

Comparative Analysis of Animation Education (AE) in Colleges and Universities in Korea

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Abstract. With the development trend of globalization of cultural industry, the Korean government put forward the goal of rejuvenating the country with "cultural prosperity", and opened up a wide range of elite talents and cultural ideas. It is precisely because of this open ideological and educational environment that South Korea has accelerated the development and dissemination of its national cultural industry, Korean animation industry has also been effectively helped and supported in this era. However, looking at the current situation of China's animation industry, the domestic original animation market is depressed, the creative ability and production level of employees are general, the contradiction between the lack of high-quality professionals in the market and the red light of animation employment in Colleges and universities is becoming more and more serious. Based on the comparative analysis of Korean Animation (KA), this paper studies the development of AE model in Colleges and universities in China. This paper discusses and analyzes the open learning methods in KA Education and the comparative analysis of learning methods in Chinese and Korean art education, and gives the improvement suggestions for the development of AE mode. Through the investigation and analysis of the purpose of Chinese and Korean students' learning animation and the learning methods of choosing AE and teaching, for the purpose of learning, most Chinese students account for 71% and 64% respectively for further study or employment development, and only 48% of the students learn animation because of interest; In comparison, 85% of Korean students study animation because of their interest. It can be seen that the different purposes of Chinese and Korean students learning animation also directly affect the AE mode; The proportion of Chinese students' receptive learning style is 71%; The proportion of open learning is 18%, and that of Korean students is only 18%; It can be seen that there are great differences between Chinese students and Korean students in learning methods, and the reform of Chinese AE is imperative.

Keywords: Korean Animation, College Animation, Education Mode, Comparative Analysis

1. Introduction

With the pace of industrial upgrading, Chinese animation, as one of the emerging supporting industries, is related to quality and quantity in major universities. The rapid development of animation specialty reflects the prosperous development prospect of China's animation industry on the one hand; On the other hand, it can't help worrying about the hidden dangers that may appear in the teaching of animation major in Colleges and universities. Through the comparative analysis of AE in South Korea, this paper studies and analyzes the development of AE mode in Colleges and universities in China, and gives some suggestions for improvement.

Many scholars at home and abroad have studied the development of AE model in Colleges and Universities Based on the comparative analysis of KA. Luthfi M B adopts the teaching media concept based on total station video animation to measure building setting out; Develop the concept of teaching media based on total station animation video and develop interactive media design; In the interactive media due diligence, the non test tools for the answer selection of four scales are used to quantitatively analyze the data, and the questionnaire is used for the expert verification process and the feasibility evaluation of students [1]. Rijal a plans to let digital media SD play animation on the whiteboard, so that pgsd's stkip pgri can play a greater role in effectiveness and practicability. The data show that the analysis of data is the basis of effectiveness and practical analysis [2].

KA production needs not only the combination of theory and practice, but also the combination of theoretical analysis and professional animation production. South Korea's university education

system is very flexible, which can inject excellent and fresh "blood" into animation, a "big tree" that is trying to grow, which promotes the improvement of students' practical ability and further promotes the development of animation industry. This paper makes a comparative analysis of AE modes between China and South Korea, and gives some suggestions for the development of AE mode in Colleges and universities in China. The implementation of open learning needs the encouragement and help of teachers to create a relatively free, harmonious, fair and harmonious learning environment as far as possible, so that students can have an independent and exploratory learning platform [3-4].

2. Comparison of AE Development Modes Between China and South Korea

2.1 Open Learning in KA Education

Around the world, KA and comics are also a rising star. By learning from animation powers such as Europe, America and Japan, they explore the possibility of animation innovation from different angles, actively communicate with pure art and mass art as the media, and hope to form a new art form comparable to but different from American Disney and Japanese Hayao Miyazaki as soon as possible.

KA education is a self-directed learning method for students. It does not stipulate how to do things, but guides them to think and solve them. Among them, teachers only give some assistance and do not directly affect students' thinking. When we study in the animation theory class, the teacher will generally explain the outline of the content to be studied in the first class in an all-round way, and trace the direction of the context. In the mid-term and final exams, students can choose their own propositions in the theme outline to collect data and write papers after class, and then make a speech. They can form a group individually or in combination with their classmates. In class, students study the teaching content carefully and take notes; After class, three or five groups organize to check materials, sort out documents and summarize in the library, or even take photos in museums and cultural centers. After the task is completed, they will have a dinner together to encourage and celebrate. After one semester, this independent learning method not only makes the relationship between students closer, runs into each other's tacit understanding, but also learns knowledge in many fields [5].

