

Research on the Strategies of Cultivating students' Practical Ability in Photography Teaching

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ABSTRACT. *The combination of theory and practice is the basic characteristic of photography teaching. Only by strengthening the practice teaching can we achieve the goal of training photographic talents and meet the requirements of the development of the photographic industry. This paper first expounds the importance of cultivating students' practical ability in photography teaching, and then discusses the strategies of cultivating students' practical ability in photography teaching from the perspective of teaching system. It is believed that colleges should make a scientific teaching plan of photography practice, reasonably design the teaching content of photography practice, enrich the teaching form of photography practice, and innovate the teaching methods and means of photography practice.*

KEYWORDS: *Photography, Practice, Strategy*

1. The necessity of cultivating students' practical ability in photography teaching

In recent years, photography has become increasingly popular and routine, and college photography teaching has continued to advance[1]. However, the phenomenon of "emphasizing theory and neglecting practice" still exists in the photography teaching in Chinese colleges. This situation has resulted in the lack of practical ability of the trained students, and most of them cannot quickly take over and complete the related work of the photography project independently after graduation [2]. In photography teaching, teachers must deeply understand the necessity of cultivating students' practical ability. The specific performance is as follows:

First, the requirements of photography teaching goals. Photography is a very practical subject. After students have acquired a wealth of photography knowledge, and then realize the transformation of photography knowledge through practical links, the value of photography learning can really be realized. The purpose of photography teaching requires students to have the necessary basic knowledge and basic knowledge of photography, master the basic skills, methods and related knowledge of photography, and have the ability to engage in photography work and preliminary research. It can be seen that in photography teaching, teachers should pay attention to training students' practical ability.

The second is the market's requirements for photographers. At present, the application of photography in social and economic activities is becoming more and more widespread. Whether students are entrepreneurs or employed, practice is the fundamental standard to test their photography skills. Whether the theoretical knowledge and skills of photography that students have learned in school are completely "digested" can only be tested through practice. If the students only have mastered the photography theory and have no strong photography practice ability, the market will not pay much attention to it.

Third, the need to increase students' knowledge of photography. Photography is mainly based on existing photography textbooks and lesson plans. However, the photography knowledge contained in photography textbooks and lesson plans is only a small part of all photography knowledge. In addition, with the rapid development of photographic equipment and digital technology, the extension of photographic knowledge will continue to expand. Under such a huge knowledge system, if students want to master more photography knowledge, they must combine theory with practice, acquire new knowledge and test new knowledge through practice.

Fourthly, it is necessary to cultivate students' comprehensive quality. For example, only when students practice more can they find more social hot spots with the lens, have a certain understanding and judgment of the national policy and the development status and trend of people's life, and then cultivate their own political quality. A large number of studies have proved that the cultivation and development of students' comprehensive quality cannot be separated from practice. In the teaching of photography, only by strengthening the cultivation of students' practical ability can teachers transform their photography knowledge into good comprehensive

quality and realize the unity of knowledge and practice.

2. The Method of Cultivating students' Practical Ability in Photography Teaching

In photography teaching, the cultivation of students' practical ability is influenced by many factors, one of which is the photography teaching system of the school. With the continuous development of photography in colleges, the practical teaching of photography also needs to be adjusted according to the characteristics of professional practice and professional development, so as to meet the needs of practical teaching of photography [3].

2.1 To Formulate the Practical Teaching Plan of Photography Scientifically

College photography practice teaching program group should be composed of vice President of teaching, dean of academic affairs, photography professional teachers. On the basis of fully considering the training objectives of photography talents, the software and hardware conditions of photography teaching and the market demand for the practical ability of photography talents, the team members should make a scientific plan for the practical teaching of photography. The following questions should be paid attention to when making the practical teaching plan of photography: professional positioning and professional training objectives; the content, form and method of practical teaching are scientific; to cultivate application-oriented and inter-disciplinary talents as the goal; the connection between theory teaching and practice teaching; proportionality of practice teaching.

