

Research on the Reform of Art Course Teaching Mode Based on Digital Media Technology

Xiaoli Liu^{1,a,*}, Guoqun Guo²

¹ Qiongtai Normal University, Academy of Fine Arts, Haikou, Hainan, 571100, China

² Xi'an Academy of Fine Arts, Plastic Arts Department, Xian, Shanxi, 710065. China

^a 568134170@qq.com

*corresponding author

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Abstract: Digital media technology is a multi-disciplinary and interdisciplinary specialty which combines digital technology, media and art design. Unlike traditional art teaching in the past, digital media technology pays more attention to the creativity of creators. If it can use media technology flexibly, it will carry out research and creation in games, Internet, interactive entertainment and film and television animation. Therefore, digital media technology aims to train technical talents with modern computer technology and can engage in application types such as digital media production, image processing and animation design.

1. Analysis on the Teaching Current Situation of Digital Media Technology Art Specialty Course

Because of its application characteristics, digital media technology has always been closely aligned with art subjects, such as art courses. It is also because of the digital media technology, which can be applied to digital technology more conveniently and quickly in the teaching process of art course. The application of this technology not only innovates the teaching idea, but also breaks the communication barrier between teachers and students, and the distance between teachers and students is getting shorter and shorter[1]The application of digital media technology gives teachers the opportunity to conduct in-depth research on their professional content and has a certain spirit of artistic self-criticism. At the same time, the art works presented by students have penetrated into the expression of science and technology and inspired students' creative spirit. This cross-disciplinary subject, which has both the characteristics of digital technology and the aesthetic function of art, will show us the multi-dimensional art form.

1.1. Lack of Technical Skills in Digital Media Technology

Although digital media technology has innovated the mode and expression of art course teaching, from the point of view of teaching practice, digital media technology still has some problems whether it is teaching idea or teaching method. From the macro point of view, the application of teaching methods does not fully reflect the multi-disciplinary, epochal and application of digital media technology and art courses, and there is still a lack of integration of fragmented teaching knowledge. The art teaching of digital media technology subject should emphasize its technology, but the art teaching still accounts for a large proportion, and in the teaching process, the subject knowledge appears the obvious level relation is not clear, the teaching design is not systematic and so on.

The so-called digital media technology refers to the digital media which is mainly based on technology and supplemented by art, so the curriculum should consider its technical needs in the design.



Figure 1 Digital media technology

1.2. Disconnection Between Course Content and Professional Curriculum

In the digital media technology major, the composition course is its foundation compulsory course, the reason why must arrange the student to study the composition course, mainly is to be able to lay the academic foundation for the student's follow-up specialized course, but in the practice process, the composition course and the specialized course appeared the serious disjointed, the fault.

As for theoretical knowledge, the traditional composition course has not been updated and reformed in time. For example, in the past, the traditional color composition course still lacks scientific knowledge of color theory to support.



Figure 2 Digital media technology

2. A Shift in the Teaching of Digital Media Technology-Based Art Courses

2.1. Changes in Teaching Patterns

In the environment of promoting new curriculum reform, the teaching form should also be changed. In the past, the curriculum design inevitably had the suspicion of "fast food ", and the depth and breadth of the curriculum were slightly deficient. This is mainly because many teachers in colleges and universities do not directly participate in the development of teaching resources, but students really need a lot of fragmented knowledge to supplement the existing curriculum content, so the digital media technology major art curriculum should give full play to the technical advantages, so that teachers and students can communicate more freely.[2].

2.2. Innovation of Teaching Content

The innovation of teaching mode can make students willing to explore their major, which is helpful to stimulate students' interest in learning and has strong feasibility in the process of practice. Secondly, the teaching teachers of digital media technology major have higher teaching

accomplishment, they not only have technical ability, but also have more solid artistic subject ability, and professional accomplishment provides strong innate condition for curriculum innovation work; From the teaching content point of view, digital media technology is an organic combination with art, which can not only let the subject knowledge get rid of the traditional teaching framework, but also enrich and perfect the teaching content, and provide some support for the teachers team to tap the students' potential.



