Exploration on Cultivating Students' Innovative Ability in Flash Animation Teaching

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Abstract: *Flash animation creation has strong practicality and artistry, which is very conducive to stimulating students' interest in learning, cultivating students' innovative ability, and how to inspire students, carry out bold creativity, and finally complete a specific project. This paper proposes to create an innovative environment, reform teaching methods, establish a flexible assessment mechanism, and carry out appropriate competition activities to comprehensively improve students' independent innovation ability.*

Keywords: Flash animation teaching; innovation ability; innovative thinking.

1. INTRODUCTION

Innovative ability includes innovative consciousness, innovative thinking and scientific and technological quality. Innovation consciousness determines the generation of innovation, innovative thinking is the key to innovation, innovative thinking determines the success and level of innovation, and scientific and technological quality is the basis of innovation. In the Flash animation production teaching course, the backwardness of the teaching mode has always made it difficult to improve the teaching quality of the course. Strengthen the training of the animation production teaching mode for students, and promote the development of the Flash animation production field in China.

2. THE NECESSITY OF CULTIVATING STUDENTS'INNOVATIVE ABILITY IN FLASH ANIMATION TEACHING

2.1 Teach students according to their aptitude and cultivate their interests

Each student has its own advantages and interests. The so-called "interest" is the best teacher for students. Teachers should first let students have enough interest in Flash animation production, so teachers should enrich the teaching content. Because the production of Flash animation is more complex and there are more knowledge points, students will feel bored, and their interest in this course will decrease gradually. Therefore, teachers can intersperse some music in the teaching process, adjust the atmosphere, and let students complete their homework according to their own interests.

2.2 Objective cultivation of innovation ability

Flash animation production itself requires students to operate flash software for animation production by themselves. Even though each student has the same material, different ideas may lead to different works. So more creative needs Flash animation production puts forward objective requirements. Under this requirement, strengthen the cultivation of students' innovative ability in flash animation production education can make students willing to learn flash software more actively and create their own animation works. Transform passive acceptance learning into active exploration and innovation. It not only strengthens students' application practice of software, but also can experience the fun of learning in the process of innovation. Therefore, it is necessary for teachers to strengthen the cultivation of students' innovative ability in the teaching process of flash animation production.

3. WAYS TO CULTIVATE STUDENTS' INNOVATIVE ABILITY IN FLASH ANIMATION TEACHING

3.1 Strengthen the interaction between teachers and students in the Flash animation production teaching course

The innovation of the teaching mode of Flash animation production requires teachers to change their traditional teaching concepts as soon as possible. They should not regard their direct identity as the authority of knowledge, but should lower their stature, integrate with students, and become participants in the learning process of the teaching course of Flash animation production. By strengthening the interaction between teachers and students, the atmosphere of classroom teaching can be activated, which can not only stimulate students' enthusiasm and enthusiasm for learning, It can also close the distance between students and teachers, so that students will not be unwilling to put forward their own views and questions with teachers because of fear of being criticized and criticized. Teachers should not directly deny and criticize students when they make mistakes, but should listen to students' views and guide and enlighten students. If teachers deny and criticize students too much, they will make students lose confidence in their own creation, And then affect the development of students' innovative thinking and personality thinking. In the teaching of Flash animation production, teachers should give students more opportunities to display

their works, encourage students to express and share their creative thinking more, guide and promote students to actively learn the knowledge difficulties and key points in the teaching of Flash animation production, make students have confidence in their own creation, make students willing to analyze and discuss with teachers, and then cultivate students' independent analysis and solving ability to problems, Let students improve their ability to analyze problems.

3.2 Proficiency in the use of flash animation software

"A skillful woman cannot make a meal without rice". No matter how creative and innovative, it cannot be converted into excellent animation without the technical support of flash software. Therefore, the cultivation of all innovative abilities is based on the skillful use of flash software. When teaching flash animation production to students, teachers must not ignore the teaching of basic operation of flash software. They should ensure the teaching quality of flash software operation in daily teaching, and train students to quickly and comprehensively grasp the most basic and commonly used functions and skills of software. Only by letting students know the most basic and commonly used operations and skills of flash software animation and use them skillfully, can they ensure that the animation creativity can be implemented and brought into play. Let students in the future. Only when flash animation is made like a fish in water can it really turn decay into magic.

