Teaching reform practice of digital media technology course in the context of curriculum ideology and politics

Mao Xiao

BeiJing Institute of Technology,ZhuHai 519088,China;

35718886@qq.com

Abstract. Curriculum ideology and politics is an important mission given to teachers by the development of contemporary China. Facing with the changing world situation, China needs college students of the new age to be able to shoulder the heavy responsibility of building the country. To have firm determination and confidence to the country's development, the new-age college students should be equipping ideological and political weapons. We should keep in mind what General Secretary Xi Jinping mentioned: What kind of people to cultivate? How to cultivate people? For whom to cultivate people? Take it as the guideline of education.

Keywords: curricular ideology and politics; digital media; teaching reform.

1. Introduction

Carrying out the construction of curriculum ideology and politics in the teaching of professional courses and guiding students to establish the correct world outlook, views on life and values, is the great mission given to teachers in the new age. Taking moral education as the root of education, integrating socialist core values into the teaching of digital media technology professional courses, strengthening education on students' value orientation and social responsibility, and establishing a scientific, reasonable and comprehensive appraisal system to promote students' professionalism, professional skills and moral cultivation, so as to cultivate socialist builders with the spirit of craftsmanship. In order to better carry out the construction of curriculum thinking and politics in digital media technology courses, it is necessary to carry out teaching practice from multiple aspects, angles and dimensions.

2. The main problems of the ideology and politics of the curriculum

The ideology and politics of the curriculum was first proposed by the Shanghai Municipal Party Committee and Municipal Government in 2014, and It refers to an educational concept that integrates ideological and political education into all aspects of college curriculum teaching and educational reform to achieve moral education and embellishment[1]. General Secretary Xi Jinping pointed out at the 2016 National Conference on Ideological and Political Work in Colleges and Universities that "we should use classroom teaching as the main channel, ideological and political theory courses should adhere to the improvement in strengthening, enhance the affinity and relevance of ideological and political education, to meet the needs and expectations of student growth and development, all other courses should guard a good channel, plant a good responsibility field, so that all kinds of courses and ideological and political theory courses in the same direction, forming a synergistic effect"

Thus, it is clear that the main purpose of the ideology and politics of the curriculum is not to rigidly apply Politics Theory to professional courses, but to make full use of the ideological elements for teachers to achieve the implementation of patriotism education to the student and the cultivation of ideology and moral character.

However, due to the lack of attention to the ideological education in the teaching of professional courses for a long time, many teachers also neglected the construction of this area, including the school on the construction of Civics is also in a long-term lack of attention to the position, so the

course Civics in the process of the full roll-out of the national universities still have many problems arise.

2.1 Lack of top-level design

The main problem faced by the current curriculum ideology and politics is the lack of overall planning in each university, and the teaching practice of curriculum ideology politics is still in a separate and fragmented state. Curriculum ideology is not a stand-alone process for each course of each major, but multiple courses and majors are linked to each other, so that all kinds of courses and ideological and political courses form a synergistic effect of the same direction. Therefore, the leaders of each university should base on the philosophy and characteristics of the university, and make unified planning for the education goal and talent training program. To make use of the leading role of the professional team of Marxism College in colleges and universities, the scattered forces can be twisted into one rope, and all teachers can work towards the established goal, in order to realize the comprehensive and effective curriculum of ideological and political education reform in the professional courses in colleges and universities more quickly.

2.2 Insufficient awareness of teachers' minds

The construction of curriculum ideology and politics depends on teachers to implement, and the first test is teachers' awareness and ability to educate morality[2]. Teachers' insufficient understanding of the importance and necessity of curriculum ideology and politics will inevitably lead to slow development of curriculum ideology and politics education and reform, and even become a mere formality.

Therefore, it is necessary for schools to organize teachers to study   Political Education regularly, strengthen teachers' ideological awareness, unify their thoughts to the goal of how to cultivate qualified successors   for national construction and resolutely fulfill the sacred mission given to teachers by the Party and the era.

2.3 Inadequacy of teaching methods

At present, the professional education of most colleges and universities is based on skill cultivation, especially for engineering students, and there is even a trend of technicianization, which is mainly employment-oriented. This kind of education means will only keep cultivating some sophisticated egoism, which is not conducive to cultivating qualified socialist successors. Therefore, in terms of teaching, it is necessary to arrange special teaching or collective learning for teachers to carry out targeted guidance on teaching ideology and politics in the curriculum, to enhance the teaching infectivity and ideological education of teachers, and to stimulate students' enthusiasm for learning.

Because each professional course has its own characteristics, so the course ideology and politics can not be uniform, should be combined with the characteristics of the professional to the design of the course   ideology and politics, to be flexible ideology elements and professional courses organic integration, which will have higher requirements for the teacher's lecture form will be.

3.   Digital media technology professional characteristic

3.1 Course characteristics

Digital Media Technology is a relatively new major, which is a cross-composite discipline, requiring students to master certain programming skills as well as certain artistic creation skills, so the requirements for students will be relatively high. The major trains students for a wide range of employment fields, from animation and games to film and television production, to the hottest virtual reality, meta-universe, etc. All industries related to digital media are needed.

Digital media technology courses include two major parts: basic courses and elective courses. The basic courses are professional knowledge that all students must master, including modeling fundamentals, CG creation fundamentals and advanced language programming; the elective courses include 3D model and texture, 3D rigging and animation, 3D lighting and rendering, post-production effects synthesis and other aesthetic courses, as well as virtual reality development, game engines, digital graphics and other program development application courses.

