

Discussion on Teaching Reform of Flash Animation Production Course

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Abstract: Flash animation production is a highly practical course. Students are required to not only master the basic theoretical knowledge of Flash animation production, but also have a sense of creative thinking and be proficient in creating various unique and novel Flash animation works. This article introduces the teaching content of the Flash animation production course, the problems existing in the traditional Flash animation production course and its teaching improvements to the Flash animation teaching course. The purpose is to improve this course and improve students' learning of this course stimulate students' interest and motivation in learning, cultivate students' creative and imaginative abilities, and cultivate a new generation of multimedia talents.

1. Introduction

With the rapid development of the Internet, information technology continues to penetrate into every corner of life, especially animation technology has undergone more than 80 years of development. Under the conditions of economic globalization and market internationalization, it has developed into a mature industry. In recent years, with the increasing diversification of mass literature and entertainment and the continuous innovation of digital special effects technology, animation culture has begun to prosper and leap, and new animation forms such as Flash animation, 3D animation, and holographic animation have appeared. Schools at all levels and various levels have offered Flash animation production classes to train professionals in animation design.

The "Flash Animation" course introduces the basic techniques of Flash animation. Through the study of this course, students will master the basic knowledge of Flash animation production, master the whole process of Flash animation production, and be able to make Flash animations skillfully. However, Flash animation production technology is constantly developing, new technologies and new methods are emerging endlessly, and the latest and most practical technology for Flash animation production needs to be introduced into the classroom. Due to the large differences in students' computer skills, the teaching of this course needs to be adjusted according to the actual situation.

In order to improve the teaching quality of the "Flash Animation Production" classroom, the course has been actively studied in teaching from the aspects of teaching content, teaching methods, and experimental links. The teaching mode of "synchronization, practical guidance, and task-driven" has been applied. Let me talk about some experiences and experiences in this regard.

2. Flash Animation Production Course

Flash software is an excellent software for popular web animation production. It is a non-excellent vector animation production software launched by Adobe. Suitable for all kinds of majors such as arts and sciences. At present, this course is offered for both computer majors and non-computer majors, which is a popular course among college courses. Flash integrates design, painting, production, editing, compositing, and output into one, which can quickly and easily design and produce a variety of animation works and MTV works. Through this course, students can fluently use the Flash operation interface; be proficient in drawing tools; edit objects, text, and components; add sounds; import images; test and publish Flash animations; master the basic methods of animation production; Designer "certificate, adding a new skill for students themselves.

The Flash animation production course is an application-based course. Through the study of this course, students can master the basic Flash animation production technology and improve their computer application level. Teachers can take advantage of this feature and focus on training students' practical skills. Broaden the field of knowledge so that students are not limited to the knowledge in books. Students find problems through independent thinking and can solve corresponding problems; after the course is over, they can independently produce a complete course design Flash animation.

In addition, the content taught by Flash animation production is very rich, which requires teachers to arrange the daily teaching content reasonably, from a practical point of view, to introduce the basic operation and practical application of Flash animation in a step-by-step manner.

3. First, the Current Situation of the Teaching Work of the Flash Animation Production Course

At present, the teaching mode of the Flash animation production course is too outdated, which is not conducive to cultivating students' creative design ability. Some teachers only pay attention to the details of the Flash animation production process and the theoretical knowledge of tools, AS basic syntax and menus, and do not pay attention to the organization of various effective The practical activities neglected the cultivation of students' innovation ability, which is not conducive to cultivating animation design talents for the country. In addition, the practical content of the Flash animation production course taught by the teacher has a lot of limitations. It relies too much on the practical cases in the textbooks. It does not expand effectively and inferring examples, which limits the development of students' creative consciousness. Some teachers still adopt the "indoctrination" traditional teaching method. The classroom culture atmosphere is inadequate. The students feel very boring. They lack interest and motivation in the study of Flash animation production courses. It is difficult to effectively improve the effectiveness of classroom teaching.