2.2 Advantages and disadvantages of open learning in Korean art education

Advantages: the application of open learning mode has stabilized the independent learning mechanism in South Korea. It can develop students' subjective initiative, self digest, summarize and practice the learning content, find, summarize and create lessons independently from practice, and incorporate them into their own knowledge system. Instead of blindly accepting and absorbing existing knowledge, it mainly emphasizes the process of exploration. In other words, open learning mainly relies on students' active imitation of people to understand nature, obtain experience from the process of understanding, and then obtain new experience and knowledge. Its advantages are summarized in the following two aspects: (1) open learning can stimulate students' intellectual potential and obtain the experience and methods of discovery. (2) On the basis of learning limited and knowable knowledge, surpass certain restrictions, give play to subjective initiative, generate and create new theories and experience, or create limited knowledge. This is rare in the traditional learning environment in the past, and the cultivation of students' creativity is very important.

Disadvantages: the open learning method also has some limitations. First, the open learning method does not particularly emphasize students' learning of concepts and principles, but has stronger practical ability. However, objectively speaking, students' learning of theoretical knowledge is intended to master the knowledge structure of the basic discipline, and the knowledge structure is composed of concepts and basic principles. The core content of learning from ancient to modern times is to first consolidate the basic concepts and basic principles of the discipline. With a foundation, they can apply what they have learned to solve the problems in real life. Secondly, open learning emphasizes students' self openness, self exploration and innovation, and lacks the conditions for

experience teaching. Without the guidance and guidance of predecessors, students will take many detours and waste a lot of time [6]. Therefore, time-consuming and laborious is also a defect of it. A completely independent way of learning does not exist. We should be open and accept, cooperate with and complement each other.

2.3 Comparative Analysis of Learning Methods in Art Education between China and South Korea

Different learning purposes: in China, most of the sketching classes are step-by-step. When a model comes, he just adjusts his movements or pleats. One painting is two months, with more emphasis on how to draw. However, in the University, this way of teaching and learning, we should advocate the elite teaching mode rather than the popularization. There is also the positioning of artists. In European and American countries, artists are highly respected people; In China, parents feel that their children are not good at learning and cannot be admitted to a successful university. They recommend their children to start learning art. First of all, this understanding is wrong, and the purpose of learning art is different.

Different modes of thinking: during the exchange study in South Korea, I learned that each art system in South Korea is called painting. Each professional student can study the course of a teacher, such as investigating an ancient Korean architecture, oil painting, traditional Chinese painting, design and watercolor. We use different forms of expression to draw works. What we learn from it is more about the open way of thinking and the establishment of self-confidence. Before, I always thought about art in a small circle, and my thoughts will be bound slowly. Jump out of this circle and enter another social environment and mode of thinking. Break through the thinking of inertia mode and think about the problem of creation itself.

Different learning methods: China's animation learning is different from the open learning of Korean students who cultivate interest from childhood. Animation learning is also a real contact after entering the University. When I was a child, I chose to watch cartoons out of curiosity. Maybe I didn't choose my major out of curiosity. Therefore, students have different learning styles. It is understood that animation learning methods are generally summarized as open learning and receptive learning. Based on the accuracy of the data, through the method of questionnaire spot check, master the selection of learning methods [7-8].

2.4 Suggestions on the Development of AE Model in Colleges and Universities in China

(1) Stimulate students' enthusiasm and spontaneity in learning

The original painting design is a highly applied animation production link, and the requirements for students are also very high. The original animation design mainly includes the motion law of objects, the natural motion law, the motion law of quadrupeds and bipeds and relevant theoretical knowledge. These theoretical knowledge have many similarities, and leave enough time for students to do classroom training. Teachers should explain this in detail so that students can observe and learn from each other. Teachers should interact with students and practice together, so that students can truly understand the movement law, so as to mobilize students' learning enthusiasm and better understand and absorb these theoretical knowledge [9].

(2) Bring the teaching mode of production, study and research into the original painting teaching classroom

When students are not familiar with the movement law in the process of participating in the project production, it will directly affect the progress of the whole team. At the same time, students will feel pressure and know more about their weak links in the original painting. In this way, they will have the initiative to learn and make a qualitative leap in their understanding of theoretical knowledge.

