

Viewing the Cultivation of Students' Learning Ability from Photoshop Image Processing Course*

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Abstract—With the rapid development of computers, electronic products and computer software are becoming faster and faster, and Photoshop software is also updated from 1.0 to CC2019. In the Photoshop image processing class, there are problems such as one-sidedness of course content, single evaluation and evaluation, and tilting of teaching objectives. The teaching of the immovable course cannot meet the rapid changes in the market. This paper explores how to develop students' learning ability based on classroom teaching, and systematically develop basic knowledge, copying film posters, design practice, and other curriculum content to cultivate students' knowledge transfer capability, independent inquiry learning ability and overall strategic vision, and gradually improve the teaching efficiency, improve the quality of teaching and achieve the unity of talent cultivation and market demand.

Keywords—learning ability; Photoshop image processing; teaching reform; design practice

I. INTRODUCTION

Under the national examination-oriented education system, to improve the rate of enrollment, teachers in the classroom to transfer knowledge in the form of "full house irrigation", and strive to step into the ideal university by reciting and doing exercises. Relatively high school tension and depressing teaching environment, the university's relaxed and stock-based learning environment makes it easy for students to lose their motivation to learn, lack of learning goals, and let go of their behavior. Students are like a broken kite, flying freely, and college time is fleeting. With the rapid development of computers, the Internet of Things and artificial intelligence have entered people's lives; electronic payment is quietly affecting people's way of life. Under the guise of the tremendous changes in the social environment and the transformation of the teaching environment, learning model, and student identity, it is more urgent. Students are required to continuously innovate and explore, steadily improve their learning skills, and improve their independent learning ability to cope with market changes and development. Taking Photoshop image processing course as

an example, this paper reforms the previous teaching mode, learns the Photoshop (referred to as "PS") software skills in the course teaching, and pays attention to cultivating students' learning ability, students' awareness of exploring new knowledge and new path, and improving students. The ability to innovate and practice meets the demands of designers in contemporary society.

II. THE PROBLEMS IN THE TEACHING OF THE PHOTOSHOP IMAGE PROCESSING COURSE

PS software is updated from 1.0 to CC2019. It keeps up with the development of the computer and the trend of the market and constantly enhances its functions and powerful professional skills. On the contrary, Due to the technical teaching objectives, fixed teaching content, unified assessment standards and other factors, Photoshop image processing course is seriously separated from the rapid development of computer science and technology in modern society, with obvious problems, which directly leads to a certain gap between talent training and social needs.

A. Teaching Objectives Focus on Skills Learning and Ignore Research Learning

The teaching goal is the starting point and destination of teaching, which is the clear explanation of the learning achievement or final behavior that the teacher achieves [1]. The Photoshop Image Processing Course is a basic course in art design and visual communication design. It is a computer software course that trains students to use software drawing to express design concepts and further standardize design drafts. At the beginning of the course, it aims at cultivating technical talents, and focuses on PS software and the development of PS software skills. In the classroom teaching, the students are like "birds waiting to be fed" and accept the "food" handled by the teacher. Therefore, the teacher emphasizes the principle of technology, emphasizes the practice of light thinking and the students' ability to innovate is not trained, which constrains students' ability to explore, study, and build cognitive systems independently, thereby limiting students' problems and solving problems. The ability to perform in a perfect combination of technology and art is not satisfactory.

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B. *The Content of the Course Is One-sided and Cannot Be Applied in Practice*

Some colleges and universities have Photoshop image processing courses, and Photoshop skills test teaching peers. Photoshop textbooks are used as teaching content. Some college teachers will select 2-3 books as teaching content. Although the teaching content is different, the same is true. Most of the teachers focus on the limited content, turning the original picture into a rendering in the form of a case. It is like a rope pulling the students from the entrance to the exit. There is no suspense teaching mode, forming students to "dead reading, reading dead books" The phenomenon. In the final analysis, because students have high scores, they are only satisfied with written practice exercises, but they have not expanded their training in combination with market demands and design trends. They have not practiced the creation of real swords and cannot form their problem-solving ideas. There is no creative thinking developed, which leads to the dilemma of not being able to flexibly use the PS performance design concept in the later professional courses.