Generally speaking, the assessment system for the Flash animation production course is relatively single. The assessment method is mainly for students to submit a Flash animation work at the end of the semester, and use this as the basis for assessing results. This assessment method is incomplete and cannot comprehensively test the students' professional knowledge grasping ability. It is difficult to correct the student's learning attitude, and to a certain extent, it discourages students' enthusiasm for learning. Some students are often absent from work, but have achieved outstanding results because of the beautiful and innovative design of Flash animation works. Although some students are serious in their study attitude and never absent from work, they have lower grades due to poor innovation in Flash animation works. This is not conducive to cultivating students' correct learning concepts, and seriously discourages students' creative enthusiasm.

The basic goal of promoting the teaching reform and practice activities of the Flash animation production course is to enhance students' innovative and practical ability and cultivate animation design professionals. Schools need to give play to students' initiative and participation based on detailed theoretical knowledge and organization of professional practice activities. However, in the actual teaching process, some teachers do not pay attention to the students' subjective initiative and only require students to produce simple animations, which is not conducive to the realization of the basic goal of the teaching reform activities of the Flash animation production course.

The selection of textbooks is unreasonable. As Flash teaching becomes more and more popular, a variety of Flash teaching materials are emerging. Textbooks are the main basis for teachers to teach, but currently many Flash textbooks are not suitable for teaching. They introduce the Flash version, download, and installation in a large length. Some textbooks introduce cases that are not new and tedious. This will cause the teacher's teaching to deviate from the track, make the theory and time disconnected, and it will be difficult to stimulate students' interest in learning.

Improper teaching of multimedia courseware. At present, all major campuses respect multimedia courseware teaching. Although multimedia courseware teaching can improve teaching efficiency, good multimedia courseware can also greatly improve students' learning interest. However, many multimedia courseware for Flash courses have become the masters of classroom teaching, making

teachers and students become "slaves" for courseware. Teaching is strictly based on multimedia courseware, neglecting communication with students, limiting students' thinking, and making students less involved in Flash animation design. Limits the advantages of Flash itself. As a result, students have no passion or vitality during the teaching process. Lack of innovation ability. In classroom teaching, there are a large number of teachers based on textbooks. Teachers take the content listed in the textbook as the teaching task, ignore the explanation of the design concept on the topic, leading to students to follow the rules, learning interest can not last, and loss of innovation ability. After learning the basic operations, students face many and complicated examples and do not know how to start. Students generally find it difficult to make animation independently.

Derailment from employment, neglecting education for Flash-related occupations. In general Flash teaching, there is a certain difference between the teaching of Flash's own functions and the functions used in practical occupations. Many functions are rarely used in actual positions, some functions are used more frequently, and simple explanations are given in teaching. Often, "learning cannot be applied" will often occur, ignoring the gap between teaching goals and students' actual employment positions, leading to teaching. Disconnected from market demand, the practical purpose of vocational education cannot be achieved.

4. Teaching Reform of Flash Animation Production Course

Flash animation production is a practical and operational course. Students can understand and apply knowledge to discover and solve problems more deeply through manual operation. It also stimulates students' curiosity and thirst for knowledge, and cultivates students' creative ability and practical ability.

Pay attention to teaching fun and stimulate students' enthusiasm. "interest is the best teacher". Therefore, in the teaching process, it is particularly important to visualize the structure and content of the curriculum. How to solve the difficulty of knowledge points, make it easy for students to understand and master, and stimulate students' enthusiasm for learning, this is a problem that all colleges and universities attach great importance to. Displaying some interesting and practical examples can make students easily interested in learning, and also set a good start for teaching. At the end of the course, most of the knowledge has been learned, and students' understanding of Flash animation production has been strengthened. Some online works can be screened. During the projection process, students are guided to think about how this work is realized. What skills were used. Although it didn't take much time, the students were very motivated and achieved good results.

