

Problems and Countermeasures in the Training of Talents of Film and Television Animation in School-enterprise Cooperation Higher Vocational Colleges

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Abstract: In order to promote the reform of higher education institutions and improve the professional quality of college students, China's higher vocational colleges have begun to strengthen school-enterprise cooperation, hoping to improve the professionalism of professional talents in social practice. However, the current status of school-enterprise cooperation shows that there are many unfavorable factors that affect the quality of professional talents. In order to further strengthen the perfect construction of school-enterprise cooperation, the training of professional talents in higher vocational colleges is improved. This paper discusses the problems existing in the cooperation between schools and enterprises, and proposes corresponding solutions. It hopes to improve the adverse effects of mutual cooperation between schools and enterprises and promote the efficient growth of professional talents.

1. Introduction

With the rapid development of social economy, enterprises are increasingly demanding the corresponding professional talents. They not only require talents to have high-quality specialized knowledge and skills, but also require talents to have social practical skills and can innovate written theoretical knowledge. Therefore, higher vocational colleges began to strengthen school-enterprise cooperation, hoping to allow professional and technical students to conduct social practice in cooperative enterprises, thereby enhancing the use and mastery of written theoretical knowledge, making it a complex type of high-tech, application-oriented, and innovative. Talents, in order to further improve the graduate employment ability of vocational colleges and promote the comprehensive development of innovative technical talents.

2. Problems in the training of film and television animation talents in vocational colleges and universities

2.1 There are differences in cooperation goals and orientations

In the process of cooperation between higher vocational colleges and related enterprises, the main intention of the school is to hope that the problem of employment difficulties of vocational students can be solved through school-enterprise cooperation. Then, vocational colleges hope to use enterprise resources through school-enterprise cooperation, so that students can consolidate the written theoretical knowledge in the enterprise learning, so as to improve the comprehensive quality level of professional talents and strengthen their practical operation ability. Moreover, school-enterprise cooperation can better improve the school's school-running level and enhance the school's heritage, thus increasing the number of students enrolled. The cooperation between enterprises and relevant universities on the one hand hopes to obtain the largest labor income with the lowest economic expenditure, so as to obtain greater interest demand. On the other hand, it is hoped to increase the number of employed people and improve the level of social employment, thus further promoting the rapid development of society. Finally, the cooperation between enterprises and institutions makes it possible to prioritize the selection of professional talents and improve the professional level of

enterprises in the final selection of talents [1]. Through the above contents, it clearly shows that there are differences in goals and motivations between schools and enterprises in the process of school-enterprise cooperation. Therefore, in order to further improve the efficiency of school-enterprise cooperation, the two sides need to establish effective contract signing when conducting in-depth cooperation. So that school-enterprise cooperation can continue in the long run.

2.2 Schools cannot adapt to the capacity needs of enterprises

With the rapid development of society, many high-skilled enterprises have begun to innovate and improve their own professional skills. However, due to the failure of the vocational colleges to adapt to the development of the times, certain teaching model innovations and teaching content reforms have prompted them to have problems such as low cooperation capacity, poor technical service capabilities, and weak research and innovation capabilities in the process of school-enterprise cooperation. As a result, it is unable to attract relevant companies to cooperate with them, and the results of mutual improvement between schools and enterprises cannot be realized. Or when the school cooperates with the corresponding enterprises, the training of professional and technical personnel is inconsistent with the actual development direction of the enterprise, which leads to the inability to provide high-efficiency assistance to both parties in the process of cooperation, thus reducing the cooperation between schools and enterprises. There are many obstacles in enterprise cooperation, and ultimately it is impossible to cooperate effectively in the long term [2]. For example, because the teaching content and mode of colleges and universities can't be improved, students can't apply theoretical knowledge to the practice process in the process of entering the cooperative enterprise internship, which makes their ability in the enterprise training process not strong due to insufficient practical ability. Therefore, the cooperative enterprises cannot be supported by relevant professionals, so that they cannot cooperate with universities for long-term cooperation. In addition, due to the current lack of dual-teachers in the teaching process of higher vocational colleges, it is impossible to provide students with a common guidance of theory and practice, thus affecting their professional operational ability, so as to reduce the efficiency of school-enterprise cooperation.

