Research on the Reform of Animation Education System and Curriculum Construction in the New Media Era

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Abstract: With the advent of the new media environment era, network communication and digital technology have developed rapidly, and the animation industry has gradually realized the interaction with novels, games, programs, movies and other industries. The demand for animation professionals is increasing day by day, and the animation industry has also entered the peak of development. With the help of new media technology, professional teachers can simplify the boring and difficult teaching content, fully mobilize the initiative of students to participate, and at the same time help deepen students' understanding of knowledge and guide them to apply what they have learned to practice. Through homework, courses and products are closely combined, thus forming an innovative practical teaching system for animation majors. Actively explore the new mode of training applied animation talents, build a scientific and reasonable teaching system for animation specialty, and lay a solid foundation for the training of applied animation talents. Focusing on cultivating students' practical ability, innovative ability and entrepreneurial ability, the project introduces specialty and industry, and the project forms a series and then introduces the practical system of animation professional curriculum module.

1. Introduction

Today, with the vigorous development of animation industry in China, a group of high-end animation creative talents are needed, and a large number of animation technical talents with innovative consciousness and ability are needed at the front line of production. Faced with this background, many colleges and universities have set up animation majors, but as far as the actual situation is concerned, the animation practice teaching in domestic colleges and universities is relatively backward in concept and artistic techniques, and it is in urgent need of further reform and innovation[1]. With the advent of the new media environment era, network communication and digital technology have developed rapidly, and the animation industry has gradually realized the interaction with novels, games, programs, movies and other industries. The demand for animation professionals is increasing day by day, and the animation industry has also entered the peak of development [2]. With the help of new media technology, professional teachers can simplify the boring and difficult teaching content, fully mobilize the initiative of students to participate, and at the same time help deepen students' understanding of knowledge and guide them to apply what they have learned to practice. Secondly, combining with information resources, we should create an

autonomous learning platform for students and guide them to establish a good career outlook in the learning process. "Animation major" and "practice system" are routine topics, while "ability training" is the focus of animation professional training, including project practice ability, thinking innovation ability and independent entrepreneurship ability [3-4]. The "innovation" mentioned in this system is to effectively solve the problem of mutual integration and mutual promotion of the three pairs of relationships: "industry and specialty, curriculum and project, homework and product". According to the industry's demand for animation talents at all levels, the talent training objectives suitable for students' characteristics and industrial development are accurately formulated. In actual teaching, professional teachers only explain the relevant knowledge in combination with practical teaching content, without forming a modular structure, and without formulating specific talent training programs and teaching processes, which leads to the phenomenon of students' blind operation in practical teaching and affects their comprehensive ability development [5]. Through the project, the specialty and the industry are connected, the core of the specialty is the curriculum, and the focus of the industry is the product. Through homework, the curriculum and the product are closely combined, thus forming an innovative practical teaching system for animation specialty [6]. Actively explore the new mode of training applied animation talents, build a scientific and reasonable teaching system for animation specialty, and lay a solid foundation for the training of applied animation talents.

2. Shortcomings in the Cultivation of Animation Professionals

2.1 Teachers have Outdated Teaching Ideas

Based on the actual situation, the teaching of animation majors in China mainly adopts a combination of course practice and centralized practice. Teachers do not attach importance to the updating of teaching project resources in course practice, and there is a significant gap between the practical projects applied and the market demand, resulting in poor development of students' abilities. There are different levels of talent structure in the talent allocation of each position, especially the production talents who account for the largest proportion. Their composition includes research and development talents, application talents, and skill talents. In terms of technology, standardization is also needed. Under the condition of mastering general basic technology, animation technology is decomposed according to different skill characteristics and effectively integrated with the industry. Although the professional transformation of teachers has had a certain effect on the development of animation courses in the short term, due to differences in majors, many teachers do not systematically learn related courses such as film and television and advertising animation[7]. In teaching, more emphasis is placed on educating students' professional skills in film and television and animation, often focusing on software operation and research on shooting equipment [8]. The research on the history of animation and the grasp of light and shadow are seriously insufficient, often resulting in the phenomenon of students' 'being able to shoot but not necessarily understand', which cannot effectively express the connotation of animation art.

To achieve the ideal teaching effect, teachers should take the project as the main line of practice and collaborate with the staff of cooperative enterprises to provide students with correct guidance on theoretical knowledge and practical methods when students practice the animation production process, in order to cultivate students' ability to independently solve enterprise cases[9]. The centralized practice stage mainly adopts virtual projects and a small number of commercial projects to carry out relevant practical teaching activities. Professional teachers do not combine the practical requirements of the enterprise and require students according to strict task standards, resulting in a certain gap between the learned technology and job standards.