C. *The Assessment and Evaluation Mode Is Single, and the Students' Creative Thinking Is Limited*

In the era of modern consumption upgrading and individuality, the re-enactment has not been welcomed by the market. The curriculum assessment of colleges and universities is generally composed of three parts: usual, mid-term and final grades; the usual grades are based on the attendance rate, after-school assignments and classroom performance, while the mid-term and final assessments are conducted in fixed propositions. The unified scoring standard comprehensively scores the assignments of the whole class. This kind of assessment system can consider the performance of each course of the students on average, but it also has certain drawbacks; active students practice the types of questions they are taught over and over again, and strive to be perfect; however, the lazy students will lose the motivation to study in the face of the same questions. Fixed propositions, unified scoring standards limit student creation, constrain students' creative thinking, and reduce learning passion.

III. THE NEED TO DEVELOP STUDENTS' LEARNING ABILITY IN THE CURRICULUM

The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) states: "focus on cultivating students' self-learning ability and strive to improve students' sense of social responsibility, innovative spirit and practical ability to solve problems. It is pointed out in the outline that cultivating independent learning ability and improving innovation ability are one of the elements of learning ability, which reflects that learning ability plays a decisive role in the future development of students and talent training is an important force to promote the rapid development of society.

The learning ability of college students means that college students focus on a learning goal, comprehensively control various learning methods and means in practice,

deepen and improve their understanding of the real world, master new knowledge, continuously innovate knowledge, and be able to use what they have learned the ability to influence and promote social development [2]. Learning ability is an organic system composed of multiple competencies, including basic learning ability and expanding learning ability; it mainly includes self-learning ability, Knowledge transfer capability, practical application ability, problem-solving ability, and reflection ability [3].

Ye Shengtao proposed: Teaching is not to teach. The content of the course is only a specific knowledge point, and learning ability is the ability of a designer to solve complex problems in the face of complex business environment, which determines the career of a designer. The Photoshop image processing course focuses on PS software. Because PS software is constantly evolving with the development of contemporary computer technology, the design trend is constantly evolving. Therefore, under the two-way promotion of the development characteristics of the industry and the national education development plan, the curriculum learning and the cultivation of students' learning ability go hand in hand, promote each other, and integrate. The teaching reform of Photoshop image processing course is urgent.

IV. THE CULTIVATION OF STUDENTS' LEARNING ABILITY FROM THE PERSPECTIVE OF PHOTOSHOP IMAGE PROCESSING TEACHING REFORM

The teaching reform of Photoshop image processing course aims to cultivate students' ability of independent thinking and innovation development, stimulate students' enthusiasm for learning, encourage students to explore and keep on advancing. The content of the course is mainly divided into three basic modules: basic knowledge, copying film posters, and creative practice. In the classroom teaching and module training, the students' Knowledge transfer capability, self-exploration learning ability, and overall strategic vision are improved. It also lays a foundation for further improving students' learning ability. In the setting of the course module, it is layered and inseparable. They are like a ladder for constructing the overall effect of the picture.

A. *Systematic Explanation of Basic Knowledge to Develop Students' Knowledge Transfer Capability*

The basic knowledge module mainly focuses on the interface of PS software, including menu bar, toolbar, option bar, etc. The toolbar is divided into painting and decoration tool group, vector pen tool group, selection tool group, etc. The painting and decoration tool group includes brushes, imitation stamp, eraser, deepening and dodge tools, etc. This chapter is relatively basic and covers a wide range of knowledge, including large and small tool skills. Students are also prone to be confused about tools, resulting in academic slack, insufficient learning motivation and poor learning effect.

Knowledge transfer refers to the influence of existing knowledge, experience, and skills on the knowledge that is learned in the future. What is usually referred to as "counting

the opposite" and "this and the other" refers to the phenomenon of knowledge transfer. For example, when explaining the selection tool group, teaching methods such as teacher-student interaction and case analysis are comprehensively applied, and tools such as selection box, lasso, fast selection and color range instructions and channels are compared and analyzed according to using methods, using scenes, tool features and other functions; then the students summarize and summarize the knowledge points learned; finally, through the variant training of the questions, students are encouraged to deeply understand and digest the knowledge, which is conducive to the forward migration of the knowledge learned and the construction of a sound knowledge system.