2.3 Overtraining the professional skills of talents, ignoring the cultivation of students' artistic innovation

In the process of school-enterprise cooperation, many vocational colleges in order to reflect the level of professional skills training of the school, improve students' professional skills and practice ability, will be highly intensive in the teaching and practice of professional skills for students, so that they ignore professional students. The innovative teaching of art makes it have a lot of hands-on ability, but lacks the thinking construction of professional content innovation, which makes it difficult to attract others' attention. Moreover, in the process of training film and television animation professionals in higher vocational colleges, in addition to the training of professional students' software skills, it is necessary to strengthen the cultivation of their artistic cultivation and thinking innovation. Because animated talents are different from other artistic talents, they need both a high level of software operation and a certain level of innovation, so that the characters or images they construct can be more compelling. In addition, colleges and universities should not prematurely train students in the training of professional talents, because premature career stereotypes can make students' cross-domain creative ability obliterate, thus unable to establish their own unique creative style, so that When doing business work, the loss of innovative creation leads to the inability to further the enterprise, thus affecting the further cooperation of the school and enterprise, and reducing the employment efficiency of college professionals [3].

2.4 The number of courses based on work practice is too low

In the current training process of professional talents in higher vocational colleges, there are still obvious deficiencies in the number of professional course materials, and there are few teaching courses for graduates of professional work, which makes them in the future. In the work practice, there is a lack of corresponding operational process guidance, thus losing the understanding of the operational process. In the existing training courses for film and television animation professionals,

although the teachers introduced the successful cases to the students, they lacked the classroom explanation of the related processes, which led them to have a clear operational direction but lacked understanding of the operation process. Mastered, so that it can not work properly [4], Moreover, although the existing higher vocational colleges have gained more successful experience and gradually developed their unique characteristics of running a school, their improvement in the development of teaching materials has not been able to comply with the needs of social talents, resulting in school-based enterprises. When cooperating, it is impossible to provide high-tech talents to relevant enterprises, and their corresponding operation teaching cannot follow the technological innovation of enterprises, which leads to students not being able to apply the knowledge they have learned in entering the enterprise, and it is necessary to continuously improve what they have learned in the course of practice. Technical methods to further strengthen their professional skills.

3. The school-enterprise cooperation higher vocational colleges film and television animation talent training strategy

3.1 Strengthening the construction of the art education system

In the process of training film and television animation talents in higher vocational colleges, cultivating students' artistic accomplishment can further expand their learning and stimulate their innovative thinking. Therefore, in order to improve the artistic accomplishment of film and television animation talents, higher vocational colleges can first cultivate their literary accomplishments, strengthen their understanding and understanding of the social status quo, and encourage them to explore and study history and the world. This will expand their knowledge and make them develop good behavior habits in the process of learning traditional fine culture, and constantly improve their literary literacy. Because literary cultivation is especially important for students of animation majors, they can master the skilled skills in the process of knowledge deposition, so that they can create novel, beautiful and real animation works. Secondly, the school should also strengthen the teaching of Chinese traditional culture for film and television animation talents. Through the understanding and understanding of the glorious history, we will use the creative materials such as ink painting and paper-cutting to create a brilliant cultural history of China, so as to develop unique national characteristics. The animation content, the integration of animation creation and traditional Chinese culture, can make China's animation career more radiant [5]. Finally, higher vocational colleges must also cultivate students' musical aesthetics. Because of their unique philosophical and social nature, students can experience the thrill of art in the process of learning, thus further inspiring film and television animation talents. The existing goals and values are considered to further clarify their professional goals, thus creating a film and television animation with unique personal characteristics. Moreover, the music appreciation course for students can also let them experience the beautiful wishes of different peoples in the music melody appreciation, and promote them to be closer to life in the creation of film and television animation works, and to bring their own life experience in the works. It is embodied in order to make itself more integrated into the work, so that the work has more artistic vitality and enhances the artistic expression ability of the work.

