

Analysis of the Training Mode of Composite Digital Media Technical Personnel Based on Project-based Teaching

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Abstract:

Project-based teaching is a new kind of teaching method formed based on the progress of educational theoretical research and the accumulation of practical experience, which is of great significance to enhance the ability of knowledge application of talents. The implementation of project-based teaching is the stage result of China's educational reform and plays a driving role in the development of educational enterprise. This paper will analyze the relevance of project-based teaching in the training of composite digital media technical talents, with the aim of fully exploiting the advantages of project-based teaching, improving the practical ability of digital media technical talents, and conveying high-quality talents to the society.

Keywords:

Project-based teaching
Digital media technical personnel
Cultivate

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1. Introduction

Digital media technology is an emerging technology that rises with the development of the era and social progress. With the surging demand for talents, it has become an important part of college talent training to continuously strengthen the cultivation of talents in related fields. It is of great practical significance for the development of the industry to carry out the cultivation of composite digital media technical talents through project-based teaching. At the same time, it also promotes the continuous updating and iteration of the talent training model in the field of education.

2. The significance of the application of project-based teaching in the training of composite digital media technical personnel

2.1. Is conducive to improving students' practical ability

Project-based teaching is a teaching mode based on actual projects, which plays an important role in improving students' practical ability. Through project-based teaching, students can realize the integration of theory and practice in real projects, stimulate students'

innovative thinking, and achieve the goal of compound talent training. This teaching mode enables students to transform abstract theoretical knowledge into concrete applied skills by putting them in real or simulated working environments, in which middle school students are no longer passive knowledge recipients, but active participants and creators ^[1]. Project-based teaching encourages students to explore and experiment, and apply what they have learned to solve practical problems, which not only exercises their hands-on ability but also stimulates their innovative thinking. When facing the challenges arising in the project, students must learn to think independently and find new ways to solve problems, which is crucial for their future careers ^[2].

2.2. Conducive to improving students' professional quality

Under the background of modern society, the requirements for college graduates are constantly increasing. They not only need to have professional knowledge and ability but also need to have certain professional qualities. Through project-based teaching, students can feel the real workplace environment during their study in school, which is conducive to improving students' professional quality ^[3]. In the mode of project-based teaching, students not only need to complete specific project tasks, but also learn how to effectively communicate and coordinate resources in a team, and solve problems efficiently within a limited time. These experiences enable students to gradually master the art of time management in practice, and learn how to keep calm and organized in the tense pace of work. This is essential to enhance their professional quality in the future workplace ^[4].

2.3. Help students to carry out targeted learning

Project-based teaching allows students to learn and practice in a real environment, from which students can identify their shortcomings and defects, which plays an important role in students' targeted learning and improvement. Through the implementation of project-based teaching, students can test their learning effect in project practice and aim at their shortcomings in learning. This forward-looking teaching strategy lays a

foundation for students to improve their working ability after going out of campus ^[5]. At the same time, during the implementation of project-based teaching, students can choose projects that stimulate their enthusiasm and challenge their abilities according to their interests and professional directions for in-depth research and exploration. This personalized learning method not only meets the diversified learning needs of students but also helps them focus more on their professional fields. Thus, more targeted learning can be carried out ^[6].

3. Existing problems in project-based teaching in the training of composite digital media technical personnel

3.1. Disconnect between project design and market demand

With the continuous in-depth development of project-based teaching, the advantages of this teaching mode are gradually highlighted, but the existing problems cannot be ignored, and the problem of project design and market demand is the first. This disconnect is largely because the pace of content updates is not keeping pace with the rapid development of the digital media industry, and teachers and curriculum designers rely more on traditional curricula and existing knowledge systems when planning projects, rather than taking into account emerging technologies, industry trends, and corporate needs. As a result, although students have mastered a solid theoretical foundation and certain technical abilities after completing the project, they may feel powerless in the face of real work scenarios ^[7].

3.2. Teachers' project teaching ability needs to be improved

Project-based teaching is a kind of innovative teaching implemented based on a new educational concept. This new teaching mode is a challenge to some teachers, some of whom have adapted to the traditional teaching methods and have insufficient teaching ability for project-based teaching. Some teachers lack sufficient understanding of the latest developments and applications of digital media technologies, and they are not familiar enough with emerging virtual reality, augmented reality, or artificial intelligence applications in the media field to integrate

these cutting-edge technologies into their teaching programs. At the same time, project-based teaching requires teachers not only to possess solid professional knowledge but also to possess good project management ability and teamwork guidance ability. Some teachers lack experience in these aspects, which not only affects students' learning experience in the project but also may lead to the failure of the project to achieve the expected teaching objectives^[8].

3.3. Students' enthusiasm for project participation is not high

Another problem in project-based teaching is the low enthusiasm of students to participate in project-based learning. On the one hand, the project design is not attractive enough to stimulate students' interest in participation, and on the other hand, students' learning inertia, a large part of students have been accustomed to traditional education mode, and this new teaching method makes students at a loss. In addition, due to the lack of a deep understanding of digital media technology, some students lack a clear plan for future career development in this field and thus appear to be less committed and active in the project. At the same time, the project-based teaching model requires students to have strong independent learning abilities and innovative thinking, which is undoubtedly a huge challenge for students who are accustomed to traditional teaching methods. They feel helpless when facing project tasks that require independent thinking and teamwork, which affects their enthusiasm for participation^[9].

