Research on the Teaching Method Reform of Two-dimensional Software Basic Course under the Perspective of New Media

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Abstract: With the advent of the new media era, the teaching of animation major has also ushered in new challenges and opportunities. Two-dimensional software foundation is a required course in animation major, but there are many problems in traditional teaching, such as single teaching content and form, imperfect practical teaching system, and incomplete evaluation mechanism. Combined with the characteristics of new media technology and intelligent education platform, this paper puts forward a series of teaching reform practice programs, aiming to optimize the teaching effect of two-dimensional software basic courses and improve students' interest in learning and professional skills.

Keywords: New media; Teaching; Two-dimensional software

With the rapid development of science and technology, universities are facing more challenges in meeting the needs of modern development in cultivating animation professionals. At present, the rapid development of Internet technology and the continuous updating of talent training plans in colleges and universities make the teaching methods of traditional animation courses difficult to meet the higher learning needs of students. However, the rise of new media technology provides a new direction for the teaching of innovative animation professional courses in colleges and universities. Professional teachers can make full use of new media technology to enrich teaching resources, enhance classroom interaction, improve learning effect, and improve students' interest in learning professional courses in a diversified teaching environment.

1. New media is applied to the teaching of animation professional courses

1.1 Rich, teaching resources

New media technology can provide students with more diversified professional course learning content. Professional teachers use online platforms, university MOOC system, online intelligent education resources and electronic textbooks to provide students with rich professional learning materials, such as shared course database, animated video tutorials, case analysis and so on. To create an independent learning platform for students, students can independently choose to obtain professional course materials according to their own learning needs and rhythm, so as to promote learning through the Internet and help students to build a knowledge system of professional courses.

1.2 Break through the learning space

New media technology can meet the needs of distance teaching and online learning. Professional teachers offer online courses and lectures for animation majors through intelligent education platforms and video conferencing tools, so that students can participate in learning without space restrictions. While learning professional courses through online teaching, students can also have real-time

interaction and discussion with teachers and other students, upload classroom case assignments, and realize diversified evaluation modes such as teachers 'comments and mutual evaluation between students, so as to improve students' learning enthusiasm and improve the learning effect.

1.3 Increase the delivery channels of works

Video creation platforms and social media in new media can provide more opportunities for students to show and share their works. Students can use video sharing platforms, online animation communities, microblogs and other channels to publish their works, so as to obtain audience feedback and comments, as well as communicate and cooperate with other creators. This kind of interaction and communication can help to stimulate students' creative inspiration and improve their animation creativity and production level.

2. Teaching status of 2-dimensional software basic courses

2.1 Traditional teaching mode

Two-dimensional software foundation is the basis of two-dimensional animation professional compulsory course, mainly teaching two-dimensional vector animation software Adobe Animate theory and application of knowledge, through the study of the course, make students familiar with the two-dimensional animation processing process and method, master the basic operation of Animate software, can use computer technology to complete the animation design and creation, make their own creative design, improve students' basic quality and basic animation skills, for the subsequent professional design courses increase auxiliary means, lay the foundation of theory and operation skills.

However, at the present stage, as a two-dimensional software basic course for creative learning by means of computer technology, its teaching mode still tends to the traditional teaching, that is, more teacher-centered, textbook-centered and classroom-centered teaching mode. The classroom teaching content is mainly based on the cases brought by the teachers and the cases in the teaching materials. Through the teaching teachers with the help of multimedia, the students complete the learning content according to the steps, and there is less interaction and case knowledge expansion after class. This active one-way by teachers, students passively accept the content of the teaching mode, there are obvious single defects, ignored the cognitive subject of students learning initiative, make the students in the learning process of two-dimensional software course, can only understand each case of software operation method, but it is difficult to connect the whole curriculum system complete build up, more difficult to produce creative innovation active thinking.

