

# Discussion on the Teaching of Digital Media Art Based on “Internet Plus”

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## ABSTRACT

In order to meet the needs of social development, many schools have set up digital media art professional courses, aiming to cultivate more high-quality digital media professionals. But in the actual teaching, affected by various factors, there are still some problems to be solved. Based on this, this paper from the digital media professional teaching problems, put forward the corresponding solutions, hoping to provide some reference for the teaching of digital media art.

**Keywords:** Internet plus, digital media, art, professional teaching

## 1. INTRODUCTION

Digital media is a new interdisciplinary subject, which is developed on the basis of network technology. With the gradual increase of digital media professional courses, the problems existing in the teaching of digital media art major also appear. In the "Internet plus" environment, to promote the development of digital media art teaching, we need to constantly update and explore the ways and means of digital media teaching, so as to achieve the teaching objectives of the curriculum.

## 2. THE URGENCY OF TEACHING REFORM OF DIGITAL MEDIA ART MAJOR

For colleges and universities, we can use art theory and media technology, skillfully apply various digital media software, constantly update and upgrade the teaching mode and means, and cultivate a group of compound professional media talents to meet the needs of market development, which is a key problem to be solved in teaching reform.

The focus of digital media art teaching in colleges and universities is to cultivate students' aesthetic ability, improve their art design ability and quality, and integrate computer technology and art professional knowledge into teaching objectives in digital application level. From the current situation, most of the students' artistic aesthetic ability is not strong, modeling foundation is also very weak, lack of creativity, unable to meet the demand for talents in the digital media industry [1]. Therefore, simply teaching students theoretical knowledge and skills has been unable to adapt to the requirements of the development of new industries, colleges and universities are facing the pressure of teaching reform and personnel

training. At the same time, the setting of digital media art courses inevitably needs the deepening of media creativity, graphic design and other disciplines. Only students with strong comprehensive ability can meet this requirement. However, because the market demand does not match the current curriculum, it can not meet the new trends and trends of the media industry. Therefore, it is very urgent to strengthen the teaching reform of digital media art specialty [2].

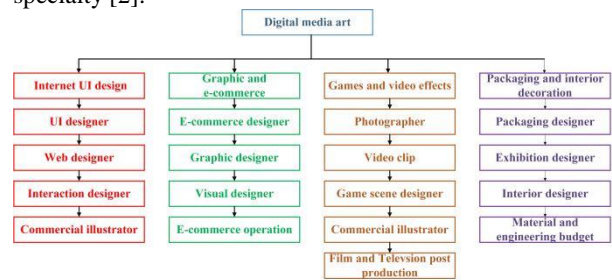


Figure 1 Professional structure of digital media art

## 3. PROBLEMS IN DIGITAL MEDIA ART TEACHING

Combined with the actual demand of the market for talents, our school has carried out a series of research on professional knowledge and carried out a series of adjustments and updates to the relevant courses. But in the practice teaching work, because of the particularity of digital media art courses, the requirements for software and technology are relatively high, while colleges and universities are still limited to the traditional teaching methods, and the practicability is not strong after the teaching content. The specific problems are as follows:

The first is the problem of teaching content: the effective development of teaching activities must depend on the content. The content is the core of teaching and the important carrier to give full play to the advantages of teaching function. Digital media art teachers should choose

and design the teaching content from the actual situation of students to meet the requirements of students' learning. But in the specific teaching work, the teaching content still can't meet the students' learning needs, first of all, the practicality of the content is not strong [3]. The basic function of teaching content is to cultivate students' digital media art skills and improve their artistic quality. However, the content selected by teachers did not consider the actual learning basis of students in advance, so the practicability of teaching content is not strong. Secondly, the applicability of the content is not strong. The teaching content selected or designed by teachers does not consider the students' learning rules and habits, and does not comprehensively consider the teaching plan of colleges and universities, which can not meet the needs of students. Finally, the theoretical knowledge of teaching content is too much, ignoring the cultivation of students' professional skills and practical ability [4].

