

Cross Education Design of Animation

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Keywords: Animation Design; Animation Education; Cross Education; Educational Design

Abstract: Since the opening of animation major in Colleges and universities in the 21st century, more and more animation majors have been set up, especially in China. With the rapid development of China's animation art industry, it has gradually exposed some deficiencies in the current development of modern animation art education in China. Therefore, this paper puts forward the research on the cross-education design of animation teaching. This paper makes an in-depth investigation on the current situation of the development of animation education in China. Through the analysis of the survey results, we can see that the main problems at present are the lack of basic theoretical research on animation education and other major practical problems. In view of these practical problems, starting from the overall structure of the basic courses of College animation art teaching and the characteristics of animation market demand, this paper puts forward the design of University animation cross education curriculum with vertical interdisciplinary subjects. On the basis of inheriting the traditional college animation basic education, it integrates the latest animation art design concept, so as to continuously strengthen the college students' creative ability of animation comprehensive art design. The analysis shows that the main problems in the field of animation education in China are caused by the unreasonable structure. Therefore, the way of interdisciplinary and knowledge crossing can better solve the above problems.

1. Introduction

Animation art education, as a rapidly developing and growing professional emerging discipline, has been more and more formally appearing in the animation courses of major universities in China. At the same time, various vocational training schools and animation training education institutions related to animation specialty emerge at the historic moment [1-3]. On the one hand, this is mainly due to the government propaganda and policies supporting the emerging animation industry policies. On the other hand, the continuous emergence of Japanese and Korean Animation in domestic and foreign animation market also enables domestic businesses and capital investors to fully see the potential huge development opportunities in China's animation investment market. These favorable conditions greatly promote the huge demand for excellent animation and film works and related animation professionals in various industries such as film and television, entertainment and media [4-5].

However, behind these, some practical problems are also in front of the majority of animation educators. Animation education started late in China, and it is a new teaching field. There is no effective teaching mode and teaching concept in China [6-8]. How to improve the effectiveness of Chinese animation education, meet the needs of Chinese Animation talent market, and promote the development of China animation market? This is an important problem to be solved. It is the main trend of the development to strengthen the knowledge of students and improve their creative thinking. Therefore, in the animation teaching process, we should pay more attention to cross education, only in this way can we effectively improve the teaching quality [9-10].

This paper makes a deep investigation and Analysis on the current situation of animation art teaching in China. Through the comprehensive analysis of the results of this survey, it can be seen that the main problems in the current animation education in China are the lack of basic research on animation education theory. The analysis shows that the main reason is the unreasonable design of

the current physical education curriculum. The questionnaire survey on the comprehensive evaluation of school curriculum and teachers' teaching level of students in school also fully verifies the deficiency of the current school curriculum design and classroom teaching mode. Therefore, according to the traditional teaching mode of animation specialty in our country, combining with the advanced teaching theory of animation major in University, and the actual training demand of animation technology industry in China, this paper proposes the curriculum design of University animation specialty education based on the cross skill of animation discipline. The course design has improved the traditional classroom teaching of middle school students' knowledge and pays too much attention to the theoretical teaching. The analysis shows that the design of the cross-curriculum teaching system of contemporary animation art has made a positive contribution to the development of the education and development of the contemporary animation art talents in China.

2. Animation Education and Cross Teaching Design

2.1 Animation Education System

Animation as a very popular form of modern audio-visual culture and art, especially it is one of the fashion culture and art pursued by Chinese teenagers. It is a large-scale comprehensive cultural art integrating modern literature, art, film and technology. It is also a systematic cultural and artistic education project. As a new sunrise industry in the 21st century, the huge market potential of animation industry is self-evident. The rapid and huge progress of domestic network animation in the animation creation and distribution of production quality and the number of actors, so that we fully see the rapid development of China's animation industry to the development trend of international popularization. The rapid development of animation art industry has gradually led to a huge demand for all kinds of animation art professionals, and the professional importance of animation art education has become increasingly prominent. How to educate and cultivate a group of talents who are really suitable for animation creativity, culture and art connotation, and good at independent management and engaged in animation related industries has gradually become an important development topic of animation vocational education in China.

2.2 Cross Education Design of Technical Education and Art

Animation is the perfect combination of cartoon action and static cartoon. Through a large number of cartoon static animation pictures, they can continue to play at a certain speed. It is widely used in ancient fiction, exaggeration, reality, metaphor and other expression techniques to express a person's concept or a story in various forms of modern painting. The level of technology is the core of an animation production. The continuous development of technology and the level of animation technology directly determine the final success or failure of an animation production process to a certain extent. In the school animation art teaching, we should take the animation technology talent teaching construction as a core component of the school animation art education, and cultivate college students' solid production technology theoretical basis and production capacity. Animation is an important part of modern art, which shows the advanced culture and civilization of modern human beings and reflects the creative spirit of modern human beings. In promoting the modern middle school animation art teaching, we teachers should appropriately integrate certain animation art education elements to make the teaching animation vivid and vivid.