From the perspective of students' employment direction, whether it is film and animation, games or virtual reality, it is essential to involve the issues of life, values and world view. Without the correct guidance of   views, it is impossible to create works that are needed by society. Therefore, digital media technology majors have a natural need for thinking and political education, and the combination of the two can not only baptize students' minds, but also create works with higher ideology and ornamental value.

3.2 The necessity of strengthening ideology

Since the cultural industry has long been influenced mainly by European, American and Japanese anime games, this subtle influence will make the youth gradually reject and disagree with their own traditional culture, and turn to worship foreign culture. They even start to imitate foreign aesthetics in their creations and can only imitate behind them forever, thus losing the opportunity to innovate and promote their own excellent culture. This is the so-called "cultural aggression" phenomenon.

Fortunately, the country has realized the seriousness of this problem, culture is the root of a nation, and began to vigorously promote the development of national cultural industries, which has pointed out the direction for the creation of film, animation and games, and also pointed out the future goal for students of digital media technology: to promote the excellent Chinese culture, so that the world can better understand China!

4. Innovation of curriculum ideology and politics

It is the ultimate cultivation for students of digital media technology to determine the goal of ideology, cultivate patriotism, a strong sense of social responsibility and the spirit of workmanship. This generation of students has grown up in a relatively affluent and open environment, and they see the world through their eyes, and through the comparison of various aspects, they will identify more with their own country and nation, and have more national pride, so they will have a greater sense of identification with Ideology Education. However, on the other hand, they have been exposed to a lot of European, American, Japanese and Korean films and animation since they were young, so they will unconsciously imitate foreign styles and methods in their creative thinking. Considering this situation, teachers should treat this phenomenon objectively and impartially when designing the course   ideology, and appropriately select outstanding foreign works as teaching cases and discuss them together with students. Since most of the students enrolled in digital media technology majors come to study with great enthusiasm and interest, we must let the teaching cases go into the students' hearts and make them feel that the knowledge they have learned and practiced are realizing their dreams little by little[3].

4.1 Overall planning of teaching programs

The teaching program should be planned as a whole, so that the whole teaching program and the course have a clearer plan and goal, What is the goal to be achieved in each course? How to achieve this goal? What kind of ideological education can students receive? A good overall planning can play a guiding role in the design of the teaching program and the integration of the ideology elements, as well as a good planning for the entire professional curriculum.

4.2 Teaching content to keep up with the times

Teaching content can not remain unchanged, especially in digital media technology, the development of technology is changing rapidly.Technology cannot keep up with the times if it is not updated.Students will also resent learning outdated skills and are even less likely to be socially acceptable. Therefore, teachers must always pay attention to the development of the industry, to understand the latest technology and applications, timely update to the curriculum, so that the teaching content to keep up with the times. At the same time, the course ideology should also be combined with the current social hotspots, some new technology and new events as the classroom entry point, especially to tap the content that can highlight the characteristics of the profession, play a professional advantage to solve problems, help stimulate students' interest in learning, the only way to make the course ideology more deeply rooted in the hearts of students can participate. It is easier to get students' recognition by always taking students as the center and designing teaching cases and course thinking politics from the students' environment and perspective.

4.3 Change of teaching mode

The first, university classrooms should pay attention to the main role of students and encourage students to participate in interactive teaching. Firstly, there are many resources on the Internet, and students can find all kinds of learning materials from the Internet; secondly, more task-based classroom teaching is designed to help students actively search for solutions to problems and develop their active learning skills. By participating in discussions, we can gather the strengths of all students and open up some of their ideas, which is conducive to the overall improvement of students' hands-on skills and optimization of problem-solving ideas.

Second, the organic combination of online and offline courses can effectively allow students to carry out pre-course pre-reading and post-course review to improve learning efficiency. The amount of offline teaching time is limited, the additional content outside the classroom can be released in the form of micro-classes in the teaching platform, involving software operation content, it is effective use of online course resources, from all aspects to make up for the lack of offline courses.

Third, encouraging students to participate in subject competitions can greatly facilitate the conversion of knowledge into results and enhance students' output ability, as well as enhance the sense of collective honor and self-identity.

4.4 Multidimensional evaluation of teaching effectiveness

Digital media technology majors emphasize the cultivation of students' hands-on ability and application of professional skills, so the evaluation of students' learning outcomes and teachers' lectures should adopt a multi-dimensional evaluation method. The first is the evaluation of teaching process, which can be done regularly through questionnaires for students to evaluate the knowledge and interest of teaching cases as well as the effectiveness of students' communication and problem solving, the accuracy and timeliness of teachers and students' joint problem solving, etc. According to the evaluation, teachers can dynamically adjust their classroom design and case design; the second is the evaluation of learning outcomes, where teachers evaluate students' performance in the learning process, as well as in teamwork The second is the evaluation of learning outcomes, in which teachers evaluate students' performance in the learning process, as well as their individual performance in teamwork and the results of their usual homework exercises; the third is the evaluation of the effectiveness of Civics, which requires teachers to pay attention to the classroom response. On the contrary, if the students listened with little reaction and touch, it means that the effect of classroom Civics still needs to be optimized and improved.

5. Summary

It is feasible and necessary for digital media technology majors to carry out reform of curriculum ideology and politics. In the new social situation, all teachers of professional courses must

consciously improve their political awareness, innovate educational concepts and reform teaching methods, pay attention to hot issues as well as the development of new technologies, teach to change to student-centered, emphasize the main position of students, and always take students' satisfaction with the major as an important index to evaluate the teaching reform. Universities should not only cultivate a group of college students with solid professional basic knowledge and strong technical application ability, but also cultivate new-age youths with a sense of social responsibility and a sense of national and ethnic mission who can cope with the increasingly complex international environment.

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