

Analysis of the Teaching Path of Animation Film Major Integrating Digital Visual Space in The Context of Digital Media Art

Jinyan Zheng
School of Digital Creation and Animation
Shenzhen Polytechnic
Shenzhen, Guangdong 518055, China

Abstract: Actively build a scientific and perfect teaching system for digital media art design and animation, provide students with professional and scientific teaching content, and will be able to cultivate many high-level digital media animation professionals. This article mainly starts from the teaching status analysis of digital media art design animation specialty, focuses on the requirements of the teaching system of digital media art design animation specialty, and puts forward some implementation measures for scientifically constructing the teaching system. The article takes the animation design course as the starting point, according to the differences in the personnel training objectives and graduation requirements of the two majors, the differences in the teaching objectives, teaching content and teaching methods of the course in the two majors are analyzed.

Keywords: teaching path, animation film, digital visual space, digital media art

1. INTRODUCTION

Digital media plays an important role in modern people's production and life and is one of the main ways for people to obtain information and live entertainment. Digital media art design animation is an emerging major in the current social development process. Many domestic colleges and universities have gradually opened this major to cultivate professional design talents. The economic growth of the digital media industry is very rapid, and correspondingly, the demand for talents is gradually expanding. At present, the digital media majors opened in China are mainly divided into two directions: digital media technology and digital media art.

Digital media technology is a newly emerging major in computer majors combined with art design. The main goal is to cultivate composite students who have good digital content creativity and production capabilities, master technology and be able to proficiently produce media and digital art. talent. Digital media art is more often bid by art colleges based on design majors. The two majors belong to different disciplines, and the training directions and graduation requirements are also different. The digital media technology major confers engineering degrees, and generally recruits science and engineering students; while the digital media art generally accepts both arts and sciences, and most colleges and universities will conduct art exams at the same time. Under the current college model, some schools have two majors, digital media technology and digital media art.

In terms of curriculum setting, it is advisable to arrange more art and film and television courses in the freshman and sophomore year, more computer courses in the junior year, and make films throughout the semester of the senior year. The law of movement and animation insertion must be completed in the first grade. For the second-grade students majoring in animation, they should focus on the creation of original paintings, character design and background design. In terms of teaching, simply speaking from the perspective of the overall structure, the first and second grades are the stage of laying the foundation, and the third and fourth grades are the

creative stage. In the setting of relevant courses, professional courses are introduced from the first semester to change the degree of emphasis on painting in the first grade in the past. At present, many colleges and universities are continuing this model. Due to the wide coverage of digital media art and the era of omni-media communication, the original theoretical and single course structure model can no longer adapt to the requirements of the new situation. The person in charge of the major of digital media art should stand in the perspective of media transformation, rethink the structure of the course, try to pay equal attention to technology and art, parallel traditional media, and new media courses, and combine text, pictures, and video expressions. Learning all-media course structure model.

The general guiding ideology of the digital media art professional course system: with the overall goal of cultivating high-quality application-oriented all-media digital art design talents with all-round development of morality, intelligence, and body, and taking the post ability requirements of all-media talents as a reference, it highlights practical training, teaching, Curriculum system with clear structure. In the current social development process, digital media has achieved good results, which can enrich people's leisure and entertainment life and broaden people's knowledge horizon. Many colleges and universities have gradually begun to major in digital media art design and animation, setting up scientific and reasonable course content, teaching students basic knowledge points, cultivating and exercising students' digital media art design ability and animation creation ability, and promoting students to grow into well-adapted digital media animation professional talents in the direction. In the curriculum setting of digital media art major, animation design course is a traditional professional course of art major.

2. THE PROPOSED METHODOLOGY

2.1 The Cultivation Characteristics of Digital Media Technology and Digital Media Art

Before the development of information technology, animation design was basically in the form of hand-painting, and digital media brought new forms of production and expression to art. In the animation design course of the digital media art major, digital media is used as a means and tool. The main task of the course is to train students to express creativity in the form of animation, focusing on the cultivation of content design. That is to say, the teaching of animation design in the major of digital media art should generally focus more on cultivating students' creative expression, content design and expression ability. In the course setting of the digital media technology major, the animation design course is also a professional course, but its main task is to enable students to fully understand the basic theories of computer animation algorithms and techniques, such as interpolation technology, motion linkage, and motion capture. Through many experiments and practice, gradually cultivate the ability of students to use computer animation production and processing. Relatively speaking, digital media technology majors should generally focus more on cultivating students' technical capabilities in animation production.