2.2 Single Teaching Method

Animation education generally has defects in the curriculum structure, the proportion relationship between courses, its logic and continuity, the organic integration of theoretical courses with practical courses, basic courses with professional courses, and other issues, all of which still have significant deficiencies. The most intuitive manifestation is that in practical teaching, teachers guide students to master necessary knowledge and require them to practice imitation. During this process, students can only passively accept knowledge, mechanically grasp knowledge theory and operational essentials, and then engage in practice[10]. This greatly reduces students' learning autonomy, making it difficult for them to actively participate in the practical process based on their interests, which is not conducive to the development of students' professional skills and professional literacy. The course only teaches animation skills and does not focus on the development of communication platforms, which is not conducive to the promotion of teaching results. There are many excellent animation works, but due to the lack of series production and students' insufficient understanding of short video platforms, many good works cannot be fully promoted, which has certain constraints on the display of results and students' future development. Normally, animation projects have a certain periodicity that needs to be continued, and there should be no gaps in the middle, which is precisely overlooked in traditional teaching modes. However, teachers only evaluate students' learning based on their grades, which makes it difficult for students to identify their own shortcomings during the learning process, and teachers also find it difficult to adjust their teaching direction in a timely manner based on students' problems.

3. Reform of Animation Education System and Curriculum Construction in the New Media Era

3.1 Establishing a Hierarchical Practical Teaching System

Animation is a highly practical discipline, and practical teaching is particularly important. On the basis of increasing the proportion of practical teaching and implementing teaching efforts, we explore the construction of a hierarchical practical teaching system, dividing practical teaching into three levels: basic practical teaching, project practical teaching, and comprehensive practical teaching. We organize and establish a diverse and effective practical teaching system that is conducive to the individual development of students. Changing the original division of labor patterns such as original painting, character design, and post production in the previous animation creation process, and introducing advanced technologies such as the Internet, games, and film and television in the animation production process, providing strong guarantees for animation production. The current traditional animation creation has become increasingly difficult to adapt to the new media environment, and people's demand and expectations for animation works are increasing. Therefore, in the teaching process of animation majors in universities, professional teachers should fully grasp the characteristics of animation creation in the new media environment and constantly innovate their teaching thinking to provide ideas for the development and updating of modern animation education. The characteristics of the development of animation creation profession in the new media environment can be roughly divided into two aspects, as shown in Figure 1.
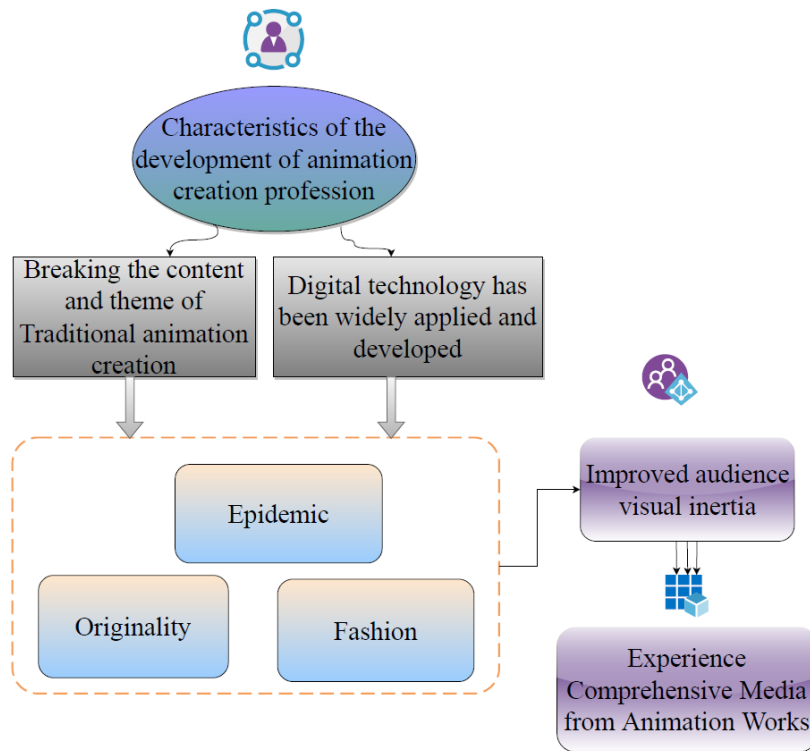
Figure 1: Characteristics of the Development of Animation Creation Profession in the New Media Environment

