

Research on project teaching practice of animation major in secondary vocational colleges oriented by school enterprise cooperation

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Abstract: with the extensive publicity and in-depth implementation of quality education, teachers and leaders of animation major in secondary vocational colleges should be fully aware of the importance of innovating teaching methods and optimizing teaching mode, and take effective measures to mobilize students' subjective initiative to participate in curriculum learning, so as to effectively improve students' learning ability. Therefore, animation teachers should innovate teaching methods guided by school enterprise cooperation, which can try to introduce project-based teaching method to optimize teaching links, highlight the characteristics of enterprise projects, and exercise students' practical ability, so as to give full play to the application value of project-based teaching method in teaching. How to carry out project-based teaching based on the next cooperation is an important issue to be solved for animation teachers in secondary vocational colleges. This paper will carry out in-depth exploration around this issue, in order to benefit teachers.

Key words: school enterprise cooperation; Secondary vocational schools; Animation major; Project Teaching

Introduction

In order to meet the teaching requirements of the Ministry of education for animation major, secondary vocational colleges should pay more attention to animation major, take effective measures to improve the quality of professional talent training, and lay the foundation for students' future development. In order to effectively improve the employment rate of animation graduates, the school should establish a cooperative relationship with enterprises, so that it can carry out professional teaching on the basis of grasping the market demand and the trend of the times, and adjust the teaching mode and teaching methods according to the actual needs of enterprises, so that it can apply the project-based teaching method to animation teaching, And then it can effectively improve the teaching quality of animation major. According to the author's practical teaching experience, due to the limitations of traditional teaching mode, there are many problems in the teaching of animation, which virtually affect the quality of professional teaching. Teachers need to give full play to the application value of project-based teaching method to improve the practicality and pertinence of animation teaching. Based on this, this paper takes the author's real-time teaching experience as the breakthrough point, under the guidance of enterprise cooperation, in-depth analysis of the basic theory and practical significance of project-based teaching of animation major, and puts forward the specific practical path based on the analysis of the problems existing in the project-based teaching, aiming to provide reference for teachers of animation major to carry out teaching and research work.

1 On the project teaching theory of animation major in Secondary Vocational Colleges Guided by school enterprise cooperation

1. Concept description

To carry out teaching activities under the guidance of school enterprise cooperation, animation teachers should first deeply understand the concept of school enterprise cooperation, that is, colleges should establish a cooperative relationship with enterprises, so as to make the cultivation of professional talents meet the needs of enterprise development, and ultimately improve the employment rate of colleges and Universities. At the same time, it can also promote the economic development of enterprises, and ultimately achieve a win-win situation between colleges and enterprises. Specifically, animation enterprises send technicians to the school to give lectures and provide students with internships, which can effectively solve the problem of talent training in Colleges and universities. At the same time, it can also solve the problem of talent demand in animation enterprises.

2. Connotative analysis

In the process of educational development, secondary vocational colleges should do a good job in the interactive relationship between school functions and social needs, so as to promote the long-term development of schools. With the further development of social economy, social science and technology and industrial structure are constantly changing. At the same time, the labor market has also changed. Therefore, secondary vocational colleges should adjust the teaching plan according to the market changes and practical needs of animation enterprises, so as to improve the construction of professional courses guided by the development direction of enterprises.

2 Practical significance of project teaching of animation major in secondary vocational colleges oriented by school enterprise cooperation

First, an important way to promote social and economic development, secondary vocational colleges should actively promote school enterprise cooperation, and take it as the basic guidance to carry out animation professional teaching activities, that is, through establishing a cooperative relationship with enterprises to improve the practicality and professionalism of professional training, select students who can

exercise practical skills on the basis of obtaining professional knowledge, so as to make them adapt to social development. Connect with the post. Second, improve students' ability of independent time. Animation teachers in secondary vocational colleges actively carry out project-based teaching, which can exercise students' innovation ability, stimulate their innovation consciousness, and lay the foundation for their subsequent development in the field of animation manufacturing. Without effectively training students' innovation ability and collaboration ability, animation teachers need to carry out project-based teaching under the guidance of school enterprise cooperation, so as to promote the comprehensive and balanced development of students. Third, understand the animation production process in advance. From the perspective of school enterprise cooperation, animation teachers should consciously train students to grasp animation production skills, and on this basis, master and internalize professional knowledge, and finally become the talents needed for the development of animation manufacturing. Fourth, cultivate students' Ideological and moral quality. In the process of carrying out project-based teaching, animation teachers should consciously infiltrate ideological and political education, so as to cultivate students and form good ideological and moral character and correct aesthetic ability. At this stage, students should not only have professional ability, but also have cultural literacy and personality. Therefore, teachers should jointly cultivate students' moral thought through school enterprise cooperation, improve their professional quality, and lay the foundation for their subsequent love and dedication.

