The Application of Project-based Learning Method in Stop Motion Animation Course

Yuan Zhang*

Cheongju University, Cheongju 360-764, Republic of Korea

Corresponding author: Yuan Zhang, zhangyuan0918@gmail.com

Abstract: With the deepening of education reform, the teaching work of stop motion animation courses should be further optimized. Teachers should actively introduce new education concepts and methods to better arouse students' interest, strengthen their understanding and application of the knowledge, and improve the education effect. Project-based learning, as a popular education method at present, can greatly enrich the teaching content of stop motion animation courses, broaden the path of education, and greatly promote the more comprehensive development of students. In view of this, this paper will analyze the application of project-based learning in stop motion animation course teaching, and put forward some strategies for peer references.

Keywords: Project-based learning; Stop motion animation; Application

1. Analysis of connotation and characteristics of project-based learning
1.1. Connotation of project-based learning

Project-based learning means that when learning activities are carried out, knowledge exploration is carried out in combination with a specific project, so as to help students complete the thinking, analysis, and summary of knowledge, form a set of their own knowledge system, and improve their comprehensive ability to solve problems [1]. In this process, teachers should attach importance to the optimization and management of the project. In project-based learning, teachers can provide students with a project activity and guide them to carry out the project plan design, goal formulation, and project implementation. Students are then allowed to complete the exploration and practice of knowledge in the project [2]. In this way, students can greatly improve their understanding and application of relevant knowledge and master more knowledge related to the project.

1.2. Characteristics of project-based learning
1.2.1. Practical

The essence of project-based learning is to enable students to explore knowledge in combination with projects, so as to enhance their understanding and application of what they have learned, which also shows that project-

based learning itself has strong practical characteristics [3]. In project-based learning, students need to participate in the project, think and practice the problems involved, and then complete the project-based knowledge learning. Based on the analysis of the current teaching situation of stop motion animation courses, the application of project-based learning to course teaching can create a more free and relaxed learning atmosphere for students, which will greatly promote the improvement of their problem-solving ability [4].

1.2.2. Comprehensive

When applying the project-based learning method to stop motion animation course teaching, teachers should analyze its comprehensive characteristics, so as to greatly improve the teaching effect of the course, let students master more professional course knowledge, and further improve their knowledge system of stop motion animation course [5]. The project-based learning method itself has strong comprehensive characteristics, and its content is rich and diverse. The project content can also adapt to various types of knowledge and can be effectively applied to the teaching of stop motion animation courses [6].

2. Application values of project-based learning in stop motion animation courses

2.1. Broadening students' thinking

Applying the project-based learning method to stop motion animation teaching can effectively broaden students' thinking and make them more active in learning, which is also an important basis for improving their learning effect [7]. By applying the project-based learning method to the teaching of stop motion animation courses, students can gradually fall in love with learning and enhance their learning enthusiasm in project exploration. In addition, knowledge exploration combined with project can make students' thinking become more divergent, so that they can gradually form a set of their own ideas to solve problems and improve their learning efficiency [8].

2.2. Stimulating students' learning initiative

In the past, teachers failed to put students in the main position of the class when teaching stop motion animation courses, with students mostly passively accepting knowledge, which greatly hinders the improvement of their learning efficiency and is not conducive to their interest in learning stop motion animation courses [9]. By applying the project-based learning method to stop motion animation teaching, students can become the subject of project exploration, which can more effectively stimulate their learning initiative and further develop their exploration and thinking abilities [10]. Project-based learning is a student-based education model, which can guide students to carry out more efficient knowledge exploration activities and provide them with more practice opportunities and exploration space, so that they can become the real learning subject. It can be seen from here that the application of the project-based learning method to the teaching of stop motion animation courses can greatly enrich the form of educational work and enhance the openness and interest of the teaching of stop motion animation courses [11].

2.3. Developing students' comprehensive literacy

Applying the project-based learning method to stop motion animation course teaching can further enrich the course teaching content, create a better teaching environment, and promote the development of students' comprehensive literacy. Generally, when students explore the knowledge of stop motion animation courses in combination with projects, they will have strong initiative in knowledge exploration, and their thinking will

become more active and proactive, which will greatly promote the teaching effect of stop motion animation courses. In addition, by applying the project-based learning method to the teaching of stop motion animation courses, students can carry out deeper communication and interaction in combination with projects, so that they can gain more knowledge in the study of stop motion animation courses, changing from passive learning to active learning [12]. In the long run, students' analytical and practical skills will be further developed, which will greatly promote the improvement of their comprehensive literacy.

