Vol.2 No.2 2021
https://doi.org/10.37420/j.cer.2021.017
Communication & Education Review

Research on the Application Method of "Advanced Practice" Course in Comprehensive Universities under the Background of "Internet +"

XinGe Zhang*
College of Arts, Guilin University of Technology, Guilin, China
*Corresponding author, e-mail: 363348210@qq.com

Abstract: *With the advent of 5G era, the Internet has become the main learning tool for primary and middle school students. Students can easily acquire theoretical knowledge. In view of the progress of the times, the school curriculum also needs to change with the times, especially the practical professional curriculum. Taking animation majors in comprehensive colleges as an example, the author tries to discuss the importance of taking practical courses or theoretical courses first in professional courses, and proposes the necessity of setting up "Advance Practice" courses in the lower grades of animation majors.*

Keywords: *Internet+; Animation major; Advance practice; Comprehensive colleges and Universities*

Current Situation of Comprehensive Animation Curriculum in China

Few Hours of Creation Course

The curriculum of comprehensive animation major in China is mainly divided into elective courses and required courses. Professional courses involve professional core courses and professional elective courses. Creative courses are applied courses, which will be arranged in junior or senior year. From freshmen to juniors, they mainly study theory and basic practice courses. Part of the freshmen of comprehensive colleges implement the basic courses of large categories, that is to say, they study the basic courses of modeling and general knowledge in a unified way regardless of majors. It wasn't until sophomore year that I began to contact with professional courses. Four years of University, professional teachers' teaching time, and students' time for studying and researching professional courses are only two and a half years at most. In the general animation major of comprehensive colleges, the theoretical courses are arranged in the first semester of sophomore and junior. For example, "Professional Introduction" 16 class hours, "Introduction to Animation" 32 class hours, "Animation Art Design" 48 class hours, "Animation Sketch" 48 class hours. The practical creation course is in the second semester of junior or the first semester of senior, such as "Two-dimensional Animation", "Three-dimensional Animation", "Illustration and Cartoon Creation", "Micro Film Creation" is 72 class hours. Although the creation course is much more than other professional courses, other professional courses are scattered in different semesters and time periods. After a period of time, students still need to consolidate and digest what they have learned. As a result, teachers still need to spend part of the class hours in this creation course to tell the knowledge points they have talked about before. This leads to the waste of

Vol.2 No.2 2021
https://doi.org/10.37420/j.cer.2021.017

class hours, making students' creative time compressed.

Moreover, for the students who came into contact with the creation course at this time, it was the first real creation in four years of University. Many students will not be very good at their first creation, but they are already in their junior or senior year. When they see their works, they are likely to suffer a serious psychological blow. In addition, they will soon graduate, and they are likely to feel confused about the future.

However, if the students have contacted and created the content of the creation course before this creation course, the time of repeating the theory course can be greatly shortened. If the students have the basis of previous creation and purposeful theoretical study in the middle, they will create purposefully in the final creation, have more motivation and self-confidence in their hearts, and the quality of their works is relatively better.

Outdated Curriculum System

Nowadays, the era of Internet plus is the era of information exchange. The way that students acquire knowledge is very extensive. Computer, mobile phone, TV, electronic library and so on, as long as there is a network, students can get the information they want to get through the Internet search, especially the theoretical knowledge.

In the past, in the era of underdeveloped information technology, the way for students to acquire knowledge can only be through the teacher's talk, teaching textbooks, face-to-face communication and learning. If there is no teacher to tell, students may not know what knowledge is, or do not understand the meaning of knowledge. Especially in ancient times, the learning of ancient Chinese had to be explained by the teacher before students could understand it. Nowadays, the text in books is not an incomprehensible classical Chinese for college students, but an easy-to-understand vernacular. Students can understand the content of the book even if they are not attending the class, and even if they are not clear, they can search the Internet for more relevant information. Students can finish reading a book in 1-2 days at best. However, animation majors in many comprehensive colleges still take the trouble to teach what should be in the book in class. In this way, in essence, it is a forced waste of time, especially for animation majors, which are mainly practical subjects.