2.2 Practical teaching system is weak

Two-dimensional software course is a course of theory and practice, in the teaching of the operation principle of Animate software and how to use software to create two-dimensional animation process method of these theoretical content at the same time, also guides the students targeted to the theory of teaching content of practical practice and transformation, thus trying to enable students to use software to create unique creative and meet the market demand of two-dimensional animation works teaching purpose. In the specific teaching implementation process, For the operation principle of the software, Teachers usually divide the teaching content into multiple cases from shallow to deep to explain and ask students to complete the practice and practice in time, However, such a practice method is not highly completed in the limited class time, Usually theoretical analysis takes up more time, It is also difficult for students to get teachers' questions and guidance in time, Also, at the end of the course, It is also easy for students to leave only the fragmented knowledge point memory, It is difficult to build up a complete knowledge system, More unable to complete the creation of two-dimensional animation works; on the other hand, Considering that the need of professional talent training is closely related to the market demand, So in the process of the previous curriculum construction, Has tried to develop school-enterprise cooperation, Introducing the project-based teaching method, To improve the practical technical level of the students, However, due to objective reasons such as space and site, It is also very difficult to achieve the real-time update of the project data, And a series of lag problems, such as inefficient communication in the process of project development, Let the use of projects to enhance the practical level of the teaching effect is greatly reduced.

3. The reform measures of new media application in two-dimensional software basic course teaching

3.1 Innovate the course teaching methods

New media provides strong technical support not only for the digital transformation of education and teaching, as well as for the development and application of digital learning resources. In the process of two-dimensional software basic course teaching, teachers can use wisdom teaching tools and digital network platform for the construction of course resources, establish curriculum, for the

selection of teaching materials according to the talent training plan and syllabus of in-depth analysis, develop localization of network courses, input online resources, add MOOC video, improve the electronic courseware, electronic teaching materials, course case library, etc. The basic course information, course requirements, online and offline learning methods, learning manuals, learning paths, mind maps of each chapter and other pre-class learning contents are pushed to students through intelligent teaching tools, Clarify the scope of the selection part, simple parts, and key and difficult parts, Setting of learning tasks and learning objectives, Let the students study the online theory, And set the pre-test content related to the learning goal and send it to the students to answer, Timely understanding of the professional knowledge, learning ability and learning effect of students, So as to adjust the depth and progress of the course, To learn to teach; at the same time, On the basis of the intelligent teaching platform, Analyze the data learned before class, To conclude that the problems exposed by the students in the process of preview, And for these problems in a detailed class teaching task design. In traditional teaching, students may not be fully prepared and can better enter the classroom learning. However, after using intelligent teaching tools, they can accurately locate the class stage according to the learning situation data, achieve the depth of knowledge acquisition in diversified ways, and build a complete curriculum system.

3.2　Improve the evaluation mechanism

Course to students to learn as the center, pay attention to the combination of theory and practice, to ask questions, analyze and solve problems of closed loop to design teaching, finally allows students to solve problems and applied to practice, so in the process of two-dimensional software basic course teaching, can implement group teaching, in the form of group into task case, set certain evaluation criteria online, teachers after class, at the same time. Carry out online and offline diversified assessment: process evaluation 50% (class sign-in 10% + online preview 10% + classroom interaction score 10% + usual homework 10% + after-class communication and answer 10%) + final examination homework 50%. At the same time, students are encouraged to put their usual practice case exercises and the final examination homework into various video network platforms, so as to realize the communication and learning between students inside and outside the classroom, inside and outside the campus, and between students inside and outside the province. Teachers can also select some excellent works and send them to the public account platform of the school-based major to encourage students to create better works. Teachers, on the other hand, the use of wisdom teaching tools for students to push intelligent course teaching evaluation, for knowledge difficulty, course schedule, learning goal attainment and classroom satisfaction options to vote, teachers can according to the vote to understand the students' learning status and requirements, timely improve the teaching activities, improve the teaching quality.

4.　Sum up

The use of new media technology for college animation professional two-dimensional software basic course teaching reform provides a new idea, effective use of new media technology teaching, can improve most of the problems existing in the traditional teaching, enable students to get better learning development experience, the ultimate goal not only simply let students gain knowledge, but also cultivate their critical ability and the ability to solve problems, guides the student to have the courage to think, practice and exploration, improve students' professional level, so as to meet the market demand, innovative animation talents.

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