3. Analysis of the current teaching situation of stop motion animation courses

3.1. Overemphasis on exam-oriented education

At present, many teachers are influenced by traditional teaching concepts when teaching stop motion animation courses. They unconsciously focus on theoretical knowledge and neglect the education and training of students' skills and qualities, which makes it difficult for students to be the subject of the classroom. In addition, under the influence of exam-oriented education, some teachers will skip some seemingly unimportant content when teaching stop motion animation courses [13]. As a result, the knowledge system of stop motion animation courses mastered by students is not coherent enough, thus affecting their further learning of knowledge content.

3.2. Simple teaching content

At present, the competition among various schools is becoming more and more fierce, which will lead to some schools paying too much attention to students' exam results, rarely analyzing the actual needs of students and carrying out further innovation and optimization of stop motion animation course content, which is extremely unfavorable to their future development [14]. In addition, students are in a stage of physical and mental development, and their daily study and life are easily affected by external factors. If they are in an environment lacking innovation consciousness and practical atmosphere for a long time, it will greatly hinder the development of their ability. The reason for this is that teachers rarely update and optimize the content of stop motion animation courses in a timely manner. As a result, many students' knowledge content is different from the job requirements of enterprises, which greatly affects students' learning initiative and is not conducive to their better employment in the future.

3.3. Boring teaching environment

At present, when teaching stop motion animation courses in many schools, the overall teaching atmosphere is rather boring, and it is difficult for teachers to introduce some novel and interesting auxiliary means into the classroom, thus failing to stimulate students' interest in learning and hindering their future development. At the same time, due to the lack of new technologies and means, it is difficult for teachers to create a free and relaxed atmosphere for students, which is not conducive to the construction of a high-quality teaching environment, and students cannot form a higher level of professional accomplishment [15]. The boring atmosphere fails to help students integrate more deeply into the knowledge exploration of stop motion animation courses, which is not conducive to their in-depth understanding of the relationship between various technologies and knowledge and prevents them from forming a perfect knowledge system of stop motion animation. In the teaching of stop motion animation, the teaching materials that students most often use are textbooks. However, few teachers can expand the content of textbooks. Students will face the same knowledge content for a long time, which will also lead to a boring teaching environment, thus affecting the improvement of students' learning effect.

4. Application strategies of project-based learning in stop motion animation courses

4.1. Creating a relaxed atmosphere and building a scientific group

In order to improve the application effect of project-based learning in stop motion animation teaching, teachers should attach importance to the construction of a good atmosphere, so as to lay a solid foundation for the subsequent teaching work. By building a good atmosphere, students can carry out more active and proactive thinking in the project, which is also the basis and premise for them to carry out high-quality knowledge exploration. Therefore, in the construction of a high-quality atmosphere, teachers should treat each student with certification, so that they can understand that they are an indispensable element in the project activities. In project-based learning, if students have wonderful speeches and performances, teachers can timely and accurately encourage and recognize them, so as to better stimulate their learning initiative and self-confidence. If students make mistakes, teachers should be tolerant, help students determine the causes of problems, and then provide targeted guidance based on the actual situation, so that they can take the initiative to participate in the project knowledge exploration and improve the education effect.

In order to improve the application effect of project-based learning in stop motion animation course teaching, teachers can try to establish a cooperative group, which will greatly promote the teaching effect of the course. Generally, college students have a certain knowledge reserve, and it is not appropriate to divide them into two-person groups when grouping them. In this way, it is difficult to realize the collision of thinking among students, which is extremely unfavorable to improving the application quality of project-based learning in stop motion animation teaching. Therefore, teachers can try to divide students into groups of 3–5 people, and then organize them to study and explore stop motion animation course knowledge in combination with projects, so as to better highlight the advantages of cooperative learning. During group discussions in combination with projects, students can analyze each other's views and opinions, etc. For example, students can learn from their peers' excellent ideas, which is of great significance to improving their learning effect.

4.2. Clarifying learning objectives and cultivating practical ability

When the project-based learning method is applied to the teaching of stop motion animation courses, a lack of clear goals will be a great obstacle to the development of the teaching work in the future. Therefore, when applying the project-based learning method to stop motion animation course teaching, teachers should establish a clear and reasonable goal according to the actual situation of students, which can greatly improve the effect of course teaching. In practice, in order to further help students understand the teaching objectives of stop motion animation courses, teachers can combine multimedia equipment to carry out education activities, use PPT to decompose the project objectives and processes, and then show them to the students. In this way, it can help students to have a deeper and more comprehensive understanding of the project content and project objectives, enable them to explore and learn the stop motion animation course knowledge more efficiently, and ensure the correctness of the project-based learning direction.