3. An Investigation on the Current Situation of Animation Education in China

The rapid development of animation culture industry is an important support for the implementation of animation vocational education. If the school animation art education industry cannot effectively guide the healthy development of animation art in all directions, the school animation education will appear a new phenomenon of "dualization" in the future. The huge demand for animation talents in social education industry will inevitably be difficult to meet. In order to further understand the current situation of the development of contemporary animation art

education in China, this paper makes some research on the current situation of animation art education.

This questionnaire survey is conducted by combining questionnaire survey and field follow-up visit. The questionnaire survey is conducted on 320 colleges and universities with animation related majors and 200 large animation production enterprises from 320 universities in China. The purpose of the investigation is to analyze and understand the main technical problems and difficulties in the development of contemporary animation art education in China. The survey is conducted by the author of this paper by listing and explaining them one by one. Through the analysis of the actual investigation results in Table 1, we can see that there are still five main problems in the development of animation art education in China: (1) the course of subject setting lacks strict educational scientific demonstration; (2) the theoretical education research is extremely scarce; (3) it is basically divorced from social practice; (4) the structure of animation teachers is unreasonable, (5) It's difficult to find a job. The analysis shows that there are still serious structural imbalance problems in the current animation art education in China, so we should reform the teaching mode and teaching thought in all aspects.

Table 1. The survey results of the main problems in animation education in China.

Main problems	There is a lack of strict scientific demonstration of education in the process of discipline setting
	Theoretical education research is extremely scarce
	Basically, divorced from social practice
	The structure of animation teachers is unreasonable
	Employment difficulties

4. Discussion

4.1 Analysis of the Current Situation of Animation Majors

During the Fifth International Animation Festival, we conducted a questionnaire survey on the students majoring in animation in the school, and analyzed it from different angles.

It can be seen from the survey results in Figure 1 that 48.9% of the students think that the current curriculum does not meet the requirements of professional learning; 32.7% of the students think that the existing curriculum can be adjusted; 7.5% of the students think that the current practical course cannot meet the requirements of animation production, so it is necessary to strengthen the practicality of the course; There are two extreme data, 5.6% of students think the course is unreasonable, and 5.3% of students think the course is reasonable.

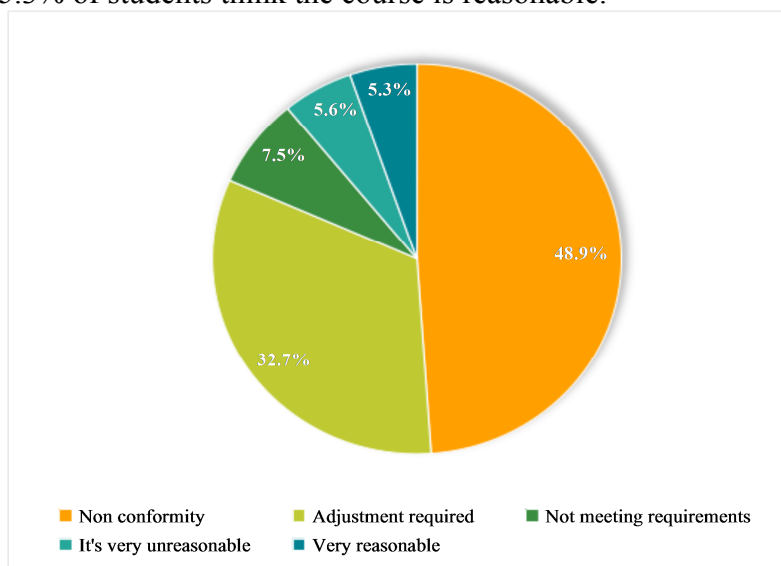


Figure 1. Statistical analysis of students' evaluation of animation Curriculum

According to the survey data in Figure 2, 8.6% of students think that the overall level of animation teachers is better; 14.8% of students think that teachers' theoretical level is better; 51.7% of students think that teachers' practical experience needs to be strengthened; 24.9% of students think that teachers should strengthen experience and have more expectations for teachers. It is a common phenomenon that there is a lack of advanced teaching ideas and practical experience. In the process of animation education reform, we should focus on strengthening the cultivation of teaching talents.

