Exploration on the Teaching of Public Art Photography Course in Digital Photography Age

Shu Zhou
School of Art & Design
Xi'an University of Technology
Xi'an, China 710068

Jie'en Guo
School of Art & Design
Xi'an University of Technology
Xi'an, China 710068

Abstract—**The development of digital photography has revolutionized the curriculum of today's colleges and universities. It is not only the important curriculum in professional colleges, but also one of the most popular public elective courses in colleges and universities. In the current teaching process, according to the needs of students and changes in social basic conditions, mobile photography has become essential equipment for mass photography. According to this situation, it is urgent to follow up it and change some teaching and execution methods of this course. This article has explored and discussed the current learning situation and problems of students.**

Keywords—mobile photography; college public elective course; teaching

I. INTRODUCTION

Photography has a history of one hundred years. The birth of this great invention has now become a part of people's life. In the one hundred years of development, photographic equipment condition and technical innovation developed towards a better effect, lower cost and more convenience. In recent years, with the widespread application of smart phones, a revolution ushered in the human history of photography that broke the limits of high cost and complex operating technology of camera equipment.

In daily situations, mobile phones and corresponding software make photography more popular and become the most distinctive feature and irresistible development trend of today's photography. Photography has a broader space for application and development. In the Internet era, our daily life is more like text, picture, video, emotion and state to share and generate value. The shooting ability has become a mainstream way to establish ourselves and discover life. This kind of learning demand is also common in the daily life of college students. As almost everyone has a smartphone, it is possible to offer digital photography courses on current college campuses.

The importance of photography in today's photographic era is self-evident. People use pictures to understand events, to understand what is happening, and even some people use pictures to change the world. With the continuous deepening of education comprehensive reform, comprehensively promoting education quality is an inevitable requirement to actively adapt to the development of modern society. The

university offers photography elective courses for non-art majors, which is an important way to realize the cultivation of comprehensive quality of students by art education. The elective course of photography offered in science and engineering colleges can help students master the skill and art of photography and enhance the complementary skills for future work and employment. Second, it can cultivate students' aesthetic ability, cognitive ability and comprehensive analysis ability, and improve students' artistic accomplishment and comprehensive quality. In this course, students can learn about the development history of photography, get familiar with the development of modern imaging technology, master the basic knowledge and skills of photography, and master the shooting skills and skills such as exposure control, lighting method and special subject photography.

In addition to the changes in the equipment that students currently have, the students have the network information and photography target of their positioning. The pursuit is also influence the course setting. In the handheld Internet age, actively using existing professional information services, network tools, space and so on, also becomes the challenge of this course constantly updated.

Digital photography elective courses are offered for non-professional students with large number of students and large difference in degree of demand. In order to obtain a better guiding effect, detailed data survey is conducted for the current class before each class start, and "excellent problem setting" is used as the teacher's auxiliary network teaching tool for situation statistics. Taking the classroom survey of 300 students in the elective course of 2018 as an example, the students' current situation of equipment at hand, daily shooting and familiarity and mastery of post-production software were calculated.

- Investigating students' daily shooting: more than 51% of students have the habit of daily shooting; 36 % of students have taken pictures of tourism scenery. 10% of students have tried portrait photography. Only 3 % of the students had never been exposed to filming.

- Investigating the shooting tools used by students during the class: 53% of students use ordinary mobile phone; 42% of them use mobile phone with professional photography function; about 5% of the

students have a quasi-professional or professional Digital Single Lens Reflex.

- Investigating the use of post-image software and mobile APP (multiple choices): about 76% of students have used mobile APP Meitu, and 65% have used Photoshop; In addition to these two kinds of late-period tools with high usage rate, the proportion of all other kinds of retouching software is no more than 20%, but the basic dozens of software have been used by students.

- Mastering the ability to process images with Photoshop tools: according to the survey, 53% of the students use Photoshop, but only master few functions; 7% of students use it regularly; only 5% of the students master the deep application; and about 35 % of the students can't use it or never used it at all.

- The purpose to achieve in the course (multiple choices): 45% want to know some photography concepts and learn some technical knowledge; 47% want to be familiar with the basic App of the later stage of mobile phone and identify the photos with basic level; 37% want to master the basic operation of Photoshop; 27% want to shoot and deeply learn the techniques of Photoshop to create an ideal work. 4% want to meet commercial standards and become a contract photographer.

II. SURVEY RESULTS

From the above surveys in daily shooting content, the use of equipment, the master of post-beautification APP tools or Photoshop tools, and the status of their learning goals, the data show that 97% of current students have daily shooting or thematic shooting. It can be said that the basic conditions of the course are fully equipped. About 5% of the tools used have more professional cameras, and from the share of the mobile phones of other students, it can be seen that the current college students have the enthusiasm in their daily shooting. The functions of the current camera mobile phone are relatively comprehensive. The mobile phone has a variety of professional-level shooting functions such as metering mode, aperture, white balance, sensitivity, manual focus, etc. Students can gradually understand the setting tool and adjust the parameters of camera during the study of mobile phone shooting, and try different shooting effects, such as exposure control, focus control, white balance control, etc. When shooting pictures of the same content, they can feel the difference in setting changes. These adjustments are very close to professional digital cameras, so that students can manually control the photo shooting effect, instead of mechanically taking photos of some of the phone's default mode modes, and gradually improve the performance potential of the camera.