Figure 3 Digital media technology

3. Innovation of Teaching Method of Art Course of Digital Media Technology Specialty

3.1. Re-Orientation of Teacher-Student Relationship in Combination With Traditional Teaching and Digital Technology

In the teaching of art subjects, teachers can give full play to the advantages of digital media technology, such as showing the contents of teaching materials to students in the form of pictures, audio and video, so that the original extremely abstract art knowledge three-dimensional, so that students can understand art works more deeply, help students find the other side of professional knowledge, help them better understand art, in a sense, this will help to cultivate students' creativity. For example, in the drawing course of "3 D images ", teachers can show students the drawing process of images with the help of multimedia technology, and can also show the characteristics of images from different angles to help students better observe and learn. In addition, in the art course of digital media technology, when teachers are integrated into digital technology for teaching, they can completely try to change their curriculum roles with students, let students be the leaders in the curriculum, let students organize and guide the curriculum, weaken the influence of teaching teachers, and assist students to open their own thinking imprisonment.

3.2. " Remodeling "of Teaching Content

After all, the form of teaching in the curriculum is limited, many learning content can not be more intuitive, image and comprehensive display, and in the limited teaching environment, we can not guarantee that all students can absorb professional knowledge, so teachers need to "re-shape" the actual situation of teaching content, such as teachers can introduce "micro-class "," flip curriculum" and other new curriculum forms, the content of the curriculum fragmentation, and then small pieces of knowledge to derive more professional knowledge.

The difficulties and key points of teaching content should be combed and extracted, so as to help students better understand the core content, teaching can also be combined with real life examples, or with some real examples to reorganize the students more interested in teaching content, so that teaching work more life-oriented, enhance students' understanding and application of art content.

3.3. Teaching Methods of Virtual Reality

In the past, traditional teaching methods were always confined by the inherent patterns of 'board writing' and 'teaching', but with the continuous development and progress of the times, the inherent traditional models can no longer present the best teaching content to students, so teachers can

consider extending multimedia teaching further beyond the classroom and combining virtual reality technology to build a 'second classroom' for students. At present, the vast majority of students have computers, notebooks, smartphones and other electronic devices, teachers can use the Internet to communicate with students in the course, students' electronic devices have become a 'second class', in the specific operation, teachers can assign all teaching tasks to students' WeChat, QQ, help students set up different learning groups, let them learn in the form of group cooperation. The content of learning is repeatedly consolidated, expanded and supplemented, through learning tasks to promote students to practice, in extracurricular training students autonomous learning, cooperative cooperation and other abilities.

3.4. Full Use of Mobile Terminals for Learning

A smartphone is like a rope that links people to each other accurately, so teachers can use it when they teach. Create a mobile learning platform on WeChat, QQ, and publish all the knowledge related to digital media technology to a public learning platform to guide students to learn. For example, teachers can take a knowledge point as the core content, then extend out 3 to 5 extracurricular knowledge points, publish one on the public knowledge platform every day, or keep the frequency of publishing 3-5 items a week, guide students to integrate and comb these fragmented, difficult to obtain knowledge in the classroom.

Teachers can also regularly arrange students to do learning tasks, let students through the model of group cooperation to complete their own learning tasks, and encourage students to put their works on the public platform for display, every time to a learning stage, Teachers can provide students with self-testing through the WeChat public learning platform test, so that students can find their own problems in time, check and fill gaps. fully understand their learning progress.

4. Concluding Remarks

In order to help the students of digital media technology to master their professional skills better, it is urgent to reform and innovate the course teaching. Through four years of systematic professional study, students should master the basic computer theory and basic skills, receive good training in digital media software development, and have the ability to work independently and engage in digital media design and application development[3]Therefore, teaching innovation and reform must take this as the core goal to help students master more professional skills and have the ability to learn independently so that they can develop their potential in their future career, promote the development and progress of the whole industry, and thoroughly innovate the face of digital media technology.

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