

A Preliminary Study on the Teaching Reformation Form of Photoshop Software Course Based on the Application of Competition and Job Responsibilities to Promote Teaching

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Abstract: With the continuous change of the current social art and technology level, the inherent teaching thinking and mode can no longer meet the needs. In the teaching process of art and design major, the exploration of the teaching mode of "promoting teaching by competition and responsibilities" is an inevitable trend of teaching reform.

1. Introduction

"Photoshop" is a basic software course offered by the design discipline of higher art colleges. It is the most popular, best-selling and most widely used image processing software in the market. It can combine photography, painting, graphics and other existing art works together, and process them to produce colorful or even beyond the imaginary artistic effect, which has been applied to various fields and industries. A design software course offered by all design majors. With the popularization and promotion of software, facing the increase of art category in the new era of Internet + era, the diversified needs of design talents meet the needs of market talents and stimulate students' interest in learning, curriculum reform is particularly important. Due to the course content and teaching methods too old, course evaluation system build not comprehensive common problems, in the teaching process should join the content of design competition, curriculum to meet the demand of jobs, optimize the art design curriculum system, improve the competitiveness of art design and higher art education talent training quality.

2. Current situation of Photoshop course teaching

2.1 With traditional teaching forms, students are lack of initiative in learning

In the teaching activities of the Photoshop course, teachers are often in the leading position, guiding the orderly development of the whole teaching activities. Some teachers have long years and rich teaching experience, but they are divorced from the market and enterprises due to the long time of school teaching, and their sensitivity to the market is not high, and it is difficult to mobilize the enthusiasm of students to learn. In the traditional teaching activities of "Photoshop" course, teachers assign homework, formulate homework standards, and strictly implement the teaching plan. Although the teaching tasks are completed, such a teaching mode is out of line with the talent demand in the market[1].

2.2 Teaching evaluation mode is single

The single teaching mode is related to the teaching evaluation mode, and the single teaching evaluation mode is disconnected from the industry. The traditional teaching mode only pays attention to the completion of homework, assessment, not process assessment and phased assessment. This assessment mode is not suitable for the cultivation of talents in application-oriented universities.

3. The significance of the teaching method of "combining competition and teaching" in classroom teaching

Improve students' learning initiative "teaching" teaching mode can make students have a more profound understanding of knowledge and more comprehensive grasp, on the other hand, also can arouse the enthusiasm of students to learn knowledge, apply theoretical knowledge and skills in the classroom to specific projects, is conducive to students learning a sense of achievement and acquisition of ascension.

Increasing students' awareness of innovation and entrepreneurship can enable students to contact the industry and the market environment in advance, which is conducive to the cultivation of students' teamwork ability, and can enable students to give full play to their own advantages, and accumulate valuable experience for future entrepreneurship[2].

The mode of improving the quality of teachers can stimulate the enthusiasm of teachers. What teachers teach students is no longer the basic knowledge, but also the ability to solve various problems. By solving the problems encountered by students in the completion of their works and participating in the competition, it can help teachers to update their knowledge, which is conducive to the continuous optimization and improvement of teachers' knowledge structure, so as to promote the improvement of teaching quality.

4. Explore the teaching mode of Photoshop teaching reform

4.1 For employment positions, conduct work tasks and vocational ability analysis, and determine the course teaching objectives

Photoshop In the teaching design of image post-processing software course, the industry requirements should be combined on the basis of the job position, determine the vocational ability, construct the learning field, design the learning situation, and use the job requirements, so as to achieve the purpose of completing the teaching objectives and strengthening students' vocational skills[3].

Based on job learning and teaching design, should be according to the requirements of professional jobs and technology, analysis of work, refer to the relevant professional qualification standards and industry standards, organize the corresponding course knowledge, focus on cultivating students' ability to transform knowledge into application, by creating work situation, design job experience, put forward the typical task, using post task leading course learning mode, strengthen the combination of theory and practice, form the professional ability, for future employment quickly to adapt to the position.

4.2 People-oriented and promote learning by post

"Photoshop graphics and Image Processing" is a practical and practical course. According to its training objectives and the skill requirements of related vocational fields, through the investigation of enterprises and institutions, the survey of graduates engaged in graphic design and other related positions, and the future job positions expected by college students, the working situation and typical tasks of graphic design related positions are fully analyzed. In refining the vocational fields and specific positions involved in this course, the positions are determined based on learning situation after analysis and summary, and the teaching content is adjusted to job skills are really project cases, so as to form a post course that can stimulate students' learning desire. Because of its sense of The Times and fashion atmosphere, it can stimulate students' interest in learning, cultivate students' professional ability, and broaden students' employment channels. According to the logical order of students to adopt the appropriate teaching form and integrate the teaching content. Should be based on the actual situation of art colleges and universities, according to the characteristics of colleges and universities, the characteristics of students, change the traditional teaching education idea, establish the students based on the social demand for talent, for the purpose of serving social development, "student knowledge" as the leading factor, using new teaching methods, docking subsequent professional courses, pay attention to cultivate students' creative consciousness and innovative

thinking, strengthen the practice teaching, truly reflect the meaning of art design professional basic course.

