

The Integration of Teaching Modules of “Photography and Camera Technology” Course in Vocational Colleges

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ABSTRACT: In the process of deep investigation on film and television industry’s demand for talents, the author finds out that at present there are many problems existing in “Photography and Camera technology” course. For example, the system of content module is not clear, the structure is poor, some contents are too artistic, and some are too technical, which failed to realize the goal of cultivating talents. According to the characteristics of the development of modern photography and camera, the actual situation of the talent employment, and the study habits of higher vocational college students, combining with the teaching experience, the author integrates the teaching module of this course into four modules such as the use of cameras and video cameras, filming, the appreciation and the creation of work, which effectively have a further combination of technicality and artistry of course.

KEYWORD: photography and camera technology; course; art; module; integrate.

1 INTRODUCTION

The major of Photography and Camera in higher vocational college was targeted at the market, providing high-quality skilled talents with good professional ethics and excellent photography and camera technology for the market. The “Photography and Camera technology” course, as the base of Photography and Camera major, was very technical, aiming at developing students’ photography and camera creativity, training their basic skills in photography and camera and cultivating their lens sense in artistic creation. Therefore, during the course design, we should identify the course features, capture the market positioning, update teaching ideas, integrate teaching content and improve teaching methods.

Through deep investigation on the talent demands in film-television industry and basing on the developing features of modern photography and camera and the practical employment situation of talents as well as the study characters of higher vocational college students, integration of teaching modules was discussed in combination with my personal teaching experiences of this course.

2 PROBLEMS IN TEACHING MODULES OF PHOTOGRAPHY AND CAMERA TECHNOLOGY

2.1 *Loose module structure and profound theories in the course standards*

Separated status of photography and camera content, large proportion of theories and the lack of hours for practical creation were seen in the course standards of many high vocational colleges. This was mainly due to the relatively few textbooks used for the course of photography and camera technology in higher vocational colleges. There were very few books aimed fully at the digital course of photography and camera technology. Many higher vocational colleges were applying textbooks of artistic majors such as photography and video recording in regular institutions of higher learning and just transferred their content directly when making course standard without full integration of textbooks. So the content modules were not organized well and seemed not systematic enough, with some too artistic while some too technical.

2.2 *Lack of the teaching module on photography and camera aesthetics*

The photography and camera technology was a comprehensive vocational skill integrated technique and art perfectly. The objective of photography and

camera education in higher vocational colleges was to provide vocational photography and camera skilled talents meeting market demands and therefore the education should highlight the technical and practical part and improve the comprehensive quality of humanity and art. In many photography and camera technology courses as well as the course standards of photography and camera technology in higher vocational colleges, the aesthetic and artistic teaching modules on photography and camera were absent. A perfect photography or camera work was not only a concentration of realistic beauty but also a reflection of the aesthetic ideas of artists. It was arousing, enjoyable and attractive because of its unique and graceful form, construction pattern of forms and combination law. And here lied the visual aesthetic and picture image charm of the work. For example, the tone charm of a work recorded the rich tone layers of natural scenery, reflected the aesthetic ideal, aesthetic emotions and aesthetic mood and even showed different aesthetic expressions. While through a secondary aesthetic perception, the cultural accomplishment, artistic cultivation and understanding about beauty and so on would impact the expression depth of the work. As a representation of visual art, the beauty of photography and camera technology should be shown by students, which means that we should integrate contents such as artistic aesthetics, visual artistic theory and visual mentality into the education system, allow the students to further understand the content, form and expression rules of its beauty and teach the students to use the unique visual language of photography and camera. So that the students can create works through precise visual guide and develop aesthetic values through communications with people in the unique visual language.

3 INTEGRATION OF TEACHING MODELS OF PHOTOGRAPHY AND CAMERA TECHNOLOGY COURSE

The principle of higher vocational college was to cultivate practical vocational skilled talents for the society. The teaching process of photography and camera technology, a practical technical course, should focus on the cultivation of vocational ability and take the practical teaching as main line. The nature of taking the practical teaching as main line was to identify teaching objective centering on position ability cultivation and organize and implement teaching with simulation project development, experiment and training as main line. Therefore the teaching of photography and camera technology course should reform from the traditional pure theoretical teaching mode to the combination of

theory and practice, reduce teaching content and hours on theories, increase basic skill training experiments of photography and camera technology, highlight application examples and application skills teaching according to the demands and current situation of industry development, strengthen students' basic operation skills, realize the perfect integration of skills theory and skills application and improve the advancement and applicability of the course.

