disassembled his birthday present, chocolate, for the first time: Charlie carefully opened a corner of chocolate wrapping paper with his fingers. Four old men leaned forward to Charlie and stretched their thin necks. Charlie no longer wanted to guess in this way, so he tore the chocolate wrapping paper half open. As the wrapping paper fell to his knee, there was only one piece of chocolate candy in front of his eyes, and there was no golden lottery ticket at all. At this time, his grandfather said, "yes, that's exactly what we expected." Charlie raised his head and found four old people looking at him kindly. In such a description process, we can clearly feel the desire for the lottery tickets displayed in the wrapping paper, and four old people's strong complex mentality, all of which contain ingenious psychological activities. But in the film version of *Charlie's Chocolate Factory*, the description of the scene is more intuitive and vivid. Through the body movements of the characters and film shooting techniques, it fully shows the old people's love to Charlie. While reading literary works, it may be difficult to fully grasp such subtle emotional changes. But in the film version, viewers can clearly feel the story presented in the literary works. Therefore, it can be said that the application of film and television resources to the teaching of children's classical literature in colleges and universities achieves better results, so that students are capable of further understanding the unique meaning of literary works.

#### **5. Conclusion**

To sum up, the application of film and television resources to the teaching of children's literature in colleges and universities is of great significance. In this regard, teachers also need to rationally design the application strategies, so as to maximize the effectiveness of film and television

resources, to narrow the aesthetic distance between adults and children, to enhance adults' sense of experience in viewing literary works from the perspective of children, and to maximize the possible role of film and television resources in effective teaching assistance.

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