4.3 Deconstruction and reconstruction of course knowledge

Higher art institute of talent training goal is to cultivate excellent applied talents for enterprise service, applied course teaching mode must be more oriented in actual work, across the boundaries of work and study, the Photoshop graphics image processing implementation of post course design, must integrate the original teaching material of theoretical knowledge and practice project, on the principle of professional and hierarchical, on the basis of implementation of knowledge deconstruction and reconstruction, form a unique post curriculum system. According to the learning gradient from simple to complex, follow the rules of students' cognitive learning and professional growth, combined with taobao art work situation and required skills, clear learning projects and tasks, to project as the carrier, driven by work task, cultivate students from the novice promotion to expert professional ability, achieve career and education category[4].

4.4 Project teaching to promote teaching by competition and to promote learning by post

The practical teaching mode of "promoting teaching by competition and promoting learning by post" is constructed, and the development of the mode of "promoting teaching by competition and promoting learning by post" in the course is actually the organic combination of practice and theory. The content of relevant competitions is introduced into classroom teaching, and the old teaching content is deconstructed and reconstructed, providing new methods and ideas for the development of teaching activities, so that students can learn relevant knowledge and skills with the theme of the competition as the core, and participate in the practice. At the same time, through the competition process, students can timely understand the latest needs of the industry, which can better reflect the students' learning results and the teaching effect of teachers, and analyze and study the problems existing in the teaching, so as to improve the teaching effect of the course.

Strengthen the cohesion between the curriculum "to promote teaching, to promote learning" teaching mode, teachers to combine competition proposition, take appropriate way to guide students to choose the topic, at the same time after determining the proposition need to launch corresponding research activities, through the analysis of the research results found the problems, based on the data collection, and analysis and sorting, put forward the corresponding solutions to the problem, creative works. During this period, students should constantly revise and improve their works, and finally submit their works to the relevant competition website to participate in the evaluation of the national professional judges. The whole creation process can not only be completed by photoshop technology, but also requires the cross-application of other course knowledge. For example, the early topic design may use the relevant knowledge of "graphic creativity" and "Plan composition". In the post-production, the combination of "layout design", "Color Composition" and "photoshop" software, so as to complete an excellent work. Select excellent student works to participate in the competition. Learn and learn from each other.

The teaching method of "promoting teaching by competition and promoting learning by post" can not only update the course content according to the industry needs and stimulate students' interest in learning, but also help students to combine theory with practice, which is conducive to the development of students' professional career and has very important positive significance for cultivating practical talents that meet the social needs.

4.5 Teaching evaluation and feedback improvement

The reform of this course is an important exploration to deepen the reform of talent training mode. In the process of reform implementation, there should be an effective quality assurance system to supervise it. Teaching evaluation is divided into internal evaluation and external evaluation; internal evaluation is mainly to comprehensively investigate students' learning status, students' enthusiasm and the level of work completion, and whether the reform of this course can promote the sustainable development of students; external evaluation mainly comes from third parties such as students' internship units and employment enterprises. Through the feedback of the third party, improve the

feedback teaching, so that our teaching is market-oriented, practice-oriented and student-oriented[5].

4.6 Build a "studio" platform for students' mutual assistance and cooperation

Provide a training studio for students, allowing students to form a team to complete the work in the studio. Gradually change the identity role, but also facilitate students to communicate with each other. Further promote school-enterprise cooperation, promote enterprises to establish practical training bases, exercise students' abilities in all aspects, and lay a foundation for the work in the future.

5. "Competition to promote teaching, competition to promote learning" should pay attention to the problem

he teaching mode of "promoting teaching by competition and promoting learning by competition" requires teachers to train students to master the basic knowledge of software first. Students should master the software ability and cultivate students to be familiar with the overall process of project production. Due to the diversity of the competition projects, it involves poster design, packaging design, logo design, cultural and creative product design and other forms of proposition. Students should also master certain basic theoretical knowledge and practical ability in poster design, packaging design and logo design. Teachers are required to have the ability to control all kinds of projects. Due to the wide range of competition forms and forms involving multiple subjects, this puts forward higher requirements for teachers. Teachers should make full preparations before teaching. Including the project topic selection, research, creativity, design, etc., at the same time, to collect the previous competition winning works, classification, analysis and summary. In teaching, encourage students to bold creation, mainly cultivate students' creative thinking, teachers can act as students, can also question as consumers, the purpose is to guide students to complete the design task; in addition, teachers should make breakthroughs in the original level and the number of new competitions, improve the existing competition, broaden the new competition number, to the national and provincial level competition, so that more students can through the course guidance learning, get more competition certificate. Finally, when evaluating students 'works, we should encourage and respect students' achievements.

6. Conclusion

At present, the design and reform of the teaching mode of "promoting teaching by competition and promoting learning by post" are still in the exploratory stage. It is an important measure of curriculum reform in higher art education to update the teaching content and construct a reasonable curriculum system for its education. To improve the quality of teaching, only by taking the cultivation of students' professional ability and the guidance of the work position, can we make education cross the boundary of enterprises and schools, cross the boundary of work and learning, and cultivate students to master the practical skills of work process. This paper in Photoshop course, for example, around the course teaching objectives, according to the course of ability training requirements, the classroom learning, after-class practice and competition, at the same time through the project traction, task driven, optimize the assessment method course teaching reform, to improve the curriculum training effect, also enhances the students' ability to use course knowledge to solve practical problems. The design and reform of the teaching mode of "Promoting teaching by competition and promoting learning by post" update the teaching content with The Times and builds a reasonable curriculum system for it. The teaching method of "promoting teaching with competition and promoting learning by competition" can not only update the course content according to the industry needs to stimulate students 'interest in learning, but also help students to combine theory with practice, which is conducive to the development of students' professional career, and has a very important positive significance for cultivating practical talents that meet the social needs.

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