

Research on the Reform of the Examination Method of Photoshop Course

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Keywords: Photoshop; teaching status; curriculum reform

Abstract: Nowadays, Photoshop technology has been widely valued by the society, and the competitive pressure of its related design work is gradually increasing. The school takes Photoshop curriculum as the main major to meet the needs of social development. In the process of Photoshop curriculum reform, we should constantly improve the curriculum teaching system, pay attention to the combination of theory and practice, and promote the overall growth of Photoshop students in colleges and universities. In view of this, the current Photoshop course and teaching process are analyzed, and the Photoshop reform strategy is put forward.

1. Higher vocational Photoshop course teaching of the difficulties encountered

1.1 Students' learning self-discipline consciousness is not strong

Some students cannot properly control the learning process. It is not difficult to find that they are relatively lax in learning, do not pay enough attention to various courses, and do not actively learn, which not only causes poor performance, but also difficult to master knowledge and skills. For Photoshop teaching, how to let the students take the initiative to learn, and form a strong subjective awareness of learning, this is a key and difficult point. Only by forming a set of effective learning plan can we consciously monitor and regulate the current learning process, so as to control the learning results and achieve good results. This needs to solve this teaching problem through the reform of teaching.

1.2 Students' improper learning methods

In the course of professional courses, some students are only satisfied with listening in class, lack of effective review and preview after class, let alone retell the knowledge, so that they cannot effectively construct their own knowledge system and cognitive structure. Due to the weak foundation, when exposed to new knowledge, the lack of ability to understand new knowledge from the perspective of cognitive structure, thus hindering the learning process. In the PS course that attaches importance to practice, if we fail to master the learning method and grasp the learning process well, it is easy to lag behind^[1]. Many students are due to improper methods, cannot keep up with the progress of teaching, so that the classroom efficiency is very low.

1.3 Theory in the course is more important than practice

In schools, teaching should be biased to practice, so as to cultivate skilled talents and help students find employment. However, in photoshop courses, we will find that some teachers take up too much time when telling theories and thus compress the proportion of the practical content photoshop. The course aims to help students to master practical skills, so as to better use the knowledge in the future work, so as to enhance their professional competitiveness. In contrast, traditional teaching methods attach more importance to theoretical knowledge teaching and ignore the cultivation of practical skills. Many companies arrange pre-job training when recruiting design graduates to improve their practical skills.

2. Photoshop Problems existing in courses and teaching

In the context of increasing social and economic development, students are under increasing pressure after graduation. Some schools have opened Photoshop courses to meet the requirements of social development for talents, so as to enhance students' competitiveness in employment. However, in the specific implementation process, the school Photoshop curriculum system is not strong, resulting in curriculum repetition and complex teaching process. At the same time, the teaching methods of some schools in China are more traditional, and the teaching concepts is lagging behind, which cannot meet the requirements of social development for schools. Specifically speaking, its existing problems are mainly reflected in the following aspects:

2.1 The course content is disconnected from the post work content

Vocational education aims at cultivating production, management and service for front-line skilled talents, while the talent demand of enterprises is reflected in the seamless vocational ability of graduates and the corresponding job needs of enterprises, and they can directly enter the job without secondary training. However, the content of vocational education always follows the principle of subject system as the main line and theoretical knowledge as the main line, which leads to the disconnection between the knowledge students learn in school and the work needs, and there is a great distance between talent training and the actual social needs.

2.2 Course content organization and divorced work process

Before the reform, the Photoshop course content was completely organized in accordance with the chapters in the subject system, and the teaching was not organized and implemented according to the post working process. Therefore, students did not understand the complete project design process, what problems will be encountered in the complete project design process, let alone the experience of solving practical problems. Although students have mastered all the tools and instructions at the end of the course, they cannot use the actual design project effectively.

2.3 The teaching environment is inconsistent with the post environment

The theoretical teaching area and the practical teaching area of the school are usually separated. The teaching environment is not planned and constructed according to the real working situation of the enterprise, nor is it integrated into the enterprise culture and management mode. Therefore, it is not conducive to the integrated teaching based on the complete work process as the main content, and it will also restrict the cultivation of students' professional awareness, professional habits and other comprehensive professional qualities.

3. The way of Photoshop curriculum reform under the vocational ability orientation

3.1 Optimize the selection of course content

The choice of course content is a prerequisite for the teaching reform. The practice shows that the success or failure of curriculum reform largely depends on the choice of curriculum content. In terms of specific operation, the course content should be highly consistent and closely combined with the post content, so as to develop students' professional ability. Results found that: Photoshop Curriculum reform should cover many aspects of students' ability development, train students' relevant skills, and gradually improve the curriculum system according to the job requirements. With the help of the course content, it can cultivate students' innovative thinking, improve their aesthetic ability, enhance their service consciousness, and make them become excellent designers.

