# The Development of Animation Talents Training Teaching System Based on Industry Demand

**Zhiyuan Ma　Jingjing Guan**

（Zhongnan University of Economics and Law，Wuhan，China）

**Abstract**：The rapid development of the new media environment has subverted the previous information dissemination environment. The traditional animation professional training teaching content needs to be in line with the market reality. The actual employment ability of animation professionals needs to match with the market reality. Starting from the demand of the animation industry，this paper analyzes the existing problems of the animation professional training teaching system based on the ability analysis of animation undergraduate graduates. From the top－level talent training ideas design，curriculum，training resources，teacher training，career guidance and other aspects are discussed in detail，and try to build animation professional training teaching system，sketch the "234 Practice Teaching System Diagram".

**Keywords**：industry demand；animation talent training；professional training teaching

## 1. Introduction

One of the key tasks of the national strategic development is to promote the cultural industry to become the pillar industry of the national economy. Animation professionals who can be widely invested in network audio － visual，animation games，creative design，and other related fields will show a large demand trend. However，the reality is that the demand of the animation industry and the employment situation of students are seriously out of balance. For two consecutive years，in 2013 and 2014，it was listed as the undergraduate major with the worst employment prospect by the annual index of employment of my college students. The industry has put forward higher requirements for talent training in colleges. How to improve the quality of education under the premise of meeting the needs of industrial development has become an urgent task to be studied. Research on practical teaching has gradually become the hot spot of academic research in recent years.

## 2. An Investigation on the Professional Ability of Animation Majors

With the development of the animation industry，with the change of market environment，and the development of new media technology，earth － shaking changes have taken place in the develop-

ment of the animation industry. The traditional " animation market" no longer exists. The rapid development of network information technology and the popularity of mobile game development all indicate the massive space for the growth of the animation market. Animation specialty exists in the air outlet of mass information dissemination. Its corresponding professional talent training also needs to match with social and economic development, industrial structure adjustment, and industry development trend, and accept the test of market industry on the professional talent application ability.

**2. 1 Research steps**

On the basis of a comprehensive analysis of the research methods in the relevant application ability training literature, combined with the reality of this project, the research group adopts the research method of a questionnaire survey and structured interview. First of all, combined with the development trend of animation industry, the research group investigated more than ten animation industry－related enterprises, including new media college students' entrepreneurship incubation enterprises; secondly, according to the animation students in school, design the professional ability questionnaire, and put it into the survey, especially for the senior students who have finished the graduation practice and completed the graduation related learning tasks, because of their own practice experience, they can clearly understand the current lack of ability and the most needed industry capabilities and can give a certain evaluation to the training courses that have been set up; third, according to the comparative analysis of the results of the first two surveys, the outline of the animation industry ability interview is proposed. For the more important content in the questionnaire or insufficient data collection, the interviewees are targeted to conduct in－depth interviews. A total of 356 questionnaires were sent out, 347 were returned, and 328 were valid.

**2. 2 Data statistics and analysis**

According to the valid questionnaire samples collected from the survey, this paper uses the method of combining quantitative analysis and qualitative analysis and carries out statistical analysis through SPSS software.

The gender ratio of the respondents in this survey shows that there are more female students, which are 30. 6％ of male students and 69. 4％ of female students. The students' grades are from 2017 to 2019, and the central internship units of graduates are mainly in private enterprises, accounting for 84. 3％; the main work contents include animation design and production 22. 1％, visual performance and design 22. 8％, new media content promotion 21. 7％, marketing 19. 6％, and self － employed entrepreneurship accounting for 6. 3％.

Given the lack of industry ability in the current work, considering the differences of internship positions of the students surveyed and the different requirements of their required abilities, this paper carries out one － way ANOVA, combined with the relevant investigation and analysis of enterprises. It concludes that the top five kinds of abilities are: professional software application ability, new media operation ability, creativity and planning ability, market research ability, etc. The ability of interpersonal communication and team cooperation.

**3. Problems in the Practical Teaching System of Animation Majors**

At present, the animation majors in colleges and universities generally focus on training students with animation design and production talents in the general sense of original painting design and software operation. The structure of the practical training course system is relatively loose. It gener-

ally does not have professional pertinence and systematicness and is divorced from the guidance of market development and the practical application of animation expertise. Combined with the above background, the research group conducted a comprehensive questionnaire survey and interviews with ten universities of the same type.

