

Research and Practice on Reconstruction of Three-dimensional Teaching Objectives of Introduction to Comics Course

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Abstract: This paper firstly analyses the research background and purpose, then introduces three dimensions of teaching objectives of Introduction to Comics under the new curriculum background, including the reconstruction of knowledge and skills objectives, process and method objectives, emotional attitudes and value objectives, hoping to provide reference for relevant people.

Keywords: Introduction to Comics; Three dimensions; Teaching objectives

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Based on the analysis of knowledge theory, three-dimensional teaching objectives represent the trinity of skills and knowledge, methods and processes, values and emotional attitudes, and represent three different types of knowledge, namely value knowledge, method knowledge and fact knowledge. However, it is found that there are various problems in the process of achieving the goal, so as to implement the reconstruction of the three-dimensional teaching goal of "Introduction to Comics" course.

1. Analysis of research background and purpose

The three-dimensional objectives mentioned in this research refer to three different levels of the same problem. Students need to apply corresponding methods in the process of learning various professional skills and knowledge. No matter the methods are good or bad, they need to go through corresponding development processes, whether they are passive acceptance or active exploration. Whether the emotion is negative or positive, whether it is serious or perfunctory, it will form a corresponding value orientation, whether it is correct or not. It can be seen that the three-dimensional curriculum objectives are three different levels of the same problem. The reconstruction of the three-dimension teaching objective of Introduction to Cartoons is an effective reform method in teaching activities.

In the education of professional courses, more opportunities for students to innovate and start businesses are created, the teaching model of cartoon majors is innovated and reformed, and outstanding cartoon talents are cultivated ^[1].

2. Analysis of three dimensions of teaching objectives

2.1 Knowledge and skill objectives

The goal of knowledge and skills is mainly a scientific description of the final learning results of students, which can also be called result goals. This kind of goal is generally divided into three levels of content, namely, learning, mastering and practical application. Therefore, it is necessary to adhere to the unified development of implicit and explicit goals. Within the three-dimensional goal, knowledge and skill have certainty and manifestation, which can be mainly reflected in the objective measurement of explicit behavior results. As for values and emotional attitudes, methods and processes, relatively speaking, they have random generation, uncertainty and potential recessive, and some of them directly penetrate into the explicit behavior results. The formation of knowledge and skills needs to be based on the formation of values and emotional attitudes, methods and processes, and vice versa. To this end, the full

implementation of three-dimensional objectives reflects a deep understanding, integration and multi-dimensional understanding of subject knowledge and professional skills ^[2].

2.2 Process and method objectives

Process and method goal refers to the students' systematic learning of the course Introduction to Comics, clarifying the procedures and specific practices for acquiring relevant knowledge and skills. It belongs to the process goal, which can also be called procedural goal. This goal focuses on three kinds of processes, namely, learning by doing, learning by doing and reflection. Three-dimensional goals belong to an organic whole and together constitute the connotation of students' comprehensive development. The difference and consistency of the three-dimensional goal can be regarded as a simple curriculum goal framework for the subject of Introduction to Comics. In teaching practice, teachers are allowed to appropriately shift their focus under the basic framework of complying with the three-dimensional objectives of the new curriculum. If all teachers enter the classroom with a comprehensive and uniform three-dimensional goal for each course, the value of the course cannot be played and the principle of teaching art is violated ^[3].

2.3 Emotional attitude and value goals

In terms of emotional attitude and value goals, they belong to students' feelings and emotional tendencies towards the final result or learning process experience, as well as the subjective experience to independently summarize the learning result and learning process, which can be regarded as an experiential goal. The corresponding levels include internalization, experience and identification. The three-dimensional goal of Introduction to Comics under the new course belongs to an organic whole. The idealized three-dimensional goal needs to remain integrated and permeate all disciplines. Combined with the analysis of vertical development level, the vertical level is also hidden in the three-dimensional goals, which are fully integrated into the whole process of basic education, and the corresponding depth and connotation of learning are different in different links ^[4].