The "Internet+" era should be an era in which teachers and students directly exchange ideas; the "Internet+" era should be an era in which students learn more actively; the "Internet+" era should be an era in which results are produced and tested more efficiently; "Internet +" era should be more convenient to help teachers and students filter unnecessary information. With the aid of the "Internet +" era, we should focus on improving teaching efficiency and obtaining teaching results and feedback teaching results more quickly.

“First Theory, Then Practice”, Students Study Lazily

Practice is the only criterion for testing truth. The question of whether education comes first from theory or practice is just like the question of whether there are chickens or eggs. At present, many animation majors in domestic comprehensive colleges naturally arrange the theoretical courses before the practical courses,

or arrange the basic theory courses in the lower grade, while the creative practical courses are arranged in the higher grade. However, from the current feedback of students in the classroom, we can see that such a curriculum does not solve the students' confusion in the learning process. Instead, such a common saying is commonly formed on university campuses, "Freshmen don't know they don't know, Sophomores know they don't know, Junior students don't know they know, Senior knows he knows." In other words, "the freshman is proud, the sophomore is smug, the junior is at a loss, and the senior muddle along." It vividly shows that the sophomore's theoretical knowledge makes the students full of experience, but it still makes the students feel confused in the junior's practice.

Many students mentioned in the teaching feedback that they have understood the theoretical knowledge mentioned in the book, but they still dare not or encounter problems in the practical operation. This fully shows that the theoretical problems can not completely solve the unexpected situation in the actual problems, because the theory comes from the summary and derivation of life experience, but its root still comes from practice. Therefore, the curriculum of "theory before practice" seems reasonable, but in fact it is not very reasonable.

However, if some simple practical courses are arranged before the theoretical courses, the students will encounter problems in practice, summarize the problems, and then solve the problems in the later theoretical study and professional practice courses, and form their own set of theoretical summary and papers, which will greatly solve the students' confusion and loss. It will also further enhance students' learning motivation and improve their ability of active learning and exploratory learning.

Current Situation of Animation Curriculum in Foreign Universities

Curriculum Design of Animation Major in Canada

Canadian animation started later than the United States, Japan and other countries, but it took less than 30 years to form its own unique education system, and gave birth to a strong animation market. This is closely related to the education mode of animation major in Canadian colleges and universities. The basic characteristics of its animation teaching can be summarized as follows: the application discipline follows the pace of the market, adjusts the curriculum and teaching plan in time, and the curriculum is the basis of talent training specifications. There are two ways to cultivate animation talents in Canada, that is, to attach equal importance to the technical route and the cultural route. Among them, the theoretical study of animation major in Canada is not all in the lower grades, but throughout the whole university study. In the first semester, there is not only theoretical study, but also corresponding practical study. For example, in the direction of 3D creation, the first semester includes three credits of "image creation", "Art History: culture and society", "creativity and creative process", "new media methods and research" and "film, video screenwriter and director" . The second semester includes three credits of "Internet", "image and image information", "Introduction to mass communication", "concept map, sub shot and computer animation"; the third semester includes "from film to new media: critical point of view", "interactive application", "foundation of 3D Creation", etc. From this, we can see that Canadian animation majors set all university courses around the direction of creation, with clear goals, and combine practice and theory in a real sense, rather than separating

Vol.2 No.2 2021
https://doi.org/10.37420/j.cer.2021.017

theory and practice in the semester, as some domestic comprehensive colleges and universities do.

Curriculum Design of Animation Major in Korean Universities

South Korea is adjacent to China, which has a later history than China's animation. However, in recent years, South Korea's animation and games have become one of the leaders in the Asian animation industry. The curriculum of animation teaching in Korean colleges and universities combines diversified and decentralized courses with in-depth vertical courses to provide students with a wider and more advanced knowledge system. South Korean colleges and universities are also the training mode of parallel practice and theory, but they have added their own characteristics, adopted target education and achieved good results. Among them, the courses of Korean Animation Major mainly include: film and television drama, animation techniques, film and television animation creation, multimedia technology and application, animation design, animation director, sketch, character design, scene design, animation design and creation, animation color, animation dubbing, animation short film shooting, animation performance, experimental animation technology, layout and background design, digital animation Color and coloring, special effect production and so on. Students in the first year of university study public courses and compulsory courses, the second and third year students from the vertical and horizontal two directions for a variety of professional courses, the fourth year students for graduation design production and graduation practice. Compared with China's curriculum, although the gap is not big, it can be seen that most courses in South Korea focus on design practice courses, especially the creation of sound.

