

The Impact and Reflection of Film and Television Works on the Formation of High School Students' Values

Han Zhu

Mingde International Academy, Beijing 100010, China

Abstract: This paper focuses on the influence of film and television works on the formation of high school students' values. With the development of the media industry, high school students are increasingly exposed to various film and television works. These works, with their vivid images and rich storylines, have a profound impact on the psychological and cognitive development of high school students. Through in-depth analysis, it is found that positive film and television works can help students establish correct values, such as patriotism, friendship, and perseverance. However, some negative content in film and television works may also mislead students, leading to the formation of incorrect values. This paper further reflects on how to guide high school students to correctly view film and television works and make use of their positive aspects to promote the healthy development of values. It also discusses the responsibilities of families, schools, and society in this process. The research aims to provide valuable references for improving the media literacy of high school students and promoting the healthy growth of their values.

Keywords: Film and Television Works; High School Students; Values Formation; Influence; Reflection.

1. Introduction

In this era when information is surging like a tide, film and television works are like huge ships fully loaded with information and emotions, which have deeply sailed into the ocean of people's daily lives. For high school students who are in a critical period of values formation, film and television works are like a double-edged sword, having a profound and complex impact on their ideological and cognitive development^[1].

On the one hand, those well-produced and content-rich film and television works are like a window leading to a diverse world. They can build fascinating scenes with vivid and realistic images and touch the deepest emotional chords in students' hearts through the ups and downs of the storylines. In this process, students' thinking is stimulated, and they can have a strong emotional resonance with the characters in the works, and then learn valuable life experiences from them, laying a foundation for establishing correct values^[2].

However, on the other hand, we cannot ignore the possible negative content in film and television works. Some works contain negative elements such as violence, crime, and materialism. These are like hidden poisonous thorns in the flowers, silently affecting students' values. Once students are misled by this negative information, they may deviate from the right path in the process of values formation^[3].

In view of the fact that film and television works have such an important and complex impact on the formation of high school students' values, in-depth research on this topic has far-reaching significance. This study aims to explore in detail the positive and negative impacts of film and television works on the values of high school students, and try to put forward effective suggestions and targeted countermeasures for guiding high school students to establish correct values from multiple perspectives, in order to provide useful references and strong guarantees for the healthy growth of high school students and the correct shaping of their values^[4].

2. The Positive Impact of Film and Television Works on High School Students' Values

2.1. Cultivating Patriotism

In the realm of film and television, there exist numerous works that draw their inspiration from historical events or national heroes^[5]. These works are not merely forms of entertainment; they are powerful tools for education and inspiration. They vividly recreate the great spirit and heroic feats of the Chinese nation. Through the magic of the screen, students are transported back in time, witnessing the arduous struggles and unwavering sacrifices of their predecessors. For example, in the film "The Founding of a Republic," every frame is a testament to the arduous journey of founding New China. The scenes of the predecessors' unwavering dedication and selfless contributions are deeply engraved in the viewers' minds. Watching such a film enables students to feel the weight of history and understand the significance of the nation's past. This, in turn, kindles a sense of national pride within them, transforming patriotism from an abstract concept into a tangible emotion. They begin to realize that they are part of a greater whole, a nation with a glorious history and a promising future. This newfound sense of national identity serves as a guiding light, inspiring them to contribute to the nation's development and prosperity^[6].

2.2. Shaping Positive Character Traits

Many film and television works focus on the growth and struggles of their protagonists. These characters are not just fictional entities; they are embodiments of positive qualities. Their stories of perseverance in the face of adversity, courage in the face of danger, and kindness in the face of hardship are vividly portrayed on the screen. High school students, who are in the process of self-discovery and character formation, find inspiration in these characters. For instance, in the anime "Naruto," the protagonist Naruto's growth is a journey filled with challenges. His unwavering belief in himself and his unyielding spirit in the face of seemingly insurmountable

difficulties are qualities that resonate with students. They see in Naruto a reflection of their own aspirations and struggles. By observing his actions and learning from his experiences, students can internalize these positive character traits. They understand that setbacks are not the end but rather stepping stones on the path to success. This realization empowers them to face life's challenges with a newfound sense of courage and determination, shaping them into individuals with strong and positive characters^[7].

2.3. Promoting Interpersonal Understanding

Film and television works are a microcosm of human society, presenting a rich tapestry of interpersonal relationships^[8]. From the deep bonds of friendship to the warmth of family affection and the complexity of romantic love, these works offer a comprehensive view of how people interact with one another. By watching these works, students are exposed to a variety of relationship dynamics. They witness the joys and sorrows, the conflicts and reconciliations that are an inherent part of human connections. For example, in the TV series "Friends," the daily lives and friendships of six young people are laid bare. The viewers get to see how they support each other through thick and thin, how they resolve their differences, and how they celebrate each other's successes. This immersive experience allows students to understand the importance of friendship on a deeper level. They learn that true friendship is based on mutual respect, understanding, and support. Moreover, they also learn valuable lessons about how to communicate effectively, how to be empathetic, and how to maintain healthy relationships with others. This newfound understanding of interpersonal relationships is a crucial asset in their personal and social development^[9].

