

# The Driving Strategy of Animation Courses under the College-Enterprise Cooperation Mode

Cun Zhou

College of Technology and Art Jingdezhen Ceramic Institute

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**Abstract:** This paper first analyzes the status quo and problems of animation professional teaching; then elaborates the strategy of analyzing animation support under the mode of college-enterprise cooperation, including re-establishing teaching standards, changing teaching modes, strengthening exchanges between colleges and enterprises, enhancing teacher strength and attaching importance to training base construction to meet market talent needs. Finally, it analyzes a scientific animation curriculum teaching system in the form of college-enterprise cooperation, including the reform of the way of performance assessment and evaluation, which makes students' interest in learning increase, increases the cooperation between colleges and enterprises, pays attention to the animation curriculum system, and makes scientific analysis of enterprise project cases in teaching. Above all is to make the relevant people deeply understand the university animation curriculum driving strategy under the college-enterprise cooperation mode.

## 1. Introduction

The demand for high-skilled applied talents has gradually increased, and the traditional talents with excellent professional knowledge have not been able to meet the needs of all sectors of society. The training methods of talents in colleges and universities have gradually changed, and more and more attention has been paid to the cooperation between colleges and enterprises, so that professionals can apply their professional knowledge to practical applications. Under the background of this new talent demand, colleges must pay attention to training high-quality talents with strong practical ability to provide more professional and all-around talents for the society and enterprises, and meet the needs of enterprises at the same time. Colleges should attach importance to the cooperation between the college-enterprise, the explanation of the theoretical professional knowledge of the society, as well as the cultivation of the practical ability in the teaching of animation courses.

## 2. Analysis of the status quo and problems of animation major teaching

### (1) The status quo of animation major teaching

In people's daily life, AR and VR are widely used, digital new media technology gradually takes up more market share, and the animation industry is increasingly demanding professionally skilled talents. As far as the current situation is concerned, the demand for talents in the animation industry is increasing, and the emphasis on the education of animation professionals is further increased. In the process of teaching, college animation majors pay more attention to the teaching of comprehensive content including animation, music, film, and art. At present, in the relevant teaching of animation major in colleges, teachers pay more attention to breaking the traditional single teaching mode, gradually attach importance to diversified teaching and theoretical, as well as analysis explanation teaching. The teaching mode of animation major is different from the original one. The original teaching mode in the form of "software application, theoretical explanation and painting" can effectively improve the students' computer operation ability, so that the students can adapt to the final use of special effects to deal with relevant animation scenes, and also adapt to the subsequent study of computer-generated 3D animation and other technologies. However, most of them sub-teaching can not achieve the expected results and also not enough to meet the animation market demand for talents. Colleges are calling for the education departments of the corresponding

countries to provide more specialized and comprehensive talents for the society, and attach importance to the combination of campus teaching and enterprise practice production. By increasing college-enterprise cooperation, universities and enterprises jointly create training bases and conduct joint teaching, so that students can participate in the practical training in the process of learning professional knowledge of animation major on campus, and further improve their application ability of combining theoretical knowledge with practice, which also effectively alleviates the demand gap of animation talents shortage in the market.

### **(2) Problems of animation major teaching**

The teaching of our country's animation education major started later than that of the west, which made the teaching method relatively simple in the process of teaching, and its practical teaching and market talents demand could not be well connected. The animation teaching in colleges can not meet the needs of the society, so that when students choose the employment choice after graduation, the profession is not suitable or even unable to find employment, and the related enterprises can not recruit the animation professionals who meet the demand. The reasons for these problems can be analyzed from the perspective of talent education. First, colleges only practice teaching of animation majors according to the basic requirements of the curriculum, and pay much attention to the computer use teaching of students' art design software, but they do not focus on the combination of modern technology and artistic prototype creation, which has made the creativity of animation professionals not improved.

## **3. Analysis of the strategy of animation teaching guarantee under the mode of college-enterprise cooperation**

### **(1) Re-establishing teaching standards and changing teaching modes**

Colleges need to focus on the replacement of teaching mode in the training of animation talents, and re-formulate the standards of teaching in the case of the participation of enterprise dreamers. In order to occupy a larger market share in the market and administrative mode, animation market related enterprises need to constantly update their animation technology and meet the needs of the industry, and their internal management mode and industry experience are also relatively rich. Based on the above, when carrying out the reform of teaching mode of animation major, colleges should invite more technical managers from inside animation enterprises to participate in, so that they can be involved in all aspects of teaching, including the compilation of teaching materials, the setting of curriculum standards and the formulation of training programs for animation talents, so as to effectively expand the teaching content and help colleges to cultivate more talents to meet the needs of the industry, which can also effectively improve the competitiveness of enterprises in this process. Most colleges will apply the contextualization mode to daily teaching when they are teaching animation. Through the simulation construction of "real production environment", students can have in-depth study of professional knowledge. In the true sense, a new mode of curriculum implementation combining engineering and learning has been constructed.