Second, there are problems in teaching methods. Teaching method is a kind of skill or means used in the effective development of teaching activities, which will have a certain degree of impact on the quality and efficiency of teaching. In the current digital media art course teaching process, the teaching methods used by teachers are relatively single and lagging behind. One is graffiti teaching, teachers occupy a dominant position in teaching, while students are in a passive learning state, students' learning enthusiasm is not high; the other is teachers' language stereotype. In fact, the process of teaching is a process of language interaction between teachers and students. It is very important for teachers to organize language to express knowledge points. But many teachers in teaching, the language is relatively rigid, can not mobilize the interest and enthusiasm of students [5].

The third is the lack of complete teaching evaluation. In the course teaching, the teaching content is not complete, so that the teachers' evaluation standard of students' learning is very single, and students lack of effective innovation. In the use of teaching resources, teaching mode of thinking, setting of teaching hours and other aspects, the development and changes of the industry are not considered, resulting in the students can not effectively connect and competent for the post work after graduation, can not meet the requirements of the development of the times, and face the risk of being eliminated by the industry.

## **4. TEACHING REFORM STRATEGY OF DIGITAL MEDIA ART BASED ON INTERNET PLUS**

### ***4.1. Innovating teaching methods***

To innovate teaching methods, teachers can start from the following aspects: first, in order to better meet the requirements of the Internet environment, experts in digital media art in universities need to explore an interactive teaching mode adapted to the Internet plus based on the

teaching contents of the course. Free from the bondage of passive learning knowledge, students can carry out customized learning on the network platform according to their own learning needs and habits, scientifically plan the learning time and content, strengthen the interaction with teachers, and can also join in the process of making teachers' teaching safety. Second, the innovation of teaching methods. In the era of Internet, teachers can use digital media to implement teaching and arouse students' attention. Teachers can use micro class as pre class guidance, so that students can self-study the course content, find problems and solve problems. For example, the micro video production software can complete the creation of dynamic graphics. We can also use flipped classroom and mixed teaching interactive mode to arouse students' enthusiasm and enthusiasm. For example, MOC information teaching mode can be used to design core courses. In the design of flipped classroom, teachers should set up knowledge points in advance, let students preview the content, discuss with each other, bring the knowledge points that they don't understand to the classroom and solve them with teachers and students. The focus of teachers should be on how to guide students to think, such as. In layout design teaching, teachers can let students preview the theoretical knowledge in advance, and extend teaching activities through flipped classroom teaching mode. In addition, live broadcast and video can also be used. At the same time, teachers can also talk with industry experts online to learn knowledge. Second, the adjustment of teaching language. Teachers can collect some interesting languages from the Internet and design vivid and interesting teaching language by integrating knowledge points, so as to arouse students' learning enthusiasm [6].

### ***4.2. Implementing the teaching reform of trinity of production, teaching and research***

Digital media art professional courses can be set up by using the backward method, combined with the market development trend and job requirements, targeted courses can be set up to achieve the goal of talent training. Basic courses can set up script creation and other courses; professional courses can set up some professional software courses such as image production, processing, animation design, and some guidance courses such as digital photography and camera, so as to ensure the learning quality and efficiency of students in this major. At the same time, we can also add some courses in digital animation and image art, which can highlight the professional characteristics. Among them, the content of digital animation art course can include three-dimensional animation, digital games, etc.; digital image art course can include mobile commercial video design and other aspects. In addition, some innovative courses can be added in the special practice courses, such as digital animation editing and creation, and classroom practice and practice activities should be integrated, through enterprise

internship. To establish a perfect internship platform in the enterprise, colleges and universities update the talent training program according to the needs of social posts, and cultivate students purposefully by enterprises, so as to realize the win-win goal of talent cultivation in enterprise schools [7].