3. Reconstruction of the three-dimensional teaching objectives of Introduction to Comics under the new curriculum background

3.1 Reconstruction of knowledge and skill objectives

Teaching objectives can play a guiding role in teaching activities, and the new curriculum standard enhances students' attention to inquiry. Therefore, in the process of rebuilding teaching objectives, three-dimensional objectives need to be reasonably designed. The three dimensions are unequal, and the emphasis of three-dimensional objectives varies according to different lesson types.

As the core concept of the new curriculum, three-dimensional goal has been widely used in teaching practice, and has caused many controversies. In-depth discussion of various controversial issues can promote the reform and development of the new curriculum. Under the new curriculum, the knowledge and skills in the three-dimensional goal are the inheritance and development of the original prominent dual-base goal. Problem solving should be the starting point in setting task objectives. The core topics are further broken down into different problems, and then the difficulties and key points are focused on one specific problem after another. According to the time schedule, the forward method is adopted to promote the development step by step, and the task process is arranged.

Hierarchical teaching design and teaching practice are needed. Because different students have differences in acceptance ability, teachers need to reasonably design teaching objectives according to students' differences, and carry out target design according to students' actual learning ability and learning status.

3.2 Process and method target reconstruction

In the reconstruction of objectives, we should pay attention to optimizing the comprehensive quality of teachers, form a learning teaching and research group with cooperative research as the core. The three dimensions mentioned are knowledge skills, processes and methods, values and emotional attitudes. The three dimensions are the important links linking the philosophy, principles and objectives of the curriculum. Therefore, in the teaching research stage, the focus should be placed on how to generate the target system and the characteristics of the formed target system, and the curriculum resources should be comprehensively developed and evaluated according to the target system.

The process and method are the innovation of the content proposed in the past. For example, the problem setting mentioned now is originally designed to stimulate students' interest and naturally introduce new lessons, while the exploration of new knowledge mentioned now is the original heuristic teaching, and the experience mentioned now is also originally proposed to think positively, use your brain and work hard. The application extension proposed in the new period is the original variant training. Implement task decomposition method around keywords, that is, refine and decompose various tasks around keywords, decompose into different research points under the dominance of keywords, and further determine the objectives and methods.

The actual teaching process is more complicated and changeable, so the design of teaching objectives should be flexible to adjust and improve.

3.3 Reconstruction of emotional attitude and value goals

The three dimensions belong to the design idea of curriculum objectives. Therefore, we should make reasonable design under the scientific guidance of the three dimensions, comprehensively considering the actual situation of students, the characteristics of cartoon curriculum resources and the goals of different students.

Emotional attitude and values belong to the education strategy adhered to in the long-term development of China's education city. The curriculum ideological and political teaching concept based on promoting the innovative development of teaching theory and the integration of curriculum and ideology and politics, with the three-dimension teaching goal as the core, has initially formed a mutually beneficial teaching model with the close integration of cartoon knowledge principles and knowledge skills, processes and methods, and adheres to the basic method of deepening emotional attitude under the guidance of ideological and political goals and synchronous development of values dimension goals. On the basis of literature research and current situation analysis, this paper comprehensively reviews the existing problems in teacher cooperative training, forms effective solutions. The teaching of cartoon should focus on cultivating students' good values, emotional attitudes, professional skills and professional knowledge. In short, each learning objective needs to be based on the nature of the subject, and effective teaching methods should be selected to promote the successful realization of the relevant objectives.

Conclusion:

To sum up, combined with the analysis of the actual development of three-dimensional teaching objectives in current teaching, there are widespread problems such as fragmentation and jumble, which can not give full play to the identification and orientation function of three-dimensional teaching objectives on students' learning outcomes. Therefore, it is necessary to clarify the development requirements of three-dimensional teaching objectives in the new period, combine the teaching requirements of Introduction to Cartoons in the new period, and innovate three-dimensional teaching objectives to meet the development requirements of The Times.

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