

Curriculum reform based on the skill competition of “integrating media content production”

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Abstract: with the comprehensive application of the educational concept of “promoting teaching and learning through competition”, skill competition plays an important role in the reform of vocational education. In the curriculum reform of software technology specialty in higher vocational colleges, teachers should give full play to the guiding role of the “media content production” skill competition, comprehensively upgrade the curriculum system and teaching methods through the competition content and requirements, so as to continuously improve students’ practical skills and comprehensive quality, so as to achieve the qualification standard of skill competition, and effectively strengthen students’ development potential and competitiveness.

Key words: “integrated media content production”; Skill competition; Software technology major; Curriculum reform

With the continuous development of information society, integrated media content production has become an important supporting technology for the development of contemporary network technology, software technology, computer technology and other related industries, and has also become a necessary skill for the cultivation of related professionals. Therefore, the skill competition of “integrating media content production” has become an important competition activity that students majoring in software technology must participate in, and it is also the key basis for the current curriculum reform between Higher Vocational Colleges and teachers.

1. The application value of the skill competition of “integrated media content production

1.1 Promote the matching of courses and positions

With the integration and development of traditional media and new media, integrated media has become the most important media carrier at present. It not only continues the advantages of traditional media such as radio, television and newspapers, but also expands the network media carrier and becomes the new media core with higher publicity coverage, greater social influence and more diversified content. In this context, the positions of software technology students around the direction of media integration are increasing, especially after the post of "Omnimedia operator" is set up, the Omnimedia operator certificate is also officially established, which has become one of the important directions for the development of students in this major.

1.2 Promote the optimization of curriculum system

In the process of the construction and development of software technology specialty, its curriculum system has gradually exposed some defects and problems. For example, the lack of the latest cutting-edge technology theory and content, the lag of some theoretical knowledge, and the derailment from the current actual production mode of the enterprise, which makes the trained professionals unable to meet the qualified standards of the enterprise, not only affects the sustainable development of the industry, but also affects the employment growth of students. Therefore, integrating the content of "media content production" skills competition into professional courses is not only to add new content to the current curriculum system, but also to further create a new curriculum system, with the content of skills competition as the focus of students' learning, practice and assessment, the standard of skills competition as the indicator of teachers' evaluation of students, and the incentive mechanism of skills competition as the long-term mechanism of curriculum teaching, So as to achieve the purpose and effect of improving the quality of courses, improving the level of teachers and enhancing the core competitiveness of students.

1.3 Strengthen students' skills and literacy

The integrated application of the content of the "integrated media content production" skill competition also plays an important role in promoting the development of students' skills and literacy. On the one hand, the ability of hands-on operation and practice is the foundation of the development and employment of students majoring in software technology, but the traditional professional courses have the problems of strong theory and poor practical guidance. With the addition of the content of the skill competition of "integrated media content production", more perfect training projects and activities can be provided for students according to the requirements and indicators of the skill competition, which is of great significance for students' skill development. On the other hand, the skills competition not only requires students to have excellent creativity and outstanding operating skills, but also has higher requirements for students' professional quality and ingenuity quality. Therefore, integrating its connotation into professional courses can further stimulate students' quality and character, and realize the synchronous development of innovative spirit and practical ability.

2. Problems in the teaching of software technology major in Higher Vocational Colleges

2.1 Curriculum setting lags behind and curriculum resources are insufficient

In the current teaching of software technology specialty in higher vocational colleges, the setting of professional curriculum content shows a certain lag, and the corresponding curriculum resources are also less, which is difficult to meet the teaching needs of teachers. On the one hand, the update frequency of professional course teaching materials is relatively slow, while the development speed and

technological innovation speed of related industries are extremely rapid, resulting in the disconnection between students' theoretical basis and practical skills and reality, and the content of students' learning does not meet the actual production technology and skill needs of current enterprises, which seriously affects the employment level of students. On the other hand, the teaching resources of the corresponding courses are obviously insufficient, especially the lack of rich teaching cases, practical projects and other content, which makes the students lack the analysis and thinking of practical work problems in the learning process, and the students' ability to solve practical problems is relatively weak. At the same time, there is a problem of overlapping content in the content setting of the professional courses. Some students need to study separately in different courses, and there is also a lack of connection and unity between teachers of various courses, which not only wastes teachers' teaching energy, but also reduces students' learning enthusiasm.

2.2 Limited teachers and insufficient teachers' ability

The teaching level of teachers is one of the key factors affecting the quality of courses and students' quality. In the current teaching of software technology specialty in higher vocational colleges, teachers' strength has become the key issue that higher vocational colleges must pay attention to. Although the number of teachers in higher vocational colleges has reached a considerable level, the ability and quality of teachers need to be further improved. For the software technology major, it has more comprehensive requirements for teachers' theoretical knowledge, technical level and practical experience. However, most of the existing teachers become teachers after graduation from school and have high research ability at the theoretical level. However, due to the lack of practical experience in the relevant occupation, their practical teaching ability, practical work and industry understanding, and project development experience are insufficient, It has become a key factor affecting the collaborative development of students' ability.