3 Problems in project teaching of animation major in Secondary Vocational Colleges

1. Project tasks divorced from reality

Based on the background of social development in the new era, vocational education occupies an important position in the whole education system. At the same time, it also transports a large number of skilled labor talents for the development of enterprises. In order to meet the needs of social development, most vocational colleges have opened animation majors, aiming to provide a large number of technical talents for the animation industry, so as to improve the employment rate of vocational schools. According to the current situation of project-based teaching of animation major in secondary vocational colleges, the designed project tasks are seriously divorced from reality and lack of enterprise characteristics. This problem is an important issue that teachers expect to solve. For animation majors in secondary vocational colleges, in the process of project-based teaching practice, we should clarify the characteristics of the project, so as to guide students to acquire knowledge and skills in practical learning, and finally effectively stimulate students' interest in animation course learning. According to the actual teaching effect, the animation professional teachers did not give full play to the characteristics of the enterprise project, and ultimately could not achieve the project task goal, affecting the teaching quality.

2. Hardware facilities need to be improved

On the one hand, the teaching equipment is not novel enough, the existing equipment in secondary vocational colleges can not meet the teaching needs of animation major, and the hardware equipment used by teachers in teaching is not advanced and perfect enough to meet the requirements and standards put forward by enterprise internship, which is one of the problems to be solved in the teaching of animation major in current colleges and universities. With the vigorous development of social economy, a variety of advanced technologies and equipment have been developed, and remarkable application results have been achieved in the field of education. It also virtually promotes the development of animation specialty in the direction of informatization. In addition, animation teachers' teaching with the help of modern computer technology can solve many problems existing in the current education and play a positive role in promoting the development of animation education. According to the actual teaching situation, most secondary vocational colleges have not introduced advanced computer hardware and software equipment, resulting in poor teaching quality of animation major. On the other hand, the teaching equipment is not comprehensive enough. Secondary vocational colleges in underdeveloped areas have not invested sufficient funds to purchase advanced teaching equipment. In practice teaching, there are only computers, but the equipment such as dynamic detector, copy station, even animation camera and motion capture is incomplete, which ultimately can not meet the needs of animation teaching.

3. Outdated teaching content

Combined with the author's practical research, it can be seen that the animation major in secondary vocational colleges has the problem of lack of teachers, such as the old teaching content, single teaching methods and lack of practical skills, which lead to many problems in the animation major teaching and can't achieve the expected results. In most colleges and universities with similar majors, there is the problem of outdated teaching content. With the continuous development of the teaching level of animation major in China, higher requirements are put forward for teachers to carry out teaching work. If teachers still use traditional teaching methods to carry out teaching activities, it is difficult to meet the teaching needs and mobilize students' enthusiasm, which ultimately affects the teaching quality of animation major. Many animation teachers only regard animation production as the main content of the course, and regard students' mastery of lines as the only standard to measure students' learning ability, which ultimately can not promote students' all-round development.

4 Practice path of project teaching of animation major in Secondary Vocational Colleges Guided by school enterprise cooperation

1. Fully consider the market demand

Based on the traditional teaching mode, most animation teachers in secondary vocational colleges will choose to use the school teaching method, that is, copy the animation courses of other colleges, including the teaching mode and textbook version, but this kind of copying method is easy, which makes the animation teaching lag, such as the lack of market-oriented teaching ideas and advanced teaching methods. The teaching thought is lack of humanity, and ultimately can not achieve good teaching results, and can not effectively cultivate students'

professional ability. In order to effectively change this situation, colleges and universities should carry out personalized teaching according to the actual teaching situation, especially considering the characteristics of the low quality of students in secondary vocational colleges, and actively cultivate students' initiative consciousness and creative thinking, so as to cultivate innovative talents. After completing the basic knowledge teaching, teachers can provide students with the opportunity of autonomous learning, so as to divergent students' thinking, improve students' cognition, and ensure the comprehensive development of the basic theoretical knowledge of the significance of animation technology innovation. In addition, vocational colleges and schools should also incorporate the training of students' professional skills into important teaching contents, and improve the professional curriculum according to the market demand. The curriculum design should include three-dimensional animation, two-dimensional animation, animation marketing, animation script arrangement, animation character design, animation post production and other contents, so that students can acquire professional knowledge on the basis of, Understand the market demand and grasp the characteristics of the industry, and become the talents needed for social development.