B. Copying Film Posters Cultivate Students' Strategic Vision of Overall Planning

When I first learned the PS software, the students still stayed in the consciousness of "see the trees but not the forest", and were often limited by a single method of use, thus forming a passive situation in which the teacher pushed one step further. The effect is ok. When creating and processing the image of the screen, it ignores the adjustment of each element from a unified perspective, so that the whole work shines brightly. The unified law is the formal requirement for the visual unit to form the overall structure, and the visual unit is related to the similarity, similarity, and combination of the shape, color, size and other elements. It can effectively avoid the confusion of the picture and form Visual overall [4].

The design of movie posters has never been a simple image itself but has formed a huge cultural space together with the film ontology [5]. The words, images, and colors in the movie posters build a story, and these visual elements form an organic whole, which are related to each other and constrain each other to paint a film culture. Copying is to pave the way for better creative practice. It is also a kind of learning skill, which can improve skills, broaden horizons and improve aesthetics through constant copying.

According to the overall learning situation of the students, select more suitable movie posters such as "The Golden Era." In the exercise, select "The Golden Era" (Korean version), let the students practice and explore with their problems before class; encourage students to share their personal feelings and feelings in the classroom: What problems have you encountered? How to solve it? Classroom teaching is carried out in a teacher-student interaction, which evokes students' interest in learning. Turning a single copy and copying to the understanding of the composition of the picture and the layout of the color, from grass and grass practice to excellence, so that students recognize the importance of "copying," master the limitations of their skills, and have a strategic vision of overall planning. Control the rendering and variation of each part.

"The Golden Era" was filmed by Director Xu Anhua in 2014. It is about the legendary life of Xiao Hong in the Republic of China. Its regional movie posters have been well received. "The Golden Era" (Korean version) takes the

image of Tang Wei crying as the main image, and the double silhouette alternates, adding a bit of beautiful and sad emotion to the picture, and matching the background of the ink-staining effect to perfectly present the movie theme. In class, the teacher analyzes the primary and secondary relationship between the pictures, explains the problem-solving ideas and steps, guides the students to practice, discusses the completion of the students' works, and finally summarizes the students' experience, paving the overall desolate atmosphere. In this module, students are mainly trained to adjust and adjust the relationship of the picture, and also need to take into account the overall effect and partial image, highlight the theme, and achieve a harmonious and unified picture effect.

C. Creative Practice to Cultivate Students' Independent Inquiry and Learning Ability

Photoshop image processing course is to provide technical support for later professional courses. Therefore, on the basis of basic cognition and imitation training of PS software, creative practice is carried out to encourage students to actively explore and innovate, and improve their ability to process information and solve problems through independent inquiry learning.

In the classroom training, with the theme of "painkiller", combined with the graphic creativity and other courses learned in the previous period, through the students' divergent thinking, sketching, searching for materials, drawing the original manuscript, etc., the design works are completed, so that the students can understand the basics. Design the entire process of the work. The course requires students to complete the work independently, regularly check the renderings of each step, track the progress of the work, discuss the work renderings and give recommendations to ensure the quality of the work and timely submission.

In the process of creation of the work, the students achieve the final renderings through independent analysis of the theme, divergent thinking, the courage to explore, and innovation; students will summarize, summarize, and apply the knowledge they have learned so that students can continuously improve their inquiry and learning ability. This not only allows students to master knowledge, but also allows students to understand the process of creating a design work, as well as experience and feel the process of knowledge acquisition and expansion.

V. CONCLUSION

As a professional basic course, the Photoshop Image Processing Course is set up at the junction of the first year of the sophomore year. The students have just entered the relaxed and college period from the tense and depressed high school. From the initial ignorance of PS - the basic understanding of PS basic tools, copying movie posters, the introduction of creative practice, the course can basically complete a design work through a series of training. While improving professional skills, students pay more attention to the ability and method of courage to explore, innovate and

construct self-solving problems, further develop students' learning ability, and lay a foundation for designers who cultivate social needs.

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