In addition, in terms of teaching methods, South Korea pays more attention to seminar teaching mode, while China pays more attention to injection teaching mode. This is not conducive to the development and innovation of students' creative thinking. However, if the discussion teaching mode is introduced as a low-grade course, it can arouse students' professional interest and enthusiasm, as well as creative desire, and then carry on the theory of injection, to a certain extent, it can avoid students' conflict with pure theory learning.

To sum up, the teaching mode and curriculum setting of theory first and then practice can no longer meet the requirements of students in the modern "Internet +" era, and to a certain extent, it wastes students' study energy and time, which may eventually lead to students' study weariness. The serious consequences of dropping out.

In view of the above problems, the author puts forward the teaching reform plan of animation curriculum in Comprehensive Colleges: "low grade (first practice + theoretical exploration) - high grade (summary theory + practical creation)" teaching mode, "advance practice" curriculum. In the lower grades, we should set up the "advance practice" course, let students practice first, then do in-depth theoretical research, and finally practice the creation, forming a healthy self learning cycle teaching mode, so as to realize the goal of cultivating innovative talents with high level in the animation specialty in the context of "Internet +" era.

"Advance Practice" Course

The Content of "Advance Practice" Course

"Advance practice" course refers to the preparatory creation course before the final creation course is set up for animation majors according to the direction of personnel training. This preparatory creation course is set before the theory course at the beginning of the professional course. For example, the "advance practice" course of two-dimensional animation creation, the "advance practice" course of three-dimensional animation creation, the "advance practice" course of cartoon and illustration creation, and the "advance practice" course of micro film creation.

The purpose is to enable students to really enter the professional learning, through their own practice in-depth understanding of the major, understand the professional direction, determine the professional learning objectives. For animation majors in domestic comprehensive colleges and universities, if the professional courses start from freshmen, then the practice of "advance practice" course will start in the second or third week of the first semester. If a sophomore begins to take professional courses, the practice of "advance practice" course will start in the first week of the third semester.

The Characteristics of the Content Setting of "Advance Practice"

1. Short and Tough, Team Work or Personal Creation

The content of "advance practice" course should be short and concise. If it is a "advance practice" course of animation creation, it should be between 10 seconds and 30 seconds, and it is a way of group work.

2. The Production is Simple, and the Content is Creative and Entertaining

"Advance practice" course assignment requirements should be the animation teaching results that students have seen before contacting the animation professional courses, interesting and fun content. It is convenient to mobilize students' enthusiasm and sense of achievement after production, lay the foundation for further learning the deep theoretical knowledge of animation, and stimulate students' learning enthusiasm.

3. The Way of Creation is Suitable for Hand Drawing

Freshmen or students who have just entered animation major are not very familiar with professional software. They have just passed the art examination, and sketch is their strong point. We should make full use of this advantage, give full play to the students' ability and professional characteristics at this stage, and choose a relatively simple way of hand drawing creation, which can not only arouse the students' desire for creation, enhance their self-confidence, but also further understand their modeling ability. For full-time teachers in the future professional teaching to provide students with the ability of lesson preparation materials, targeted teaching settings.

4. The Teaching Hours are Less, and the Teaching Contents and Objectives are Clear

"Advance practice" course, does not need too many hours, it plays a guiding role. Help students to understand the professional content in a practical way, and stimulate students' enthusiasm and confidence in the major. More in-depth learning needs further understanding and creation, which need to be educated and guided

Vol.2 No.2 2021
https://doi.org/10.37420/j.cer.2021.017

step by step in the later courses. However, the content and goal of the course should be very clear. Under the guidance of the teacher, lead the students to create step by step.

Exploration on the Overall Teaching Design of "Advance Practice" Curriculum

This paper explores the overall design scheme of "first practice" course design teaching, taking the "advance practice" course of two-dimensional animation creation course as an example.