Animation performance is also an important part of the basic ability of animation. The problems and current situation of animation performance courses have been mentioned above, and the cultivation of the quality of animation professional teams in Colleges and universities has not been paid enough attention. "Performance" is human's imitation of nature through body language, which

makes the audience resonate with the object performed by the performing artist, be accepted by the audience, and make the audience deeply impressed. When it comes to acting, perhaps people immediately think of performing artists and screen stars. However, animation is also a kind of film and television, so it must also have performances. The "performance" of live action film and television depends on the director and live actors to perform. The animation screen "performance" also depends on the director, but it is expressed through the animation image and the animation character in line with its image. Schools should set up and pay attention to performance classes, which should also be combined with sports law classes [10].

(3) Ways of cultivating audio-visual language ability

Animation is a branch of film and television circle, and it has its own unique characteristics. As a branch of film and television, it naturally needs the audio-visual mode of film and television, but the fidelity and assumption of animation itself bring new characteristics to animation. Audio visual language is a film and television picture expressed by vision, hearing, time and space. Different from traditional art, it uses the audio-visual of the lens to express ideas. As the most basic artistic means of film and television, cultivate students' ability to master lens language, audio-visual elements and appreciate and analyze films. In teaching, we should not only teach relevant theoretical knowledge, but also cultivate students' independent thinking, adaptability and creativity, so that students can give full play to their imagination; We should strengthen students' ability to learn theory in practice and give them enough time to digest the knowledge learned in class; When appreciating the film, professional teachers must have the ability to deeply analyze the film. Before analyzing the film, they can inform the students in advance and let them watch it first, which can not only deepen their understanding of the whole film, but also avoid being attracted by the plot in class. Students will have more energy to focus on the teacher's analysis of the film; In the audition language class, the school must have complete teaching equipment [11-12].

3. Comparative Research Methods of AE Modes between China and South Korea

This paper takes the experience method, literature method, comparative demonstration method, questionnaire survey method and double evidence method as the main research methods. According to the development context of modern higher art classroom learning in China and South Korea, we should implement group first and case later, and comprehensively sort out the characteristics, advantages and disadvantages in the way of Point-to-Plane combination.

Through personal participation or listening in foreign art classes and other classes, we can see and hear more and feel different teaching methods, absorb learning methods that can be used for reference, and integrate them into the research theme; Compare the learning style of animation classroom with that of higher art in Korea,

In this paper, SPSS 22.0 software is used to count and analyze the questionnaire survey results, and conduct Q-test. The Q-test formula used in this paper is as follows:

$$q = \frac{\bar{X} - \mu}{\frac{\sigma X}{\sqrt{n}}} \quad (1)$$

$$q = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (2)$$

Where formula (1) is a single population test, \bar{x} is the average number of samples, σ is the standard deviation of samples, and N is the number of samples. Formula (2) is a double population test, s_1^2 and s_2^2 are the two sample variance, n_1 and n_2 are the sample size.

4. Comparative Experimental Analysis of AE Modes between China and South Korea

Firstly, this paper investigates the purpose of Chinese and Korean students learning animation, including interest, further education, employment development, parents' requirements and others. The survey results are shown in Table 1 and figure 1

Table 1. Comparison of the purpose of Chinese and Korean students learning animation

Learning purpose	interest	Enter a higher school	Employment development	Parental requirements	other
China	48%	71%	64%	55%	19%
korea	85%	63%	47%	23%	12%