2. Develop enterprise project tasks

When carrying out project-based teaching, animation teachers in secondary vocational colleges should formulate practical enterprise project tasks, in which colleges and enterprises should consult and discuss, and formulate highly practical and professional enterprise project tasks according to the actual situation of professional teaching, so as to move the teaching classroom into the enterprise. In this process, secondary vocational colleges should do a good job in practice mobilization, Course teachers and leaders need to pay more attention to the internship work, and take effective measures to remind students that they can maintain a good image, stick to their positions, abide by enterprise discipline, and acquire more knowledge and skills during the internship. In addition, Haiying in secondary vocational colleges encourages young teachers to set up animation studios and organize excellent students to participate in off campus animation projects, so as to exercise students' practical ability in work integrated learning teaching, and at the same time, improve teachers' professional skills.

3. Improve professional hardware facilities

At this stage, under the background of continuous innovation and optimization of science and technology, various technical equipment have been widely used in animation professional education, which has effectively changed the traditional animation professional teaching mode and achieved significant application value, thus making the animation professional education present a diversified trend. Based on this background, secondary vocational colleges should invest more human and material resources to improve the hardware facilities of animation major, and actively introduce new processes and technologies, so as to give full play to the application effect of science and technology in professional teaching. Among them, colleges and universities are equipped with hardware and software that meet the requirements of animation production for professional teaching, such as multimedia, copy station and linear motion detector. The required camera, SLR camera, motion capture system, animation rendering workstation, 3D printer and even animation shooting workbench should be configured according to the actual situation of cancellation.

4. Strengthen teacher training

First, because teachers in secondary vocational schools provide opportunities for off-duty internships, they regularly send young teachers to enterprises to enrich their practical experience and exercise their professional skills. For teachers who enter the company for internship, we should standardize the teachers according to the requirements of animation enterprise staff, conduct a comprehensive assessment at the end of the internship, and put forward effective suggestions. After returning from classroom practice, we should timely sort out practical experience and adjust teaching content. Second, enterprises should send technicians to the school to give lectures or lectures for teachers, and establish a perfect class attendance system. Specifically, inviting animation company professionals to the school for teaching requires animation professional teachers to listen to the class, take notes of the class, and then make a collective evaluation of the class. Finally, they can make a teaching plan. In addition, secondary vocational colleges should arrange teachers to give public lectures, invite animation company technicians to attend, and make a comprehensive evaluation of the teachers' class content and teaching methods after class, which can ultimately improve the professionalism of animation teaching.

Conclusion:

In short, in order to meet the needs of the development of modern education and teaching, secondary vocational colleges should reconstruct the curriculum system and optimize the top-level design based on the background of school enterprise cooperation, and provide high-quality teaching services for students by introducing the project-based teaching method, which should adjust the teaching plan and select the teaching content according to the needs of enterprise development and student development, Among them, we can fully consider the market demand, formulate enterprise project tasks, innovate professional teaching methods, improve professional hardware facilities, and strengthen teacher training to teach students basic knowledge, exercise their practical skills, and ultimately promote their all-round development, complete the established teaching objectives, improve the quality of talent training, and adjust the teaching plan in project-based teaching. Finally, it can effectively promote the teaching reform process of animation major.

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Research on the teaching reform practice of “work study integration” in secondary vocational cooking major from the perspective of curriculum ideological and Political Education

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Abstract: with the deepening of the reform of vocational education, in the teaching practice of cooking major in secondary vocational schools, professional teachers gradually realize the importance of synchronous improvement of students’ theoretical knowledge and practical teaching level. In this context, secondary vocational professional teachers should adhere to the fundamental task of Building Morality and cultivating talents, and take ideological and political classroom teaching as the main channel to realize the whole process of education and all staff education, so as to cultivate comprehensive and compound talents required by the society.

Key words: curriculum ideological and political education; Secondary vocational school; Cooking; Work study integration; teaching

With the development of the times, the social demand for talents is gradually increasing. Enterprises and institutions are no longer satisfied with talents with only professional skills, but need compound talents with excellent ideological and moral character and professional skills. In this context, it is urgent to change the traditional teaching mode and implement the “integrated” teaching mode. Only in this way can we comprehensively improve the teaching quality of our country, create more opportunities for technical talents, and cultivate the comprehensive talents needed by the society.

1 The practical significance of “work study integration” teaching reform of secondary vocational cooking major from the perspective of curriculum ideological and Political Education

1. Improve the traditional classroom model

The teaching classroom of traditional cuisine major needs to absorb new changes and new elements, carry out teaching reform, and promote the school running characteristics of secondary vocational colleges to be reflected. According to the teaching situation of secondary vocational colleges, the teaching mode of work study integration from the perspective of curriculum ideological and political education can promote the improvement of classroom teaching mode in secondary vocational colleges, change the boring traditional teaching mode,

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