On the Teaching Reform of Digital Media Art Design in Higher Vocational Colleges

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Abstract: The major of digital media art design mainly originated from the western craft schools in the 1990s. At this stage, owing to the innovation and progress of science in China, the focus of education and teaching of digital media art design has also changed. In order to output high-quality talents to the society and industry, the process teaching reform of digital media art design has become an established trend. Based on this, this paper analyzes the problems existing in the actual teaching of digital media art specialty, and comes up with several reform strategies for reference.

1. Introduction

Owing to the quick progress and constant maturity of information technology in China, digital media art design has also been applied in all walks of life, and has shown a trend of gradual growth[1]. This means that with the progress of the digital media design industry, the digital media art design specialty can welcome good opportunities, which also comes up with higher requirements for the education and teaching of vocational colleges. Therefore, colleges should develop teaching reform and innovation based on the characteristics of digital media art design and the progress trend of the industry, so as to foster more high-quality talents for the society.

2. Problems in Digital Media Art Teaching in Higher Vocational Colleges

2.1 Lack of Advanced Information Technology

Owing to the innovation and progress of science in China, information technology is widely applied in production and business activities in all walks of life. In this context, the progress of higher vocational education towards information has become a certain established trend. The major of digital media art design is mainly to foster talents who can master information technology, art design and other skills for the society[2]. Information technology plays a crucial role in the teaching of digital media art design. However, currently, most colleges are affected by factors such as limited construction funds, lack of opportunities for school-enterprise cooperation, and unreasonable practical teaching programs, which lead to their teaching content lagging behind the level of new media, and the application of information technology is also relatively backward, thus reducing the quality of talent training. In this environment, students can not effectively master advanced information technology, which also leads to students' practical operation ability can not be effectively enhanced.

2.2 Value Technology over Art

Technology is a crucial basis and means for the digital media art design major. From a certain level of analysis, all the work is carried out on the basis of technology. Therefore, many vocational colleges currently regard technology learning and application as the main teaching objectives and ignore the importance of art design. Art design has a crucial impact on the aesthetic feeling, overall coordination and operability of the work. Only when students have a certain sense and ability of art design can they use technology to effectively express their personal ideas. However, most of the digital media art design majors adhere to the teaching concept of "crash course", use long teaching

hours to foster students' software application ability, and ignore the training of art aesthetics and design ability[3]. This leads to that although students have a strong level of technical operation, the designed works have no artistic beauty, which is very unfavorable for the future progress of students in the digital media art design industry.

2.3 Lack of Teaching Interaction and Cooperation with the Industry

The teaching interaction and cooperation with the industry are mainly manifested in two levels. First, on the teaching staff. Currently, when colleges are developing teaching activities of digital media art design specialty, they are more inclined to theoretical knowledge explaining activities. Their teaching content is only based on book knowledge, and has not been organically integrated with industry progress and job demand, which leads to the disconnection between digital media art design specialty and industry. In addition, some teachers also strengthen students' recognition of practical skills by creating teaching situations. Although this can promote students to recognize and master practical skills in thinking, their practical operation ability has not been enhanced. Second, school-enterprise cooperation[4]. Strengthening cooperation between schools and enterprises can not only enhance the pertinence and practicality of teaching, but also provide students with practical opportunities and platforms and enterprises with high-quality talents. It is greatly crucial for the coordinated progress of schools and enterprises. However, many vocational colleges do not realize the significance of strengthening industry exchange and cooperation, which leads to the students' practical ability can not be effectively enhanced.

3. Strategies for Teaching Reform of Digital Media Art Major in Higher Vocational College

3.1 Clarify Teaching Objectives

In the context of the constant progress and change of modern market economy, in order to effectively enhance teaching quality and efficiency, colleges should formulate dynamic teaching objectives in combination with the change of market environment and the demand for talents in the industry. In this way, we can constantly update the teaching content and methods, and enhance the teaching quality and effect. Therefore, the digital media art design specialty should update the teaching working mechanism to better adapt to the progress trend of new media and enhance the practicality and professionalism of the teaching content[5]. Therefore, colleges should systematically evaluate the user interface, new media advertising, industry dynamics, market environment, etc. before the curriculum progress, and then clarify the teaching objectives according to the demand orientation to enhance the teaching quality. In addition, colleges should also enhance teaching hardware, software and software facilities to lay a fabulous basis for the smooth and effective progress of digital media art design teaching activities.