The course can be integrated into four modules in my opinion:

3.1 *The use of camera and video camera*

This module was mainly to make the students know about the basic structure and functions of camera and video camera and master the basic usage, shooting skills and maintenance of facilities. Students were asked to make close contact with facilities with their questions, know about the basic structures and functions of facilities, and then shoot with tasks in order to remember the operation essential points and learn how to maintain the facilities. Then their works were compared to find out the differences and reasons to motivate students' interests in learning and mastering the facility operation skills further. In this process, course general teaching objective was the guidance, core ability cultivation was the basic target, and the teaching content was organized in progressive way with difficult points decomposed and content unfolded step by step so that students could have basic knowledge on structures and functions of photography and camera facilities, master their basic operation methods, operation essential points and maintenance and finally develop comprehensive abilities.

3.2 *Special topic shooting*

The photography and camera technology course should highlight the experimental and practical teaching links, further implement the guiding principle of "have adequate theory and attach most importance to practice" according to the teaching content system and organization of photography and camera course and design many experiments and practices in the course, such as adopting practical teaching mode of experimental training and outdoor shooting and so on to train their study and apply abilities.

This module was mainly to, through the design of many practical and effective skills, provide extensive learning content and design various practical tasks such as basic experiment and comprehensive experiment to make the students further grasp the basic theoretical knowledge on photography and camera in practices and become

familiar with the operation skills and techniques of photography and camera facilities.

There were many skills and relative terms about photography and camera. As for a great work, topic was of course important, but factors such as light, picture, depth of field, definition and angle were also essential, which could increase the infection of work. So, one should be familiar with the operation of facilities in order to make creations skillfully. This module was aimed at the knowledge, perception and creation of students. As for the relative terms proposed of theme, shot, light, picture composition, depth of field and angle and so on, students should search relevant information and get knowledge and inspirations from shooting tasks, which would be used in new tasks later. For example, as for the understanding about “get the posture of a far scene and the vividness of a close one”, students should give answers based on their own works. Students would grasp knowledge and skills quickly in analysis and evaluation and use skills flexibly in shooting.

3.3 *Work appreciation*

The ultimate goal of any aesthetic art was to attract attentions and acquire visual stay to realize its artistic value. Photography and camera was a kind of visual art, with unique artistic processing methods and much artistic aesthetics knowledge. For example, the selection of angle, choice of space and allocation of light and color, like the notes on Stave, would bring about different experiences, attracting attention, arousing imaginations and reflecting different artistic aesthetics values.

The key point of the photography and camera course teaching was the master of photography and camera skills and the difficulty was the improvement of photography and camera art. In order to break through the difficulties, the epochal character of artistic education should be reflected in the course teaching. Image was one of the most powerful recording forms of human and a new thing passing on messages. Choose large amount of photography and camera typical cases, take image appreciation as content, use direct image thinking teaching and the show of visual images with strong impact force, combine the theme inspirations and artistic aesthetics factors of images and emphasize the truth of works and the visual impact conveyed by the image in order to make students understand and integrate through aesthetic emotions, find what we ignored in operation and acquire some visual experiences beyond the daily observation experience and practical operations, which will be used in their practical creations. Appreciation table was also designed, which ensured that the links such as picture reading, appreciation, discussion, understanding and disabusing were actively taken

part in and finished so that students’ appreciation ability and artistic aesthetic expression and so on could be cultivated pointedly. Students will find problems through appreciation, develop their own aesthetic values and professional quality, and create with their own professional skills and artistic representation, which indicates the realization of the teaching idea of “art as the corn”.

3.4 *Work creation*

The ultimate goal of the photography and camera course was to cultivate students as professional comprehensive skilled talents in photography and camera meeting market demands, so the last module was to verify the practical and application ability of students, checking out whether they meet the teaching requirements. Therefore the fourth module was the work creation by students.

In this module, students will take cameras to investigate market demands, know about the application of photography and camera technologies in various fields and choose a theme based on the developing needs of major to create works by using what have been learned. Through work creation and combination of shooting skills and computer processing techniques, students can learn the basic knowledge on photography and camera, grasp practical operation skills in photography and camera, develop their planning ability, creativity and teamwork spirit, have certain professional quality and learn self-management, self-study and self-development. It will also bring the students to society, and cultivate their acute feelings and shooting ability in the concern, experience and expression of society.

4 CONCLUSION

To sum up, the teaching of photography and camera technology should be student-oriented with equal emphasis on theory and practice; take technology as the base and art creation as the corn and integrate teaching modules effectively so that students can use various shooting equipment and techniques in different situations to finish shootings and creations on different themes. The module integration above covers teaching objectives well with original system and clear structure, easy to be applied in teaching. Good results were achieved after specific implementation in our college, including high comprehensive quality of students, strong practical ability, relatively high social recognition degree and high award rate in relevant skills competitions.

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