The direction of digital media art animation is also a new thing in the world, and this professional education in my country can be in line with international standards. Therefore, digital media art education should strengthen students' foreign language application ability based on the concept of internationalization. Bilingual teaching courses should be offered to undergraduates in grades one to four to strengthen the English ability of undergraduates, so that every student's English level can reach the ability to communicate and read English materials when they graduate. In terms of professional teaching, one is bilingual teaching as much as possible, and the other is that foreign teachers can be hired to teach digital media art courses instead of purely professional foreign language teaching. Weibo and WeChat have greatly changed the traditional form of information dissemination. In the era of micro-communication, this personalized pan-communication method has removed barriers and barriers between people and between information.

The distance between people has become closer than ever, and the transmission of information is more direct than ever. The advent of the WeChat era has made mobile phones a real social media. The establishment of the WeChat public account gives everyone the opportunity to become the main body of information dissemination and conduct personalized publicity to the outside world. Taking Huaihai Institute of Technology in Jiangsu as an example, it encourages every student majoring in digital media art to create its own official account and regularly publish various personal information to exercise the ability to operate the official account. The various forms of expression in the official account can also allow students to exercise their abilities in layout, text editing, video editing, and image processing. Students majoring in digital media art design animation need to have the basic quality in the development process of the current animation industry.

2.2 The professional practice path of animation film in digital visual space

Can be actively integrated into the animation production team to complete the creation activities of 2D and 3D animation. At

the same time, they must have the ability of art design, original animation design, post-production synthesis and production, planning, directing, screenwriting, etc., and correspondingly use as a teaching goal, it will be able to gradually realize the goal of talent training. The digital media art major can adopt the "case teaching method". Case teaching is a cooperative teaching method in which teaching and learning are directly involved in discussing cases or difficult problems.

By collecting and arranging the works of different design concepts and different design methods, selecting representative cases, using this open and interactive new teaching method to fully attract students' attention and stimulate students' interest. Teachers should adjust their position in a timely manner, transform from a simple knowledge imparter to a guide for students to learn, guide and encourage students to observe, understand, think, and discuss independently, integrate cases with boring theoretical knowledge, and analyze the content of case works. Analyze the artistic expression techniques and design ideas, and finally learn to use digital media tools to imitate the realization process of the case. The college should regularly hire senior professors at home and abroad to provide face-to-face guidance throughout the process.

It can not only improve students' creative level, establish team awareness, but also an excellent test of teaching level, and play a good role in supervising students' future learning. In addition to the practical learning in this major, teachers should also establish practice bases outside the school, so that students can participate in social practice in a timely manner and gain an in-depth understanding of the development of the industry. At the same time, it also allows the society to keep abreast of students and promote talent competition and two-way selection. Students are required to go out of the campus and go to social TV stations, magazines, design companies, official account operating companies and other media units to exercise themselves. Students can carry out short-term cognitive practice, or practice exercises during winter and summer vacations.

Students practice and exercise in the emerging media unit, which can not only improve their business level, but also cultivate their professional quality. Complete teaching infrastructure can provide good prerequisites for carrying out various teaching activities scientifically and effectively, displaying teaching content in detail, and achieving teaching goals. At this stage, colleges and universities need to continuously increase investment in teaching infrastructure to build a professional teaching system for digital media art design and animation, so that students can have sufficient knowledge and learning conditions. A college actively introduces STYLOS paperless animation software, students can create on the computer drawing board, give full play to the advantages and functions of Internet technology, fully connect with traditional animation, connect high-tech and animation art, enhance the meaning of animation art, and effectively reduce the cost of animation production, to provide support for students to practice their animation skills well. In the digital media technology major, this course mainly assesses students' understanding, mastery, application, and analysis of related technologies.

However, to prevent students from thinking that the results are more important than the process, better promote students' learning and development, improve students' classroom participation, and cultivate comprehensive talents with comprehensive qualities, the assessment and evaluation of

courses should run through the entire process of project realization. It is not only necessary to fully consider the technical ability of students in the process of project implementation, but also consider the students' teamwork ability, sense of responsibility and artistic creativity contained in it.

