

Research on Innovation of Practical Teaching Mode for Animation Major in Private Colleges and Universities

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Abstract: With the rapid development of science and technology, China's animation industry has gradually developed, and many animation companies and enterprises are also increasingly demanding animation talents with higher education and comprehensive quality. Under this background, many non-governmental colleges and universities in our country have also successively added animation specialty, which makes it occupy an increasingly important position in the non-governmental higher education system. However, the fast-growing animation industry has stimulated colleges and universities to create more and more related majors, which has intensified the contradiction between talent cultivation and industry demand. The applied talents with strong practical operability and practical ability in animation specialty are very popular. However, in recent years, the training system for animation professionals in colleges and universities is somewhat out of line with the current social industrial system. It is urgent to update concepts, change the conventional understanding of practical teaching, change teaching ideas, reform the existing teaching practice mode, and create a good practical teaching platform for students. It is urgent to find a practical teaching mode suitable for animation major in private colleges and universities and to construct a new practical teaching mode. Based on the investigation of several private animation majors in the province, this paper mainly studies the practical teaching mode of training innovative talents for animation majors in private universities.

1. Research Background of Animation Practice Teaching in Private Colleges and Universities

Animation industry has become a global sunrise industry with great development potential. China's animation education is developing at a very fast speed, but every year there are many gaps in demand for animation talents in our country, resulting in enterprises recruiting the required talents, while the practical ability of students trained by colleges and universities cannot meet the needs of enterprises, resulting in employment difficulties. Seeking a new practical teaching mode for animation specialty and training applied animation industry professionals have been important problems faced by many animation specialty teaching in our country. Under this research background, research on practical teaching for animation specialty in private colleges and universities has been started.

However, before the research on the practical teaching of animation major in private colleges and universities, it is necessary to have a thorough understanding of animation education at home and abroad, and to take its essence and discard its dross. This is of great practical significance for improving the quality of animation talents training in private universities in China.

(1) The Development of Animation Education Abroad

The global animation education is in full swing. Next, take the United States, which has a well-developed animation industry, as an example, to look at the development history of foreign animation education.

American animation education is characterized by openness, practicality and teamwork. The

animation education in the United States is slightly different from that in China. The animation education in China is unitary, while the animation education in the United States focuses on cross-integration with other disciplines. For example, students studying animation art must learn computer graphics courses, while students studying animation technology should minor in art-related courses. The flexibility and openness of the training mode of American animation education. First of all, the school's study period is relatively flexible. Students can obtain a specialized degree through two years of study and a bachelor's degree through four years of study. During the whole learning process, the works produced are all related to the direction of animation. Secondly, each school has a representative animation direction. Students can choose schools according to their preferences for animation professional direction, such as two-dimensional animation, three-dimensional animation, video animation and other schools in different directions.

(2) The Development of Animation Education in China

Animation is a major developed on the basis of animation industry. It has become an independent art comprehensive form, a comprehensive discipline integrating cartoon, digital media, photography and other art subjects. Animation education in Colleges and universities in China began in 2000. Jilin Animation College is the first private college specialized in animation, which is beneficial to "cradle of Chinese animation and game talents".

In August 2008, after the Ministry of Culture issued "Several Opinions of the Ministry of Culture on Supporting the Development of China's Animation Industry", animation related enterprises in China have sprung up and animation majors have been set up in universities all over the country. As of 2019, a total of 359 colleges and universities across the country have set up animation majors [1]. according to the 2019 volunteer guide for college entrance examination in Jilin province, I have counted and summarized the proportion of colleges and universities across the country that have set up animation majors, as shown in Figure. 1.

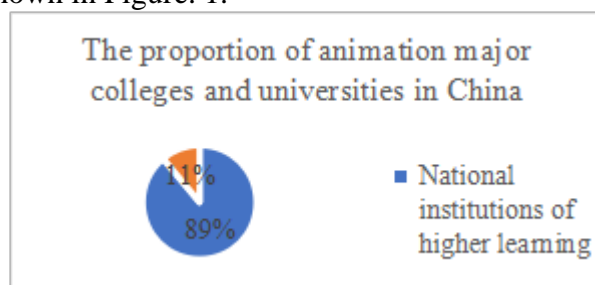


Figure 1 The ratio of animation majors to the total number of universities in the country

After several months of investigation and research, according to the statistical summary of the changes of animation majors in Jilin Province in 2018, the statistics of the number of animation majors in some colleges and universities in Jilin Province are shown in table 1. Animation education needs a complete animation industry chain to support it. Industrialization is the only way for China's animation development. The quality of talents cultivated by colleges and universities can not meet the needs of animation enterprises, especially the reform of practical teaching in private universities.

