Exploring the Reform Path of Animation Design in Undergraduate Institutions

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Abstract: Although the strong support from government departments has accelerated the development of China's animation industry, the animation education career supporting the development of animation industry has exposed various problems, not only the uneven teaching level, but also the homogenization of curriculum is very serious, which is simply difficult to meet the rapid development demand of animation industry. Based on this, this paper focuses on the reform path of animation design majors in undergraduate institutions for reference.

1. Introduction

In the process of gradually accelerating the development of animation industry, major undergraduate colleges and universities have also opened animation design majors. However, animation design is a professional course with strong practicality. Relying on the traditional teaching mode of undergraduate colleges and universities alone, it is impossible to meet the cultivation demand of animation design professionals. In this case, it is necessary to optimize the teaching of animation design majors in undergraduate institutions and improve the teaching quality of animation design majors in terms of teaching philosophy, teaching methods and teaching modes.

2. The Necessity of Reforming Animation Design Majors in Undergraduate Institutions

Under the vigorous support of China's government departments, the animation design major has developed from an unpromising industry to a pillar of the creative industry. Although many undergraduate colleges and universities have opened professional courses of animation design, their final teaching effect is poor. The reasons for this are mainly related to the teaching methods of undergraduate institutions are too single and the teaching conditions are relatively limited. Therefore, it is very necessary to improve the teaching quality of animation design majors in undergraduate institutions through scientific and reasonable teaching reform.

In addition, although China's animation industry presents a thriving trend, animation design is one of the most difficult majors to be employed in major undergraduate colleges and universities. Although there is an extreme shortage of animation professionals in animation enterprises, it is difficult for undergraduates graduated from animation design majors to find suitable jobs. The reasons for this contradiction are mainly related to the unreasonable teaching mode and the limited teaching ability of teachers in undergraduate institutions [1]. To improve this phenomenon, it is

necessary to reform the animation design majors in undergraduate institutions, improve the employment competitiveness of animation design students, and cultivate more innovative talents for the development of animation industry.

3. The Current Situation of Teaching Animation Design Specialties in Undergraduate Institutions

In the actual teaching process of animation design in undergraduate institutions, there are still many imperfections. First of all, animation design is a major formed on the basis of the development of traditional art majors and art design majors, so its teaching mode still follows the traditional education mode of art design majors, and the teaching content is also based on skills teaching. However, the purpose of opening animation design majors in undergraduate colleges and universities is to cultivate more senior applied technical talents in the field of digital media for the society. And only by doing a good job of teaching reform of animation design majors in undergraduate colleges and universities can we improve the teaching quality of animation design majors in undergraduate colleges and universities and train students to be animation designers with stronger comprehensive quality and more flexible innovative thinking. Secondly, compared with pure art majors or art design majors, animation design majors in undergraduate colleges and universities have strong practicality and comprehensiveness, and are closely connected with social practice. Only through thorough reform of the teaching of animation design majors in undergraduate institutions can we help students form strong innovative thinking and all-round viewing ability, enhance their methods of problem identification, problem analysis and problem solving, and then let them understand the relationship between materials, techniques, technology and works used in the process of animation design while paying attention to the content and form of animation design works. In turn, students will gradually grow into new era animation design professionals with certain design planning ability, business management ability and understanding of animation design business culture.

4. The Problems in the Teaching Process of Animation Design Specialties in Undergraduate Institutions

4.1 Uneven Faculty Strength

In recent years, the rapid development of animation industry has put forward higher requirements for the teaching quality of animation design majors. In order to cultivate more high-quality and innovative animation design professionals, teachers should not only have solid art skills and artistic quality, but also be proficient in operating various animation design software. At the same time, they should also have a high literary quality, a strong innovative spirit and the practical ability to participate in project planning [2]. However, due to the short development time of the education of animation design majors in China's undergraduate institutions and the relatively lagging philosophy of schooling, the threshold for the introduction of teachers in animation design majors is not high. Many teachers directly apply for educational positions after completing professional theoretical study during school, and do not enter into enterprises to accumulate certain animation design work experience, and their professional knowledge and skills have not been baptized and refined by the society. Such animation design teachers do not understand the specific operation process of animation design in animation enterprises, so there are certain limitations in cultivating animation design professionals.