3.2 Carry out Collaborative Teaching of Technology and Art

The "art" in the digital media art design major mainly refers to an overview of content optimization and form sublimation of new media advertising design, user page design, digital short film production, etc. The "technology" is the means and strategy of this "art", and is a tool to transform personal art ideas into tangible digital products. Digital media art design is composed of art and technology. Therefore, colleges should break the traditional teaching mode, strengthen and attach importance to art, bring art innovation and art design related courses into the teaching system, and effectively foster and enhance students' art design ability, art aesthetic ability, etc. In addition, teachers should also develop practical courses such as digital illustration design, dynamic graphic design and digital short video production to enhance students' abilities in color identification, art aesthetics, etc., so as to encourage students to express art through technology and present professional works of art[6].

3.3 Create a Two-Way Talent Training Model

The so-called two-way talent training mode mainly refers to enriching the teaching content of the specialty according to the industry demand, improving the teaching pertinence, and then realizing

the teaching goal of training talents for the society based on the industry demand. Bringing the latest resources and contents of the industry into teaching can enhance the practicality of specialty, which is greatly crucial for enhancing students' practical ability. However, if only professionals in the industry are introduced to participate in teaching activities, it is difficult to maintain their teaching enthusiasm and continuity. To solve this problem, vocational colleges are supposed to create a two-way talent training model. In addition to inviting experts in the industry to develop exchange activities, teachers should also go deep into the actual work to enhance their teaching ability, so that teachers can learn more about the practical knowledge of art and technology. Colleges can also develop school-enterprise cooperation, formulate teaching plans based on the talent progress strategy of enterprises, and provide students with practical opportunities and platforms through school-enterprise cooperation, which can not only enhance the teaching pertinence, but also meet the talent needs of enterprises, and get a win-win situation for schools and enterprises[7].

3.4 Enhance Teachers' Professional Quality

In order to promote the reform of digital media art design and enhance the quality and efficiency of teaching, teachers' professional qualities need to be enhanced. As the leader of teaching activities, teachers' professional ability and overall quality directly determine the teaching effect. Traditional digital media art design teaching mainly focuses on theoretical knowledge, and teachers are in an absolute dominant position. As a course that needs innovation and practice, the traditional teaching mode of digital media art design seriously restricts the ability progress and thinking innovation of students. Therefore, colleges should enhance teachers' education and teaching level and political awareness, guide teachers to keep pace with the times, enhance their personal ability, and then lay the foundation for changing teaching concepts. In addition, colleges should also guide teachers to always follow the educational goal of fostering morality and talents while cultivating students' professional abilities, and foster art design talents with all-round progress of morality, intelligence, physique, beauty and labor.

3.5 Develop Layered Teaching

First of all, colleges should enhance students' learning self-confidence in teaching activities and guide students to enhance their ideological and moral quality on the basis of mastering basic theoretical knowledge. According to the survey, the application of modern teaching tools makes complex teaching knowledge concrete and simple, which can be more easily accepted by students. Therefore, colleges can develop teaching APP, which can not only cater to students' learning habits, but also break the time-space limitations of traditional classroom, thus improving teaching efficiency. Secondly, colleges should also use mobile teaching APP to strengthen interaction between teachers and students. Teachers guide students to give teaching feedback by arranging teaching tasks hierarchically. This process can not only draw the distance between teachers and students through the discussion of learning tasks, but also facilitate teachers to adjust teaching plans, enhance the quality and efficiency of offline teaching, so that every student can learn knowledge and skills in the classroom.

4. Conclusion

To sum up, the demand and requirements of society for talents are rising. At present, the digital media art design major, as a new major, has problems such as the lack of information technology, the emphasis on technology over art, and the lack of industry teaching interaction, which reduces the efficiency and quality of talent training. Based on this, colleges should clarify the teaching objectives, develop the collaborative teaching of technology and art, and create a two-way talent training mode to enhance the teaching quality and efficiency, so as to transmit many high-quality digital media art design talents to the society.

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