Table 1 Statistics of the number of animation majors in some colleges in Jilin Province

Year	Total number of animation professionals	School	Enrollment
2010	600		
2018	1412	Jilin animation institute	672
		Animation Major of Changchun University	140
		Animation major, School of tourism, Changchun University	
		Animation Major of Changchun Normal University	600

2. The Research Purpose of Animation Practice Teaching in Private Colleges and Universities

Practice teaching is an effective teaching method, which plays a decisive role in training applied talents of animation specialty in private colleges. However, in fact, the practice teaching of animation major in many private universities is not ideal and there is no uniform standard. Practicality is a symbolic feature of animation major. Whether students have the level of applied talents in animation major and can meet the needs of animation industry talents is the standard to test their practical teaching.

Looking for a suitable practical teaching mode for private animation specialty, constructing a practical teaching system for private animation specialty, changing practical teaching ideas, reforming practical teaching mode, renewing concepts, changing the inherent understanding of practical teaching, paying close attention to industry trends and talent demand. So as to create a good practical teaching platform for students, so that students can master the technical ability of talents needed by enterprises during their schooling in colleges and universities, strengthen the in-depth integration of entrepreneurship, competition winning and practical teaching during their schooling, and cultivate compound application talents suitable for animation industry. [2]

3. Research Significance of Practical Teaching of Animation Major in Private Universities

In recent years, due to the government's policy support and the rapid development of animation industry, more and more animation-related specialties in private colleges and universities have mushroomed, intensifying the contradiction between talent cultivation and industry demand, which virtually leads to an increase in the employment pressure of students. Some non-governmental colleges and universities in our country still use the traditional teaching mode, which is not combined with the talent demand of animation industry companies. As a result, graduates' practical ability cannot meet the needs of animation industry employers. Therefore, it is imperative to reform the practical teaching method of animation specialty. [3]

The reform of practical teaching of animation major in private colleges and universities is a new measure to cultivate applied talents, which plays a positive role in promoting the development of private animation major in our country. Through the research of this topic, a teaching system integrating teaching research, practical innovation, entrepreneurship and production, learning and research, and further combining practical teaching courses with the needs of animation industry, can greatly mobilize the enthusiasm of schools, students and enterprises, define the professional orientation, establish an innovative talent model, and truly realize the cultivation of high-quality talents that meet the needs of enterprises.

From the perspective of talent demand in the talent market, animation industry mainly needs three types of talents, including high-end original talents, technical talents and management talents. And the most lacking one is high-end original talents. Practical teaching is of great significance to the cultivation of the above types of talents. For animation major, private colleges and universities need to formulate scientific and reasonable management system, build training bases, and focus on improving social practice and organizational management skills. Only correct teaching methods can stimulate students' enthusiasm for learning and encourage students to think creatively.

4. Investigation and Analysis on Practical Teaching of Animation Major in Private Colleges and Universities

(1) The Current Situation of Animation Practice Teaching in Private Colleges in Jilin Province

1) Distribution of Animation Major in Colleges and Universities in Jilin Province

According to the statistics and summary of Jilin province's college entrance examination volunteer guide in 2019, there are 62 undergraduate universities in Jilin province by 2019. Among them, 37 undergraduate (including non-governmental) schools, 25 specialized colleges and 12 universities with animation majors have established animation majors, as shown in table 2. Among them, there are 4 private colleges and universities, namely, the School of Urban Construction of Jilin University

of Architecture, Changchun Institute of Architecture, Jilin Institute of Animation and Changchun University School of Tourism. This subject is mainly based on animation major of Jilin Animation College and Changchun University Tourism College. [4]

Table 2 Summary table of animation majors opened in Jilin Province

Province	School	Major
Jilin	Jilin normal university	Animation
Jilin	Tonghua teachers college	Animation
Jilin	Changchun university of technology	Animation
Jilin	jilin teachers institute of engineering and technology	Animation
Jilin	Changchun normal university	Animation
Jilin	Jilin College of the arts	Animation
Jilin	jilin business and technology college	Animation
Jilin	changchun university	Animation
Jilin	School of Urban Construction, Jilin Architecture University	Animation
Jilin	changchun school of architecture	Animation
Jilin	jilin animation institute	Animation
Jilin	School of Tourism, Changchun University	Animation