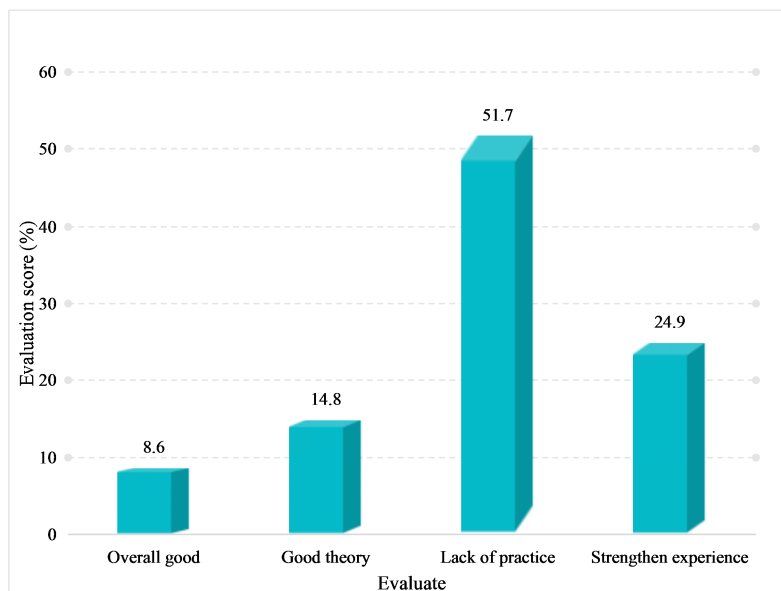


Figure 2. Investigation and analysis of students' evaluation of animation teachers' teaching level

4.2 Using a Variety of Teaching Methods to Break the Stereotype of Traditional Thinking

In the traditional animation teaching, the single teaching mode of "theory teaching + computer experiment" is mainly adopted. Although this teaching method is more in line with the characteristics and requirements of animation courses, in the process of practice, due to a single teaching method, students are often lack of interest in teaching, and it is easy to form a set of thinking and not divergent thinking. Therefore, in animation teaching and animation teachers can use a variety of teaching methods to explain, compare, summarize and practice knowledge from different angles and directions, encourage students to seek innovation and difference, so as to break the traditional thinking mode, cultivate divergent thinking and trigger innovative thinking.

4.3 Reasonable Teaching Arrangement to Cultivate Creative Thinking

In the process of classroom animation design teaching, teachers must carry out animation teaching in time according to the sequence of animation teaching content, and reasonably set and change it according to the actual situation of students' animation learning activities on site, so as to provide flexible and changeable animation teaching activity classroom for on-site students. In the animation classroom teaching, when designing and adjusting any link of animation class, we must pay special attention to the relationship between it and animation design. We can't explain a lot of basic knowledge for each student from the beginning of a class. We should understand and subdivide the knowledge content step by step, and then explain it to each student slowly. In this way, students can not only better understand and learn these knowledge's, but also continuously strengthen the cultivation of students' logical thinking of animation creation.

4.4 Basic Education of Modern Animation Education

The basic education of modern animation education includes "art education" and "technology education". "Art education" focuses on quality education, while "technical education" focuses on ability training. Art and technology are complementary and inseparable. To some extent, technology is often art. In other cases, art determines that the basic education of technical animation is closely

related to the traditional art education. Animation professional basic education must have certain painting ability, expressive force and design ability. Animation is formed by "moving". Therefore, it is very important to master the law of motion, understand the audio-visual language, and be able to perform. It is necessary for us to learn and master the continuous development of modern computer and some high-tech or modern technology. The creative theme and expression method of animation film art are constantly innovating, so animation itself also increases many new possibilities. The basic education of animation is mainly the organic and close combination of information technology and animation art. The rapid development of science and technology is bound to fully stimulate the creative inspiration of animation art and provide more artistic expression for children who like art.

5. Conclusions

In the research of cross education design of animation, this paper investigates the current situation of animation teaching in China, and analyzes the main problems and deficiencies in animation teaching. According to the survey results, the current animation education process in China is mainly lack of animation theory research, the animation education ideological system has not yet been formed, and teaching activities are separated from social practice, professional development has no source power and so on. Analysis shows that these problems involve complex factors, including the late setting of animation major in China, the lack of relevant research, and the lack of attention to the animation industry. Generally speaking, due to the unreasonable teaching mode of animation major, it has seriously affected the long-term development of China's animation industry. Therefore, this paper puts forward the design of cross teaching for animation major. The core idea of the design is to develop students' knowledge, strengthen practical ability and cultivate innovation ability. The analysis shows that the interdisciplinary teaching design in this paper can better meet the needs of animation industry for talent training, and further improve the teaching level of colleges and universities, and promote the development of China's animation industry.

Acknowledgements

This work was supported by XX18008. (Research on the mode of digital inheritance of intangible cultural heritage in Tianjin)

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