4.2 Backward Teaching Methods

Animation design course is a very practical course, but most of the undergraduate institutions still use traditional teaching methods to carry out teaching, that is, they only focus on the teaching of theoretical knowledge, but not on the training of practical skills, and cannot adjust the design content and choose teaching methods according to the actual learning needs of students. Students neither have a strong interest in the animation design course, nor can they actively study in the classroom atmosphere, nor can they integrate theoretical knowledge with practical skills organically. In addition, teachers only use the way of assigning homework after class to test students' learning results, and the homework content is not closely related to the practical operation of animation design, which cannot effectively improve students' practical ability.

4.3 Curriculum is Not Reasonable

It has not been long since undergraduate colleges and universities in China opened animation design majors, so both talent cultivation mode, curriculum setting, practical training conditions and faculty strength have shown certain limitations [3]. Especially, in terms of curriculum, undergraduate institutions focus on the training of drawing and computer skills, but do not pay attention to the accumulation of students' traditional cultural heritage and the enhancement of their comprehensive and innovative thinking ability. In addition, in the teaching of animation design in undergraduate colleges and universities, there are still phenomena such as the connection between theoretical teaching and practical teaching is not close enough, the professional teaching materials are not systematic and standardized, the teaching direction of professional courses is not clear enough, and the practical training methods are too simple and boring. To improve this situation, it is necessary to promote corresponding teaching reform measures.

4.4 The Target Orientation of Talent Training is Not Precise Enough

Animation design is a practical discipline, which has high requirements for students' comprehensive literacy and technical skills, and their ability to use their hands and brains. However, most of the undergraduate colleges and universities do not do a good job in the positioning of the corresponding talent training objectives, and they just copy the education mode of other majors and overly pursue the "big and comprehensive" teaching mode. Under such teaching mode, students of animation design generally have the phenomenon of "learning but not fine, doing but not able", and many professional knowledge still stay in the school books, and the practical ability and operation ability are low. As a result, this kind of talent training goal is not only incompatible with the practical and operational characteristics of animation design education, but also unable to cultivate animation design professionals who meet the development needs of animation industry.

5. The Teaching Reform Path of Animation Design in Undergraduate Institutions

5.1 Optimize the Existing Teaching Concept of Animation Design

If undergraduate institutions want to cultivate high-quality professionals for the development of China's animation industry through the continuous promotion of teaching reform, it is necessary to optimize the teaching concept of animation design majors within the institutions. Children and teenagers are the main consumer groups of China's animation industry [4]. Although China's animation industry has a wide range of consumer groups, its development originality is lacking. Under such circumstances, only by combining the actual development of China's animation industry

and its development needs, and optimizing and innovating the teaching concept of animation design majors in undergraduate institutions, can we improve the quality of teaching design of animation design majors from the root and provide assurance for the development of classroom teaching activities.

5.2 Strengthen the Construction of Professional Teachers of Animation Design

Strengthening the construction of the teaching team of animation design majors and improving the teaching quality and animation design level of animation design majors is the key to ensure the teaching reform of animation design majors in undergraduate colleges and universities can be carried out smoothly. First of all, the employment system of teachers of animation design majors in undergraduate institutions should be improved, and the threshold of the introduction of teachers of animation design majors in undergraduate institutions should be raised to ensure that the teachers who join the teaching team of animation design majors have strong professional ability and are certified by the teachers' ability [5]. Only in this way can we stimulate students' interest in learning animation design professional knowledge through various scientific and reasonable teaching measures, and cultivate students into animation design professionals who can keep up with the times. Secondly, teachers of animation design in undergraduate colleges and universities should use summer vacation to enter enterprises to accumulate two months of practical experience every year, and then send several teachers to conduct short-term training of animation design professional projects according to the actual situation of the institutions to improve the teachers' practical ability. Only when teachers have both excellent theoretical knowledge of animation design and strong practical ability of animation design, they can participate in animation design projects together with enterprises, so that they can cultivate more animation design professionals with strong employment competitiveness.