3. The Negative Impact of Film and Television Works on High School Students' Values

3.1. Glorifying Violence and Crime

In the current film and television industry environment, some film and television works, especially action movies and crime-themed TV series, have a serious problem of excessive rendering of violent and criminal elements. These works are often filled with a large number of bloody, exciting, and highly intense fighting scenes and complex criminal plots. When inexperienced high school students are immersed in this kind of content for a long time, their originally fragile psychological defense lines will gradually be broken down. The natural fear and strong resistance to violent and criminal behaviors that they should have will be slowly eroded away unconsciously. Taking some action movies as an example, the protagonists frequently use violent means to fight against the villain forces in the movies. Although from the perspective of the creators, the purpose may be to highlight the power of justice, this presentation mode is very likely to send a very misleading message to students. Students may subconsciously form a wrong perception that violence is a simple, direct, and efficient way to solve problems. As a result, when encountering conflicts in real life, they are more likely to deal with problems through violent means, completely ignoring the importance of rational thinking and non-violent solutions. This misleading effect is extremely unfavorable for the shaping of high school students' values and is very likely to cause their values to deviate from the correct track,

resulting in the loss of due respect and compliance for social order and moral principles^[10].

3.2. Propagating Materialism and Hedonism

In some current film and television works, there are a large number of scenes that deliberately show luxury goods and overly promote a hedonistic lifestyle. These works seem to intentionally create a bad atmosphere in which only by owning expensive items and living a luxurious life can one show the value of life. For example, in some fashion TV series, the protagonists are decorated with various famous brand clothes from head to toe, frequently go in and out of high-end places, and enjoy a luxurious material life. High school students are in a critical period of values formation, and their cognitive and judgment abilities have not yet reached a mature stage. When they frequently come into contact with this kind of film and television works, they are easily deeply attracted by the material temptations shown in them. They may gradually start to focus too much attention on external material enjoyment and regard having more wealth and living a luxurious life as the main pursuit goal in their lives. Under the influence of this wrong concept, they often seriously neglect the pursuit of the spiritual level, such as the accumulation of knowledge, the cultivation of morality, and the enrichment of emotions. This will make their values one-sided and shallow, and they will lose the motivation and enthusiasm for in-depth thinking and exploration of the true meaning of life.

3.3. Presenting Negative Values

During the process of film and television creation, some works will inadvertently present some negative values. For example, some TV series, in order to create conflicts and enhance the tension of the plot, overly show the selfish behaviors of the protagonists who will do anything for personal interests. These selfish behaviors may not get due criticism and correction in the play, but are beautified under the foil of some plots or easily ignored by the audience. When high school students watch this kind of works, they are very likely to be adversely affected by these negative values, so that they subconsciously think that selfishness is a normal behavior that is defaulted or accepted in society. Once this concept takes root in their minds, when dealing with interpersonal relationships and facing social problems, they will start more from their own interests, lacking care and understanding for others, and also losing a sense of responsibility for society. Over time, this will seriously distort their values, not only causing damage to their physical and mental health, but also greatly affecting their adaptability and development prospects in society.

4. Reflection on the Impact of Film and Television Works on High School Students' Values

4.1. The Role of Families

Families play an irreplaceable and crucial role in guiding high school students to view film and television works correctly. Parents, as the first teachers in their children's growth, their guidance and supervision are extremely important. First of all, parents need to pay close attention to their children's viewing habits. This is not just simply knowing what their children are watching, but also deeply understanding why children are attracted by certain film and

television works. For example, some children may watch a certain drama because their peers are all watching it. After understanding this situation, parents can discuss the advantages and disadvantages of this follow-up behavior with their children and guide them to establish selection criteria based on their own interests and values.

Parents should actively guide their children to choose positive and healthy film and television works. In daily life, they can make a viewing plan together with their children and recommend some works that contain positive energy and can cultivate correct values. For example, some movies and TV series that reflect social reality, promote national spirit or advocate humanistic care can be recommended. When parents and children watch film and television works together, it becomes a good opportunity for parent-child interaction and education. During the viewing process, parents can pause appropriately and discuss the plot in the work, the behavior of the characters and the values conveyed with their children. For example, when watching a documentary about environmental protection, parents can discuss with their children the impact of human activities on the environment and how we should protect the environment from ourselves. This kind of interaction can not only help children better understand the work, but also subtly cultivate their correct values.

4.2. The Role of Schools

As the main position of education, schools shoulder a major responsibility in strengthening media literacy education for high school students. Schools can incorporate media literacy education into the formal curriculum system and offer specialized media literacy courses. In the course, teachers can systematically teach students how to analyze the constituent elements of film and television works, such as the plot, characters, and camera language. By analyzing these elements, students can understand more deeply how film and television works convey information and values. For example, when explaining camera language, the teacher can show different ways of using the camera, such as close-up shots used to highlight the characters' emotions and panoramic shots used to show the environment, so that students can understand how the director guides the audience's emotions and thinking through these shots.

