Research on Educational Reform Strategy of Digital Media Technology Specialty in Vocational Colleges

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Abstract: The major of digital media technology is developed with the development of information society, and it includes a new discipline in many academic fields. A notable feature of this major is the comprehensive intersection of disciplines, which involves the intersection of art and technology. Its cross-integration is not available in traditional media majors or art majors. Therefore, strengthening the teaching reform of digital media technology specialty in vocational colleges is of far-reaching significance for improving the level of professional education reform and development. This paper briefly introduces the characteristics of digital media technology specialty, analyzes the current situation of digital media technology specialty education in vocational colleges, and points out that there are two major problems in digital media technology specialty in domestic vocational colleges: unclear talent training orientation and unreasonable curriculum structure, and puts forward the educational reform strategy of digital media technology specialty in vocational colleges. Through the above reform strategies, the digital media specialty in vocational colleges can be better developed.

1. Introduction

The major of digital media technology application aims to cultivate modern art production talents with both information technology literacy and artistic literacy to adapt to the work of new media art creation [1]. With the rapid development of new media technology, the limitations of film and television animation specialty are becoming more and more obvious. Therefore, it is urgent to reform the film and television animation major in vocational colleges to better meet the market demand [2-3]. It is emphasized that digital media technology professionals should not only have rich theoretical knowledge and professional skills, but also have certain media literacy and information awareness, so as to better participate in future jobs. Therefore, strengthening the teaching reform of digital media technology specialty in vocational colleges is of far-reaching significance for improving the level of professional education reform and development.

2. Characteristics of digital media technology specialty

New media art is a rigorous design that organically combines digital technology with design art. Based on traditional art and design, relying on computer technology, a multi-disciplinary specialty is formed. It combines a variety of disciplines, including media literature, mathematics, music and other disciplines, new media art students' works, and wants the works to achieve perfect and unified emotional, visual and auditory satisfaction [4]. This shows that it is not only traditional art, but also an indispensable combination of technology and art in new media art. We should constantly develop and integrate according to our own conditions and conditions, and make adjustments according to our own conditions and the characteristics of new media majors. On the basis of harmonious development, we can achieve the coexistence and coordinated development of the two, and never give up the other.

A notable feature of this major is the comprehensive intersection of disciplines, which involves the intersection of art and technology. Its cross-integration is not available in traditional media majors or art majors. According to the characteristics of vocational colleges, the major of digital

media technology should aim at cultivating professional knowledge and basic theory of digital media manufacturing and design [5]. Master the core technology of digital media. Because students' study time at school is limited, they are also faced with the dilemma of poor professional level in the face of broad professional knowledge. Therefore, when cultivating compound talents, we should also consider students' specialties and school characteristics, and try our best to make the cultivated talents suitable for social needs and students' development.

3. The current situation of digital media education in vocational colleges

3.1. The teaching mode is relatively backward

The comprehensive and diversified development trend of digital media technology requires that digital media technology talents should be compound talents. In order to cultivate compound talents in the field of digital media technology, in terms of curriculum system structure, it is necessary to coordinate the proportional relationship between professional basic knowledge and basic theory courses and other related courses, and ensure the depth and good teaching level of professional curriculum and content arrangement that reflect the connotation of the discipline, so as to form a good professional core curriculum [6-7].

At present, some vocational colleges in China have carried out the reform of teaching mode through the investigation of foreign related professional experience. The specific measures mainly include the following two aspects: curriculum and teaching form, which have achieved certain results to some extent. There are many artists in new media. What we need is works with individuality and ideas. Works of art without ideas are definitely not competitive in the market.

3.2. The orientation of talent training is not clear

In order to improve the school-running ability and comprehensive level, some vocational colleges imitate or draw lessons from the practice of undergraduate colleges in some school-running policies. Without considering their own actual situation, as a result, there are problems in the formulation of talent training programs, the implementation of teaching syllabus, the setting of curriculum system, etc., which seriously affect the development of related majors [8].

Judging from the current situation, there are some shortcomings in the integration of digital media technology education in vocational colleges with industries and enterprises, and there is no guarantee for the reform of professional education by strengthening teaching evaluation, which is not conducive to the school to understand the practical problems of digital media technology specialty in teaching in time.

3.3. The effect of practical teaching is poor

Although it is recognized that the improvement of students' practical ability needs to be cultivated in many ways, various vocational colleges have set up a number of practical links, but none of them are closely linked step by step. Time is not flexible enough. Experimental teaching and theoretical teaching belong to the same course, and the theoretical course ends. All courses are basically based on theory before experiment, so the experimental courses of most courses are relatively concentrated, resulting in a relatively heavy load on the laboratory for a period of time. This experimental method can only make students enter an introductory state of the corresponding subject, but can't improve their practical ability. There are differences in personality and ability among students, and the traditional teaching form inhibits the development of students' personality, which is not conducive to the cultivation of students' innovative ability and teaching students in accordance with their aptitude.

4. Educational reform strategy of digital media technology specialty in vocational colleges

4.1. Optimization of personnel training objectives

Digital media technicians should constantly update their knowledge and creative ideas. Whether

in the product design stage or in the product manufacturing stage, digital media technicians should constantly analyze and solve problems, which requires vocational colleges to pay attention to the cultivation of students' ability to analyze and solve problems when cultivating digital media technicians.

The major of digital media technology aims to train qualified talents for the digital media technology industry. If this major wants to train qualified digital media technology talents for the digital media technology industry, it must pay attention to the cultivation of students' team consciousness and cooperative spirit. A practitioner in digital media technology industry can't design high-grade digital media and technical products without high artistic accomplishment, even if he is very skilled. Therefore, vocational colleges must pay attention to the cultivation and improvement of students' artistic accomplishment when cultivating digital media technical talents. Cultivating students' artistic accomplishment is not only reflected in the art accomplishment class set up by the school, but also in the practice teaching process [9]. Participating in social practice can not only improve students' learning efficiency, but also improve their social adaptability.

