Research on the Teaching Reform Strategy of 2D Animation Course Based on OBE Teaching Concept in the Context of New Liberal Arts

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Abstract: Taking the construction of new liberal arts as an opportunity, the OBE education concept is integrated into the teaching of 2D animation production course, and the teaching system of 2D animation production course is constructed. Position the goal of talent training, clarify the teaching concept of result-oriented, student-centered, and teacher-guided, and realize that students can learn, excel, and apply what they have learned in the learning process. At present, in the curriculum of 2D animation, software courses that are in line with the development of the times and market demand account for an increasing proportion. Based on this, this paper analyzes the characteristics of 2D animation courses in the context of the new liberal arts, explores the teaching reform strategy based on the OBE concept, and proposes the corresponding implementation path, so as to provide a reference for the teaching reform of the 2D animation course based on the OBE teaching concept in the new liberal arts.

Keywords: New liberal arts; OBE Teaching Philosophy; 2D Animation Courses; Pedagogical reform

Introduction

In the context of the new liberal arts, animation majors in colleges and universities are generally facing some problems. In the book "The Revelation of Chinese Animation Education", Professor Xiao Yongliang summarized it as the lack of high-quality animation innovative talents, the lack of effective talent training in college education, and the disconnection between production and industry. [1]Industry,It can be said that the current animation teaching in colleges and universities is in an important stage of transformation. Colleges and universities have introduced the OBE teaching concept into the teaching of 2D animation courses, so as to adapt to the goals of new liberal arts construction and provide students with richer and high-quality educational resources. Under the guidance of OBE's teaching philosophy, colleges and universities should reform the 2D animation course from the aspects of teaching objectives, teaching content, teaching methods, etc., so that students can truly master the professional knowledge and skills of animation and improve their comprehensive quality, so as to promote the improvement of the teaching quality of 2D animation courses and cultivate more outstanding talents in line with the needs of social development.

1. An overview of the new liberal arts background and OBE teaching philosophy on the reform of 2D animation teaching

1.1 Analysis of the characteristics of 2D animation teaching under the new liberal arts

The construction of the new liberal arts is mainly based on the new generation of information technology, according to the needs of society, combined with the characteristics and development status of college education, and guided by the new teaching concept, to further establish a new teaching system. The 2D animation course is a compulsory course for animation majors, which is not only a

theoretical discipline, but also a practical discipline, and pays attention to the continuity of the course content. From the perspective of the characteristics of the 2D animation course in the context of the new liberal arts, there are certain differences between it and other disciplines, so in the actual teaching, teachers should follow the relevant characteristics of animation teaching for targeted teaching, and at the same time, they can also consider integrating with the market demand.

1.2 An overview of the OBE teaching philosophy

The OBE philosophy emphasizes student-centeredness, and builds a training system by clarifying students' learning goals and expected outcomes. In actual teaching, teachers can design teaching content according to the needs of students, carry out teaching activities with students as the main body, and help students' all-round development and the development of skills required by society by clarifying the educational content and educational goals.[2]

2. Analysis of the current situation of 2D animation teaching

2.1 The learning outcomes are detached from the main body of students

In the traditional 2D animation teaching mode, such as the teaching of 2D animation software, the teaching of animation textbooks and materials is mainly based on the explanation of animation textbooks and materials, and students still cannot independently solve the specific problems encountered in the actual project after completing the learning of this course content. Under the OBE education concept, teachers should give full play to the main position of students, and design classroom activities as a process of student-led, teacher-guided, teacher-student interaction, and common development. Through the integration of OBE education concept, students can actively participate in classroom teaching, give full play to students' subjective initiative, stimulate students' interest and enthusiasm in learning, so as to play the main role of students, so that they can actively acquire knowledge and skills in independent learning.

2.2 The curriculum system is vague

At present, a common problem in the teaching system of 2D animation courses is that the curriculum system is fuzzy, and some colleges and universities only focus on imparting the theoretical knowledge on the textbooks to students in the classroom, but ignore the research on teaching objectives and teaching modes, resulting in the teaching content of 2D animation courses is relatively single, lacks the penetration of comprehensive knowledge, and it is difficult for students to combine theoretical knowledge with practical operation in learning[3] In addition, the 2D animation course has high requirements for students' artistic aesthetic ability, and if teachers lack the guidance and cultivation of students' art appreciation ability in the teaching process, it is difficult to meet the training needs of talents under the OBE teaching concept.