Overall Teaching Design

Course Name: 2D animation creation (pilot)

1 Teaching Objectives of Theory Course

1.1 Understand what is flip Book animation and stop motion animation.

1.2 Be able to understand the production process of simple two-dimensional animation and stop motion animation.

1.3 Feel the fun of the animation creation process.

2 Practice Teaching Objectives

2.1 Master the creation method of simple two-dimensional animation.

3 Overall Teaching Design

Theory part					Practice part		
content of courses	class hour	Discussion session	Training session	Supporting curriculum objectives	Practice content	class hour	Supporting the goal of experimental teaching
Hand-Flip Book Two-dimensional Animation Creation	2	Enjoy a variety of interesting flip book animations	Case study 1	1.2.3	Create flip book animation	6	1
Chalk hand-painted stop-motion animation creation	2	Enjoy all kinds of interesting stop motion animations	Case study 2	1.2.3	Create chalk hand drawn animation	6	1

Note: the supporting course objective "1" in the table means supporting course objective "1". Other numbers have the same meaning.

Expected Effect of "Advance Practice" Course

The "advance practice" course turns from the traditional theoretical point of view to the practical point of

view, which guides students to understand the professional content, more directly understand the professional content, stimulates students' learning motivation and enthusiasm, and the seminar teaching method leads students to learn actively, from the passive injection of students to active research scholars.

Not only will students be taught how to actively learn on the "Internet +" in terms of learning methods, but also the students' internal self-cultivation will be further improved. Let the passive turn into the active, let the students turn into scholars, and promote the students of animation major to develop in the direction of high-quality talents of scientific research, innovation and creation.

The expected teaching results of the course are hand-drawn line drafts and flip-book animations. Hand drawn chalk stop motion animation. 1-4 comics, mainly funny, with unlimited style. Using mobile phone as a tool, taking fun as the theme, shooting daily life stories, does not require audio-visual language.

Summary

In order to better cultivate the active learning students who find and solve problems, it is an effective way to start teaching from practice, that is, to add the "advance practice" course in the curriculum. Let the students find the problem through their own operation, and then carry out self-study according to the suggestions given to them to find the answer. Finally, the formation of their own theory library can effectively enhance students' enthusiasm and enthusiasm for professional learning, self-confidence, and improve students' ability to deeply study professional theory and practice.

Funding

This study was supported with funding from following two projects:

[1] Research on the Reform Path of Animation Professional Course Based on Innovation and Entrepreneurship Education—Taking the Course of Comic and Illustration Creation as an example [No. GUT2020CY19].

[2] Research on the Cultivation Mode of Innovation and Entrepreneurship Ability of Design Talents with "Four Entry, Four Modernizations and Five Integration" [No. GUT2020CY05].

References

Wu, J. (2020). Exploration on the teaching reform of theory course in the background of media era—Taking animation major in Application-oriented Universities as an example. Film review, (15), 81-84.

Deng, X. X. (2020). Research on the Teaching Reform of Animation Basic Courses from the Perspective of New Media. *Popular Literature and Art*, (13),181-182.

Xu, Y. F. (2019). On the curriculum reform of animation modeling design in the post practice era. *Design*, 32(23), 93-95.

Luan, J. X. (2019). Curriculum reform and exploration of Animation Major Based on OBE concept. *Art Education*, (11), 96-97.

Vol.2 No.2 2021
https://doi.org/10.37420/j.cer.2021.017

Meng, J., & Zhao T. (2018). Research and Practice on teaching method reform of Animation Practice Course. *Participation Flowers*, (12), 142.

Hu, H. (2018). New thoughts on the teaching reform of animation major in Colleges and Universities under the new situation. *Computer products and circulation*, (07), 81-84.

Zhang, S. C., & Wang, Z. (2018). Research on internationalization of animation courses in Colleges and universities. *Artworks Journal*, (12), 101-102.

Yang, H. (2017). Research on ideas and Strategies of Animation Teaching Reform. *Curriculum education research*, (38), 243-244.

Kang, K. (2016). Micro animation co creation: a preliminary study on the teaching reform of animation short film training course. *Art education research*, (18), 132-134.

YuChi, S. Y. (2016). Exploration on teaching reform of flash animation design course for digital media majors. *Quality education in Western China*, 2(21), 109.