4.2. Professional learning-oriented project practice teaching

Project-based teaching is a teaching goal. Under the guidance of teachers, students form a project team to complete a "project" together. In the process of completing the "project", teaching theory and curriculum practice are organically linked, thus stimulating students' creativity and improving their practical ability [10]. It is a systematic project to establish a practical teaching system of digital media technology. On this basis, according to the actual situation of digital media technology specialty in colleges and universities, the "ladder" education model is put forward and reformed. On this basis, the structure of a practical teaching system is proposed, as shown in Figure 1:
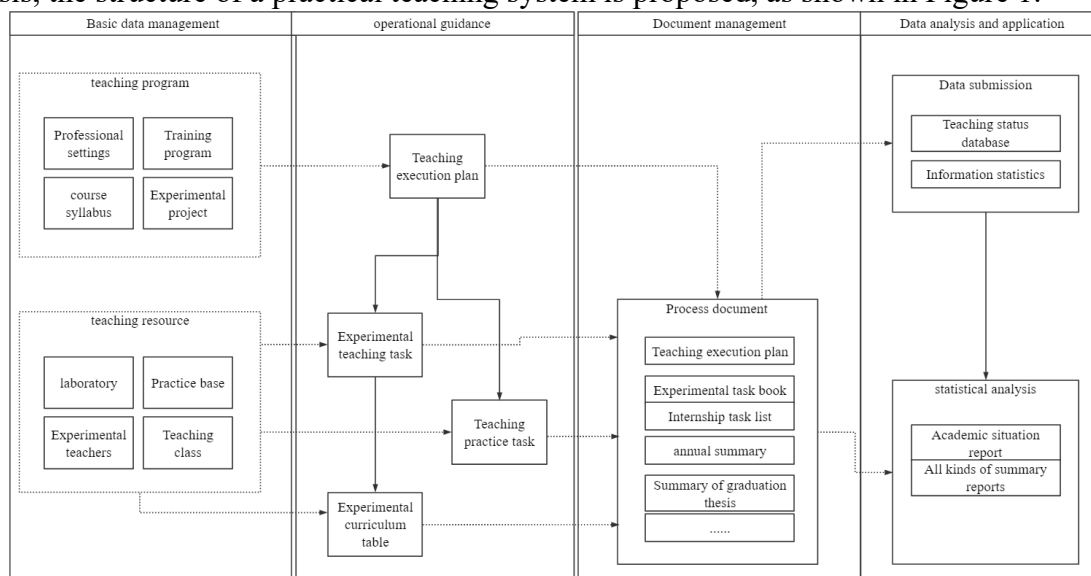

Figure 1 Practical teaching system structure

The main purpose of this course is to cultivate students' basic practical ability. On this basis, this paper puts forward a new experimental teaching method. It focuses on students' operational ability and solves problems through practical operation. The teaching content is carried out through the "project" goal, so that students can gradually understand and master the contents and key points in the process of completing the project, enhance the sense of teamwork and improve the ability of solving problems independently, so as to achieve the teaching effect of combining learning with application.

The training content of digital media project practice closely revolves around three directions of digital media technology specialty: digital film and television production, animation game design, network communication and new media, and is divided according to the training direction. Therefore, you must take relevant experimental and theoretical courses before you can carry out practical research on special topics. Therefore, this course should end in the second half of

sophomore year or start in summer. After the suggestions of the students, it is suggested that one month is appropriate. Through professional training, students can not only put what they have learned into practice, but also adjust their knowledge structure in the process of learning and operation to gradually adapt to the corresponding professional posts, exercise their professional ability, and accumulate experience and lay a foundation for internship and future society.

4.3. Design and creation of teachers' team

Teachers should learn all their lives, which is very important, so that they can be in line with the development of the times. Teachers themselves should focus on their majors, master the use of various methods, and guide students correctly, so as to improve the overall professional level of new media in the school and have different types of teaching teams, but they all play a vital role and have made many contributions to the cause of new media art education. It is necessary to organize teachers at multiple levels through various ways such as cultivation and education, and it is also necessary to cultivate new and compound teachers: it is not important to have far-reaching internal qualities, but also to skillfully use computer technology, improve our own ability level and cultivate our own ability in our work, which will benefit us for life.

Encourage teachers to take advantage of holidays, winter and summer vacations to participate in all kinds of professional training and study, arrange teachers to participate in production practice activities, engage in scientific and technological cooperation and service activities, carry out social investigation and investigation activities, engage in cultural service activities and public welfare activities. By strengthening the professional training in line with the market demand, students' thinking is more active, imagination and creativity are developed, which lays a solid foundation for going to work in the future. In the design of works, teachers don't interfere with students' thinking too much, but only give instructions and guidance, focusing on students' independent innovation and let them experience the happiness of creation.

5. Conclusions

With the rapid development of new media technology, the limitations of film and television animation specialty are becoming more and more obvious. Therefore, it is urgent to reform the film and television animation major in vocational colleges to better meet the market demand. New media art is a rigorous design that organically combines digital technology with design art. The comprehensive and diversified development trend of digital media technology requires that digital media technology talents should be compound talents. As the cradle of cultivating professional and technical talents, vocational colleges should seriously study the bottleneck of the development of digital media technology in China and explore a reasonable way to cultivate talents. At the same time, we should never forget that we must keep pace with the times. Let the new media education change with the update of new technology.

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