Research on the Teaching Reform of "Two-Dimensional Animation Production"

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Abstract—**"Two-dimensional animation" is a course with High maneuverability for students of innovation and practical ability. But if using traditional teaching methods, that is, teachers prepare lectures according to materials, teaching textbook chapters follow the order to explain the basic theory and applied technology, it is difficult to achieve the expected educational goals. So, teaching method should be improved on the basis of the characteristics of the courses, and teach students to learn to think and have a good command of the methods, thus have the ability to solve practical problems.**

Keywords—Two-dimensional animation creation; innovation reform; professional characteristics

I. INTRODUCTION

As a sunrise industry nowadays, the animation industry has gain a lot of support of the government. Faced with the shortage of animation talent, local colleges and universities have all set animation majors. The current mainstreams of animation can be classified into three aspects: two-dimensional animation, three-dimensional animation and freeze-frame animation. The domestic animation market is now dominated by two-dimensional animation. Two-dimensional animation is the most traditional kind of animation, and currently in universities, two-dimensional animation courses are still taught in the traditional teaching model, which is difficult for students to get real training and cultivation. It is far below the standard of animation industry for talents, so for this phenomenon, how to reform the two-dimensional animation curriculum in colleges and universities is of magnificent importance.

II. THE IMPORTANCE OF THE TWO-DIMENSIONAL ANIMATION COURSES

The modern knowledge field continues to produce more and more knowledge. Obviously, students cannot learn such a large amount of information in the curriculum. Therefore, the most important thing is to make students able to learn, and to learn how to express their thoughts, and to maximize their ability to think, to learn and to practice in their fields. The current situation of the cultivation of animation design talents in China has been embarrassing: "The high demand of animation design talents contrasted with the difficulty for animation major students to find a job or the students' incompetence of the internships". Reflecting on our professional animation education, traditional teaching model has taken a long-term lead. Teachers only teach textbook knowledge, seldom combining with the actual business, and students just passively accept the knowledge.

Two-dimensional animation creation is one of the core curriculum requiring high practical ability. We must reform the teaching model, to make students learn with pertinence and practicality, to arouse students' interests in learning, so that students can improve practical ability, eventually trained to meet the needs of animation profession.

Two-dimensional animation creation is a very comprehensive course, including all the basic courses and specialized courses, and practical operations (pre-planning, copy-writing, character design, story board setting, original painting, animation, background, dubbing, synthetizing, etc.) to complete a full animated video production and development. In the production process, each process will put the animation-related knowledge mastered before into the production of training programs, to allow students to fully master the basic skills of short animation production

III. THE PROBLEMS OF TRADITIONAL TEACHING MODEL

For a long time, animation classes put much emphasis on teaching than learning, teachers speaking all the time while students listening, ignoring the status of students, ignoring the development of students' learning habits and the cultivation of practical ability. This teaching model is not in accordance with the requirement of the current transformation of school, and does not conform to the needs of the professional development of college students, with poor teaching effect. In order to further improve our teaching effectiveness, and actively promote the new curriculum, improving the quality of our teaching, we must deepen the reform of teaching, tries to foster the implementation of the teaching which enhances students' skills and practical ability.

In the statistics of "The report of China's animation industry", It says:" At present there are nearly 1,900 universities offering animation courses, animation professional graduate students each year over 60 million people, while the graduates with actual operating abilities are very few." in fact, fostering the practical type of animation talents is the real solution to graduates flooding、 shortage of talents. An excellent institution should not just run for profits,

focusing only on enrollment, but is lacking of professional training and scientific cultivation. In addition to the introduction of theories, what students get most in school is the mechanical instruction rather than the method and originality of animation design. Many students are difficult to have their original work after graduation, so these students can not be hired by enterprises.

A. University training schemes decouples animation industry

Recent years, China's animation industry has been flourishing. At the same time, the pace of diversification of animation industry accelerate dramatically. However, China's animation industry is still new, and is short of practical experience, together with the reason that advanced talents does not form a cohesive force, so the lack of relevant talents and the under-developed training mechanism have become a constraint to China's animation industry.

Currently in China, colleges and universities that set animation majors spring up like mushrooms after the rain. In the huge space of animation market, many undergraduate colleges that have art designing majors also set the animation majors. Their animation training programs use the experience of art majors or the modified version of art training programs, which does not set special training schemes aimed at the characteristics of animation. Japanese animation nowadays plays an important role in the world, ranking first, which is well-known to us. Their characteristics of school education are: First, the professional division of the majors; Second, cultivating all kinds of talents on the basis of major unequivocalness; Third, laying emphasis on the use of computers and digital art education; Fourth, introducing internship system. Some important forces of talents cultivation in Japan are various forms of training schools, training courses and seminars, such as the annually Tokyo International Anime Fair which always holds seminars related to animation.

B. The lack of university teachers and teachers' weak practical ability

Some colleges and universities that have newly open animation majors, for their part, they don't have mature team of teachers, mostly introduced from the undergraduate college or graduate school, while these institutions do not have perfect payment system, so some outstanding professional teachers have chosen professional schools. It is difficult for these second - rate institutions to recruit outstanding professional teachers. Regarding to this phenomenon in universities, the cultivation projects can only be set in accordance with its teaching faculty, which can only focus on a few animation basis as well as two-dimensional animation courses, such as flash animation, cartoon illustration, web design, etc. But some highly specialized courses of animation can not be involved. What is more, some undergraduate students do not even know what is the complete process of animation after four years study.