Teachers use demonstration, operation and other means to carry out teaching, and students have a comprehensive understanding of relevant concept knowledge and skills through classroom training activities. Using studio system, teachers and students complete the project and technical design together. Using projects to develop students' innovative thinking and improve their skills. Curriculum design should integrate curriculum theory, practical application and training objectives. Teachers should constantly improve the effectiveness of teaching according to the actual effect of teaching. For example, in the teaching of computer basic knowledge, teachers can appropriately add the knowledge of smart phone operation, and can also combine the actual situation of students to set up Java expansion courses.

### ***4.3. Cultivate students' innovative ability and improve teachers' teaching quality***

In the whole teaching activities, we should pay attention to the integration of inside and outside the class, scientifically design the teaching links, use a variety of teaching methods to carry out teaching, focus on students, and cultivate students' innovation ability. In teaching, teachers can let students group freely, while groups divide learning contents according to students' different interests and abilities, so as to better adapt to the differences among students. At the same time, students can also be organized to visit enterprises or join in the research work to have a comprehensive understanding of market demand and strengthen their cognitive ability. In observation and exploration, students' learning ability and level can be improved, and competition activities, such as ppt design, computer design and other competitions, can be organized to cultivate students' innovation ability through the design of activities [8].

The effective development of teaching activities of digital media art specialty is bound to be inseparable from the efforts of teachers. In order to improve the quality and level of teaching and realize the teaching objectives, it is necessary to improve the teaching quality of teachers. In the "Internet plus" environment, teachers need to have a comprehensive understanding of digital media, and also skilled in the application of network technology, and at the same time, have strong language expression ability. Colleges and universities need to do the following work to improve the teaching quality level of teachers: first, strictly recruit empty teachers. Colleges and universities should formulate perfect recruitment plans and standards, and recruit according to the standard requirements. The best teachers can be selected by means of network technology application ability, teaching level

assessment and other assessment means, so as to better adapt to the teaching requirements; the second is to strengthen the training and education of teachers. Society is in constant development and change, only continuous learning, training, education can better adapt to social changes. Colleges and universities should regularly carry out training and education on the knowledge, skills and quality of existing teachers. They can hire experts to give knowledge lectures, and they can also provide more opportunities for teachers to study and practice outside. For the newly employed teachers, pre job training and assessment should be carried out. Only those who have passed the examination and obtained professional qualification certificate can formally take up their posts and improve the teaching quality and level of teachers.

### ***4.4. Establishing a fair and scientific evaluation mechanism***

In fact, the evaluation of digital art works does not constitute a complete system. There are great differences in artificial evaluation. How to make the evaluation more fair and reasonable is very important to mobilize the enthusiasm of students in design. One of the biggest advantages of the Internet is the sharing of information resources. Now many design competitions have adopted the online voting method, which can also be used for reference in the teaching evaluation of digital media art major. In actual operation, the teacher arranges the homework according to the course requirements and students' learning basis. Before the formal assignment, a unified evaluation standard is formulated. With the help of the network platform, anonymous voting is implemented to form a class selection report. In order to ensure the fairness of the evaluation results, students can vote twice anonymously on the Internet. At the same time, teachers can use incentive means. Teachers can select excellent students from the final results and give them corresponding rewards. We can also let students evaluate each other. Through mutual evaluation, students can understand their own shortcomings, learn the advantages of other students, and develop their design thinking.

## **5. CONCLUSION**

As a new teaching mode, the teaching mode of digital media art specialty based on Internet can effectively make up for the shortcomings of traditional classroom teaching and adapt to the social development trend and students' learning requirements. Colleges and universities should realize the importance of teaching reform of digital media art specialty, strengthen the reform of teaching staff and teaching system, and teachers should constantly update their teaching ideas and means, carefully design teaching content, improve the quality and efficiency of classroom teaching, and cultivate more high-quality digital media art professionals learned by society.

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