

Reform of Training Mode of Art Design Professionals in Digital New Media Environment

Gaode Zhang

Shaoyang University, Shaoyang, Hunan, 422000, China

Keywords: Digitization, New Media Environment, Art Design, Professional Talent, Training Mode

Abstract: This paper mainly focuses on the reform of the training mode of art design professionals in the digital new media environment. This paper combines the analysis of students' situation in art learning to explore the problem that most students lack modern and contemporary aesthetic art in art learning. The teaching content of students' fine arts is basically only simple teaching students to draw pictures, and does not help students understand the art content such as "realistic" and "freehand brushwork" in fine arts. This article is mainly based on the students in the art learning process of the lack of modern art content, to make research and analysis of this problem, and give solutions.

1. Introduction

With the development of art culture in our country, it is necessary to innovate and break through for artistic creation. Compared with primitive art, modern and contemporary art has the greatest characteristic that it can bring visual and auditory artistic impact. visual and ideological influences. Art education in colleges and universities is an important way to improve students' aesthetic quality and cultivate excellent art talents. In the construction of education, schools should not only actively introduce primitive art and classical art, but also learn the essence of modern and contemporary art, and lay a good foundation for future artistic creation [1]. In colleges and universities, the majority of students do not have a complete concept of art, only know that painting is nothing more, and teachers do not pay enough attention to this aspect of art education, so that students have a play attitude to the art course to learn, of course, it is impossible to understand the true meaning of art from this course. To learn fine arts well, we must first understand the true meaning of fine arts, teachers can teach according to the following aspects.

2. Concrete Measures in Integrating Art Education into Contemporary Art Content in Colleges and Universities

2.1. Development of Reasonable Teaching Programmes for Students

Because some art teachers are not familiar with the art teaching level, and do not realize the importance of art teaching, their teaching ideas and teaching methods can not keep up with the development of the present era. In fact, the main problem in the art teaching of students is still in the teacher in the art aesthetic cultivation of students training is not enough. The main performance is four points: the first point of the teaching process is more casual, not serious enough rigorous, lack of clear teaching plans and objectives; the second point of art classes are often occupied by other courses, many times students are unable to carry out art classes normally; third point in the actual art teaching process, most art teachers have no enthusiasm for teaching, relatively lack of responsibility; fourth point teachers in the process of teaching language is too complex and academic.

For example, when teaching art to students, teachers should pay attention not to use language that students do not understand, because this will lead to students can not absorb knowledge [2]. Teachers should do their best to speak out the problems that are difficult to express more deeply in Australia in a concise and clear language, and draw up an art teaching plan that is suitable for

students to learn, so that students can understand and master the more difficult art knowledge points. Only by adopting the way that students can accept can they study art attentively, thus promoting their own art literacy, so that students can really improve their art learning efficiency and aesthetic level.



Figure 1 New media environment

2.2. Improving Students' Interest in Art Learning

Some students because there is no deep contact with art before, so there is a relatively lack of aesthetic sense, and some students aesthetic sense is not good may be because congenital perception of art is relatively weak, so there has been no aesthetic sense. Finally, a small number of students do not have aesthetic sense of art may be because they do not have enough interest in art to find the motivation to learn art. Therefore, whether the art foundation is not good enough or the interest is not high, these will affect the students' enthusiasm for art. In the process of art teaching, teachers should carry out targeted teaching training according to the problems that appear in each student, so as to fundamentally solve the problem of students' aesthetic sense of art, help students lay the foundation of art, make up for the inherent deficiency and improve their interest in learning.

For example, teachers can lead students to carry out painting "flowers" practice art activities. Let the students bring the flowers that can be collected in their daily life to the classroom (but the premise is that the flowers brought can be planted in their own home or picked by other people's consent), each student brought flowers and table exchange. Then let the students according to the flower different posture color, pay attention to observe, let the students have a general outline memory of the shape and color of the flower, so that students can fully develop their creativity and imagination, according to the different flowers brought by other students to paint. Then the teacher instructs the students to design the "flowers" of different images according to various techniques such as drawing outline and coloring above the fine arts. For students, the subject is not only limited to "painting flowers ", if students with strong hands-on ability can also use card paper to fold flowers, so that students can help students through the selection of materials and handwork and other aspects can make students fully feel the beauty of nature, but also deepen the students' feelings of beauty, but also can arouse students to the idea of beauty and association and the creation of beauty, and also cultivate students' aesthetic perception of art.



Figure 2 New media environment

2.3. Help Students Understand Beauty Through Picture Books

Picture books can also help students improve their aesthetic sense. Therefore, in the process of art teaching, we can add the use of picture books, picture books are able to help students find beauty points, picture books are an important weapon in students' art teaching. Picture books play a great role in improving students' art appreciation and improving their art literacy. Because the content of picture books not only has many thought-provoking words, but also colorful pictures, which can attract students' attention and make students full of curiosity about the content in picture books. At the same time, picture books can also enhance students for art expression and creative ability of a cultivation, so in the teaching of art students to make every effort to play the role of picture books, this is not only the inevitable demand of art teaching students, but also to promote the efficiency of art learning students an important guarantee.