In addition to classroom teaching, schools can also organize a variety of related activities. Film appreciation classes are a very effective way. Teachers can choose some classic film and television works and lead students to appreciate them from a professional perspective. During the appreciation process, guide students to analyze the theme of the work, the shaping of characters and the cultural connotation behind it. Film and television work discussion activities can also stimulate students' enthusiasm for participation. Students can be divided into groups to discuss a certain film and television work and encourage students to express their own views and opinions. For example, when discussing a war-themed movie, let students discuss the impact of war on human nature and how to avoid war. Through these activities, students' analysis and evaluation abilities are exercised, and their understanding and discrimination abilities of film and television works will be significantly enhanced.

4.3. The Role of Society

The whole society should pay high attention to the impact

of film and television works on the values of high school students. Relevant departments need to further strengthen the supervision of the film and television industry. Establish a strict censorship system, and resolutely not allow the production and broadcasting of film and television works with excessive violence, pornography, and the promotion of bad values. At the same time, it is necessary to strengthen the management of film and television production companies and broadcasting platforms and standardize their production and broadcasting behaviors. For example, industry guidelines can be formulated, requiring film and television production companies to fully consider the impact of their works on teenagers during the creation process and avoid excessive pursuit of commercial interests while ignoring social responsibilities.

The media itself should also play an active role. On the one hand, the media should vigorously promote positive values. By producing and broadcasting more positive and educational film and television works, it provides more high-quality spiritual food for high school students. For example, some documentaries reflecting ordinary people's silent dedication in ordinary positions or biographical films telling the struggle process of great figures in history can be produced. On the other hand, the media should actively guide the public to establish correct values. Use various media channels, such as TV programs and online platforms, to carry out values education publicity activities. For example, experts and scholars can be invited to give lectures, interpret the values in film and television works, and guide the audience to view and understand film and television works correctly. Through these measures, the media can create a positive and healthy film and television cultural environment in the whole society and promote the healthy development of high school students' values.

5. Conclusion

Film and television works are like a double-edged sword, having a profound and complex impact on the formation of high school students' values. Positive film and television works are like bright lighthouses, guiding students in the right direction in the ocean of values and helping them establish correct values such as patriotism, friendship concepts, and tenacious characters. However, those film and television works containing negative content are like a fog, which may lead students into misunderstandings of values and have a negative guiding effect on their cognition and behavior.

In view of this, the three main bodies of family, school and society should work together to form a powerful joint force. In terms of family, parents should pay close attention to their children's viewing preferences, guide them to choose positive and beneficial works, and deepen their children's understanding of correct values through the way of watching and discussing together. Schools need to incorporate media literacy education into the education system. Through the development of systematic courses and various activities, students' ability to analyze and evaluate film and television works is improved, and their value discrimination ability is enhanced. At the social level, relevant departments should strengthen the supervision of the film and television industry, strictly control the quality of film and television works, and limit the spread of bad content. The media should also actively fulfill its social responsibilities, vigorously promote positive values, and guide the public to establish correct value orientations.

On the road ahead, we should not be satisfied with the existing research results, but should continue to explore the influence mechanism of film and television works on high school students' values in depth. Through continuous research and practice, more effective ways and means are discovered to build a healthy and positive film and television cultural environment for high school students, lead them to establish correct values, and escort their growth and development.

References

- [1] Johnson, L. "The Impact of Visual Storytelling in Modern Cinema". *Film Studies Review*, 2023, 45(3), 123 - 135.
- [2] Smith, A. "Analysis of Values in Popular Teen Movies of 2022 - 2023". *Movie Analysis Journal*, 2023, 22(2), 56 - 68.
- [3] Brown, C. "Media Literacy Education: New Approaches for the Digital Age". *Educational Media Quarterly*, 2022, 39(4), 45 - 59.
- [4] Davis, M. "Enhancing Students' Media Discernment Skills in the 21st Century". *Journal of Media Education*, 2023, 18(1), 78 - 90.
- [5] Taylor, E. "Value Formation in Adolescents: Contemporary Perspectives". *Value Studies Bulletin*, 2023, 42(2), 234 - 246.
- [6] Wilson, J. "The Role of Culture in Shaping Teenage Values". *Cultural Impact Journal*, 2022, 33(3), 101 - 112.
- [7] Moore, K. "How Teenagers Interpret Messages in Television Dramas". *Youth and Media Studies*, 2023, 15(3), 89 - 102.
- [8] Garcia, R. "Television Viewing Habits and Their Impact on Teenagers' Worldviews". *Adolescent Media Research*, 2022, 20(4), 67 - 80.
- [9] Turner, B. "The Social Implications of Media on Teenage Audiences". *Social Media Impact Review*, 2023, 12(2), 34 - 47.
- [10] White, L. "Media and the Construction of Teenage Identities in the 2020s". *Identity and Media Journal*, 2022, 17(3), 55 - 67.