

Discussion on the Teaching Reform of Photography Art Course from the Perspective of New Media

Wenjuan Wang ¹, Yanhan Xiao ²

1. Universiti Teknologi MARA;

2. Sichuan Vocational College of Science and Technology, Meishan, Sichuan 620500

Abstract: From the perspective of new media, the teaching reform of photography art course in colleges is not only an important measure to meet the objective needs of today's social development, but also the proper meaning to cultivate excellent photography talents and meet the actual development of students. Through a systematic overview of the photography art in the new media era, a preliminary understanding of the teaching reform of the photography art course is formed. On this basis, it is further explored that the teaching reform of photography art course still faces multiple difficulties under the background of new media development. For example, the knowledge reserve of photography art course teachers needs to be updated urgently, the theory of photography art lacks a lot of practical support, and the teaching content and mode of photography art need to be innovated urgently. Accordingly, in order to vigorously promote the teaching reform of photography art course from the perspective of new media, this paper puts forward the practical path of clarifying the basic concept of photography art talent cultivation mode, making full use of new media teaching means and mode, and strengthening the overall ability of teachers.

Keywords: New media; Photographic art; Teaching reform; Digital technology

Fund Project: Sichuan Province Ideological and Political Young teachers special project; Subject Number: SZQ2021-2-074.

1. Overview of photography art in the New Media era

In recent years, with the gradual saturation of Internet penetration in China, the new media era has come. This has a great impact on the traditional media industry, especially the traditional media. Specifically, the new media era is the post-image era after the totem, text and image era in the historical process of human development. It creates a good environmental foundation for photography creation and aesthetic reconstruction by profoundly affecting human production and life. On this occasion, great changes have taken place in the concept, mode, industry and other aspects of photography art, and new development and changes have taken place. On the one hand, the era of national photography is coming. With the large-scale development of imaging technology, mobile Internet and communication tools, more and more ordinary people begin to use mobile phones or cameras for shooting, which has prompted the threshold of photography art to be greatly reduced and gradually evolved into public photography. On the other hand, the professional photography art industry has been impacted. In recent years, the number of ordinary people participating in the photography art industry has gradually increased, which urges journalists to maintain a high degree of professionalism, improve their media literacy, and turn the shooting lens to social reality.

2. The dilemma faced by the teaching reform of photography art course from the perspective of new media

2.1 The knowledge reserve of teachers of photography art course needs to be updated urgently

Photography is a very young category of visual arts. With the traditional film photography gradually fading out of the market, digital high-tech is also bringing forth the new through the old, prompting the development of photography art as one of the fastest professional knowledge updates, which also puts forward higher requirements for teachers. In the actual teaching process, the

photography art teacher's occupation requires itself to have the ability to update knowledge in time, and a large reserve of photography knowledge. At the same time, students in the new media era will also invisibly force teachers to continue their knowledge reserves. Because the growth environment, educational background, knowledge structure and local language of each student in each session are different, the form of students' questions to teachers will also be different. In this context, if teachers' knowledge does not keep pace with the times and do not have a comprehensive understanding of the latest digital photography art knowledge, it will derail the pace of students' progress and create a generation gap with students in the classroom. In the long run, photography art teachers will be in a passive situation, and it is difficult to provide useful help for the teaching reform of photography art course from the perspective of new media.

2.2 The theory of photographic art lacks a lot of practical support

The birth of excellent photography art works inevitably requires good photography technology as the basic support, and excellent spillover innovation as a powerful guide. The art of photography itself is a practical, artistic and technical subject, which emphasizes students' practical ability. If the students can not be hands-on practice, master the essentials of photography art, it is difficult to master the skills in the true sense. However, at present, when some domestic colleges set up courses, basically all of them are theoretical teaching forms, and no practical shooting courses are set up. In this way, even if the teaching form of photography art theory is rich, it is difficult to further improve students' cognition of photography art theory knowledge. In addition, at this stage, the photography art courses in some colleges in China are facing problems such as short practice hours, extremely scarce equipment, and insufficient experimental facilities. This is a situation in which the teaching method of photography art is "heavy classroom and light actual operation". This kind of teaching mode of photography art theory, which lacks practical support, makes the teaching reform process of photography art course slow under the new media perspective.

2.3 The teaching content and mode of photography art need to be innovated urgently

The original intention of ordinary colleges to set up photography art elective courses throughout the school is to popularize the concept of "aesthetic education" in a wide range, so that more students can master a basic skill and keep up with the pace of the digital technology era. Therefore, the teaching content of photography art in most colleges is usually carried out from the aspects of photography art history, camera development, imaging principle, excellent work display, light and shadow effect and composition method. In this way, the textbooks obtained by teachers are also compiled based on such routines. In the long run, this kind of teaching content is very boring and stiff for non-photography art students. In addition, if teachers follow the book, it will inevitably lead to the two-way boring state of teachers' teaching and students' suspension, which will block the renewal of teaching content and mode from the root, and have a negative impact on the reform of photography art teaching from the perspective of new media.