2.3 Traditionalization of teaching strategies

In the context of the new liberal arts, teaching strategies are one of the important factors in the implementation of the OBE teaching concept, but at present, some colleges and universities have the characteristics of "strong hardening" in the teaching process of 2D animation, and in the long run, students are prone to problems such as rigid thinking. Therefore, in order to cultivate students' active and innovative spirit, teaching strategies can be optimized from the following three aspects: first, the curriculum needs to be close to life, adhere to the national culture, keep pace with the times, and be inclusive; Second, teachers should be good at guiding students to actively think about the course content from a practical point of view, so as to improve the interest and practicability of students' participation in 2D animation courses. Third, in the teaching process, the interaction between teachers and students should be strengthened, the teaching forms should be diversified, and the classroom atmosphere should be created for students. Teaching reform of 2D animation course under the concept of OBE.

3. Research on the teaching strategy of 2D animation course based on OBE teaching concept in the context of new liberal arts

3.1 Formulate a training plan for animation professionals

In the teaching of 2D animation teaching course under the background of new liberal arts, teachers should fully sort out the syllabus, think about and reform the content of 2D animation course according to the OBE teaching concept, always take innovation as the core theme of education reform, and pay attention to the talent training goal of cultivating students' comprehensive ability to solve complex problems. Research on the Teaching Reform of Animation in the New Context: A Case Study of Animation Teaching in Nanjing University of the Arts In accordance with the objectives of OBE teaching philosophy, the teaching methods should be optimized in the teaching design to achieve the effective unity of teaching objectives and teaching content. Construct a reasonable practical training platform, improve the curriculum system through multidisciplinary integration, and firmly grasp students' intellectual curiosity from the course itself.

3.2 Clarify the relationship between teaching achievements and teaching subjects

In the specific teaching of 2D animation production courses, the teacher guides the students into the teaching, and then retreats from the center of teaching to the back of the teaching. For example, although the teacher still participates in the explanation of the appreciation of 2D animation, the students at this time are mainly attracted by the beautiful music and images in the 2D animation short film, and the teacher's operation is still in a non-central position. If the teaching of 2D animation is not the first to be infected by the 2D animation shorts, but only focuses on the teacher's teaching, then the teaching process fails. In addition, teachers should also use the teaching of two-dimensional animation production courses to cultivate students' aesthetic ability, innovation ability and humanistic quality, help them establish correct values and outlook on life, and at the same time guide students to clarify their own development direction and cultivate them to become comprehensive high-quality talents. Ideological and political teaching practice of 2D animation production course under the background of new liberal arts construction

3.3 Promote the deep integration of information technology and education and teaching

In the teaching of 2D animation, in addition to animation courses, it is also necessary to connect with other professional courses from multiple perspectives. For example, the animation scene design course has gradually changed from the traditional drawing process of drawing on paper to the digital presentation method on the iPad painting software Procreate. Another example is the 2D animation software course design, which has changed from simple software learning to TVP Animation's molds, or the creation of Spine's short films, so as to stimulate students' enthusiasm for active learning and create their own interesting character design, scene design, story short films and other content. The reform of the two-dimensional animation curriculum should make full use of information technology to sort out the three-dimensional course content that meets the context and market demand of the current era, cultivate animation professionals who meet the current pan-animation market, and break the time-space boundaries and teaching walls of traditional education.

3.4 Construct a new 2D animation workshop curriculum system

The teaching content of traditional 2D animation production courses is mostly single, and it is mainly based on basic knowledge and skillsAs a result, the development of students' professional ability is limited and cannot meet the actual needs of social development. Therefore, in order to realize the guidance of OBE teaching concept for the teaching of 2D animation production courses, it is necessary to construct a new curriculum system and integrate the teaching content of traditional 2D animation production courses. For example, in the establishment of a 2D animation workshop course, the teacher is the person in charge of the major, who can fully and thoroughly understand the student's major, and can use effective practice to integrate and integrate the theoretical contentStudents do different practical activities according to their own interests and abilities, and the practical activities are aimed at specific projects, and understand and learn theories in the real practice processThe communication method of the workshop emphasizes the interaction between teachers and students and the interaction of content, which is in line with the goals of the OBE teaching concept in the current context, and the course content of the workshop is more cutting-edge, innovative and advancing with the times.

4. Epilogue

It can be seen that 2D animation, as a course of artistic creation, is a compulsory course for animation majors, and it should play a role in connecting the previous and the next in the entire training plan. Guided by the OBE teaching concept in the context of new liberal arts, this paper explores the construction and practice of the 2D animation curriculum system, and proposes the reform measures of the 2D animation curriculum in terms of teaching objectives, teaching contents, and teaching methods. It can be seen that the OBE teaching concept in the context of the new liberal arts can adhere to the excellent traditional culture, combine the characteristics of two-dimensional animation teaching, keep up with the times and market demand, make full use of three-dimensional information technology, improve students' learning enthusiasm, and promote the transformation of practical results of education reform.

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