In the traditional teaching mode, it just ignores this point, and it is difficult for the trained animation creative talents to adapt to the needs of the new media era. Therefore, after the reform of the training mode of animation production talents in colleges and universities, the training mode of studio has also emerged. This training mode is to use the studio as a teaching platform and adopt a substantive and diverse combination of production and learning to teach. For the training of animation talents, we should break the rigid, conservative and static ideas in the past and introduce flexible, open and dynamic ideas. Building a "major-project-industry" practical teaching system oriented to ability training is a practical system that focuses on cultivating students' practical ability, innovation ability and entrepreneurial ability, introduces majors and industries through projects, and introduces animation professional curriculum modules after the projects are serialized.

3.2 Promote the Reform of the Supervision and Evaluation System

Through the implementation of the credit system, we can fully mobilize the enthusiasm, initiative, and creativity of teaching and learning, promote an evaluation system that is student-centered, teacher led, credit leveraged, and teaching effectiveness evaluation as the quality standard. At the same time, by implementing a supervision system, supervision, evaluation, and guidance are provided for teaching quality, learning effectiveness, management work, and planning work. Form a series of projects based on the different project contents of each chain node in the industrial chain; According to the different division of labor among each chain node in the project production chain, the implementation of the "dual platform, four types, and four levels" project introduction structure is relatively mature. In general, animation projects have periodicity and need to be ongoing without any gaps. Therefore, traditional teaching models cannot meet the goal of cultivating animation production talents. To this end, it is necessary to change the way animation production talents are trained, and the studio training method has emerged. This training method is to use the studio as a

platform for carrying out substantive and multiple ways of combining industry and education.

3.3 Establishing a Curriculum System That Combines Theory and Practice

Schools should build a core curriculum group, clarify the internal, proportional, and structural relationships between the required competency structure and the curriculum, and establish a "layered and integrated" curriculum structure system, taking the project as the main line, separating from enterprise employees, guiding students with theoretical knowledge and practical methods, allowing students to independently solve practical cases of the enterprise, thus achieving a comprehensive understanding of theoretical knowledge. Any excellent teaching mode requires support, so the school should combine "animation short film production" with "art internship or investigation" to provide guarantees for the cultivation of students' innovative animation production abilities, and also provide strong support for school enterprise cooperation. According to the new talent cultivation plan, four graduation requirements, namely subject literacy, professional theory, design ability, and practical ability, are customized. At the same time, these four graduation requirements correspond to the four major goal support points of quality composition, professional ability, serving society, and lifelong development. The teaching content of each course provides detailed support for graduation requirements, and the corresponding indicators in the cultivation plan are refined, as shown in Table 1.

Table 1: Revised Teaching Syllabus Content for Cultivating Innovation and Entrepreneurship Quality

	Quality composition	Professional competence	Serve the society	lifelong development
Discipline literacy	√			√
Professional Theory	√	√		√
Design capability	√		√	√
Practical ability		√	√	

Ability to communicate and exchange in cross-cultural background; Have the innovative spirit of learning from others' strengths and eclecticism, and have certain knowledge innovation ability. From the outline, the content of cultivating the ability and quality of innovation and entrepreneurship is stipulated. "Double platform" means to build an in-school project teaching platform based on the laboratory cluster center of the college and an enterprise project teaching platform based on project cooperation units and enterprises, in which the contracted school-enterprise practice base is the main one. Designing quality education courses in the form of compulsory courses and self-selected courses can not only achieve the purpose of quality education for basic majors, but also enable students to conduct in-depth study and research according to their own interests and research directions.

4. Conclusions

The traditional teaching mode for animation majors is no longer suitable for the development needs of the animation industry for professional talents in the current new media environment. Therefore, when cultivating animation professionals, a project-based teaching mode should be combined with the development direction of new media theory. Its essence is to re understand and establish the value, status, role, and interrelationships of various course types and specific subjects in the curriculum system. This has formed a harmonious and consistent animation teaching course

that serves the teaching objectives. This article further studies the reform of the animation education system and curriculum construction in the era of new media. New media can help animation majors build a new teaching system, enrich teaching content, innovate teaching methods, and achieve talent cultivation goals. Due to the need for animation majors in universities to adapt to the development of the times, necessary measures should be implemented to develop the comprehensive abilities of animation majors. Targeting the actual needs of society to improve the quality of teaching, we aim to cultivate more applied talents who can adapt to the development of the times in China's animation industry. As animation production talent training bases, major universities must attach great importance to the application of new media technology in the animation industry, and elevate the level of animation education to a higher level.

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