

Exploration on the Mode of Training Practical Ability of Digital Media Art Major in Application-Oriented Universities

Zeng Xiaolan, Gao Ping

Guangzhou College of Commerce, Guang Zhou, Guang Dong, 511363, China

ABSTRACT. *The application-oriented undergraduate course is different from the academic-oriented undergraduate course, which focuses on the training of applied technical personnel. Digital media Art is a complex major that highly integrates “technology” and “art”. Students' practical ability has become one of the standards to measure the level of running a school. The mode of training professional practical ability of digital media art combines professional characteristics and market demand for talents. From the establishment of the practical ability training system to the construction of the practice base inside and outside the school, it is an important means to enhance practical ability training. It is of positive significance to explore a mode suitable for the cultivation of practical ability of digital media art major to improve the quality of talent cultivation.*

KEYWORDS: *Application-oriented undergraduate, Digital media art, Practice ability*

1. Introduction

Application-oriented universities refer to those universities which are different from those which focus on scientific research and are technology-oriented and application-oriented. In the *Decision on Accelerating the Development of Modern Vocational Education* issued by the State Council in 2014, it was proposed to guide a group of ordinary undergraduate institutions of higher learning to transform to application-oriented technical colleges, with emphasis on undergraduate vocational education. With the development of the economy, economic and social development requires more and more application-oriented technical personnel. Therefore, it is of positive significance to enhance the construction of application-oriented undergraduate colleges to promote economic development. Application-oriented undergraduates are characterized by “application”, while application-oriented talents are cultivated in practical ability. The core of how to cultivate students' practical ability in combination with professional requirements and embody “application” in talent training program is undoubtedly “practical teaching”.

In the *Catalogue of Undergraduate Majors of Ordinary Institutions of Higher*

Learning (2012) issued by the Ministry of Education, digital media art is a second-level discipline under the first-level discipline of design, which belongs to the category of art. The major of digital media art is a multi-disciplinary compound major, which aims to cultivate high-quality applied talents who not only master digital media technology but also have artistic accomplishment. The major of digital media art in application-oriented universities should follow closely the major requirements of “digital media art” and the link of “practical ability cultivation”, and carry out the construction of practical course system, so as to cultivate students' practical operation ability and master advanced digital media technology and artistic creation thinking.

2. Establish the Practical Ability Training System That Combines inside and Outside the School

Digital media art focuses on cultivating students' abilities in both “art” and “technology”, both of which need to be built on a large number of practices. In order to cultivate practical ability, we should first establish a scientific practical course system, and then establish a practical base inside and outside the school.

2.1 A Curriculum System with Sufficient Theory and Practical Skills

The practice course system is constructed by the teaching concept of “technology” and “art”, combining “technology” and “art”. The nature of each course and the allocation of theoretical and practical lessons are determined scientifically and reasonably through the preparation of talent training program and teaching syllabus. The progress of practical courses from junior grade to senior grade is divided into “1. Professional basic courses (sketch, color, software foundation, etc.) -- 2. Basic design courses (original painting design, director foundation, etc.) -- 3. Project design (animation production, film and television advertisement design, etc.) -- 4. The four stages of “substituted post exercitation” will be arranged scientifically. Each stage of the curriculum can be combined with practical teaching projects, professional design competition activities, social design projects, closely combined with the theory to build the “art” and “technology”, “theory” and “practice” integrated curriculum system.

2.2 Highlight “Production, Study, Research” Integration of Teaching Mode

Make full use of the campus training room, studio and other conditions, encourage students to independently combine into a learning team and develop the project under the guidance of the tutor. Students are encouraged to design and produce digital media art works for students, such as school enrollment brochures and school videos, from which new modes of independent innovation and learning can be completed. At the end of the course, through the combination of “production, learning and research” training, to obtain valuable course case works. What is cultivated is no longer simple theoretical knowledge or operational skills, but how to

solve all problems encountered in the project according to the theoretical knowledge and operational skills learned from the overall business case. From the “production, study, research” integration of the teaching model to train students to use industry standards to measure the ability of learning results.

3. The Establishment of Digital Media Art Professional Campus Practice Base Construction

Campus practice base is an important place to guarantee practice teaching on campus. Focusing on the corresponding jobs of application-oriented talents, it provides students with teaching services of practical operation ability, which makes the practice teaching base in the school highly valued by the education circle.

3.1 Complete Campus Practice Base Construction Plan

The campus practice base of digital media art major is built for cultivating applied talents, so it should meet the requirements of digital media art major. Set up the construction group of digital media art professional practice base, select the staff with a strong sense of responsibility and business ability, take charge of the construction planning, and gradually form the construction standard of the base. At the same time have detailed base construction plan, practice base management system and so on, implement specific responsible person.

3.2 Implement the Three Principles of Digital Media Art Major Campus Practice Base

The first is the principle of practicability. The campus training base should provide equipment and sites to complete the training of improving students' practical ability. According to the requirements of professional talent training plan, establish a practice base for photography, video, audio, video and animation production, and make relevant practice base, the equipment should be advanced, authentic, practical, economic, reduce unnecessary repeat construction. To effectively raise the utilization rate of resources, and realize the shared use of resources in the interoperability courses of different majors in the university, so as to give full play to its practical value.

