Discussion on Digital Media and Innovative Art Education

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Abstract—**The 21st century is the digital era, and digital media continues to develop, which has gradually become the mainstream of design performance, making the design process more rapid and convenient. As a means of modern fine arts education, digital art has demonstrated its unique advantages in colleges and universities. How to cultivate the design talent with innovation ability by virtue of multimedia art design teaching to meet the needs of times development, is the challenge facing by the traditional art design education.**

Keywords—digital; art education; innovation education; talent cultivation

I. INTRODUCTION

The popularization of computer and the application the Internet has promoted human society into the information age. Digital media technology has been widely used in all walks of life, and in the field of art education, designers can show their originality more easily, so as to gain more time and energy for the attempt of new conception and ideas. So, we need to review and improve the teaching of modern multimedia art design, and it is very important to make the students specialized in design get into character of design.

II. CURRENT SITUATION OF DIGITALIZATION DEVELOPMENT

Along with human's entering into digital age, the products brought by modern digital technology have made our life present in front of people with unprecedented real images. Digitalization of text, images and sound can make any substances within human world be expressed in the digitalized manner. As a result, design education will also change dramatically. In the digital age, only by emphasizing the innovation education, can the artistic innovation and design professionals be firmly grasped, which is the responsibilities of art and design educators.

III. EXPLORE NEW EDUCATION MODE USING NETWORK

Encourage students to expand their scope of knowledge-acquisition after class by virtue of network, strengthen their learning consciousness, and enrich their knowledge capacity. In the whole teaching process, teachers have become the course educators integrating teaching, enlightening, guiding and deploying, which is the requirement of "transferring from teacher-centered to student-centered" as proposed by modern education, and has also broken the limitations brought by individual teaching as well as improved the teaching quality and learning effect of multimedia software design course.

The traditional art design teaching pays more attention to the skill training of various courses. However, the modern multimedia teaching means are rich and colorful with the unlimited expression methods and all-dimensional and trans-time-and-space way of thinking, pay attention to cultivate students' independent learning capability. Students can see their own strength by virtue of their feelings, and conduct the independent innovation. That is the core of the modern art design teaching.

Art design is the creation activity combining aesthetic and practice, and its concepts, techniques and process should keep pace with the times, which has put forward new requirements for art education. In order to overcome the disadvantages existing in current art design education, we should actively introduce and digest the design education mode of developed countries, to have a correct understanding of art and design's professional nature, change the traditional concept of art and design education as well as to work out measures to improve the level of art and design education [1].

IV. INNOVATE ART EDUCATION AND CULTIVATE HIGH-QUALITY TALENTS

In the digital age, as for higher art education, the problems of how to cultivate the high-quality comprehensive talents of fine arts, and how to transfer the traditional and single copy artistic style into the new comprehensive artistic style combining traditional technique and computer graphics, digital camera, DVD and other art forms will have a huge impact on the existing traditional art education.

The combination of art and science and technology will become the mainstream of human ideology and culture in the 21st century. Along with human's entering into digital age, the boundaries among natural science, social science and the humanities have become increasingly blurred. The crossing development and research of discipline has become an important content of teaching and scientific research in colleges and universities. On the one hand, a lot of specialties are integrated and merged, or even disappeared; on the other hand, a variety of crossing and comprehensive disciplines have

emerged. The thought of comprehensive development for art and design education is derived thereby. Many disciplines between art and science, such as graphic design, costume design, environmental design, etc., are faced with the challenge of high-tech. The design field is broadened constantly, and modern technology is widely used in the design. As a result, the design field is undergoing the qualitative change. The digital age has brought about great changes to not only design art, but also to the art education. The design teaching mode with art teaching as the main body as adopted by our China can no longer meet the requirement of training new century talents, as the interdisciplinary research and education of digital media has become the key problem to be solved for current design education.

From the design tool change to the generation of the new design form, the role of digital media has been increasingly significant. Design art has already developed to a new level. The core characteristic of digital age is the wide application of computer and network. The influence of digital media's application on art design education is reflected in the following aspects.

A. Efficient Digital Technology Tools

Design education is derived from the fine arts education. In traditional teaching, there are multiple layers and stages from conception to graphic design or entity modeling, and gradually, student's design level is increased accordingly. Design study is conducted on the premise that students have certain painting foundation, painting skills and have mastered relevant tools and materials. In the digital age, the emergence of computer has greatly changed the traditional learning behavior, and a lot of manual drawing, drawing and modeling tools have transferred into computer graphics design, drawing and modeling system. The computer has also replaced mechanical works such as the repeated calculation, formulation, formatting, and optimal selection for students, so as to greatly increase the design speed, so that the students can focus on conceptual analysis, innovative conception, selection, evaluation, etc. A well-developed concept can be passed on to the computer for modification and expansion, reinforcement or test. The specialized computer software is of the accurate and convenient function of parameter and variables. If the changing results are stored from time to time, then we can go back to any point of design and creation process, to modify the debug the previous steps repeatedly. With proper use of computer, teaching content can be kept diversified, the skill trainings that take up a lot of teaching hours can be reduced, and the ability cultivation of creative design can be highlighted. And teachers' teaching control ability in the design process is strengthened. Design teaching is more systemic and layered. All these have effectively promoted the in-depth development of art design teaching.

