Application of Task-driven Method in the Teaching of Digital Media and Animation in Universities

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Abstract: Task-driven teaching method is widely used in digital media teaching in colleges and universities. By setting up tasks related to the learning content, it stimulates students' initiative and innovation, and sets up their ability to solve practical problems. In teaching, teachers should create appropriate situations, clarify tasks and organize group cooperation, guide students to learn and communicate independently, and finally make a summary and evaluation. This method is conducive to cultivating students' innovative spirit and practical ability, and improving the quality of digital media teaching.

Keywords: Task Driven Teaching Method; Digital Media; Animation Major

1. The Disadvantages of Traditional Teaching Methods in Digital Media and Animation Majors in Colleges and Universities

In recent years, the digital media education in colleges and universities has made great development, basically forming a digital media education system with complete disciplines, scientific discipline system and a considerable scale. However, the development of digital media animation teaching in colleges and universities can only be said to have reached a certain "amount", but there is no "qualitative" leap.

In the traditional teaching process of digital media and animation, the performance and action areas of students have been reduced, and many students do not have the opportunity to participate in teaching organization and management activities, resulting in a lack of subjectivity, independence, and creativity in the classroom. The innovative thinking of digital media and animation art should be based on dialectical logical thinking, characterized by sensitivity, originality, and criticality to reflect a thinking activity of

digital art creativity. Due to various reasons, project practice teaching is the weakest link in digital media education in universities. Most teachers only rely on theoretical teaching methods, resulting in weak practical and innovative abilities of students, which is one of the main problems facing digital media education in universities. It can be seen that in most countries, the digital media and animation teaching in colleges and universities has always used the passive acceptance method of students, but in the new Internet era, this teaching method gradually shows many shortcomings.

2. The Feasibility and Advantages of the Task-Driven Teaching Method

"Task-driven" is a teaching method based on the constructivist learning theory. Constructivism learning theory emphasizes that students 'learning activities must be combined with tasks or problems to explore problems to guide and maintain learners' learning interest and motivation, create a real teaching environment, and let students learn with real tasks, so that students have the initiative of learning. Task-driven teaching is student-led, and in this environment, students can complete learning tasks in the way they like and used to."Task-driven" teaching has targeted, situational, inquiry, comprehensive, operability, "task" is often "real", is closely related to students 'actual life or subject learning content, which for students itself can stimulate students' interest in the current learning topic, and in the teaching process of middle school students is the main body of the learning process.

Digital media animation is a combination of art, science and technology, which has the characteristics of integration and interdisciplinary quality. Digital media animation is different from the general art or painting professional, it needs to be based on the knowledge of other related disciplines, or

other discipline knowledge to enrich digital art designers, which requires us to pay attention to the cultivation of digital media and animation professional skills, should pay attention to the students' theory cultivation, creative ability, and even the cultivation of organizational leadership ability."Task-driven" is a teaching mode based on the constructivist teaching theory, which puts students in the learning situation related to the current learning theme and as real as possible, so as to make students' learning intuitive and visual. When completing a task, the sense of accomplishment drives them to ask new questions, try to solve them, cycle on, and finally complete the overall task. In the process of task completion, the real learning situation and strong curiosity drive students to actively explore and discover, and complete the construction of relevant knowledge, which is conducive to cultivating students' self-study ability and the ability to analyze and solve problems relatively independently, so as to enhance the ability of independent learning.

3. Task-driven Teaching Design of Digital Media Animation Related Majors in Universities

Teaching design is the idea of curriculum implementation, scheme, teaching design theory is about how to regulation, design the theory of teaching activities, it is the connection point of education concept into practice, is the education idea and the interface of teaching practice, is a set of used to decide under certain teaching conditions, in order to make learners to achieve specific teaching objectives, should take what kind of teaching strategy and teaching method of systematic knowledge system.

3.1 Task Principle

The application of task-driven teaching method in college digital media animation teaching is not indispensable. The design of tasks is the core of the teaching process design of task-driven method, and the design of tasks should follow certain design principles.

First, the principle of the combination of authenticity and interest. The design of the task should have authenticity, the so-called authenticity is that the task should be close to life, as far as possible from life, to life, with life, so that students can have a real sense of intimacy."Truth" should include authenticity and science. Only reality can be more infectious, can be closer to students 'life experience, mobilize the enthusiasm of students to participate in learning, and be conducive to students' cognition of the learning theme and the construction of meaning. But the so-called reality of the task is not as long as it is related to life, because many too dull and boring tasks in life are often counterproductive for students.