3.3 Create an open teaching situation to induce students' desire for innovation

Psychological research shows that people's innovation ability is not only based on their knowledge and wisdom, but also closely related to their positive emotions, especially their desire for innovation. In the regular teaching of Flash courses, teachers generally explain and demonstrate to students in detail according to the operation steps of the textbook examples, teach students to draw by hand, and students do as they do. This teaching mode often inhibits students' creativity to a certain extent. After finding this problem in the teaching, the author made corresponding improvements on the original basis, and made efforts to analyze the design concept and intention of the work. For example, when learning how to use the Flash drawing tool in this chapter, you can show an example to indicate the drawing tools and methods that may be used. The time spent is not more than 10 minutes, and the rest of the time is organized by students to explore and learn independently and make works. As long as the students do something creative, they will be fully affirmed, giving students a positive reinforcement effect. In such a teaching situation, students can exert themselves without being limited by books. While mastering relevant knowledge, they also fully stimulate students' interest in learning and stimulate their desire for innovation.

3.4 Comprehensively analyze the difficulties in the teaching process

Flash animation production In classroom teaching, it is easy to get twice the result with half the effort by setting the image movement of animation current and waveform and using Flash software to explain to students. In addition, using Flash software to carry out teaching not only updates the teaching method, but also promotes the teaching form to be more flexible and dynamic. By making full use of the network, teachers can download some excellent design works and let students carry out comparative analysis to find the advantages and disadvantages. Use some practical cases to explain and guide students to study and discuss these animation structures, so that students can systematically master the East Asian animation technology.

3.5 Strengthen experimental teaching and cultivate students' practical and innovative abilities

The learning of Flash course requires students to experiment on the computer, so I will prepare sufficient class practice topics before class, and give them to students who have completed the examples in advance, and the students will create them independently. In class, you can first explain and demonstrate examples to students, and then let students operate independently on the computer, and encourage and support students to make different effects on the basis of mastering the examples. For example, when learning the guide line animation, first use the example of butterfly flying to explain the production process of the guide line animation. After the explanation, ask students, what else in life is moving according to a certain curve path? Some students will say: airplane flying, playing ball and shooting, etc. Then let students use the guide line animation to try to make the corresponding guide animation. Through drawing inferences from one example, multiple ideas and effects of a problem, students can master relevant knowledge and use it flexibly. The score standard on weekdays also focuses on who works more creatively and aesthetically, and whether knowledge can be flexibly applied. The author believes that teachers should teach students flexible learning ideas and good learning methods, rather than unchanging textbook knowledge. They should return the time and space for learning to students, so that they can use sufficient time and space for independent learning, independent thinking and repeated experiments, so that students can achieve twice the result with half the effort. Students are the main body of learning. Advocating independent learning and strengthening experimental teaching are the main measures to cultivate students' practical and innovative abilities.

3.6 Integrating innovative educational teaching elements into the design of teaching content

The application of various teaching methods has indeed improved the teaching quality of Flash course, and also added a lot of smart colors to the classroom. But on the other hand, there is still a certain distance between the students' proficiency and their true inferences. In order to make students' thinking active, they should not be rigidly bound to fixed forms. Teachers need to design rich teaching content to guide them to give full play to their imagination. As the famous educator Tao Xingzhi advocated

"education is life" and "life is education", students' education is closely related to life. So in order to make the learning activities easy to be accepted by students, make students truly realize the close relationship between animation production and life, and urge them to actively use what they have learned for animation production, teachers need to design the teaching content with the theme of "concrete, feasible, close to students' learning and life", select "life-oriented" teaching materials, guide according to the situation, and grasp students' hearts in the design of teaching content, Boldly innovate from form to content.

4. CONCLUSION

In a word, information technology education should not only cultivate students' awareness of learning and applying information technology, but also cultivate students' ability of operation and innovation required to adapt to the information society, so as to ensure that students have strong points in learning on the basis of comprehensive development, and make information technology courses become the main front for cultivating students' innovative thinking.

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