Construction of Practical Teaching System for Digital Media Technology Specialty in Higher Vocational Schools

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Abstract: Digital media technology is an interdisciplinary or technical field which is generated by the integration of many modern technologies, and the rapid growth of digital media industry benefits more from the strong support of digital media technology now. In essence, digital media technology is a subject with its focus on practical application. For students, the practical application ability of related technologies is an intuitive embodiment of students' comprehensive quality. Digital media technology major should not only train students' programming skills, but also cultivate their artistic accomplishment. Practice teaching is the key factor that restricts the teaching quality of digital media technology specialty. It is need to explore the connotation of practice teaching system from the perspective of talent training objectives and professional characteristics, and constantly improve the practice teaching system of digital media technology. By analyzing the characteristics of digital media technology specialty and the problems existing in practical teaching, this article discusses the direction curriculum of digital media technology specialty, and tries to explore a compound talent training model that meets the needs of the current industry.

1. Introduction

Digital media technology mainly refers to the comprehensive processing of information such as words, graphics, images and sounds by using modern computers and network communication technology, and turns the original abstract information into a technical system that can perceive, manage and interact [1]. At present, with the rapid growth of integrated media, new media and self-media media, digital media has become a pillar industry in the information industry [2]. Digital media technology includes computer technology, digital information processing technology, digital communication and network technology, which makes abstract information perceptible, manageable and interactive [3]. With the rapid growth of digital media technology, the digital media industry generated by the integration of network technology, digital information technology and cultural industry is also receiving extensive attention from people all over the world. Digital media major is a new major integrating technology and art. In teaching, we should not only lay a solid theoretical foundation, but also put forward higher requirements for practical creative ability [4]. The instructional reform of digital media specialty and the construction of scientific practical teaching system are conducive to cultivating students' innovative ability and sense of cooperation, so that students can have a higher professional quality, thus achieving the training goal of digital media technology specialty [5].

Digital media technology is mainly based on information technology and digital technology, and takes the path of communication as the theoretical basis, which has strong practical characteristics. Digital media specialty should not only form a scientific theoretical curriculum system, but also establish an effective practical teaching system. As an important teaching link, practical teaching plays a very key role in improving students' innovative ability [6]. Digital media technology specialty is an interdisciplinary specialty that embodies the characteristics of deep integration of science and art, and professional courses are integrated with computer disciplines and design disciplines [7] Therefore, it is need to strengthen its practical teaching course, analyze the relevant system of practical teaching from the training goal, and put forward improvement measures. Digital

media technology major should not only train students' programming skills, but also cultivate their artistic accomplishment. Students must master programming skills and edify their artistic accomplishment in continuous practice [8]. Reforming the teaching of digital media specialty and constructing a scientific practical teaching system are conducive to cultivating students' innovative ability and sense of cooperation, so that students can have a higher professional quality, thus achieving the training goal of digital media technology specialty. This article discusses how to optimize the practical teaching links and how to form a continuous improvement practical instructional mode by analyzing the problems existing in the practical links of digital body-seeking technology specialty in higher vocational schools.

2. The Current Situation and Problems of Talent Cultivation in Digital Media Majors in Vocational Schools

2.1 Insufficient Emphasis on Practical Teaching

Practice teaching of digital media technology specialty is an important part of this major's teaching, and it and theoretical teaching should complement each other and promote each other. Various engineering, comprehensive and liberal arts vocational schools have their own training directions for digital media professionals according to their own characteristics and existing conditions [9]. Due to the imperfect teaching system in higher vocational schools in China, the related teaching concepts are still at a relatively backward level. Therefore, some colleges do not pay enough attention to the importance of practical teaching of digital media technology, and pay too much attention to theoretical teaching, while ignoring students' specific application ability of knowledge. Although all kinds of higher vocational schools are trying to cultivate compound talents, it is sometimes difficult to strike a balance between technology and art in the actual training process. In the practice teaching of digital media specialty, it can be found that students' practical ability is relatively weak, so many schools offer more practical courses and corresponding links to improve their ability. However, it is difficult to find the relationship between these links by comparing them.