3. The practical path of teaching reform of photography art course from the perspective of new media

3.1 Clarify the basic concept of photography art talent cultivation mode

In the context of the new media era, in order to break through the difficulties and promote the teaching reform of photography art courses, the first thing is to clarify the basic concept of the cultivation mode of photography art talents. Specifically, one is to clarify the orientation of running a school and clarify the service orientation. Secondly, pay attention to the reality of social development and technological development, improve the talent training program. The third is to integrate resources and build an all-round government-enterprise, industry-university-research, internal and external collaborative education system. The fourth is to deepen the teaching reform, take the curriculum and curriculum group construction as the center, strengthen the practical education link, and build a result-oriented education system. For the reform of photography art education in the era of all media, at the same time, it should also take photography art and information science as the basis, take the planning, production, design and production of media products as the core, and take digital media technology as the support, so as to cultivate compound and all media excellent photography talents who understand creativity, communication and technology. For students, on the basis of systematically learning the basic theory and knowledge of photography, they should learn the knowledge of digital media technology, investigation and statistics, accept the basic ability training of information discipline and photography art discipline, and form a knowledge structure with thick foundation, wide caliber and both arts and science, so as to serve the needs of national and local media integration reform and development.

3.2 Make full use of new media teaching methods and models

The wide application of new media technology in education and teaching has brought a certain impact on the teaching of

photography art. Teachers can use the favorable factors of new media to innovate teaching methods and promote the improvement of teaching quality. For example, teachers can set up personal blogs to publish extended reading related to classroom teaching and related subject content on blogs, so that students can read and view them on their own. They can also introduce relevant media and classic works, make full use of the auxiliary role of the Internet in the teaching of photography art, use the massive information of the Internet, hyperlink with classroom teaching, and guide students to broaden their horizons. At the same time, teachers can also use WeChat, QQ and other teaching modes to carry out extended learning after class, provide students with a platform to learn at any time, and also facilitate the communication between teachers and students, interactive learning or autonomous learning. These teaching modes have the characteristics of fashion, convenience and rapidity. They can use text, voice, pictures, video, audio and so on. They are powerful and have a positive effect on the sharing of teaching resources. They can improve the interest and enthusiasm of college students to learn photography art.

3.3 Strengthen the overall ability of teachers

Teachers are an important force in carrying out ideological and political education. Under the environment of integrating new media into the classroom of photography art education in colleges, the improvement of teachers' quality can lead students to adapt to this new environment and new mode quickly, and achieve the reform and improvement of education quality. colleges can focus on strengthening the comprehensive ability of teachers and promoting the overall innovation of courses. On the one hand, teachers can be regularly organized to watch the "new media + photography art education" series of lectures and policy interpretation content, organize teachers to carry out educational reform seminars and academic seminars, guide teachers to innovate educational concepts ideologically, and recognize and support the integration of new media and photography art teaching. On the other hand, colleges can strengthen their practical skills, arrange teachers to carry out a centralized photography art digital teaching training class once a week, invite social professionals to the school to carry out basic technologies such as short video editing, material interception and splicing for teachers, and require teachers to apply these technologies to the classroom to enrich the form of photography art education.

References:

- [1] Li S S, Wang Y Y. (2022). Exploration on the teaching reform of photography course in colleges under the new media environment. *Scientific and Educational Collection*, (13):79-81.
- [2] Wang R R. (2022). The reform approach of higher vocational photography course in the new media era. *Journal of Shanxi University of Finance and Economics*, (S2):185-187.
- [3] Wu Y X. (2022). Practice of teaching reform of photography skills course in higher vocational colleges in the era of national photography. *Journal of Liming Vocational University*, (2): 90-95.
- [4] Li N. (2021). The development trend and strategy of news photography in the new media environment. *Reporter's Cradle*, (10):163-164.

About the author:

Wenjuan Wang, July 4,1983, Gender: Female, Nationality: Han Nationality, Native place: Xi'an, Shaanxi, Education: PhD, School: Universiti Teknologi MARA, Research direction: Film ;

Yanhan Xiao, July 19,1999, Gender: female, Nationality: Han Nationality, Native place: Leshan, Sichuan, Education: Master School: Tianfu College of Art and Media, Sichuan Vocational College of Science and Technology, Research direction: Media and Public Relations.