

# **Analysis of the Teaching Strategy of “Studio System” in the Specialty of Animation Design and Production in Higher Vocational Education**

**Yuanzhen Liu**

Hefei Technical College, Hefei, Anhui, China

ryzz\_9999@163.com

**Keywords:** New situation, Higher vocational animation design and production specialty, “studio system” teaching strategy

**Abstract:** The current social development situation makes the animation design and production professions of higher vocational colleges different from the traditional teaching mode. At this stage, the animation design and production professions of higher vocational education are mostly through the “studio system” teaching mode to achieve seamless teaching and employment. , Improve students' practical experience and give them innovative ability, enhance students' adaptation to the job market, and enable them to quickly integrate into the market after graduation. Based on this, it is necessary to thoroughly analyze the shortcomings in the teaching of animation design and design in higher vocational education under the new situation, and propose effective solutions to further improve the teaching quality of animation design and production in higher vocational schools. Through the construction of faculty and the innovation of teaching methods, the application scope of the studio-based teaching model in the specialty of animation design and production in higher vocational schools has been continuously increased.

## **1. Introduction**

With the rapid development of society, the influence of higher vocational animation design and production profession is increasing. It is a new type of profession developed in recent years, which is a new profession with a wide range of employment. This major is based on technology and supplemented by art. It is a new type of major that combines technology and art. However, this major has a short history of running a school and insufficient experience, so there are many shortcomings in the teaching process. Higher vocational animation design and production professional talent training model mostly follows the training model of undergraduate colleges, emphasizing theoretical teaching, but neglecting the accumulation of students' personal operating experience in the teaching process. At the same time, teachers have insufficient teaching experience and have a certain degree of training students. Therefore, it is necessary to strengthen the application of practical teaching and continuously improve students' personal practical ability so that they can adapt to society more quickly after graduation.

## **2. Shortcomings in the Teaching of Animation Design and Production in Higher Vocational Schools under the New Situation**

### **2.1 Talent Training Does Not Meet Market Demand**

At present, the animation design and production major of higher vocational education mainly cultivates professional talents who have comprehensive development of morality, intelligence, physical education and art and can master two-dimensional animation design and three-dimensional animation design and production technology. The goal of talent training is very clear, and application-oriented talents are emphasized in the system knowledge structure. The training of animation talents takes theoretical teaching as auxiliary guidance and emphasizes the intensive training of students' practical ability. However, at this stage, some higher vocational animation colleges have certain defects in the cognition of animation theory, so there are certain deficiencies

in the animation talent training mechanism, especially in recent years. In the past few years, animation colleges have blindly expanded their enrollment and mass production, but neglected the teaching quality and teaching efficiency, resulting in a low level of talent training, resulting in animation majors that do not match the market demand in terms of professional concepts, professional skills, and comprehensive qualities. In terms of working ability, most of them have problems such as weak foundation, poor technology, and low level of professional knowledge. In terms of working methods, communication skills and teamwork skills are weak, too impetuous, and unable to adapt to society.

## **2.2 The Traditional Teaching Model Does Not Adapt to the Development of the Times**

The traditional teaching model does not match the development needs of professional teaching at this stage, and it cannot follow the development pace of the new era. At present, most higher vocational teaching still uses classroom teaching methods. The teaching methods are too single and boring. They are only satisfied with the teaching of book knowledge. This results in students lacking a certain degree of initiative and innovation, and failing to cultivate students' independent thinking and learning ability. Failure to reach the final teaching goal, contrary to the guiding, enlightening and innovative laws of animation design and production professional teaching, has become a pure theoretical teaching, which is not conducive to the cultivation and development of students' innovative ability.

## **2.3 The Teaching Content is Vacant and the Evaluation Mechanism is Not Perfect**

At this stage, the teaching content and methods of the animation design and production major in higher vocational schools are insufficient. The teaching materials used in the teaching process are too old, and the teaching content cannot be optimized according to the development and changes of the times, and the new animation design and production. The mastery of new technical methods is weak, and the teaching methods are single and boring. In the classroom, teachers are still mainly using simple explanation methods, which cannot stimulate students' interest in learning. However, the application of situational teaching method and cooperative teaching method in the classroom is insufficient and cannot be implemented in place, resulting in the long-term failure to improve students' practical skills. In addition, in the process of higher vocational teaching, teachers failed to pay certain attention to teaching evaluation, and only used the final exam as the main way to evaluate students, but ignored the performance of students in the learning process. Although a small part of the evaluation is the usual grades, the recording work is not in place and cannot truly reflect the students' daily learning conditions. The evaluation of students' practical ability, innovation ability and knowledge application ability training is neglected, resulting in students after graduation Unable to adapt to society in the shortest time.