For the post-image ability, more than 73% of the students have used the very popular mobile phone modifying software, and more than 64% of the students have used the more professional Ps tools, but 30% of the students have never used them, which also makes it necessary to consider teaching tasks according to different student situations in teaching. However, according to the survey results of everyone's learning objectives, more than 50% of the students have the proficiency or in-depth knowledge of the needs of Ps tools, which was not predicted before the opening of the photography class, so after the start of the course, in addition to a large amount of basic photography knowledge, we can gradually increase the knowledge content of the later beautification, and increase the workload of tutoring and learning tasks for nearly 30% of students who hope to increase their creative ability or hope to have professional photography skills, so as to meet the learning needs of students at different levels.

III. RECOMMENDED TEACHING KEY POINTS

At present, the photography public elective course is divided into three parts in terms of content setting. One is basic photography knowledge, the second is photography composition and shooting theme and the third is retouching and beautification. After understanding the situation of the students and attempt in teaching, the following key points are laid out:

A. Students' Participation

Because students can photograph by their phones, it is possible to open such a photography public elective course. Especially in recent years, the development of smart phone shooting functions is more robust, the students' learning enthusiasm is also highly elevated, and the richness of learning can be greatly improved. In terms of demand, personal beauty creation and display are presented in all aspects of life, such as sharing something into Wechat Moment or participating in various art competitions and activities on a daily basis. Therefore, students are encouraged to use photography to participate in social activities and combined shooting groups, and increase the interaction of photography and social content, which are also common needs of students. And students are encouraged to participate in photography-related online communities, undertake photography customization of students, and various photography competitions that students can participate in.

B. Positive Aesthetic Needs

After having the basic conditions of operation, the photography publicity course allows more students to master artistic way of touching beauty and expressing beauty. In this artistic practice process, each student improves the aesthetic and humanistic qualities in the process of feeling beautiful, expressing beauty, appreciating beauty, and creating beauty. During the course, we often receive the most direct feedback from the students that they feel the difference between the beautiful scenery and the results of photography. This led to the reflection of the beauty of the film and the students are led to realize that photography is also the performance of art and creation. There is a great difference between art and random shooting. As a result, the students have a more positive expression of the form and beauty, not only taking a clear picture.

C. Ability to Express Oneself

The higher goal of the course is teaching students to express their thoughts in visual language, express emotions, understand the emotions of images in composition, mood and color, and learn to observe and experience, and learn to accurately express their intentions with their own images. In the study of non-professional students, this link is more difficult. Basically, under the guidance and inspiration of a large number of reference images, the emotional photos are gradually produced. The content may come from their own lives, students around them, etc. These familiar everyday expressions are made with beauty. We should encourage students to use images to talk to their own lives, pick up their mobile phones, camera records and express their feelings and they can be actively called the participants and expressers of this popular art form that universality and uniqueness collide with each other.

Although under the current conditions, the demand for photography public elections is strong and it is popular among the student audience, from the actual situation, there are still many difficulties in teaching. First, the students' pursuit status is quite different. Because most public elective courses do not have any suitable textbooks, we need to grasp the direction of the classroom and maintain the curiosity of students of different degrees, clearly define the different degrees of income of the course, strengthen their interest to attract students' attention, and always make questionnaires in course progress, knowledge depth, etc. to actively adjust according to the actual situation obtained by the survey.

Second, students master the photographic knowledge comprehensively. The task of public elective course is the specific teaching objectives. The students have high enthusiasm in learning the basic technology, and it is easy for students to feel the practical function of a bunch of technical basic teaching. However, in teaching, it is still more important for students to understand the relationship between digital photography and the traditional photography inheritance. The teaching should not determine the scope of teaching according to the current hot spot. As a public elective course, the greater responsibility is to lead students to expand their knowledge and widen the horizon, including understanding the development of traditional film images. Regardless of technical ability, attaching importance to photography and human knowledge can make students have a deeper understanding of this art.

Thirdly, there is still a big misunderstanding in the photographic elective course. Many students are curious about the elective course of photography or feel that it is easier to take credits. They lack sufficient understanding of the subject of photography and habitually feel that it has nothing to do with future employment and life, so they don't pay enough attention to the learning attitude. The group of students in public elective courses is large, and the course time is generally up to 32 hours. The conditional arrangement cannot explain the teaching and practical teaching of photography professionally, so it has certain limitations. Most of the practice activities can only involve a small number of students, and more students are encouraged

to interact with each other and unite social photography communities to drive practice. It is difficult to achieve concerted action. The difficulties in teaching in the above aspects will continue to be promoted and reformed in the future teaching reform.

IV. CONCLUSION

With the development of society, the requirements for talents are getting higher and higher, which require education to keep up with the needs of the society for talents. Therefore, it is imperative to promote comprehensive reform of education and cultivate comprehensive development talents. Due to the high participation and social needs of digital photography course, offering relevant elective course in colleges and actively reforming the curriculum form has become an important exploration of art education. The establishment of the art public elective course is based on facing all students, allowing more students to become beneficiaries of artistic activities, providing students with rich and colorful artistic practice activities, and insisting on educating people with beauty and culture to make each student improve aesthetic and humanistic qualities in the process of feeling beauty, expressing beauty, appreciating beauty, and creating beauty. As an art teacher in colleges and universities, we will integrate cultivating and practicing the core values of socialism into the process of art education, carry forward the fine traditional Chinese culture, and vigorously carry forward the spirit of great patriotism to develop the reform of art education, promote socialist modernization, and realize the beautiful Chinese dream of national rejuvenation.

REFERENCES

[1] (Canada) Freeman Patterson. Photography and Visual Psychology. He Cencheng, tr. China Photography Press, 1988.

[2] (US) Rudolf Arnheim. Art and Visual Perception. Teng Shourao, Zhu Jiangyuan, Tr. Sichuan People's Publishing House, 1998.