To advance the teaching reform and practice of the Flash animation production course, teachers must innovate teaching models, comprehensively use multiple teaching methods to stimulate students' interest in learning Flash animation production, and use multimedia tools to present students with unique and novel excellent animation works to enhance the aesthetic effect of the classroom. Teachers should combine art design courses, teach students to be proficient in drawing methods of animated images, draw expressions, actions, and changes of people and objects in animated works into many frames, add audio and subtitles, and connect them into a set of beautiful, Vivid animation. When adding audio, teachers should pay attention to instructing students to learn how to eliminate noise, choose the best sound color through comparison, handle the sound of animated characters and accompaniment sounds, and improve the sound brightness of Flash animation works.

Teachers should give full play to students' subjectivity, pay attention to practical teaching, guide students to actively participate in Flash animation production activities, help students improve animation design skills, and stimulate students' creative consciousness. When explaining the Flash animation production course, teachers can use micro-lecture videos to show students the theoretical knowledge of Flash animation production, guide students to master the methods of cartoon image drawing, audio input and subtitles, and then let students make animations by themselves. Teachers can List creative topics of Flash animation for students, such as "planting happy flowers", "flying dreams", "friendly and friendly", "happy family", "protecting traditional culture", etc., to guide students to use theoretical knowledge flexibly, integrate innovative ideas, and improve Flash

animation Artistic effect. Teachers can regularly organize students to participate in the "Flash Animation Creation Contest", comprehensively evaluate outstanding works, and issue honorary certificates and prizes for students to allow students to fully experience the fun of learning Flash animation production and improve their professional creative ability.

Use case teaching to improve students' ability. Faster, better and more effective training of students to use Flash for animation production skills to solve practical problems is the basic task of teaching. In my teaching practice, I dilute the integrity of knowledge, and carry out classroom teaching around cases from beginning to end. Case teaching is to learn small examples that contain many knowledge points, which can stimulate students' thinking and induce students' creative potential. With each case study, students have mastered some knowledge points and consolidate the basic operations learned before. The use of case teaching can make it easier for students to grasp the teaching content, improve students' awareness of active participation, and the ability and innovative consciousness to find problems, solve problems and comprehensive applications. By learning a practical example, they are forced to use their brains and think hard, so that they not only master the knowledge of operation, but also improve their ability to solve practical problems. Therefore, the choice of examples should be instructive and appropriate.

When using case teaching in the teaching of Flash animation production, the following points should be noted:

Basic means that the teacher mainly guides students. At the beginning of a knowledge unit, it is advisable to choose a simple and clear structured case, as long as it can cover and highlight the knowledge points required for the course. Step by step to show the students, the purpose is to let students master the operation of knowledge points as soon as possible. Improvement In the later stages of each unit, you need to design some typical cases that can cover the knowledge points of the entire unit and the previous units. The purpose is to force students to consolidate the learned knowledge and solve certain practical problems. Comprehensive At the end of the course, some comprehensive, difficult and in-depth cases should be designed, and students can only complete them after careful thinking to cultivate students' ability to use their knowledge to solve problems. For example, when talking about guided movement, you can first do a parabolic exercise for students to see, and then make an example of a revolution of the earth to make students feel appropriate and practical, and finally talk about an example of snowflakes or leaves falling, each example will There are a lot of knowledge details for students to learn, and only through this vivid example can students deeply understand and master these knowledge details; when talking about the knowledge point of masking, you can design a combination of masking and guided motion Examples, exercise students' ability to comprehensively use knowledge.

