Teaching Reform and Practice of Nonlinear Editing Course Based on Working Process

Yan Zhang

Guangzhou Huali College, Guangzhou 511325, Guangdong, China.

Abstract: With the development of the social market economy, society has an increasing demand for different typesof talents, especially for non-linear editing technical talents, so many schools have begun to offer the course of non-linear editing. The course of Non-linear Editing is a more flexible and changeable teaching course. It mainly learns and recognizes various editing systems to improve students' editing skills. In the work process, teachers can innovate and change the entire non-linear editing course teaching according to the teaching content and teaching cases, project design, practical teaching, etc., and use practical activities to base it apply theoretical knowledge.

Keywords: Work Process; Non-linear Editing Course; Teaching Reform and Practice

For the teaching of non-linear editing courses, since this is a relatively highly technical course, inthe current teaching stage, many schools do not have professional non-linear editing course teachers to teach students professionally. So the entire teaching process is mostly based on theoretical teaching. With the continuous development of information technology and new curriculum reforms, teachers can innovate the teaching content of non-linear editing courses in a variety of ways during teaching, and they can use work process-style processes toteach in the teaching process. So as to effectively help students understand the knowledge, and apply the knowledge of the entire non-linear editing course teaching content to improve the effectiveness of the entire non-linear editing course teaching.

1. The significance of reforming and practicing the teaching of non-linear editing courses in the work process

1.1 Conducive to improving students' understanding of the teaching content of the non-linear editing course

In the previous non-linear editing course teaching process, due to the lack of their own professional ability, many teachers only paid attention to cultivating students' theoretical knowledge in the teaching process, and did not apply their theoretical knowledge,which led to a lot of problems. The students' understanding of their theoretical knowledge is not very thorough. However, with the continuous development of education and teaching, the work process teaching model has gradually been introduced into the teaching of nonlinear editing courses. When teaching, teachers can combine the

teaching content of nonlinear editing courses with the teaching methods of work flow. And set up its teaching plan, starting with simple knowledge and increasing the difficultystep by step, so that students can continuously improve their confidence in learning during the learning process.Therefore, in the current non-linear editing course teaching, teachers use the work process to decompose the entire teaching content, thereby enhancing students' knowledge of editing content while enhancing their understanding of theoretical knowledge in the teaching content.

1.2 Conducive to improving students' knowledge of the teaching content of the nonlinear editing course

In the past teaching, teachers did not pay much attention to the application and practice of the knowledge content of the nonlinear editing course, so that the students thought that the course itself was relatively boring and boring, so they did not pay much attention to the theoretical knowledge when learning. Understand and use.Therefore,in order to effectively alleviate this situation, teachers use work processes to allow students to learn non-linear editing content during teaching, thereby enhancing students' mastery of theoretical knowledge. Then the teacher can divide it into several sub-projects for students to practice and learn,so as to effectively improve the students' ability to use non-linear editing content knowledge.

2. Teaching reform and practical measures of nonlinear editing courses based on working process

2.1 Adopt non-linear editing course teaching cases for teaching to strengthen students' understanding of knowledge

In the previous non-linear editing course teaching, teachers set the teaching content according to the textbook catalog when teaching, and students mainly rely on textbooks for learning. However, such teaching process and teaching methods often cause students to have too much dependence on textbooks, so they only focus on memorizing and learning the theoretical knowledge in the textbooks, and do not know how to use it in daily life. With the transformation of education and teaching methods, in the current teaching stage, teachers can teach by collecting cases related to the content of the course when teaching, so that students can understand the theoretical knowledge while appreciating the cases, and know what to do to use this knowledge to solve some daily problems, so as to improve students' ability to use knowledge.

For example, when explaining the content of "Affordable and Convenient DPS Non-Linear Editing System" in "Non-Linear Editing", teachers can first collect and organize the relevant knowledge and content of the DPS editing system through Internet technology. This kind of information system, he is a rising star among the manufacturers, has a huge effect and significance for the non-linear editing system. And teachers can also see many DPS application cases when collecting, and many people choose to use this information system because its cost performance is relatively high compared to other information systems, and it is also compared during use. Convenient and fast. Therefore, when teaching, teachers can show some relevant cases they have collected to students, analyze and exchange the whole case together with students, so that students can understand and understand the theoretical knowledge related to the case in the process of studying and analyzing the case. What is its role in the case and the meaning it brings to it, and how to use this knowledge in life.

2.2 Use information technology to carry out experimental simulation operations to improve students' knowledge application skills

Experimental simulation operation is one of the most used methods in the process of information technology learning. It can deepen students' impression of knowledge through simulation practice, so that students can quickly understand knowledge, and through simulation operations, students can master the corresponding skills and skills. In the current non-linear editing teaching, many teachers do not pay much attention to cultivating students' practical ability when teaching, and when conducting non-linear editing classroom teaching, many teachers use the content in the textbook to explain to students. This will strengthen the mastery of theoretical knowledge. But on the whole, although students have mastered the corresponding theoretical knowledge, they do not know how to use the theoretical knowledge they have mastered, and their own editing skills and techniques cannot be improved. Therefore, in order to effectively improve the problem of students, teachers can use information technology to set a theme when teaching, so that students can practice non-linear editing according to the set theme. In the simulation system, the theoretical knowledge mastered is continuously edited and experimented, so as to deepen an understanding of related knowledge.

For example, when there is a section on the teaching of "Fire Smoke System on High-end Unix Platform" in the textbook "Non-Linear Editing", teachers can use information technology to collect the Fire Smoke system so that students can

know what the system does. Yes, and teachers themselves can create the operating platform by using some editing information in the Fire Smoke system, and enter some non-linear editing instructions to make some more interesting works,allowing students to strengthen their knowledge in the editing process understand and use. Moreover, students can practice through the simulation operation platform to strengthen their understanding of the theoretical knowledge of the Fire Smoke system to a certain extent, and have a full understanding of the functions, characteristics, and effects of this system. Students can also continue to improveduring the experiment. Own cognition and self-confidence, so that students have a strong interest in learning non-linear editing courses.

2.3 Split the teaching content of the non-linear editing course into specific projects

For non-linear editing courses, there will be various problems and difficulties in the teaching process,and the needs of each student in the teaching process are not the same,so in order to effectively improve students'understanding of non-linear editing courses to understand knowledge, teachers can split the entire course teaching content according to the work process when teaching, and divide it into several specific projects, so that students can learn according to the difficulty of the project. This can not only improve the effectiveness of the entire teaching content, but also allow students to enhance their self-confidence when completing each project, thereby effectively promoting the effectiveness of the entire non-linear editing course teaching.

3. Conclusion

In a word, when teaching a nonlinear editing course based on the background of the work process, teachers should not only pay attention to improving their professional learning of the content of the nonlinear editing course, but also divide it and set it up into a separate project let students do practical learning.The students practice the entire learning content in the form of the work process, and continuously improve their understanding and application of the theoretical knowledge of the entire nonlinear editing course in practice.

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