4. The application of project-based teaching in the training of composite digital media technical personnel

4.1. Deepen school-enterprise cooperation and implement targeted project teaching

The application of project-based teaching in the training of talents in composite digital media technology is to improve students' knowledge application ability through practical projects so that students can contact real projects in advance, to lay the foundation for students' future internship and employment. Most of such real projects come from enterprises, so it is necessary to deepen

the cooperation between schools and enterprises. The implementation of targeted project teaching is the key to training composite digital media technical talents^[10]. The school should carry out in-depth cooperation with corresponding enterprises to jointly develop and implement project teaching plans in the field of digital media technology. Through such cooperation project tasks, students can keep up with the latest trends in the development of the industry, ensure that their knowledge and skills are synchronized with the needs of enterprises, and enterprises can provide students with internship opportunities in the actual working environment. Students are allowed to apply what they have learned in real work scenarios to deepen their understanding and mastery of theoretical knowledge^[11]. At the same time, the role of teachers is particularly important in the process of implementing targeted project teaching. Teachers need to deeply understand each student's interest and professional expertise, and then design project tasks that can stimulate the potential of students according to this information. For students who have a strong interest in animation, teachers can design projects related to animation production. This lets the students learn the skills of software operation, storyboard creation and character design of animation design in practice. In this way, students can not only apply the theoretical knowledge learned in class to practical operation but also find their shortcomings in the project to learn and improve in a targeted way. In addition, teachers should also encourage students to actively communicate and cooperate with peers in the project, and complete project tasks through teamwork, so that students can learn how to effectively communicate in a team, and develop the ability to resolve conflicts and coordinate different opinions^[12].

4.2. Strengthen teacher training and improve teachers' practical teaching ability

The implementation of project-based teaching mode has higher requirements for teachers' teaching ability, so it is necessary to continuously strengthen teacher training, improve teachers' practical teaching ability, adapt to the new requirements of project-based teaching, and implement project-based teaching in a more effective way^[13]. First of all, schools should give full play to the role of the main body of education, and regularly organize teacher training, including the latest digital media technology, project teaching methods, teamwork

skills, etc., to ensure that teachers can timely grasp the industry's cutting-edge knowledge and teaching skills. Secondly, the school can invite industry experts or senior teachers to give lectures in the school. Through face-to-face communication, teachers can deeply understand the development trend of the industry and practical experience in project teaching. Through these training measures, teachers can not only improve their practical teaching ability but also better guide students to carry out project learning. Promote the effective implementation of a project-based teaching model in the training of composite digital media technical talents ^[14]. In addition, for project-based teaching, a highly practical teaching method, schools can establish long-term cooperative relationships with digital media enterprises, so that teachers can have the opportunity to participate in actual projects of enterprises. Such enterprise practice not only enables teachers to personally experience the working process and challenges of the industry but also helps them to establish a project case base that matches the needs of enterprises. The experience and insight accumulated by teachers in practical work will be directly transformed into vivid cases and practical skills in classroom teaching, which will greatly improve the pertinence and effectiveness of teaching ^[15].

4.3. Innovative project forms to stimulate students' enthusiasm to participate in the project

On the one hand, the effective implementation of project-based teaching in the training of composite digital media technical talents depends on the teaching ability of teachers, on the other hand, it also requires the active participation of students. In order to enhance the participation enthusiasm of students, it is necessary to constantly innovate the teaching forms of projects and enhance the attractiveness of projects to students ^[16]. Schools can collaborate with digital media companies to design projects that are closely connected to the real market, such as developing a new mobile app,

planning an online marketing campaign, or designing an interactive game. These projects not only allow students to experience cutting-edge technologies and workflows in the industry. It also enables them to learn how to collaborate with team members, how to manage projects, and how to think creatively while solving real problems ^[17]. At the same time, the school can introduce a competition mechanism, hold a digital media creative competition in the school, and encourage students to create and display around a specific theme, through such competition, students can not only gain practical experience, but also find their potential and shortcomings in the competition, to improve themselves more targeted in the follow-up study, and encourage students to participate in entrepreneurial projects. Transforming their ideas into actual products or services can not only enhance students' practical ability but also cultivate their entrepreneurial spirit and market awareness ^[18]. In addition, in the form of projects, schools can try project-type projects, allowing students to participate in teachers' scientific research projects for in-depth academic exploration, which enables students to conduct independent research under the guidance of tutors and cultivate their research ability and critical thinking ^[19]. Through these innovative project forms, students' learning will no longer be limited to textbook knowledge but can be closely combined with practical work, thus greatly enhancing their learning interest and engagement ^[20].

5. Conclusion

As a brand new teaching mode, project-based teaching is of great significance in the training process of composite digital media technical talents. It not only strengthens students' theoretical knowledge but also enhances their knowledge application ability and professional quality. This forward-looking teaching mode lays a solid foundation for students' future work and study. Promoting this practice teaching mode has become an inevitable direction for the development of our country's education.

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