5.3 Optimize the Curriculum of Animation Design Major

The development of animation industry requires different levels of animation design professionals. In view of this, the teaching reform of animation design majors in undergraduate institutions optimizes the current curriculum of animation design majors and enhances the diversity and multi-level of animation design professional talents training. First of all, since some of China's animation projects are cooperated with foreign countries, the demand for international animation design professionals is also increasing. In this regard, undergraduate institutions can conduct bilingual teaching according to students' development direction and interests to enhance the international employment competitiveness of animation design students [6]. Secondly, the animation market is in constant dynamic change, so the demand for animation design professionals is also in constant dynamic change. Under this circumstance, to ensure the scientific and reasonable curriculum setting of animation design majors in undergraduate colleges and universities, we need to do a good market research and then set up a forward-looking curriculum system based on this. Finally, animation design is a discipline with strong practicality. Undergraduate colleges and universities can establish a deep cooperation relationship with animation enterprises, jointly discuss talent cultivation and talent employment issues, and start teaching around animation projects of enterprises, so as to combine practical teaching with theoretical teaching, and strengthen students' practical ability through practical training after they have mastered animation laws and related theories. That is, the first step focuses on the general knowledge of the profession, focuses on strengthening students' knowledge and understanding of the animation industry, and teaches them the application skills of various animation design tools. The second step combines the curriculum with projects, combines the development status of the animation industry to create a high-quality

curriculum system, and strengthens students' application of mainstream animation design techniques. In the third step, students are brought to the practical training base, and the technical backbones of enterprises serve as practical training teachers to strengthen students' vocational training and train them according to the employment requirements of enterprises, so as to help students complete the transformation from students to employees. In the process of training students, we should focus on cultivating students' creative thinking and creative ability, so that they can grow into high-quality talents in line with the development of animation industry [7].

5.4 Increase the Development of School-Based Curriculum

The teaching reform of animation design in undergraduate colleges and universities also needs to increase the development of school-based curriculum to give full play to the professional advantages within the institution and to meet the individual development needs of our students. It is important to note that the school-based curriculum is not developed by the teachers of the university, but initiated and implemented by the university. The development of school-based curriculum can increase the utilization of the resources available in our school as well as local curriculum resources, and strengthen the communication and cooperation between our school and experts outside the school [8]. The development of school-based materials involves a wide range of aspects that require not only the optimization of the organizational structure of the school, but also the in-service training of teachers and the selection of teacher resources. The development of school-based curriculum requires the introduction of new content, new technologies and new methods related to the major by industry organizations, discipline graspers and lead teachers around the curriculum objectives and on the basis of making full use of the construction of the main textbook, experimental textbooks and practical training materials. The content of the school-based teaching materials should focus on inspiring students' thinking and cultivating students' independent learning ability. Teachers should actively participate in the development process of school-based curriculum, but decisions related to the school-based curriculum should be made by several people with relatively rich educational experience.

5.5 Optimize the Positioning of Talent Training Objectives

The teaching reform of animation design majors in undergraduate institutions also needs to optimize the positioning of talent training objectives. First of all, the talent cultivation of animation design majors should be practical and application-oriented, focusing on cultivating students' job skills, optimizing students' knowledge structure of animation design and improving students' application ability of animation design, pursuing "specialization" instead of "breadth". Only in this way can we ensure that the animation design professionals cultivated meet the market demand. Secondly, the goal of talent training should be set by combining the job requirements of animation enterprises to ensure that students can complete animation design work with high quality after completing their study. In this regard, we should continuously condense the skills and theoretical knowledge that students need to use in actual work, enhance students' universal vocational qualifications, strengthen their employment competitiveness, and avoid the phenomenon that they can operate any animation design software but cannot complete the animation design process independently [9]. Finally, the teaching of animation design majors in undergraduate institutions should reduce the output of theoretical contents, strengthen the practical teaching of animation design, and combine the learning process of students with the animation design work in animation enterprises, so as to focus on cultivating students' comprehensive vocational ability in the process of teaching them basic theoretical knowledge and strengthening their skills training.

6. Conclusion

To sum up, under the situation that the development level of China's animation industry is gradually improved, it is of great significance to strengthen the reform of animation design majors in undergraduate colleges and universities and improve the talent training quality of animation design majors in undergraduate colleges and universities. However, since the current teaching status of animation design majors in China's major undergraduate institutions is not very satisfactory, in order to strengthen the reform of animation design majors in undergraduate institutions, it is not only necessary to optimize the existing teaching concept, curriculum setting and talent training target orientation of animation design majors, but also to strengthen the construction of animation design majors' teachers and increase the development of school-based curriculum.

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