3.2 Order of course content

Whether the success of the curriculum reform is closely related to whether the curriculum content can be orderly, which is also the focus of the current curriculum reform. The order of course content has a great influence and significant effect on the process of actual teaching reform. Actually, the cultivation of high-quality talents should consider the students' cognitive law and intelligence type, under the premise of combining with course content programming, the work process refining one by one, and engineering as the carrier string Photoshop course skills, which can enable students to learn slick, apply widely and improve the quality of engineering design effectively. For example, in the course "Design Practice of Mooncake Packaging", the course content can adopt procedural means: first, the students can determine the customer's design intention, conduct group discussion and complete the design data; second, conduct market research and project design opinions; third, improve the design content and modify the design draft; finally, the customer will inspect the goods and give comprehensive evaluation^[2].

3.3 Reform of teaching methods

Teachers can introduce the five-step teaching method into the teaching process. In this way, the teacher gives a case and asks the students. In the teaching link, the teacher only assumes the responsibility of guidance, but does not specifically teach the students the method of operation, and can give some real cases for the students to experiment^[3]. Moreover, the students in the trial stage will inevitably encounter various problems, and some of the problems can be solved through group discussion, so as to improve their practical ability. The specific steps are divided into steps as follows:

Speak- -realize the teaching link the middle school students speak, the teacher leads. In order to stimulate students' interest in learning, teachers should play a guiding role, encourage students to actively explore, constantly optimize the design scheme, advocate mutual learning and mutual assistance, create a good environment; cultivate students' team spirit, and ensure the novelty and clarity of design ideas; let the students' imagination, lead students' in-depth discussion, activate students' design ideas, and promote the improvement of students' comprehensive professional ability. Reward- -focus on the appreciation of students, affirmation of ability, so as to mobilize the enthusiasm of the design. In real teaching, teachers should provide more examples for students' reference and comparison to stimulate the defects in the design works and check the gaps to make the works more perfect and enhance their application value. Combined with the actual situation provides an effective teaching mode, not only can timely teaching theory knowledge, also can use Photoshop technology to solve the students in the design of various practical problems, and how to

"do" does not provide any practical guidance, so that students can better master knowledge, to achieve the expected goal of "teach people to fish". In the "do again" class, "do" is obviously different from "lead". When students encounter difficulties in the design process, they can solve the problems through independent thinking, so as to gain more knowledge and improve the teaching effect. Therefore, "doing" is not only for students to do, but also for teachers to guide students to do, so as to achieve the best teaching effect. Based on this, teachers can properly provide personalized guidance to help students to internalize knowledge. Evaluation- -we should realize the combination of student evaluation and teacher evaluation, and make comprehensive use of various evaluation, and finally obtain comprehensive evaluation. With the help of evaluation, students can find their own shortcomings, make up for their own defects, but also help teachers to targeted training and in-depth development of students' potential.

3.4 Introduce the task-driven teaching method

Advanced teaching method should be introduced in the teaching reform to enhance the teaching effect. The task-driven method should first design the students' learning tasks reasonably. The central content of this teaching method is to design the corresponding learning tasks and the course for students, which students learn and solve. In order to make students learning task design more appropriate, teachers must be able to perfect teaching content and teaching objectives, then to achieve all the teaching objectives in accordance with the stages and steps designed to the corresponding learning task, so as to make students in the learning task by exploring and solving to achieve the final teaching goal. In view of the strong practicality of Photoshop curriculum, teachers should focus on practical operation tasks. Teachers should always combine students' learning status and teaching process, design appropriate learning tasks, and use the tasks closest to the actual teaching situation for students to learn and answer, so as to significantly improve the teaching efficiency of Photoshop course. Of course, the teaching task should not exceed the difficulty that students can answer, which will affect the enthusiasm of students to learn. Similarly, the topic should not be designed too simple, so that it does not play any role at all. Putting forward reasonable learning tasks according to the actual learning situation can make students get a greater sense of achievement in the process of problem solving, promote the mastery of their own knowledge and skills, so that the teaching objectives of Photoshop course can be better realized. At the same time, teachers should formulate and improve the evaluation mechanism and reward mechanism for students to complete tasks, so as to mobilize students' enthusiasm to complete learning tasks, so that their interest in learning and mastering this course can be effectively improved.