Combining the application characteristics of various 3D animation software (Maya, Softimage, 3DMAX), it also considers the latest animation development technology and 3D scanning modeling (Inspeck 3D scanner), motion sensor lens path calculation, and action multiplexing database technology. In addition, combined with the latest development direction of international and domestic 3D animation - the most popular virtual studio and virtual host in media such as film, television, and the Internet, as well as technologies such as content playback of network 3D animation, it realizes the common format of various software works conversion function to form a complete animation production system.

3. CONCLUSION

At present, the teaching work of digital media art design and animation major in colleges and universities is in progress. It is necessary to build a perfect and effective teaching system based on its own situation. Among them, it is necessary to focus on clarifying the teaching objectives and setting up teaching courses scientifically. The main reasons for this situation are late start and development. Fast, less investment. If this situation cannot be changed, it will seriously affect the quality of animation education in our country, and then endanger the production and production enterprises and even the entire industrial market. We look forward to seeing the formation, improvement, and development of an excellent digital media art design teaching system suitable for national conditions as soon as possible.

4. REFERENCES

- [1] Cao Yuechen. Exploration on Teaching Reform and Practice of Theoretical Course "Introduction to Digital Media Art" in Applied Undergraduate Universities [C]//2020 Academic Forum on Educational Informatization and Educational Technology Innovation (Xi'an Venue).0[2023-08-14].
- [2] Xu Luoting, Zhang Hongbo. Analysis of Animation Design Teaching of Digital Media Technology and Digital Media Art [J]. Art Education, 2018(13):2.DOI:CNKI:SUN:YSJY.0.2018-13-046.
- [3] Zhang Xianwei. Analysis of Animation Design Teaching of Digital Media Technology and Digital Media Art [J]. Art Appreciation, 2018(11Z):2.DOI:CNKI:SUN:YSPJ.0.2018-32-106.
- [4] Yang Fei. The Construction of the Practical Teaching System of Digital Media Art Major under the Integration of Schools and Enterprises [J]. Curriculum Education Research, 2019(25): 1.
- [5] He Nan, Li Muzi, Zhao Rui. Research on the Teaching System of Digital Media Art Design and Animation Specialty [J]. Art Research, 2010, 000(002):134-135.DOI:10.3969/j.issn.1673-0321.2010 .02.061.
- [6] Yang Yiyi. Interesting Exploration in Animation Teaching of Digital Media Art Major [J]. Education and Teaching Forum, 2022(33):111-114.
- [7] Huang Jing. Digital media art teaching based on the cultivation of students' innovative ability——Comment on "Research on Practice and Innovation of Animation Major in Colleges and Universities" [J]. Chinese Journal of Education, 2020(12): 1.
- [8] Yan Hao. Exploration on the Training Path of Digital Media Art Professionals from the Perspective of Industry-University-Research Integration [J]. Sound Screen World, 2020(9): 2.
- [9] Shan Peng, Qiao Qingyuan. Student-centered digital media art teaching reform [J]. Innovation and Entrepreneurship Theory Research and Practice, 2019 (10): 4.
- [10] Yuan Jiangjie. New path for teaching reform of original animation video for digital media art specialty [J]. Curriculum Education Research, 2019(24): 1.
- [11] Ji Yanqiang, Wang Liyuan. Interesting Exploration in Animation Teaching of Digital Media Art Major [J]. Western Radio and Television, 2020(4):2.DOI:CNKI:SUN:XBGS.0.2020-04-021.
- [12] Sun Zheng. Analysis of the teaching system of digital media art design and animation specialty [J]. Think Tank Times, 2019, 000(036):P.216-217.DOI:CNKI:SUN:ZKSD.0.2019-36-143.
- [13] Zhang Yipin. Innovation and practice of animation teaching for digital media art majors in colleges and universities--Taking "Lego stop-motion animation creative media experiment course" as an example [J]. Digital Education, 2020, 6(2):5.DOI:CNKI:SUN:SEJY.0.2020-02-015.
- [14] Ji Zhefu. Analysis on the integration of digital media art and film and television creation [J]. Digital Design (Part 1), 2020, 009(006): 217.
- [15] Xiang Li. A Preliminary Study on Animation Design Teaching of Digital Media Technology and Digital Media Art [J]. Digital World, 2020, 000(007): 103.
- [16] Tian Hua. Application Research of Digital Media Art in Film and Television Animation [D]. Northwest University [2023-08-14]. DOI:CNKI:CDMD:2.1014.253928.