After defining the teaching objectives of stop motion animation courses, teachers can conduct research on students' practical abilities and comprehensive accomplishments. When applying the project-based learning method to the teaching of stop motion animation, teachers can first design different numbers for students, and then ask them to make speeches in groups in order, combining the knowledge content and personal understanding of stop motion animation. After the speeches, teachers can select some students to summarize and analyze these speeches. In this way, students can understand the ideas of other students, so as to realize the collision of thinking between students.

4.3. Selecting the right time to improve students' comprehensive ability

After understanding the project-based learning method, some teachers will try to apply it to the course teaching every time they carry out stop motion animation course teaching. However, the knowledge of stop motion animation courses itself has high requirements for students' thinking and practical abilities. It requires students to conduct some knowledge exploration independently. Overusing project-based learning methods will make it difficult for some students to conduct in-depth analyses based on the knowledge they have learned, which is not conducive to the development of their comprehensive ability. Therefore, teachers should choose the appropriate application time to ensure that the application of the inquiry learning method is reasonable and scientific, so that the project-based learning method can play a greater role in the teaching of stop motion animation courses.

When applying the project-based learning method to the teaching of stop motion animation courses, teachers should participate in students' knowledge exploration and project practice, so as to provide them with more timely and efficient services and further improve students' knowledge exploration efficiency. For some high-quality speeches and ideas, teachers should give corresponding encouragement, which can greatly enhance students' sense of achievement and make them participate in the project discussion more actively. By finding suitable application time, the teaching effect of stop motion animation courses can be greatly improved and students' comprehensive ability can be further developed.

5. Conclusion

Stop motion animation is a type of art with a unique art form, which can visualize and personify the production process of animation so that the audience can have a feeling of being in the scene. The production process of stop motion animation includes many aspects such as art design, photography, screenwriting, performance, etc. Therefore, the teaching activities need to give full play to the initiative and enthusiasm of students. The introduction of the project-based learning method in stop motion animation teaching activities is conducive to mobilizing students' enthusiasm and initiative in learning, allowing students to create in real situations and apply the creation results to classroom teaching, thus improving the teaching quality of stop motion animation. In short, teachers should attach importance to the application value of project-based learning in stop motion animation courses, and take effective measures to promote the improvement of teaching quality and level of stop motion animation courses.

Disclosure statement

The author declares no conflict of interest.

References

[1]   Wang F, Liao G, Yuan M, 2021, Innovation and Reform of Stop Motion Animation Course based on "Innovation + New Media." Art Education Research, 2021(03): 128–129.
[2]   Zhang T, 2020, Research on Design and Application of Stop Motion Animation Production Micro-Course, dissertation, Northwest Normal University.
[3]   Huang Y, 2022, Research on the Application of Traditional Elements in Chinese Stop Motion Animation. Tokyo Literature, 2022(10): 106–108.

[4]   Ameen, 2022, Research on the Application of 3D Printing Technology in Stop Motion Animation, dissertation, Nanjing University of the Arts.

[5]   Wang M, 2023, Analysis on the Development and Application of Stop Motion Animation Technology in the Digital Era. Liaoning Youth, 2023(22): 0267–0268.

[6]   Chen X, 2024, Research on the Construction of VR Resource Base for Stop Motion Animation Course. 2024(4): 31–33.

[7]   Song X, 2022, Development and Thinking of Junior High School Stop Motion Animation Course under the Background of Fine Arts Core Literacy. Art Science and Technology, 35: 222–224.

[8]   Li C, 2024, A New Approach to Stop Motion Animation Teaching in Colleges and Universities. Journal of Hubei University of Economics (Humanities and Social Sciences Edition), 21(3): 155–157.

[9]   Li L, Zhang J, Rao W, 2024, Research on Project-Based Learning Practice of Labor Education in Colleges and Universities. China Journal of Multimedia and Network Teaching (Xunbo), (05): 172–175.

[10]   Hong F, 2024, The Application of Project-Based Learning Model in College Business English Teaching. Journal of Hubei Open Vocational College, 37(03): 180–183.

[11]   Lu Y, 2023, The Application of Project-Based Teaching Method in College English Reading and Writing Classroom. English Plaza, (27): 50–53.

[12]   Chen L, 2024, Stop Motion Animation Course Exploring VR Repository Construction. J (Flow) Times Report, (4): 31–33.

[13]   Jiang Y, 2024, Research on Multi Evaluation of Interdisciplinary Project Based Learning with Evaluation Promoting Learning. New Curriculum Teaching (Electronic Version), (5): 22–26.

[14]   Li Y, 2022, Application Research of Stop Motion Animation in the Field of "Synthesis and Exploration" of Junior High School Art Teaching, dissertation, Hainan Normal University.

[15]   Yu J, 2021, The Teaching Practice of Stop Motion Animation in Senior Middle School under Unified Education, dissertation, Shanghai Normal University.