Second, the principle of combining difference and coherence. The digital media animation teaching in colleges and universities faces different students, with different starting points, different levels, and different personal needs. In the traditional teaching methods, students are often regarded as the object of knowledge indoctrination, the receiver of external stimulus, and the memory of predecessors 'knowledge, so that it is difficult to understand students' personality and treat students' individual differences correctly. And information technology subject of an important feature is: the consistency of knowledge and the diversity of operation, classroom become flexible, in order to encourage each student positive, develop personality, grasp the context of the knowledge system, highlight key, seize the key, breakthrough the difficulty, this requires us in the design task, should not only consider the differences of students, and to consider the characteristics of knowledge and difficulty,

Third, the principle of combining feasibility and heuristics. The principle of combining feasibility and inspiration should be followed in the task design of digital media animation teaching in colleges and universities. The truly successful task-driven teaching method is to ensure the task-feasibility and inspire the students. First of all, the design of the task should be grasped from the perspective of specific learning objectives and learner characteristics, to ensure that students can complete the task through independent inquiry and cooperative learning in the limited time, with execution or operability. As we know, teaching is the main body of learning, so all teaching activities around students, teachers to adjust the team to "task", from the actual students, fully consider the students' existing cultural knowledge, cognitive ability, age interest, only recognized by students, can

really beneficial to students.

3.2 Link Settings

First, create the situation and propose the task. Learning situation is the situation and environment selected or created for the smooth learning, mastering the learning content and achieving the learning goal as soon as possible. The teaching situation in teaching is diverse and complex. The creation of the situation should be unified with the learning content and coordinated with the learning process. Its role is to promote the process of learning. Einstein once said: "raising a problem is often more important than solving a problem", then the task is the direct motivation for students to learn, but also the external performance of the question raised. Therefore, when using "task-driven" teaching, teachers should first assign the learning tasks of this course, this stage, this unit and this course to students, requiring students to learn with the tasks to complete or the problems to be solved. In teaching, teachers should create an appropriate situation according to the characteristics of the subject, learning objectives and learners, and express the task with a small amount of information, so that students can clearly know what the task is to be solved.

Second, clarify the task and organize groups. When students accept the task, with the help of a certain situation to produce a motivation and interest to actively complete the task, the task will be further analyzed, and find the problem. The innovation ability of digital media and animation professionals depends not on specific talent or particularly excellent ability, but on the creativity of thinking. First of all, not to impose a fixed mode of thinking on the immediate objective facts, but to learn to find a new way to overturn the accustomed way of thinking. Digital media and animation innovation ability is not how to use tools, but how to use tools to think, solve problems and construct new problems. However, it is sometimes difficult to identify the entry point to solve the problem and select the appropriate and useful information only by relying on the students' existing knowledge level. At this time, teachers should provide task-related learning materials, reference methods and the location of relevant online information, to guide students to complete the task, and actively guide students to analyze and solve problems.

In addition, due to the complexity and authenticity of the tasks, the division of labor and cooperation between learners are usually required. The so-called "three people must have my teacher", practice has proved that: through the cooperation and communication between students to complete the task, will better supplement the defects of students' knowledge structure, and improve their problem solving skills and methods. So the second step of the task-driven approach is to organize the learners into several groups. When grouping, the principle of heterogeneous grouping is generally adopted. In the same group, students' cognition and personality characteristics are not the same, which is more conducive to students to think and solve tasks from different angles and levels.

Third, independent learning, cooperation and exchange. In the task-driven method, students determine the learning goals under the guidance of teachers and understand the knowledge necessary to achieve the goals. After the learning goal is determined, the group members will find information separately, think independently and study independently. At this time, the teacher will guide the students correctly, grasp the content, progress and direction of the task, give the students the opportunity and time to think, and create a good space for the students to study and explore independently. Students can realize to acquire knowledge by their own efforts, and to study the corresponding sense of responsibility, and in the process of learning actively, active play its originality, teachers to activate students thinking spark, guide the thinking process, training methods, cultivate thinking quality, improve thinking ability, make them high quality to complete the task, promote the meaning of knowledge construction, form a new cognitive structure. However, due to the differences in thinking mode, cognitive structure, family background and other aspects, learners may have different understandings of what they have learned. For the same thing, some learners will have a correct understanding, some may have a deviation in the understanding, or some people's understanding is completely wrong. At this point, it will be particularly beneficial if there is cooperation, communication and communication between the groups and between their members. In the teaching

process of "cooperation", we should find the space, style and spirit suitable for each learner. Teachers in the central position is to teach learners a theory of knowledge and understanding, encourage students to create, to imagine. To achieve interdependence and mutual self-reliance of "cooperative" learning.

3.3 Evaluation of Task Completion Results

Task-driven method mainly emphasizes the task and the mastery of potential knowledge, emphasizes the diversity of evaluation, the teacher evaluation, group evaluation, self evaluation, class evaluation, reflect the diversity of the evaluation subject, diversified evaluation form to arouse the enthusiasm of students to learn, prompting students to migration of knowledge and skills. The works of the students' study group after the completion of the task are the result of the efforts of the group members. Therefore, in the evaluation of the group works, we should not only have the overall evaluation of the works, but also analyze, evaluate and affirm the efforts of each member.

4. Summarize

In short, the cultivation of students' innovative

spirit and practical ability is the focus and fundamental task of digital media education. According to the above analysis of the use of task-driven teaching method in digital media teaching in universities, task-driven teaching for the cultivation of students' innovation and practical ability is incomparable to any other teaching method.

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