## 3.1 The talent training orientation of top design is not accurate enough

Among the colleges and universities surveyed, animation specialty mainly belongs to the College of art and design, the school of media, and software engineering. There are many reasons for the difference. Both the animation specialty itself has the interdisciplinary characteristics of the art design and technical operation, and the different talent cultivation focuses of other majors are different. Therefore, various colleges and universities have different talents training emphasis. There are a lot of pain points in the design and control of the nursing scheme. Because animation itself has the characteristics of interdisciplinary, it needs not only the aesthetic support of art but also the practical application expression of digital production software. In the new media environment, it is also necessary to have a particular understanding and practice of new media technology to facilitate the marketing and promotion of works. Therefore, the orientation of personnel training should not only highlight the key points but also have distinct characteristics. The second is the level positioning of personnel training. Research－oriented universities and application－oriented universities should have a relatively straightforward emphasis on personnel training levels. However, according to the survey, the design and development of personnel training in most colleges and universities need improvement.

## 3.2 There is a deviation between the curriculum of professional training teaching and the actual post demand

According to the survey, the animation professional training teaching in most colleges and universities is mainly composed of "in－class training" ＋ "module training". Among them, the "in－class training" part is mainly the training content that needs to be carried out and completed simultaneously with the classroom theoretical teaching in the discipline basic courses and professional courses; the "module training" mainly refers to arranging in a semester, suspending other theoretical courses and in－class training courses, concentrating on one week or several weeks to complete a specific training task. Although the above－mentioned practical teaching courses can help students master a single professional skill, it lacks systematic training of professional ability of the animation industry. It has no understanding and grasp of new technology and new media under the new situation of industry development. The curriculum of practical teaching should be adjusted in time with the adjustment of industry structure and the development of the local economy. Taking the actual post demand as the converging point, the obsolete training content should be deleted, and the training project with the latest industry demand should be added.

## 3.3 The teaching conditions of on－campus training are limited, and the training resources outside the school are insufficient

As far as most colleges and universities are concerned, the construction of a training room is an essential and important funding project. Although all the universities surveyed have corresponding training rooms, their configuration generally fails to meet the requirements of "industry simulation". In addition, due to the limited site conditions, funding constraints, and the rapid upgrading of hardware facilities, there is a particular gap between the on－campus training teaching conditions of the

animation major and the actual business operation requirements. If the above hardware facilities can not meet, it will directly affect the achievement of the training objectives of the course. At the same time, there are great difficulties in the construction of an off-campus training base built by school-enterprise cooperation. Firstly, the cooperative enterprise has limited space, and the number of students receiving training is small. Secondly, due to the integrity and timeliness of the animation industry project itself, the time from participating in the project to the completion of the application can not be entirely consistent with the regular school teaching time. Therefore, most of the off-campus training enterprises are not willing to accept students who are just "superficial experience".

### 3.4 Full-time teachers lack industry experience

In recent years, the demand for enterprise tutors has been increasing, which is because pure theoretical teaching can not meet the needs of graduates' working ability, and the vast majority of teachers do not have practical professional experience. In this study, animation major also exists the phenomenon of full-time teachers "from school to school" and the lack of industry experience. If the teacher is not clear about the operation process of the actual animation enterprise, then in the teaching of animation-related professional courses, it is bound to be separated from the actual industry situation, and the students also only stay in the fuzzy concept and theoretical understanding level. They can only guide students to use the existing materials to imitate but can not lead and guide students to complete the animation project with practical operation significance and can be implemented in practice. Naturally, students can not calmly cope with the actual work needs.

### 3.5 The students lack professional knowledge and career guidance

According to the survey results, only 11% of the students have clear ideas and ideas on their future professional development, and the vast majority are still waiting and waiting. Students' understanding of the animation industry situation is only obtained from professional courses. They are not clear about the help of current professional training courses for future career development. However, the animation practical training courses offered by senior students mostly emphasize professional skills, and there is no comprehensive quality training that matches the professional ability. Therefore, a large number of students think that it is only combing and repeating the previous classroom work. Such surveys show that the current animation training course system is weak, students' career guidance experience is not deep enough, and they are not satisfied with their professional ability acquisition rate.

## 4. The Development of Animation Professional Training Teaching System Based on Industry Demand

### 4.1 The development of scientific animation training teaching system

Combined with the actual investigation of the research group and related literature, this paper summarizes the animation professional ability elements with industry demand as the core. Based on this, designs and constructs the training teaching system. Around the content of professional ability improvement, expansion skill training and comprehensive professional quality training, it is summarized as follows: 4 professional skills, 2 expansion skills, and 3 literacy skills. The three skills are gradually developed through different curriculum module designs and different teaching venues, which are independent and complementary to each other, fully reflecting the interdisciplinary of animation specialty characteristics: referred to as "234 training teaching system" (see Figure 1 for details).
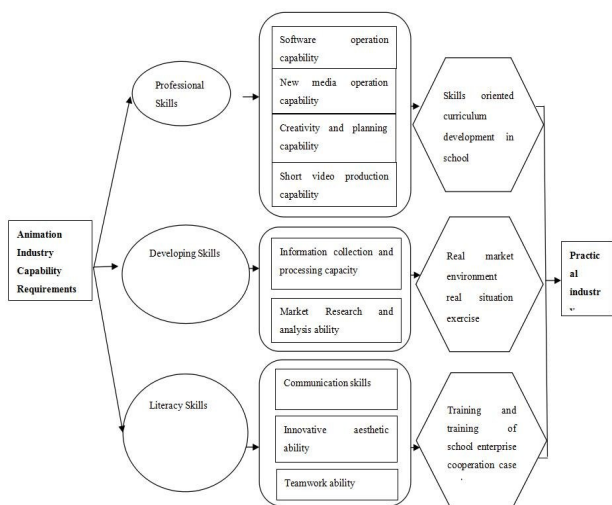
**Figure 1. 234 practical teaching system**