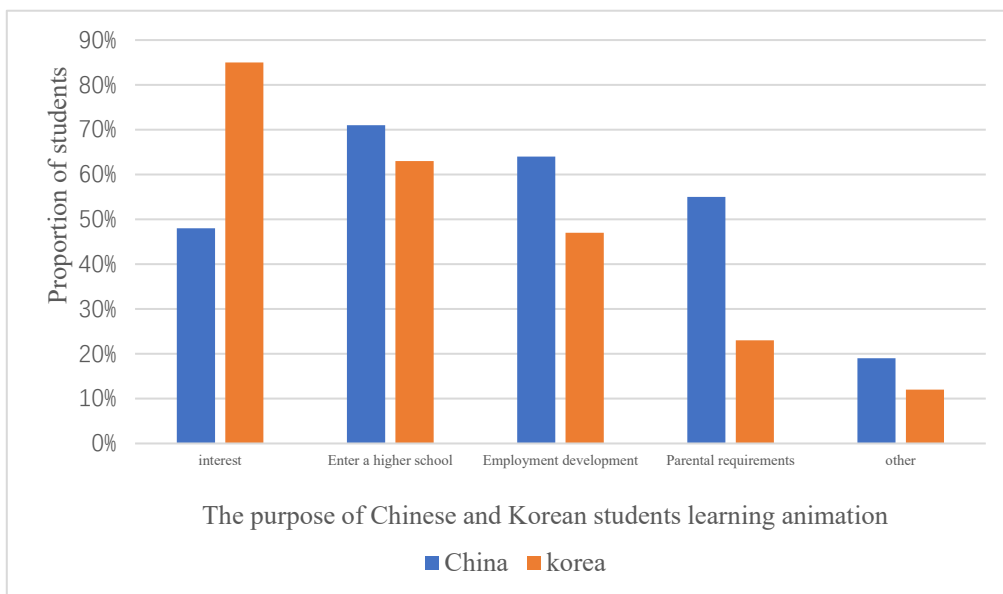


Figure 1. The purpose of Chinese and Korean students learning animation

As can be seen from the above chart, for the purpose of learning, the proportion of most Chinese students for further education or employment development reached 71% and 64% respectively, and only 48% of the students studied animation because of their interest; In comparison, 85% of Korean students study animation because of their interest. It can be seen that the different purposes of Chinese and Korean students learning animation also directly affect the AE mode.

Next, it investigates the choice of the learning methods (receptive, open and indifferent) and their proportion of Chinese and Korean students in AE and teaching. The test results are shown in Figure 2.

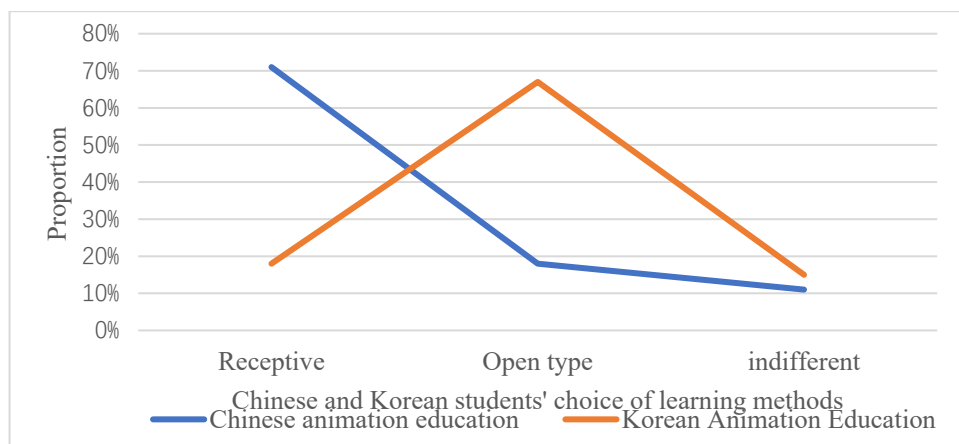


Figure 2. Chinese and Korean students' choice of learning methods

As can be seen from the above figure, the proportion of Chinese students' receptive learning style is 71%; The proportion of open learning style is 18%, and it is considered that the choice of learning style does not matter to the learning effect, accounting for 11% of the total number of respondents; Only 18% of South Korean students accepted learning; The proportion of open learning has reached 67%. It can be seen that there are great differences between Chinese students and Korean students in learning methods. The reform of Chinese AE has become a trend issue worthy of our in-depth discussion.

5. Conclusions

China's animation industry and education industry still have a long way to go. From scratch, from existence to prosperity, the future of animation is worth waiting, and it is also worth the unremitting efforts of all animation people. The education of the two countries is different in many aspects, but the ultimate goal is the same, that is, to integrate AE with the industry, so that graduates can directly serve the society and avoid the waste of talents and resources to the greatest extent. How to learn from each other and find a way to adapt to the development of Chinese AE in the process of comparison and reference requires not only the efforts of animation practitioners and educators, but also the reconstruction and improvement of the education system. The system should serve the animation industry chain. The system should also follow the development law of things, move towards the road of marketization and socialization, and finally integrate perfectly with the international animation industry. China's AE reform is imperative. Only by truly clarifying the problems of AE in Colleges and universities, can we find suitable solutions to the problems. Through the comparative analysis of the above, this paper has reference significance for the development of AE in China.

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