2.2 Formalization of Practical Teaching Course Content

Digital media belongs to a modern discipline with cross-cutting and wide knowledge coverage, and traditional teaching methods mostly take theory as the main body of teaching, so it is difficult to adapt to modern digital media technology, a professional course for cultivating applied talents. Because many courses emphasize that the decentralized curriculum arrangement of operational skills is not conducive to students' improvement of practical ability, students need centralized curriculum arrangement, and courses need to be closely linked to facilitate students' systematic mastery [10]. At present, in the teaching of higher vocational schools, the supporting system of practical teaching of digital media technology specialty is not perfect, and students only get a chance to practice, but they don't get a better chance to improve themselves. Practice training and graduation design are two important links in practice teaching. Students should master the practical skills of this major comprehensively and systematically through practice training and graduation design, so as to meet the needs of society and get ready for professional posts.

The most important thing in practical teaching of digital media technology specialty is to create a practical plan close to reality for students, not just an idea that is publicized orally. Some schools do not attach importance to internship training and do not provide students with a good internship environment and internship positions, which causes some students to be dissatisfied with their internship positions and have no initiative and enthusiasm for internship. Some students do not have a firm grasp of knowledge in the early practical study, so they are not qualified for the internship positions. The practical teaching of digital media technology specialty is different from the theoretical teaching. The theoretical instructional focuses on the learning of specific knowledge, but the practical teaching of digital media technology specialty focuses on the specific use of knowledge. In the process of digital media teaching, most of them focus on operational skills, and students need to arrange courses in a centralized way, so that courses are closely linked.

3. Digital Media Technology Specialty Teaching Practice System Construction Strategy

3.1 Hierarchical Practical Curriculum System

The specialty of digital media technology comes into being with the development and demand of society. At present, practical teaching in higher education has always been an important educational form to combine theory with practice, ability with knowledge, and then cultivate students' practical operation skills. Curriculum experiment and curriculum design verify and deepen theoretical knowledge and train students' basic skills. Comprehensive training aims at training project development ability, and trains students' comprehensive application ability of professional knowledge and skills through project-driven method. The daily practice teaching of digital media technology major is mainly aimed at the effective design of computer graphics, multimedia technology and related programming. During the experiment, students can have a deeper understanding of the production of multimedia works, animation design and computer games on the basis of mastering the course knowledge. The practical curriculum system should be hierarchical and promoted step by step, from basic skill training to comprehensive application, and then to innovationp. The survey results of employers' quality requirements for graduates are shown in Figure 1.
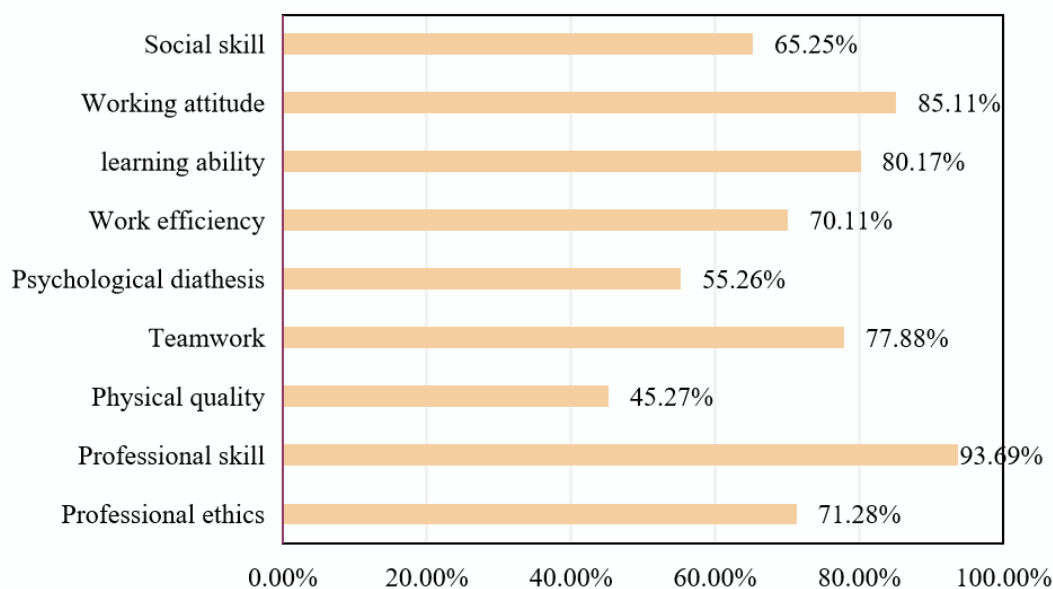