2.2 Design the Teaching Content of Photography Practice Reasonably

In order to cultivate students' practical ability of photography, teachers should abandon the traditional teaching concept of "emphasizing theory, ignoring practice". In the teaching process, teachers should closely focus on improving students' practical ability of photography to set up photography courses and design photography practice teaching content. When designing the teaching practice of photography, teachers should pay attention to three problems: (1) it is necessary to adapt to the current requirements of the photography industry and the development of photography technology at home and abroad. At present, the practice content of photography teaching in many colleges is relatively outdated. This situation has caused the current situation of poor competitiveness of photography students. From an operational point of view, teachers should read the latest photographic works and magazines published in the past two years, and at the same time browse the photography websites, forums, posts, etc., and then select the ones that are suitable for the development of the domestic and foreign photography industry and photography technology. (2) pay attention to the comprehensiveness of the teaching content of photography practice. Photography practice not only stays at the stage of using the camera, but also involves photographic composition, photographic light, photographic subject matter analysis, digital image post-processing, etc. In view of this, when designing the teaching content of photography practice, teachers should not focus on single, repetitive photography practice, but focus on the synthesis and innovation of content. (3) the content of photography practice teaching should be centered on college students' ability training. Firstly, we must improve the theoretical level and experimental ability of college students. Secondly, it is necessary to improve the actual combat level and competence of college students.

2.3 Focus on the Diversification of Photography Practice Teaching Forms

The photography practice ability of college students is mainly reflected in work positions, so the photography practice teaching form should be based on the description of photography positions. There are various forms of photography practice teaching. The common ones are: practical training (basic skills training, professional skills training, comprehensive skills training), experiments (unidirectional experiments, comprehensive experiments), professional investigations, internships (teaching practice, graduation practice), Discussions and lectures (class discussions, symposiums, lectures, debates), design (curriculum design, graduation design), thesis (graduation thesis), social surveys, social services, etc. Compared with the photography classroom teaching form, the photography practice teaching form can better reflect the photography talent training objectives of colleges and universities, and it can better reflect the comprehensive, comprehensive, social, and pertinent nature of photography practice teaching.

2.4 Innovative Photography Teaching Methods and Means

In photography practice teaching, teachers must use innovative teaching methods and methods to effectively improve students' artistic sense, improve their photography and camera technology, and make them qualified and highly skilled professionals[4]. The teaching of photography practice should emphasize the cultivation of the enthusiasm, initiative and innovation of college students to participate in photography practice. In teaching, teachers should use teaching methods such as case-based teaching, interactive teaching, task-based teaching, and competition-based teaching. Taking task-based teaching as an example, teachers design photography tasks based on a social hotspot event (such as the return of the Spring Festival, rural revitalization, environmental protection, etc.), and let students complete the task alone or in groups, and then each person or group display photography works, and finally discuss and comment under the guidance of teachers.

In the practical teaching of photography, according to the different teaching objectives and teaching contents, teachers sometimes apply the above teaching methods individually, and sometimes comprehensively apply the above teaching methods. Various teaching methods are shown as using multimedia technology, network technology, big data technology, cloud computing technology, artificial intelligence technology to expand the scope of photography practice teaching content, break the time and space limitation of photography practice teaching, and improve the scientificity and pertinence of photography practice teaching. For example, the construction of smart classroom makes full use of the advantages of information development and makes teaching activities more convenient and efficient through the participation of Internet multimedia technology [5]. For example, the application of micro class, MOOC class and digital teaching platform can greatly improve the teaching efficiency and quality.

Acknowledgments

1) Youth project of Hunan philosophy and social science foundation, project number: 18YBQ039; project name: study on the construction of the genealogy map of the silver ornament culture of the Miao nationality in western Hunan and the development of cultural and creative products.

2) Scientific Research Project of Hunan Provincial Education Department, Project No.: 17c0411; Project Name: Research on the Construction of Cultural Image of Silver Jewelry Forging of Miao Nationality in West Hunan.

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