2.3 Learning objectives are vague and students are in poor condition

Vocational education should take students' employment development as an important goal of talent training, and students' development must be guided by clear goals, so as to urge students to actively and actively learn and grow. However, at present, there is a problem of vague goal setting in the teaching of software technology major in higher vocational colleges. Most students can only regard the skill content of each subject as a phased goal, but they do not have a clear career goal for their long-term development, such as what occupation they will be engaged in in the future, which post they will be in related occupations, what skills they need to master in order to reach the standard of the post, and what level of skills they will reach, etc. These are the core objectives of students' sustainable development, which can enable students to clarify the gap between their own ability level and the industrial position and social requirements, and then have the goal direction of self-improvement and compensation. At the same time, due to the fuzziness of the goal, students' learning enthusiasm is poor, showing a poor learning state.

2.4 Lack of practice platform and training conditions

Software technology major has higher requirements for students' practical skills, and the practice platform and training base are important places for students' vocational skills learning and training. Higher vocational colleges must provide students with perfect practice platform to ensure the scientific growth of students' practical skills. But at present, there are some defects in the construction of practice platform in higher vocational colleges. First, the construction of practice platform and training base is backward, such as backward software and hardware equipment, lack of enterprise working environment, etc. Second, the quality of practical courses is insufficient. The level of cooperation between Higher Vocational Colleges and enterprises is insufficient, and the actual cases of enterprises have not been transformed into practical projects, which leads to the students' practical training courses being separated from the actual production and work posts, and the training effect can not be achieved. Third, the system construction of the training platform is lack of standardization. The main problems are the failure to establish the rules and regulations, training process and project mode with the core of corporate culture, which makes the form and content of students' practical learning more chaotic and lacks systematic guidance.

3. The path of curriculum reform based on the skill competition of "integrated media content production"

3.1 Relying on the competition content, promote the reform of curriculum content system

First of all, we should integrate the relevant contents of the skill competition of "integrated media content production" into the software technology professional courses. The skills competition is divided into two modules: theoretical assessment and practical assessment. Therefore, the quantity of theoretical courses and practical courses can be compared. In the theory course, we should increase the knowledge points of the main assessment in the skill competition, including media operation, network hot information, media communication matrix, etc. In the practical course, according to the requirements of the competition, there are two stages: the production of works on the media platform and the development of page works. In the production of platform works, the assessment items of competitions over the years can be transformed into practical course contents. The first stage mainly includes animation production, interactive production, vr virtual reality panoramic application, video editing and other operation contents. Students are required to complete the training according to the standards of competition assessment. In the second stage, students are required to use the compiler GBuilder to complete the corresponding page development work. They need to use html5+css3 and native JavaScript language programming to complete the content production. The skill points of this link mainly include static layout, animation implementation, interactive implementation, etc. Secondly, we should rely on the implementation process of the "media content production" skills competition to promote the reform of the curriculum system. On the one hand, according to the competition requirements, we can establish the core skills of integrating media in the course, mainly including UI page production, JavaScript page special effects production, html5+css page layout, animation effect production, etc., which are the core

content of the teaching process. On the other hand, according to the comparison between competition content and enterprise post skills, we can further sort out the curriculum system structure, so as to establish modular courses, ensure that students continue to study in depth according to the systematic process, and master the process of actual work and production.

3.2 According to the competition requirements, promote the upgrading of teaching methods and means

First of all, teachers should master the basic ideas of building projects for practical teaching. Teachers should rely on the project tasks given in the competition, or according to the actual production projects of enterprises, set the final project objectives and requirements for students, and then decompose the project into training subprojects of various skills. Students can finally achieve the learning task of the overall project by completing the subprojects. Secondly, teachers should master the rational application of task driven teaching methods. Assigning tasks is an important basis for organizing students to independently complete project activities. Teachers can set corresponding task requirements according to the goals of each sub project, form a systematic project guidance process, and help students complete their learning goals through independent exploration, division of labor and cooperation.

3.3 Improve the training system and promote the development of double qualified teachers

In view of the key problems that need to be improved in the teaching staff of higher vocational colleges, schools must further improve the training system. First of all, a normalized teacher training mechanism should be established. Professional teachers should regularly participate in systematic and modular training courses, and constantly improve students' professional skills through the study and research of educational theory, teaching methods, teaching and research results. Secondly, higher vocational colleges should also carry out training activities for teachers' practical teaching problems. On the one hand, they can carry out on-campus lectures and invite enterprise experts, industry representatives or excellent alumni to share practical teaching methods and skills. On the other hand, teachers should be sent to cooperative enterprises or universities of the same type for exchange and learning during winter and summer vacations.

4. Conclusion

To sum up, with the comprehensive promotion of the education concept of "promoting teaching and learning through competition", the skill competition of "integrating media content production" has also become the key basis for the teaching reform of software technology major in higher vocational colleges. In view of the problems existing in the current professional teaching, higher vocational schools and teachers should promote the reform of curriculum content system, the upgrading of teaching methods and means, the construction of competition platform base, and the development of double qualified teachers with the help of skill competition, so as to create a new talent training system and constantly broaden the development prospects of students.

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