3.2 Establishing a professional curriculum development institution

Due to the current high vocational technical colleges in the process of training film and television animation talents, there is a lack of professional curriculum innovation, and it is embodied in the teaching content and teaching mode. Therefore, in order to improve the technical level of film and television animation professionals, higher vocational colleges can strengthen the professional theoretical knowledge of film and television animation professionals by constructing professional curriculum development institutions and inviting experts to prepare professional teaching courses. At the same time, colleges and universities also need to spend a lot of money to carry out scientific research and development on related industries, and introduce a large number of relevant relevant practical equipment to conduct practical training on students' professional theoretical knowledge, thereby strengthening their ability to apply professional theoretical knowledge and promoting It has

become a highly knowledgeable and highly skilled film and television animation innovation talent. In addition, higher vocational colleges need to strengthen mutual cooperation between schools and enterprises, strengthen the recruitment of technical talents in related industries, and let them use their experience gained in practice to guide students and encourage students to be active. Consultation and discussion on related problems, thus further strengthening the training of film and television animation professionals [6]. Finally, in order to enable high-input scientific research to help students improve their professional knowledge and application level, higher vocational colleges also need to establish a sound management system to restrict the teaching and curriculum practice within the school, and standardize the professional teachers and students. Behavioral measures to further enhance the training effect of film and television animation professionals and strengthen the social practice ability of their professionals.

3.3 Deepening the reform of teaching materials

In order to make the film and television animation professionals grow into high-tech talents that conform to the development of the times, higher vocational colleges need to jointly develop high-quality teaching materials suitable for professional students. In order to make the teaching content keep pace with the times, the school can strengthen the technical discussion with relevant enterprises, reasonably adopt the relevant opinions of the professional technicians and managers of the enterprise, and develop high-quality teaching materials that can conform to the development of the enterprise, so that the university can cultivate Promote high-quality innovative talents for enterprise development. At the same time, the setting of teaching materials must also meet the professional qualification standards stipulated by the state, so that the professional teaching content can conform to the national teaching standards, thus further promoting the rapid development of the social film and television animation industry. In addition, in the course of explaining the new textbooks, in order to strengthen students' understanding and understanding of professional theoretical knowledge, professional teachers need to incorporate new methods, new ideas and new standards in the teaching process so that students can establish in the learning process. The correct professional professionalism encourages them to strengthen their own construction and improve their professional quality in the future employment process.

3.4 Building a school-enterprise cooperation evaluation system

The cooperation between higher vocational colleges and related enterprises is focused on cultivating high-knowledge and high-operational professional and technical personnel. However, due to the excessive number of school-enterprise learning, school administrators and enterprises cannot timely understand the training situation of students and Their learning outcomes. Therefore, in order to ensure that students can gain something in school-enterprise cooperation, schools and enterprises need to establish a sound evaluation system for school-enterprise cooperation. Through the establishment of the system, not only can the effective supervision of school-enterprise cooperation be strengthened, but also the school can be In the feedback process of enterprises, strengthen the education and training of professional talents. Moreover, in order to meet the development needs of schools and enterprises, the school-enterprise cooperation evaluation system also needs to actively adopt the opinions and suggestions put forward by the students to supervise the further innovation and improvement of the school and enterprise management system. In addition, the system also needs to provide teachers with online answering functions, so that students can get answers as soon as possible when encountering operational problems, in order to further strengthen the practical ability of film and television animation professionals.

4. Conclusion

To sum up, in order to further strengthen the mutual help between school-enterprise cooperation and solve the current teaching problems, higher vocational colleges need to continuously strengthen the editing and creation of professional teaching materials in the school, so as to continuously improve the professional talents of film and television animation. The reserve of professional

theoretical knowledge, Schools and enterprises must also strengthen the professional practice of professional talents in enterprises and society, so that they can improve their professional quality level in the process of continuous operation, thus further promoting the rapid development of universities and enterprises.

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