In addition to the imperfection of training program, as well as the blind enrollment of universities, teachers all tend to be very young and are devoid of practical abilities. Some colleges even have arranged art teachers to go to some professional animation institutions to study and then came to teach animation, which led to the devoid special skills of teachers.

Due to the lack of further enhancement of both practice and teaching theory of faculty in current animation field and lack of practical working experience, teachers are still quite one-sided in teaching, though they can pass some course skills to students during the teaching of two-dimensional animation production.

C. Ineffective practice base, and enterprises connecting difficulties

Another effective way to solve the practice problems is to form a good school-enterprise cooperation, trying to connect teaching with business, allowing students to take part in or observe the real operation of the company, so as to enhance the students' practical skills, also can effectively compensate for the lack of university professional teachers and laboratory equipment. Due to the problems of slow level and quality of students, which is difficult for students to complete the project in the enterprise, but to hinder the progress of enterprise projects, so school-enterprise cooperation eventually become an armchair strategist. It is difficult to achieve the real purpose of school-enterprise cooperation.

How to educate to break through the deadlock of traditional education and the scarcity of talents? Only through strict control of teaching, training of practical experience, can we foster talents that are needed by companies. Talents who can connect art with animation production skills will be truly accepted by the enterprise. when graduating, they having been equal to having working experience in business more than one year.

IV. INNOVATION AND REFORM OF TEACHING MODE

"Two-dimensional animation production" is a strong operational programs, cultivating students' innovative and practical ability. But if traditional teaching methods(teachers preparing lectures according to textbooks, teaching basic theory and applied technology following the order to of textbook chapters) continue, it is difficult to achieve the expected educational goals.

First of all, the project teaching method focus on the cultivation to train students' exploratory learning ability. Teaching activities developed under the instructions of teaching objectives, around the center of project theme. Students complete a series of learning activities under the guidance of teachers. From the perspective of exploratory learning, the process of exploration is a process of discovering knowledge and methodology. In the project activities, students get into the relevant field or real society, by raising questions, researching, manual operation, expressing and exchanging ideas activities, to acquire knowledge, skills and methods. This pattern has changed the teaching mode of a unit, single, traditional teacher-centered classroom teaching, instead, student-centered mode runs, exploring, researching and summarizing combined with real-life issues.

Project teaching method is an approach based on the actual "problem", focusing on the teaching process analysis, the purpose of which is to teach students to learn to think, to master the method, and then have the ability to solve practical problems. For example: Before class, students know nothing about what is animation, how to use the software to produce animation. Teachers can first collect some of the short classic animated films or former students' work for students to watch, watching while analyzing, explaining to students so that they can more clearly understand what their ultimate goals are.

Project teaching method can be divided into five stages: First, a project presentation. Mainly the teachers present to students, giving them the most intuitive feelings. Second, the project discussion. Mainly students discuss, teachers guide students to clarify design ideas, analyze technical points to achieve the claimed subject matter. Third, explain the project stage. Mainly teachers explain the points of the knowledge required to explain the whole theme throughout the design, and improve the effectiveness of student learning. Fourth, the project design phase. Mainly student's self-study, applying existing knowledge and skills to put forward ideas and programs to develop students' innovative design capabilities. Fifth production stage. The students are divided into teams to collaborate, finishing the whole process of an animated short film, cultivating students' ability to solve practical problems and the ability of collaboration.

The most important aspect of the project education is the selection of program. Selection should step by step, beginning with program of simple operation and clear structure, and include the highlights of this lesson to cover the knowledge points required by the lessons. The purpose is to make students master the operation of knowledge as quickly as possible. aims to equip students with the knowledge as soon as possible; Next, choosing some comprehensive cases which can cover the knowledge points of the previous ones, to consolidate students' knowledge, to cultivate students' ability of applying the knowledge to solve problems. In the class teaching, teachers have to learn to change the conditions under the theme, drawing inferences about other cases from one instance, to let students know that even the theme is unchanged, when requirements change, we can make a variety of effects, so that they will know that as long as they can imagine, all can be presented by two-dimensional software, which can surely cultivate students' creative ideas.

Secondly, the introduction of the studio must achieve the effect of teaching students in accordance with their aptitude. And to arrange students' positions according to their individualized characters and their professional expertise. For example, students with outstanding leadership can be assigned as a director of project team; Students with excellent technical skills and hard work can be arranged to production staff, etc. Furthermore, arranging specific project according to different grades, the studio provides practical projects of different levels depending on the students in different grades. For example: for senior students (students who entered the studio for a year), we let them participate in the animation production projects, and for junior students (students who have just entered the studio), we allow them to participate in the project such as scanning lines, the basis entity project. Through this targeted program production, students not only have a deeper understanding to every aspect of the animation, but also improve their own ability and enthusiasm.

In addition to the progress of the studio's projects, we also establish a further cooperation between teaching and studio, putting some courses of creation of short animation in the work, carried out by some teachers and instructors in studio. Teachers explain animation theories, and studio instructors take responsibility of operating. Teachers and studio instructors' opinions respectively account for the final grade of 50%.

Finally, the integration of participatory mechanisms of contest should connect competition the curriculum model. Students should produce some works that accord with the competition in addition to the studio entity programs, thereby increasing the participation of students in academic competitions.

V. CONCLUSION

Through the research, reform and innovation on the study of 《Two-dimensional animation production》, making education innovation its breakthrough, bringing along the innovation of teaching objectives, teaching content, teaching process, teaching methods and curriculum assessment.

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