Fig.1 The Quality Requirements of Graduates

Strengthening the establishment of practical instructional mode for digital media specialty is related to the final effect and goal of practical teaching for the whole specialty, and also directly affects the quality of talent training for the school. Comprehensive training is an important link in the hierarchical practical curriculum system, and it is the comprehensive application of professional skills, which lays a skill foundation for students to carry out innovative research and entrepreneurial practice. At present, the main feature of digital media technology specialty is to cultivate students' application ability of digital media technology and ensure that they can apply this technology to modern media design well. Therefore, in teaching, we should fully emphasize the perfect integration of art and technology, and what students have to do is to learn more and practice more, and master the relevant applied technologies in a solid way, so as to better meet the talent demand of the industry.

3.2 Diversified Practical Instructional Mode

Practice teaching should break through the traditional classroom instructional mode and dig out the school and social resources; Instructional activities should extend from in-class to out-of-class, from school to society. Curriculum teaching is an inseparable and important part, so the

construction of practical teaching should be closely linked with the school curriculum arrangement, and the reform of practical teaching should be fully integrated into the scientific system and the reform of instructional content. This instructional mode will also seriously affect students' enthusiasm and initiative in participating in experimental teaching, which will have a certain negative effect. Therefore, when establishing the professional teaching practice system, we should be able to make use of the existing experimental environment and try our best to ensure that the laboratory of digital media-related professional courses in the school can be open to all students during normal working hours, so as to provide the most basic equipment guarantee for students to study, train and improve. The instructional mode of digital media technology specialty based on OBE concept is shown in Figure 2.
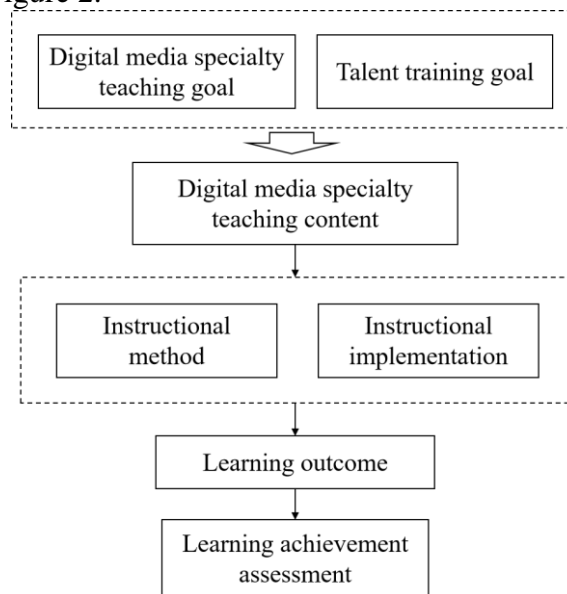

Fig.2 Instructional Mode of Digital Media Technology Specialty

The innovationp course is set up in the talent training program, which includes the methodology of innovationp, the analysis of industry development and the growth of practical projects. In addition, the instructional content also needs to meet the development needs of students' self-ability and the market demand for professionals in this field, so as to carry out targeted education and training.

4. Conclusions

Digital media technology major mainly cultivates applied and compound talents who use computer technology for artistic creation and platform research and development. Practice teaching is the key to realize the goal of talent training. As a new major, the growth of digital media technology is of great significance to the construction of digital media major in China, and it has become another important industry to promote the growth of national economy. The construction of practical teaching system is an inseparable and important part of course teaching, so the construction of practical teaching should be closely related to the school curriculum arrangement, and the reform of practical teaching should be fully integrated into the reform of scientific system and instructional content. In practice teaching, we should adopt many instructional modes, such as course experiment and actual project practice, and let students exercise step by step in different time periods. While paying attention to improving their personal ability, we should also cultivate their comprehensive ability and unity spirit. This model can well adapt to the characteristics of modern digital media professional education, and has a very positive significance for higher vocational schools to export compound and applied talents to the society, and can be extended to the creation of various works of digital media specialty.

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