### **(2) Strengthening exchanges between colleges and enterprises to enhance the strength of teachers**

In the teaching of animation majors, colleges should pay attention to the exchanges and learning between teachers and relevant personnel of the enterprise, so as to improve the overall teaching strength of the teaching team. Most of the college animation professional teaching staff are transformed into computer professional and art teachers, but the experience or the demand for talents in the animation industry is not enough. In the process of teaching, the animation professional teachers do not have enough understanding of the industry skills and professional knowledge points required by the animation industry, and their teaching ability to integrate professional theoretical knowledge and practice is not enough. Colleges and universities should focus on the improvement of the teaching power of the animation professional teaching team, increase the communication between the professional staff and the teachers, and if necessary, allow the teachers to enter the actual production operations of the enterprise to understand and learn, and better understand the professionalization of animation related enterprises. The specific needs of

talents are conducive to the latest developments in the latest scientific research results and the development of cutting-edge disciplines. Only when the teachers understand the specific needs of the society for professional talents, can they integrate the theoretical knowledge of animation majors in case studies in daily teaching, so that students can attach importance to the study of theoretical knowledge and the improvement of practical ability. Colleges and universities can also “employ” the professional and technical personnel in the enterprise and invite them to participate in practical teaching, so that they can make more professional technical guidance in the process of students’ internship training. The teaching of animation major can be done with half the effort.

### **(3) Focusing on the construction of training bases and meeting the needs of market talents**

For the cultivation of animation professionals, the construction of training bases plays a vital role. Only by building a more professional training base, can students be provided by a good practical environment and better serve the society to meet market demand of talents. Good teaching facilities are the basis for students to learn and train their professional knowledge. In the animation professional courses, most of the courses are practical training. They can learn the relevant practical skills of animation courses to deepen the memory of animation professional knowledge. For example, in the process of U3D interactive design, 3ds indoor and outdoor scene and Maya animation character prototype creation, a lot of data transmission and data operation are needed. Only when the computer hardware used for training meets the relevant configuration, can the relevant operation be carried out, otherwise it will affect the training teaching, and even make the relevant experimental data results be damaged and lost. Therefore, in the construction of animation related training teaching facilities, colleges and universities must pay attention to the high standard construction of quality and quantity to ensure that the hardware facilities meet the teaching needs.

## **4. Constructing a scientific animation course teaching system under the form of college-enterprise cooperation**

### **(1) Reforming the way of evaluation, so that students’ interest in learning increases**

Under the college-enterprise cooperation form, the college animation course teaching system has also changed, the way of performance appraisal and evaluation has been reformed, and students’ interest in learning the professional knowledge has further increased. Most of the forms of assessment of college animation courses in traditional forms are mainly based on practice testing and theory, but this method of assessment does not accurately reflect students’ understanding of relevant professional knowledge. In the teaching of project-driven implementation, students’ learning outcomes and learning abilities are ignored. The significance of assessment is to accurately assess the learning and comprehensive ability of students’ professional knowledge, so that teachers can grasp the real situation of students’ learning.

### **(2) Increasing mutual cooperation between colleges and enterprises and attaching importance to the construction of animation course system**

In the daily teaching of animation major students, the professional competence of students is uneven, and the differences between individuals are large. Based on this point, colleges should set up more animation basic and supplementary courses to cultivate students’ interest in learning, attach importance to the construction of the professional system of animation courses, and further strengthen the cooperation between colleges and enterprises. Using the college’s original teaching and training base to carry out practical training on students’ relevant professional knowledge, and then through the internship and other means, students can enter the relevant enterprises for internship, so they can fully master the knowledge they have learned during the training internship. The combination of practice and knowledge enables the integration of theoretical knowledge and professional skills. And students’ professional knowledge, employment and comprehensive ability can improve.

### **(3) Scientific analysis of enterprise project cases in teaching**

In the teaching of animation major in colleges, it’s indispensable to attach importance to the scientific analysis of enterprise project cases. The teaching purpose of animation related courses is to cultivate more professional and comprehensive talents required by the animation market, and

students can use their professional knowledge in future internship positions. In the classroom and practical teaching of animation major, most teachers learn to introduce some enterprise projects as cases analysis teaching. It is needed to think highly of the scientific analysis of enterprise project cases, so that students can be more familiar with all the technical processes of animation development, and increase their interest in learning animation knowledge.

## **5.Conclusion:**

The cooperation between colleges and universities can provide practice and internship opportunities for students of animation related majors. Through order training, combination of work and learning, on-the-job practice and so on, it's easy to let students understand the needs of enterprises for their majors, make them understand the theoretical knowledge structure applied in the actual work process of enterprises, so as to cultivate more professional and applied talents to meet the employment needs. At this stage, one of the important problems in how to better carry out the teaching of animation courses under the mode of college-enterprise cooperation is that they need to continuously cooperate with enterprises to provide more practice platforms for students, so that students can apply the theoretical knowledge they have learned to the practice and meet the needs of the society for animation professionals in the future.

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