2) Investigation and Analysis of Animation Practice Teaching in Private Colleges and Universities in Jilin Province

There are four animation majors in private colleges and universities in Jilin province, and their practical teaching methods are different. This topic takes Jilin Animation College as an example to study. The practical teaching of animation major in Jilin Animation College is based on the orientation of the training objectives of applied talents in cultural and creative industries, the implementation of the "integration of study, research and production" school-running mode, the implementation of precise innovation of talent training mechanism, the deepening of the "open internationalization, integration of study, research and production, and high-tech innovation of creative products" school-running features, the focus of which is to promote the reform of precision talent training mechanism, and the transformation of animation major into a domestic first-class and internationally renowned high-level brand major and specialty, so as to promote more major in the school to become a brand major with Jilin Province and national characteristics. We will train more application-oriented talents for the country's cultural and creative industries and make positive contributions to the inheritance of the nation's excellent cultural traditions and the prosperity of the development of cultural industries. With patriotic feelings and innovative spirit, Germany, intelligence, physique, arts and labor are all-round developed high-quality applied talents. [5]

3) Analysis on the Current Situation of Animation Teachers in Private Colleges in Jilin Province

There are 12 animation majors in colleges and universities in our province, including 4 in private colleges and universities. Take Changchun University's School of Tourism as an example. Changchun University's School of Tourism has 140 animation students and 6 animation teachers. Among them, 83% are "double-qualified" teachers, 17% are teachers with deputy senior or above titles, 83% are teachers with intermediate titles, and the teacher-student ratio is reasonable.

With the rapid development of animation specialty, which leads to the shortage of teachers, many universities in China have set up animation specialty temporarily because of the large number of students. Many teachers graduated from similar animation majors. Although they have rich experience in enterprise employment, they have not systematically studied animation courses. However, many teachers in colleges and universities, although they have experienced systematic study of animation specialty, are mostly academic and lack rich experience in business. They cannot meet the requirement of strong practicality of animation specialty and need urgent reform and optimization.

(2) Problems in Practical Teaching of Animation Major in Private Colleges and Universities

1) The target orientation of Animation Practice Teaching in private colleges and universities is not clear

Whether the professional development of colleges and universities is good or bad depends largely on the correct orientation of professional teaching and training objectives. The animation specialty in many domestic universities deviates from the orientation of training applied talents in running schools, and still focuses on theoretical teaching and training research talents. In terms of curriculum setting and the proportion of theoretical courses in the talent training program, practical teaching is often set up to assist theoretical courses. The students trained by this teaching method have poor practical ability and cannot meet the employment needs of enterprises. Many colleges and universities, with the mentality of following the crowd, set up animation and related majors without systematic investigation. The school does not have its own professional school and target orientation. It cannot withstand the baptism of social supply and demand. There is no source of students, leading to the suspension of professional recruitment.

2) The practice teaching course system of animation major in private colleges and universities lags behind

At present, the teaching mode of non-governmental majors in our country is still the conventional theoretical indoctrination mode, and even some schools only complete the basic operation in the classroom. Animation has a wide range of applications, high technical content and strong practicality. If teaching only pays attention to theoretical education and basic operation education, it is difficult to cultivate students with strong comprehensive ability. Moreover, the conventional teaching methods are difficult to stimulate the students' enthusiasm for learning and do not give full play to the professional characteristics of their own subjects when teaching. The students thus trained are inevitably poor in theory and practical ability.

3) Unreasonable structure of practical teaching teachers for animation major in private colleges and Universities

The shortage of teachers and unreasonable structure are the main reasons that restrict the development of animation specialty. The animation education in our country started relatively late. The animation teachers in many colleges and universities come from the following ways: some are from teachers of animation similar majors, some are from enterprise personnel, and the other are from students graduated from animation schools. However, most of the early animation teachers were experienced personnel from animation companies. These teachers had strong practical skills but did not have high academic qualifications, so their theoretical knowledge was relatively weak in the teaching process. However, most of those who graduated from animation major are new recruits, with only theoretical knowledge and no practical experience. Especially in the practical teaching, their practical operation ability is relatively poor. Therefore, the structure of teachers for practical teaching of private animation specialty needs to be solved urgently.