The specific contents include: first, professional skills training mainly covers the typical skills of the animation industry, such as professional software operation, new media planning and operation, short video content production, and other specific skills. The training of these abilities has strong guidance and needs to be taught by targeted series of courses, which can be implemented through special series of courses, and can be implemented in To complete the learning of skills in the classroom; Second, expand skills, which cannot be mastered by teachers and students in the traditional classroom. It must be combined with the specific actual market environment, and adjust learning tasks and learning methods according to the real situation, mainly including information collection and processing ability and market research and analysis capability, so that students can experience the role of "social animators". When completing the training of the project, it is necessary to drill in the actual market situation; Third, the ability training of literacy skills, which includes: communication and expression, innovative aesthetic, team cooperation and other capabilities, needs to focus on the actual case of school—enterprise cooperation, students complete the actual project of the cooperative enterprise by forming teams and experience the improvement of comprehensive personal quality; finally, achieve the es-

sential industry employment ability.

## 4. 2 Improve the development of animation professional training teaching platform

First of all, we should increase the support of relevant funds. As the animation industry relying on the development of new media technology, the related technology and equipment are rapidly updated, so it is necessary to invest corresponding capital into the introduction of equipment and technical software. Second, build a simulation training base. According to the actual needs of the animation industry, the establishment of a "high simulation" training laboratory, the school needs to build experimental buildings and laboratories according to the teaching needs, and configure necessary experimental equipment to ensure the smooth teaching of professional skills—related courses. Third, actively build an off—campus training base. In addition to building training venues, it is also necessary to actively contact with enterprises outside the school and make an off — campus training base. Flexible and diverse ways of cooperation, such as cooperation in running schools, commissioned schools, and project cooperation, can be adopted to carry out practical teaching to lay a solid practical training ability for future employment.

### 4. 3 Strengthen the team—building of training teachers

First of all, animation training instructors should actively participate in the practical learning and training of the animation industry, encourage teachers to participate in practical training classes and training courses organized by relevant industries, and participate in industry associations and associations. Second, according to the principle of "training the backbone of teachers, recruiting enterprise experts, and strengthening school—enterprise cooperation", through "internal training, peer exchange, enterprise introduction" and other ways, we should build a two—way mechanism for the exchange of experimental training teachers, strengthen the training of practical ability of train-

ing instructors, and realize the seamless connection between the training classroom and the animation industry. Third, establish an incentive mechanism for training instructors to enterprises, encourage them to work in the animation industry regularly, and create conditions for teachers to participate in enterprise work. For experimental training instructors with outstanding performance in enterprises, preferential policies should be implemented in title promotion, post－appointment, improvement, and scientific research support.

## 4. 4 Improve the management and evaluation system of practical teaching

First of all, implementing a practical teaching system also needs the corresponding teaching management and evaluation system. Establish a scientific, reasonable, and easy to operate teaching evaluation index, take the enterprise personnel standards and post－ability requirements as the yardstick to test the organization and results of training courses, and comprehensively consider and formulate the evaluation subject, evaluation content, and evaluation method. Second, strengthen the management of practice teaching from the practice of pre－, mid－, and late stages of improving management and monitoring. Third, it is necessary to formulate an incentive mechanism matching with the training curriculum system. The teaching results of the training course can be positively correlated with the teaching evaluation of teachers, and double qualified teachers can be cultivated. Especially in the practical operation part of joint training with enterprises, students can be invited to share the remuneration of practical projects.

## 5. Conclusion

How to cultivate animation talents to meet society's needs is the core problem of animation talents training in colleges and universities. Colleges must adhere to the talent training ideas that match the market demand, take the animation industry de-

mand as the guidance, carry out detailed research in such areas as the development of practical teaching system, professional training teaching platform, training teacher team development, training teaching management and evaluation system development, and formulate practical implementation plan with landing operability. We should improve animation training teaching, strengthen the reform and innovative development of practical teaching links, and cultivate animation talents matching with market talents.

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