## **3. Teaching Strategy of “Studio System” in Higher Vocational Animation Design and Production under the New Situation**

### **3.1 Emphasize the Construction of Studio System**

When implementing the “studio system” teaching model, it is necessary to determine the time to enter the studio for further studies based on the different grades of the students majoring in animation design and production in higher vocational schools. Usually first-year students enter the studio mainly for probation and foundation, and perceptually learn professional knowledge, such as understanding the animation production process, the basic trend of industry development, the market's talent positioning and actual needs, and learning what the major needs. Various technical software guide students to choose their future learning direction based on their own actual characteristics. Later, after entering the studio, senior students can take professional basic knowledge and ability training as their main development goal, and cultivate students' practical

operation ability, creative innovation ability, and teamwork ability through project practice, such as animation design, production painting, early stage Design and production, however, in this semester, production will be the main core development direction. Subsequently, after entering the studio, students in the third grade need to learn according to their future development choices and actual characteristics, and take professional comprehensive ability and career development as the main training goals, such as completing the creation and design of the entire animation short film by themselves, and learning Choreography, drama creation, two-dimensional animation production, three-dimensional animation production and film and television post-production, choose one of them as the main direction in the future, through the training of the studio system teaching mode, students can truly master the theoretical knowledge and practical skills of the professional. Continuously enriching personal experience in daily learning, helping students quickly adapt to society after graduation, closely combining learning and employment, and providing them with solid technical support.

### **3.2 Changing Teaching Methods and Teaching Content**

Under the teaching mode of the professional studio system of animation design and production in higher vocational schools, it is necessary to actively change the teaching methods and contents of higher vocational colleges. The traditional teaching methods and contents are no longer suitable for the current talent training needs, and the work setting teaching content is training Skilled and practical professionals, through the theoretical system to explain the theory of knowledge and practical methods, to design simulation and simulation and other developmental courses, and integrate the project work tasks of the studio in the teaching process. In the actual operation courses, students can fully integrate the actual situation of the industry and analyze the content design methods of different projects. They have flexible and diverse teaching methods, such as case analysis, practical operation, and on-site teaching methods. China continuously improves teaching quality and teaching efficiency. At the same time, teachers can also teach in a zero-distance way with the enterprise during teaching, which promotes the consistency of learning and time, makes students feel stronger, and continuously improves students' enthusiasm for learning.

### **3.3 Innovation Management Methods**

Because the studio's teaching place has a certain degree of openness and freedom, as a result, its management form is superficially managed by the school leaders, but in the actual operation, the animation teaching team completes the daily management work. Therefore, The person in charge in the teaching group needs to plan the daily teaching work in detail, and make specific arrangements for the work to ensure that learning and practice can be coordinated with each other. Managers are mainly held by members of the group. They analyze relevant issues in the colleges and universities, and ensure the rationality and scientificity of teaching activities, make overall planning according to the actual situation, and continuously strengthen guidance to improve the professional teaching of animation design and production Level and quality of teaching. In addition, at the end of each semester, a teaching result evaluation is required. The evaluation content includes studio practice, project progress, student performance, teaching results and other aspects, so as to optimize and improve teaching management methods.

## **4. Conclusion**

Under the new social situation, in order to further comply with the requirements of the times and the actual needs of the job market, it is necessary to increase the application of the "studio" system of the animation design and production specialty in higher vocational education in the teaching process, rationally organize classroom teaching activities, and innovate teaching methods , So as to realize the smooth docking of the classroom teaching job market, realize the improvement of

students' practical skills, and implement the teaching effect, so that students can match the needs of the social market after a period of learning. At the same time, cultivating a solid theoretical foundation of students, vocational animation teachers with superb animation technology, expand students' knowledge, increase the actual utilization rate of the studio, and expand the radiation coverage of social services.

## References

- [1] Zhao Zhao. A preliminary study on the “studio system” teaching mode of animation design and production in higher vocational schools. *Science & Technology Information*. No.18, pp.22-25, 2020.
- [2] Lingqing Zhong. Research on the “Studio System” Teaching Mode of Animation Major in Higher Vocational Colleges. *Taxation*. No.10, pp.44-49, 2017.
- [3] Tao Song. A preliminary study on the professional studio model of animation design in higher vocational schools. *Journal of Anqing Normal University (Social Science Edition)*. No.6, pp.13-14, 2017.
- [4] Hui Zhang. Practice and exploration of education and teaching reform of animation major in higher vocational colleges. *Journal of Chifeng University (Natural Science Edition)*. No.22, pp.31-35, 2017.