

Exploration of Photography and Videography Curriculum Reform under the Background of New Media

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Abstract: With the development of information technology and the application of the Internet, the new media platforms represented by Weibo, Douyin and wechat have been integrated into people's lives, and also provided new development ideas for the talent training plan and teaching methods of relevant majors in colleges and universities. To adapt to this era background, colleges and universities must be photography and video courses reforming orientation, combinative oneself is actual with the demand of talents cultivation, in view of the current teaching of the course teaching goal, not clear and application of new media means does not reach the designated position, the insufficient emphasis of students and the teachers don't match, centrally with targeted optimization, Continuously improve the application effect of new media tools in the teaching practice of photography courses, enrich the interaction between teachers and students and enhance students' enthusiasm, so as to better carry out relevant teaching work.

Keywords: New media; Photography and video; Teaching design; The curriculum reform

1. Introduction

The development of Internet economy makes new media gradually integrate into People's Daily life and become an important part of entertainment, work and study. It also provides new development ideas for photography and video courses in colleges and universities. The application of new media means in efficient social photography course teaching can integrate more abundant teaching materials and case contents into the existing teaching system, and also help teachers select vivid and interesting teaching resources and teaching content close to practice to construct efficient practical courses, innovate teaching mode and improve teaching efficiency.^[1] Therefore, in the context of the rapid development of new media, colleges and universities and teachers must attach importance to the reform of photography and video courses, carry out rich teaching activities with online and offline resources, and comprehensively improve students' photography and video skills.

2. Influence of new media development on photography and video courses in colleges and universities

2.1 Course teaching materials are enriched

The application of new media tools and the rise of platforms enable college teachers to transform new media materials and creative modes into actual teaching content. On the one hand, teachers can download excellent works of photographers from the Internet and summarize their characteristics to complete the teaching of key knowledge according to the course content. On the other hand, teachers can also create flexible learning environments where students can complete relevant courses online on their own.^[2]

2.2 Students' enthusiasm has been effectively improved

New media tools to the videotape teaching ideas, changed the traditional courses, with the help of video teaching mode of teaching and boring theory knowledge, the student may feel close aperture, teaching AIDS, object, the application of theoretical knowledge in the practical case, also can concentrate in class appreciation and works to explore the process of actively express their ideas and understand the ideas of others, Enhance the learning attitude and sense of gain.

2.3 Further deepen the combination of theory and practice

As a college course closely related to public entertainment and aesthetic habits, the teaching design and teaching objectives of photography are also affected by the development of new media to a certain extent. Photography and video courses has the greatly strengthened the unity of theory and practice, students need to fully understand the teaching content, on the basis of using their own thinking and specific feelings deepen the understanding of photography course, be able to use the place of hand completion time, in the process of trial and error in the wrong building their own artistic characteristics and aesthetic taste, deepening the understanding of professional knowledge and application.

2.4 Stratified and differentiated teaching is carried out effectively

From the current situation of photography and camera courses in colleges and universities, there may be a problem of uneven skills and accomplishment among students of the same major. Some students have more solid basic knowledge and strong ability to accept. The application of new media tools can provide them with opportunities to expand their practice when they are able to learn, and guide them to explore more profound content through independent learning, case learning, online communication and teacher-assisted learning. In the limited learning time to obtain richer learning resources and learning results.

3. Analysis of problems existing in college photography and video courses under the background of new media

3.1 Unclear teaching objectives

In view of the current teaching situation of photography and video courses in colleges and universities, some teachers and students think that the core of the course is to complete the shooting of photos, video editing and production, etc., and think the course goal is relatively simple. As a result, teachers lack the motivation to use new media and other advanced teaching concepts, and students do not pay enough attention to the study of professional knowledge and the cultivation of aesthetic skills.

3.2 The application of new media teaching means is limited

Photography and videography courses emphasize the conversion of limited theoretical knowledge into rich practical application content. To learn this course well requires students to summarize experience and form personal characteristics in a wide range of practical processes. However, the current teaching of this course is mostly concentrated in class, and it is difficult for students to have the opportunity of practical application and project expansion. This situation hinders the personalized development of students and restricts the cultivation of practical ability and creative thinking of students.

3.3 Tradition of learning concepts

Videotape course has been integrated into the teaching system in colleges and universities, for access to credit and improve comprehensive performance, the purpose of students tend to be more important course assignments and grades, seldom see this course as a personal ability to ascend and thinking development opportunity, also hard to stand up in the creation of life feeling etc material to complete the works, submit work for more traditional single simple operation.

3.4 Lack of professional teachers

Some teachers engaged in photography and videography teaching are not professional teachers, they only know some basic theoretical knowledge, but lack of creative experience and in-depth research ability.

4. Analysis on the reform path of photography and videography courses in colleges and universities under the background of new media

4.1 Enrich the application scenarios of new media means in the teaching of photography and video courses in colleges and universities

Efficient is needed to boost the university teaching quality of photography and camera, make full use of new media means, the application of existing teaching scenario, break the limitation of the traditional teaching mode, to introduce more mobile terminal or computer on the teaching resources, teachers use more flip classrooms and teaching the new teaching tools such as project type, openness and freedom to build a equality communication and learning environment, Continue to stimulate students' enthusiasm for learning.

4.2 Attach importance to guiding and cultivating students' professional quality and aesthetic quality

College photography and videography courses should be adjusted dynamically according to the mainstream preference of contemporary culture and art and students' personal needs, in line with the teaching objectives of modern social and cultural

background, and focus on guiding and cultivating students' professional and aesthetic qualities.

4.3 Expand the practice of diversified teaching

In order to close to the actual needs of life and the mass aesthetic, teachers can encourage students to actively collect and appropriate use of material in life, to learn from the media works good professional skills, to help them master a more solid professional knowledge, guide students to play to the subjective initiative and creative try to create and upload personal outstanding works, widely in collect opinions and continuous optimization adjustment process, Gradually form a personal style of creation, deepen the understanding of professional knowledge and teaching practice expansion.

4.4 Concentrate resources on improving teachers' professional ability

In order to adapt to the background of the development of new media, colleges and universities need to carry out directional reform of photography and video courses, among which the allocation of professional teacher resources has become one of the important reform paths to improve the teaching quality of this course. Teachers are the organizers of professional teaching content and participants of students' learning activities. Teachers' basic professional ability will directly affect the selection of teaching content and the application direction of practical activities.

4.5 Integration of Teaching and Doing

At present, in the course of teaching photography and videography, many students are not very interested in the study of theoretical knowledge, and the internal drive is not very strong, mainly because they lack perception and experience. In this regard, teachers need to simulate work scenarios, so that students can actively participate in the simulated work environment, give full play to their own initiative, and solve problems encountered in work in a timely manner. In the process of solving problems, they can also better study. Such a teaching method in a real work simulation scenario can effectively implement the requirements of the teaching concept of result-guided learning, and can also effectively mobilize students' interest in learning, and realize the continuous improvement of students' practical application ability, analysis and discrimination ability, and on-the-spot adaptability. The teaching effectiveness and pertinence are stronger. In the process of building the photography and photography curriculum system, teachers can also connect the classroom with the students' real life, and use life cases to continuously broaden the students' cognitive field, so that students can analyze and solve problems around the photography cases.

5. Research Summary

Summary of view, in order to adapt to the development of the new media era, colleges should start from their own actual, fully aware of the importance of the application of new media tools and the necessity, rational analysis of the problems of photography and video courses, and application of new media tools and advanced technology such as network platform for the curriculum reform, continued ascension photography and video teaching efficiency.

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