The Reform of Digital Media Art Professional Curriculum System Based on Internet Technology

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Abstract. With the rapid development of science and technology today, people's lives and learning are inseparable from the support of big data, especially in the digital everyday industry. With the rapid development of the digital media industry, relevant technical talents in this industry are also facing huge challenges. The main reason is the shortage of talents and the high-quality requirements for employees [1, 2]. Therefore, there are many problems in the cultivation of mathematics media professionals. For example, due to the lack of established training goals and unreasonable curriculum settings, it is difficult for teachers to teach better [3]. Therefore, based on the internet technology, this article first analyzes the setting of the digital media curriculum system, then analyzes the reasons for the curriculum reform, and finally discusses the planning and implementation of the curriculum reform, hoping that big data will be helpful to the teaching of digital media majors.

Keywords: Digital Media Art, Internet Technology, Professional Curriculum System

1. Course system of digital media major

1.1. The construction goal and principle of digital media major

China's digital media major is a relatively late establishment and the major is an interdisciplinary subject combining engineering computer science and liberal arts and art design, so each university is different in professional design and training objectives. Therefore, the construction goal of digital specialty can be established: having high scientific literacy in the digital media technology industry, being proficient in computer science knowledge and digital media technology knowledge, capable of software development and media content production with the knowledge learned and competent for relevant work in the digital media industry.

1.2. Course system of digital media major

Digital media technology majors include cultural knowledge and scientific quality, while professional courses require students to master and skillfully apply professional skills, provide them with more opportunities for practice, arrange some specially designed courses and complete the graduation design of the major upon graduation. According to the curriculum system and curriculum setting
principles of digital media technology major, digital media courses include introductory courses, basic theory and skills courses and specialized courses. As the major of digital media technology in science and technology colleges is usually divided into the school of computer science, students need to take part in the postgraduate entrance examination and other factors. Network and computer courses account for 60% and the other 40% include digital media processing, animation table, game design and digital media design. Technical courses require students to be proficient in digital media processing technology, network programming and database technology.

2. Reasons for strengthening curriculum reform of digital media art major
The major of digital media art is a new educational mode in the current era. It integrates art with information science and technology and digital media technology and has the characteristics of high-tech, cross-media and new culture. Industry knowledge and skills are also very extensive. The interdisciplinary nature of discipline and the cross-border integration of professional practice are unmatched by traditional art education and computer education, which is in line with the current era of applied practice majors' desire to reform the curriculum system is clearer, so it is very necessary to change the traditional "cramming teaching method". The degree and effect of curriculum reform plays a key role in the cultivation of digital media art professionals.

2.1. The demand of digital media industry development for curriculum reform
As a result of globalization and diversification, the digital media industry has developed at a faster speed and with a wider prospect than ever before and is expected to become an important pillar industry of the national economy. It needs a large number of applied talents with both theoretical basis and artistic accomplishment and strong professional practical skills. The shortage of talents has become the bottleneck of the development of the digital media industry, which is one of the main reasons for the talent being dug and job-hopping. In fact, the number of talents sent to the digital media industry by China's higher education is relatively sufficient every year, but the quality is not as good as expected. This embarrassing dilemma of large quantity and quality worries makes the contradiction between supply and demand of "difficult employment" and "labor shortage" increasingly acute.

2.2. Students' demands for curriculum reform
Curriculum is the basic teaching unit open to students in the educational system activities in our country. It is related to the vital interests of students and is the fundamental of students to settle down. Students' professional knowledge structure is mainly acquired from the curriculum and their appeal to the curriculum is the basic factor that must be considered in the course construction. Digital media art is an emerging applied major. Students hope to build a solid professional knowledge chain and strengthen professional practical skills through series of courses.

3. Curriculum System Reform Plan and Implementation
Students majoring in digital media technology need to master the basic theoretical knowledge, relevant knowledge and relevant technologies of digital media technology. After graduation, students should not only master relevant moral and political theories and professional knowledge, but also master computer science and technical information, information and communication engineering technology and core technology in the field of digital media. Therefore, the course system should be reasonably arranged and set.

3.1. Public basic courses
In order to cultivate all-round development talents, public basic courses are necessary. For example, Marxism-leninism courses, Marxist-leninist theory, English, basic computer science, mathematics, ethics and law, physical education, general physics, literature reading and writing, etc.
3.2. Professional compulsory courses
To train digital media technology professionals, students must master the relevant knowledge and skills of the major. Therefore, there are professional basic courses that digital media technology students must master, including: introduction to digital media technology, program design, computer network and application, operating system, digital signal processing, computer composition principle, data structure, multimedia database, color composition and so on. Professional core courses include: computer vision, computer graphics, digital image processing, animation design, photography technology, digital video and audio processing, game design and development, virtual reality technology, website design, human-computer interaction technology and other courses.

3.3. Specialized elective courses
Specialized elective courses are specialized courses based on students' existing knowledge and interests. So according to the digital media technology, professional training objectives are set into different directions. Animation direction: 2D animation production, 3D animation production, 3D animation special effects, world animation history, animation appreciation, 3D modeling and mapping, etc. Game direction: virtual scene production and demonstration, role and scene design, network game programming, game engine design, game architecture and design, artificial intelligence game development, etc. Film and television: audio, TV program editing and production, digital film and television special effects and post-production, broadcasting, digital image processing, audio principles and technology, streaming media technology, etc. Graphic design direction: introduction to art, sketch, flat structure, vertical structure, vector graphics processing, digital graphic design, design thinking and methods, advertising, visual communication design, etc.

3.4. Practical courses
Practical courses include professional course experiment and comprehensive practical training. It includes not only theoretical knowledge teaching but also practical content. Therefore, the curriculum form of theory and practice should be set up. Moreover, practical courses are comprehensive training courses, including comprehensive experiments. In addition, it is also necessary to carry out collaborative education with enterprises and government departments related to digital media technology so that students can learn knowledge and improve skills in enterprises and real work. Digital media technology is also developing rapidly. In order to meet the demand of people in the current industry, the curriculum system structure and talent training program should be constantly improved and modified during the implementation of curriculum system reform. The following points should be paid attention to in the course system reform:

3.4.1. Credit and credit hours
When the total credit setting of digital media major is set according to each course, so, the credit of basic courses of general knowledge, professional compulsory courses, professional elective courses and practical training courses should be set according to the proportion. Credits are assigned to different courses, difficulty levels, and course content. That is to say, each credit is matched with the corresponding class hours. For example, animation design can have a total of two credits and each credit is 10 class hours. The total class hours of animation design are 20 class hours. Finally, the class hours of theory and experiment are arranged according to the proportion of credits.

3.4.2. Course sequence setting
In setting up the course structure, the basic course and the guide course must be opened early. There may be repeated knowledge in many courses, so teachers should adjust the content of the course according to the actual situation to avoid repeated explanations.

3.4.3. Integration of digital media technology and art
Digital media technology course is not a simple composition of technology and art but a deep
integration of the two. For example, when learning computer animation, it is necessary to relate to the knowledge of graphic design, color composition, plane composition and other aspects of art as well as related content of technology. Therefore, these contents should be fully integrated in teaching so as to achieve better teaching results.

4. Conclusion
In short, with the continuous development of large computer databases, digital media technology is a very popular profession in this era, and it is still developing. In order to cultivate high-quality first-class talents that meet the needs of the digital media technology industry, continuous curriculum reforms are required to meet the needs of enterprises. Only reform can improve the curriculum structure system of digital media technology and help promote the better development of the industry.

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