Change the traditional teacher "indoctrination" teaching, establish a student-centered, teacher-led teaching mode, instill students the ability to learn knowledge, instead of simply learning textbook knowledge, and cultivate students' practical ability and innovative spirit first place. Allow enough time and space for teaching to allow students to expand. At the end of each lesson, show one or two examples, discuss with the students the knowledge used in this example, what should be done, and what effect can this knowledge point achieve, and then give it to the students to implement it by themselves. Students give full play to their imagination and creativity, use their brains, and work hard to complete. Therefore, students are very proactive in learning, and their thinking is always in an active and active state, so they have confidence in their own abilities and potential. Not only did they quickly grasp the knowledge points and operation methods, but they also proposed functions that they did not mention in the textbooks, but wanted to achieve according to the needs of their works. The works produced in this way are rich in content, diverse in form, and similar, and students' independent learning ability and creative thinking ability have also been developed.

In teaching, we should pay attention to the application of other software, and compare teaching with other application software, so that students can consolidate and infiltrate their knowledge. For example, combining with Photo-Shop image processing can make students understand the differences between vector graphics software and bitmap software more deeply. It can also guide students to use Photo-Shop to process picture materials and then use them in Flash animation

production. The effect will definitely be Different. This teaching method puts forward higher requirements for the teachers. The teachers should not only be familiar with this course, but also have a considerable understanding of some related courses.

Strengthen hands-on exercises to develop student potential. The assignments of the Flash animation production course are all computer-based assignments, and they are also divided into different levels. When students practice on the computer, first practice the small examples that the teacher taught in the classroom, and follow the steps demonstrated by the teacher, similar to the role played by copy in calligraphy and painting training. This kind of training can make students A quicker entry at the beginning of the study can enhance their confidence and learning interest. Then I will be the teacher to show the examples in the classroom and let the discussion examples, to exercise the students' ability to use the knowledge they have learned to solve practical problems. Based on the mastery of knowledge points, students are required to design their own works. There is no uniform requirement. Only the comprehensive and incomplete use of knowledge points is effective and good. By doing design assignments, students can quickly improve their use of flexible application software and exercise their design skills. This is also taking into account that students have different learning backgrounds and differences in cognitive abilities, and teach according to their aptitude. There are required homework and selected homework. Some are simple and some are complex. They guide students to develop in depth on the basis of mastering basic knowledge Provide more development space for students with high ability.

Pay attention to the learning process. Curriculum assessment is the main means to test the quality and effectiveness of teaching. Whether the assessment method is set properly will directly affect the rationality and objectivity of the performance. The assessment of the Flash animation production course is divided into two parts: the first is the assessment of basic knowledge and basic skills, which mainly examines the mastery of the course content by the students. You can specify some examples that have been practiced in the past and set the time for students to complete them. The second is the assessment of comprehensive ability and creative ability, which mainly examines students' ability to use knowledge flexibly. Ask students to design their own work and set a deadline.

Teachers should cooperate with schools to improve students' learning enthusiasm and innovative consciousness by improving the assessment methods of Flash animation production courses. (Winning) and final exam results are integrated into the assessment system. This will not only help ensure the fairness and impartiality of the Flash animation production course assessment system, but also cultivate students 'correct learning concepts, rectify their learning attitudes, and stimulate students' creative consciousness and creative potential.

Hold a Flash competition to encourage students to deepen their learning after class. Organize Flash competitions to encourage students who have the ability to learn to participate, brainstorm and learn from each other. This is of great significance for cultivating students' creative ability and self-learning ability. Actively organize students to participate in various Flash competitions in various forms, the purpose is to allow students to use their creativity and imagination to produce animation. With proper rewards, students can effectively exercise their practical ability. Flash animation production is a creative course. Teachers should improve teaching methods, optimize teaching forms, actively mobilize students 'enthusiasm, and strive to cultivate students' creativity and imagination, so that students can create creative works.

5. Conclusion

To sum up, in order to promote the teaching reform and practical work of Flash animation production course, train animation design talents, and promote the development of animation industry, we must continuously innovate the Flash animation production course teaching model, improve the assessment system, and give full play to the subjectivity of students, cultivate students' creative thinking and improve their animation production ability.

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