For example, in the process of art learning, teachers can show students better picture books in the world, so as to improve their art aesthetic. Teachers can choose some excellent works suitable for students to appreciate, note that these works must not be too profound, to meet the mental age of students. Let students in the teaching process can feel the specific artistic conception of these paintings full of art, under the guidance of teachers, students can develop a rich imagination to have a full understanding of the works. Teachers can use multimedia in class to show students the Impressionist Van Gogh's "Star and Moon Night, " a classic piece of art that fully captures modern art [3]. can intuitively make students feel "art and art ". The teacher can first let the students mobilize their thinking ability to observe the work for ten minutes, then turn off the multimedia, let the students talk in groups about the exact meaning to be expressed by the author in this work, what kind of scene the author wants to bring to the audience, what is thought when you see the work, and finally, the students themselves through all the information in their minds to outline the "stars" belonging to the students themselves. Show the world's best paintings in this way [4]. In order to promote more students to have a specific understanding of fine arts and feelings, stimulate the students inner art world and their artistic cells, is able to effectively help students cultivate aesthetic sense.

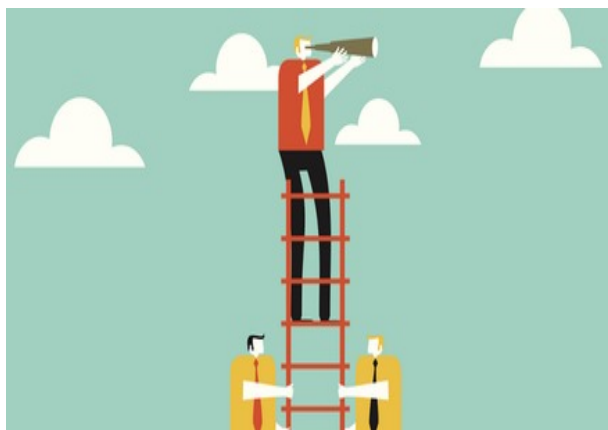


Figure 3 New media environment

2.4. Display of Animation Art Elements Using Multimedia Technology

In the course of the traditional art activities, it can be found that the boring way of carrying out the activities is completely unsuitable for the students to develop their thinking activities, and at the same time, it is not conducive to the students' understanding and memory of the art contents. Therefore, teachers are required to use multimedia technology to develop students' thinking ability on beauty, so that students can have a visual impression of beauty [5]. Through multimedia technology, teachers transform abstract art elements into real pictures and words, so that students can understand the content of art activities through concrete words and pictures, so as to deepen memory and improve students' aesthetic ability, so as to expand students' thinking ability in many

ways.

For example, in the art activities, teachers can show students some art cartoons that can improve their aesthetic, such as "make a scene in heaven ", " baolian lamp" and "three monks ". These cartoons contain strong elements of Chinese art, which can also let students accept from an early age belong to our unique Chinese art culture, can not only improve the aesthetic of art students, but also let students absorb more Chinese art culture, this is not a matter of killing two birds with one stone. The "Sun Wukong" in the cartoon contains certain artistic elements, and the shape of the light "it" has eight colors, through different parts of the different color rendering, through this animation color can help students understand fine arts very well, at the same time, it is absolutely ingenious to combine contemporary art with art works perfectly.

3. Conclusion

In the art teaching of students, teachers should pay attention to the teaching method of art aesthetic sense. Teachers can effectively cultivate students' art learning by arousing students' interest in art aesthetic sense. Teachers need to strengthen the cultivation of students' artistic creativity in art teaching, so as to combine traditional art with contemporary art, so as to promote students to master the aesthetic sense of art deeply and thus promote students' all-round development.

References

- [1] Zhang, Yunyun. Reform of Training Mode of Art Design Professionals in Digital New Media Environment. *Art Education Research*, no. 23, pp. 130-131, 2019.
- [2] Zhao, Lin. A Study on the Reform of Training Mode of Art Design Specialty in Colleges and Universities. *Science and Education Journal*, no. 33, pp. 52-53, 2019.
- [3] Li, Jian. Discussion on Practice Teaching Reform of Art Design Specialty Based on Innovative Talent Training Model. *Intelligence*, no. 1, pp. 204, 2020.
- [4] Wu, Dan. A Study on the Reform and Practice of the Training Mode of Innovative Talents in Higher Vocational Arts Design Specialty under the New Situation of Cultural and Creative Industry. *Digital World*, no. 3, pp. 182, 2020.
- [5] Zhang, Jing. A Study on the Reform of Matrix Talent Training Mode of Vocational Arts Design Specialty Based on Studio. *Modern Vocational Education*, no. 17, pp. 35-37, 2019.