B. Emergence of New Modeling Language and Expression

The most direct contribution brought by computer to design is the new modeling language and expression. The way computer construct objects and the image processing characteristics has made the works created by computer present new style, and has opened up a new field of design communication. First of all, traditional painting techniques and computer design are two different language forms with substantial distinction. Using the virtual concept rather than physical entity to conduct design performance is a very significant change in the field of design performance. In graphic design, the appearance of scanner and digital camera enables designers to input real images directly, and be able to simulate the realistic virtual world by the auxiliary of two-dimensional or three-dimensional technology, which has also changed the principles for understanding the truth from concept, and has overcome the defects hand drawing which is easy to cause ambiguity in expression. For example, if we input all kinds of material to the computer and combine it with graphics or font, then the tactile textures can be introduced to the visual communication, reminding people of the specific experience of material, and generate feeling of contrast of soft, hard, rough and fine, or the transparent and opaque visual characteristics, so as to convey the content to be expressed more truly.

In the digital age, the innovation education shall be stressed for art education to cultivate comprehensive art talents with high quality. Innovation education attaches great importance to students' right to make one's own decisions in training of thinking, encourage them to choose independently. Especially to cultivate unique quality that innovative thinking must have, guide students integrate various thinking modes of unity of opposites organically, to explore their personal potential of thinking to the largest extent. Practice has proved that the innovation ability of the people who have been trained in terms of creative thinking will be improved significantly. Creative thinking education is an effective way to improve innovation ability. Innovation education is to make students form a dialectical way of thinking in essence, providing a spiritual key to solve problems for their life-long learning and self education [2].

In order to implement innovative education, teachers' innovative idea must be established first of all, adjust their role in education, overcome the traditional prejudice and bias, to develop the creativity of everyone facing all students. Teachers shall transfer from speakers to students' designers, mentors and counselors in teaching. The students also transfer from the passive position of accepting knowledge infusion to active status of having opportunity to participate in teaching, operation as well as discover and grasp knowledge. Which makes the teacher's teaching must be repositioned from teacher-centered to student-centered, from learning materials to learn how to learn, from the teachers' role of just the communicators to partners and facilitators. Only by completing the above changes, can the requirements of design education in digital age be met. Offer the students with different personality the opportunity to fully display their artistic talent, so as to transfer the copy education to innovation education. In teaching management, involve innovation ability cultivation into the teaching objectives. The allocation of various specialties shall be optimized based on the principle of wide caliber, thick foundation, high quality, strong ability, innovation and development. Secondly, the knowledge economy is a kind of economy based on knowledge innovation and technological innovation. The cultivation of innovative

shall be developed simultaneously with science education and humanistic education. We can establish culture art quality education system from three levels.

The first is classroom. Classroom teaching holds the main position to inspire and cultivate students' creative consciousness. Teachers should not just teach specific art theory and basic skills, but also shall reveal the history, concept, method, and spirit and so on behind the knowledge, especially the cultural content and creative spirit. As for the way, the teaching mode of taking teachers as dominant, students as the main body, training as the main line, thinking as the core, ability as the goal and changing the traditional deductive teaching to inductive teaching supplemented by deductive teaching shall be followed. Pay attention to adopt a variety of ways such as discussion and debate, and encourage students to think positively, exchange their ideas freely and raise questions boldly.

The second is campus culture. Pay special attention to the exploratory work, such as art exhibitions, art performances, art critic, academic lectures and other activities, to establish a complete system of second classroom gradually and enrich campus culture life. We can also invite the design masters to the virtual studio to talk with students, and students can keep in touch with teachers, excellent designers and enterprises through network at any time, to promote students' communication across different specialties, departments and subjects to improve students' artistic accomplishment.

The third is social classroom. The social survey and social practice shall be carried out extensively, to encourage students to actively participate in related design competition and design practice, to lay the extensive and practical professional knowledge and working ability for entering the society. Make students understand the society; enrich their artistic talents in practice, so that the students can better adapt to the design work after entering into society in the future.

In addition, importance shall also be attached to education methods. The education without methods can only be the pure knowledge infusion. The educated students can only be the keeper of knowledge warehouse. He who has mastered method is the one who has mastered the law and fate. Facing the brand new digital era, art design education also is undergoing the earth-shaking changes.

The application of computer and the development of network technology have brought about the efficient tool of digital technology as well as new modeling language and means of expression, opened up a new inter-discipline and provided power for the constant innovation of teaching methods. In the digital age, we must stress the innovation education, to train a group of professional personnel with creative potential who can master the visual design, internet and multimedia design, and can firmly grasp the artistic innovation and design prospective, which is the responsibility of art and design educators [3].

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