3.5 Mixed online and offline teaching methods

The development of online teaching and online courses make it more suitable for the current teaching. With the popularity of the Internet, more and more people use the Internet to conduct the classroom. This new interactive education model not only improves the fluency of the classroom, but also provides more choices for teachers and students. The Internet provides a wealth of online information, such as reference books, PPT, lectures, exercises, and experiments. Through the use of network technology, the course design can be better conducted, and through the network to help students to better grasp the required information. For example, the pre-class preparation through the network can better help students to review, and they can expand their horizons and enhance their thinking ability through the network. These are the huge benefits of network technology.

3.6 Combine theory and practice to simulate real situation teaching

Action-oriented teaching method is carried out in the teaching characteristics of "doing from it and middle school". In the early stage of implementation, create the simulated real situation, students learn professional knowledge in the simulated real situation, and finally acquire the skills needed by relevant majors in the practical operation. The implementation stage of the action-oriented teaching method is not only to allow students to apply the theoretical knowledge learned in the practical operation in the implementation process and improve their ability. Such as "PS" course application project teaching method, teachers give a real training project, build their own shop style, let the students complete the shop decoration, from the main figure—shop recruit—posters—details of the project and complete the project, will learn the tool knowledge, color knowledge to use, application in the production steps.

3.7 Increase the interaction and communication between teachers and students and students

It is particularly important that teachers and students could communicate effectively each other. In photoshop course, formative evaluation mode of interaction and mutual communication can make students strength expression ability and thinking ability, also can let teachers know more about their student's learning status and learning ability, which can make teachers evaluate students more accurate, so that they can reasonably plan the teaching content. In order to enhance the communication between students, several Photoshop course mutual evaluation groups can be established to discuss problems and help each other together, and some course tasks can be completed through cooperation. Members of each group can give corresponding evaluation according to their respective achievements and achievements. Using this form to cooperate with the teaching can make each student to have a deep understanding of the course knowledge and the correct learning method. In addition, in the communication between students, after a student has difficulties, he can discuss and study more good students, so as to fully stimulate each student's interest in photoshop and independent learning ability.

3.8 Integrated teaching environment

The problem that teaching environment and post environment cannot be completely solved with the help of integrated teaching environment^[4]. Practice has proved that the integrated reform of teaching environment has great significance and significant effect. It is the breakthrough and innovation of traditional teaching areas, and the perfect combination of teaching and training areas, completely reversing the segmentation mode, so that students can experience the "real" post environment in school. This integrated teaching environment helps students to quickly improve their design ability, reduce the job transition period, and help them to develop their comprehensive professional ability as soon as possible.

3.9 The establishment of the teaching evaluation system and the cultivation of the development-oriented talents

The construction of a scientific teaching evaluation system is conducive to helping Photoshop students find their own shortcomings and the improvement of students' academic performance. In the teaching reform of Photoshop courses in colleges and universities, a network integrated evaluation system is built based on the modern information technology micro-platform. The evaluation system integrates students 'knowledge mastery, students' skills and daily grades, so that students can roughly understand their learning situation and correct their deficiencies. At the same

time, the teacher evaluation system is also integrated into the network integration platform, showing the status quo of teacher Photoshop curriculum reform. According to the actual problems, the perfect solutions are formulated to further promote the Photoshop teaching reform.

3.10 Enhance the real-time performance of teaching evaluation

As far as the reform of Photoshop course classroom evaluation is concerned, it is necessary to be able to provide the relevant evaluation content to each student in the first time and to ensure the real-time performance. Only when students accept the evaluation quickly, can they remember the knowledge they learned at that time and reflect on their own learning in the first time according with the evaluation content^[5]. Only such a more real-time classroom evaluation can make students reflect on their own learning status and grades more timely, realistic and efficient. Therefore, in the course teaching, each stage is completed, even at the end of each class, timely evaluation, according to the careful observation in the teaching, point out the shortcomings of students, and urge to correct, which can avoid the problems are delayed. At the same time, a positive evaluation should also be given on teaching and students' progress, so as to improve the drive of students and better cooperate with teaching.

4. Conclusion

In short, in order to meet the social development, the Photoshop curriculum reform measures should be constantly improved. Through an in-depth study of the actual situation of the current social development, the course teaching system will be constantly improved to make it more in line with the actual needs, and cultivate talents with professional skills. It will strengthen the communication between teachers and students, encourage students' innovative thinking, and promote the Photoshop curriculum teaching reform, in order to achieve the goal of students' comprehensive development.

Acknowledgement

This work was supported by .Research Results of the Education and Teaching Research and Reform Project of Nanyang Vocational College "Research on the Reform of Photoshop Course Assessment Method" (No.: NZJGY21-01).

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