The second is the principle of benefit, any investment will consider the problem of benefit, practice base construction is no exception. Application-oriented undergraduate courses cultivate skilled talents. The practice base of digital media Art majors should be consistent with the training scale, so as to ensure that students can obtain sufficient and high-quality practical learning. The campus practice base should be able to cooperate with enterprises and meet the needs of completing commercial projects. In encouraging students to innovate and start businesses, strengthen the research and development of school-enterprise projects to give full play to the benefits.

Finally, there is the principle of sustainability. The construction of practice base should consider the future development and reserve space on the basis of good research. In the change with each passing day, the digital media art development industry can continue to develop the software strength and hardware level of the base.

3.3 Establish the Studio System Campus Practice Base

Studio system is a common practice base mode for many scientific research institutions and universities. It was originally evolved from the “workshop style” of Bauhaus School of Design. Different from the ordinary classroom and computer room, the studio has teaching, conference, practice, research and development functions in one. It is a new teaching mode for the cultivation of digital media art talents. It is aimed at the courses with strong practical development, such as 3d animation design courses. Students are required to study and complete the course works in the early stage of planning, the middle stage of production and the later stage of completion. According to the creation rules of the works, a special digital media art studio should be set up. The construction of digital media art studio should adhere to the following basic requirements.

The first requirement is openness. The studio should be open to students throughout the day for studio practice under the guidance of the teacher. Through practice, students can improve the creation level of digital media and gain project experience. The disadvantages of traditional closed classrooms should be completely broken, and the environment needed in the development of the social market should be changed. This is also an effective way to improve the utilization rate of the studio, which can make its classroom connotation fully enriched. In addition, teaching resources will also be significantly improved. The application of advanced information technology will undoubtedly enable students to get more experience and more application opportunities of teaching resources and equipment, thus gradually narrowing the distance between schools and the society and enterprises. The studio is accessible to all students at any time, whether they are studying or being supervised by a teacher.

Then there are the team requirements. The studio teaching team should be composed mainly of full-time teachers and supplemented by part-time teachers. As full-time teachers have been engaged in theoretical research in the school for a long time, they lack experience in business cases and have a weak grasp of the new trend of market development. While part-time teachers come from the front line of enterprises. Although they have good experience in business projects, they pay attention to practice for a long time and are relatively weak in theoretical research.

4. Establish Digital Media Art Professional Off-Campus Practice Base

4.1 Cultivate Practical Ability Outside School

The final stage of digital media art professional practice ability training is substituted post exercitation. It is also an important stage for students to directly participate in the project design and production in the off-campus practice base and apply the theoretical knowledge and practical ability learned in the campus to their professional positions. However, digital media art major focuses on the high integration of “technology” and “art”, and is a comprehensive and compound application talent training major. There are always several problems in the construction of its practice base. Firstly, due to the lack of theoretical and practical experience of students, it is difficult for them to bring profits to the enterprise during the internship. Moreover, they even need to assign special personnel to take charge of the internship, which increases the burden on the enterprise's management costs. Therefore, digital media enterprises are reluctant to accept students majoring in this field for internship, and the internship base is unstable. Secondly, the means of practice is too traditional, less practical operation, most of the students quickly visit. Thirdly, digital media art majors are relatively young, and teachers in the school generally lack practical experience. Therefore, the establishment of an off-campus practice base for digital media art majors should reform and innovate the traditional mode. Based on the cooperation mode of mutual benefit between school and enterprise, a new off-campus practice base will be established.

4.2 Establish Mutually Beneficial and Stable Off-Campus Bases

In essence, the practice teaching base outside the school is one of the educational work. Therefore, the establishment of off-campus practice base must pay a certain amount of energy and material resources, especially the digital media art major. On the one hand, the digital media industry is comprehensive and team-oriented, emphasizing novelty, creativity, art and technology to ensure the profits of enterprises. If the enterprise has no profits, it will show a negative attitude towards the practice of students. School should do a good job in the cultivation of the theoretical and practical basis of talents, and must do well the theoretical teaching and practical work in the school, so as to replenish the reserve of talents for enterprises. At the same time, the enterprise pays long-term attention to market practice, and the school can provide the enterprise with theoretical research, staff training and other support.

4.3 Establish Standards for Off-Campus Practice Courses

The practice curriculum standards shall be jointly formulated with the practice base, including practice content and ability requirements, which shall be carried out according to the requirements of enterprise development on talents. How to create the “golden course” and avoid the “water course” is an important subject concerning

whether students can reach the talent standards required by the development of the industry. According to the development of the industry, the standards of practical courses shall be adjusted in time with the technical support provided by the cooperative enterprises. The practical contents of the courses shall be combined with advanced technology and traditional project experience. Through the process of digital media art creation and industry standards to establish the standards of each course, focus on the cultivation of students creative technical practice ability.

5. Conclusion

To improve the practical ability of students majoring in digital media art, we must have a correct understanding of the attributes of this major. The teaching team dominated by professional leaders must work out a practical ability training system that combines both inside and outside the school, so as to ensure that theories are sufficient and skills are practical, with emphasis on the integrated teaching mode of “production, study and research”. In order to ensure the effective operation of the system, it is necessary to establish a practical teaching base combining inside and outside the school, in which the practice base of “studio” system is highlighted inside the school, and the school-enterprise cooperation base of “substituted post exercitation” is dominated outside the school, so as to achieve the training goal of cultivating application-oriented digital media art talents.

Acknowledgments

Fund project: 2018 annual project of Guangzhou College of Commerce, exploration and Practice of “Technology” and “Art” in parallel Teaching of Digital Media Art Major. Approval Number: 2018XJYB017.

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