4) Lack of practical teaching and training bases for animation major in private colleges and Universities

The shortage of practical teaching and training bases for animation major in private colleges and universities is mainly due to the following reasons: first, many private colleges and universities are not fully prepared and blindly follow the trend when setting up animation major, resulting in a large gap in hardware facilities and resources, thus failing to provide good training bases for students; Second, the equipment in many training bases is old, but due to the specialty characteristics of animation specialty, the training equipment needs to be continuously updated, thus causing students to have no suitable training bases for practical teaching activities. Third, the number of training bases for out-of-school majors cannot meet the needs of students' practical teaching. The shortage of practical teaching and training bases for animation major has affected the pace of training applied talents.

(3) Practice Teaching Reform Measures of Animation Major in Private Colleges and Universities

1) Optimizing Teaching System and Perfecting Practice Mode

Changing the traditional teaching mode into interactive teaching mode. In the interactive mode of teaching, students change from passive to active in learning, with high learning enthusiasm, and many more benign cooperative interactions between teachers and students. In the interactive mode, teaching really conforms to the teaching concept of people-oriented. Attention should be paid to the

cultivation of students' team cooperation consciousness in teaching activities. The traditional teaching mode has affected the personalized development of students to some extent, while the interactive mode has strengthened the team spirit of students while ensuring the development of students' professional practice ability.

2) Expand Vision and Pay Attention to the Cultivation of Students' Entrepreneurial Consciousness

When training animation professionals in private colleges and universities, the teaching goal is to focus on market demand, change the traditional teaching concept and pay attention to personalized teaching. The so-called personalized teaching refers to targeted training according to students' characteristics, thus effectively improving students' innovative spirit and practical ability. In the individualized teaching of animation specialty, it is necessary to formulate a targeted teaching plan after discovering the students' personalities and specialties, instead of the conventional training plan. Teaching students according to their aptitude can avoid the homogenization of trained talents.

Due to the practicality of animation specialty, students are encouraged to take part in competitions and activities of innovation and entrepreneurship, to cultivate students' entrepreneurial awareness, to lead entrepreneurship with innovation, to drive employment with entrepreneurship, and to promote entrepreneurship and employment of graduates from private universities. He led the students to participate in the competition and achieved certain results. He led the students to participate in the activities of the school's customer creation center, simulated the operation of the studio, transformed the knowledge learned into technology, and trained the students' practical experience.

3) Integration of Industry and Education, Implementation of Project Experimental Teaching

When developing animation major, private colleges and universities need to pay attention to market orientation to ensure the integration of production and education. Talents trained through the integration of production and education can quickly adapt to economic and social development. This teaching mode needs to be completed in cooperation with laboratories, workshops and training bases. Traditional laboratories do not pay attention to practice, which makes it difficult for trained talents to meet the market demand. Project experiment teaching can simulate the operation mechanism of enterprises and optimize students' experience of industry standard. In this teaching mode, the project resource base is updated at any time and sufficient resources are provided for teaching.

4) Cooperation between School and Enterprise and Innovation of Talent Cultivation Mechanism

School enterprise cooperation is an effective way of practical teaching and plays a very important role in practical teaching. There are two ways of school enterprise cooperation: one is to invite the technical personnel of the enterprise to participate in practical teaching activities; the other is to cooperate with the enterprise to carry out practical activities inside and outside the school.

During the past two years, in order to ensure the smooth progress of practical teaching of animation specialty, we have established cooperative work with many enterprises, invited enterprise personnel to participate in practical teaching activities, led students to visit cooperative enterprises, conducted exchanges and training activities, and enhanced students' practical ability.

5) Promoting Learning by Competition, Teachers and Students Team Building Scientific Research Projects

Promoting the innovation and reform of practical teaching through competition has stimulated students' autonomy and creativity. During the research period, teachers and students are encouraged to establish teams and lead teachers to coach students to participate in various competitions, which improves students' practical ability and cultivates students' team consciousness. The 18-year training program, aiming at the practical teaching mode of promoting learning through competition, arranges the time and content of the major national animation competition, and arranges the curriculum. Each course takes the class as the unit, the instructor as the main body, and sets up relevant courses. During the course, the theory and practice are combined to take students to participate in the competition together, and significant achievements have been made.

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Project: 2018 "13th Five-Year Plan" Social Science Research Planning Project of Jilin Provincial Education Department "Digital Protection Research of" Chinese Traditional Villages "-Taking" Luquan Guandong Folk Village, Donglai Township, Tonghua County, Jilin Province "as an Example", Project No.: JJKH20181327SK, Host: Huang Jianfeng.

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