

## On the Animation Thinking in the Creation of Short Animation

Zheyuan Zhang

Yantai Vocational College, Yantai, Shandong, China

179355113@qq.com

**Keywords:** Animation thinking, Animation teaching, Action design, Talent training

**Abstract:** Mastering the basics of animation includes three modules: animation technology, animation rules and action design. Introducing the concept of animation thinking in the learning process, and creating animation thinking mode while learning animation skills, is an effective way to improve thinking ability. Create creator Animation thinking is an integration of multiple ways of thinking, including creativity, visual thinking, Abstractthinking and other ways of thinking.

### 1. Introduction

Since the establishment of the animation professional education system in Chinese universities, more than ten years have passed. The exploration of animation teaching methods has changed from perceptual exploration to rational practice, from the initial rapid development to the current calm precipitation. With the bursting of the animation market bubble and the cooling of the entire industry, the training of college animation talents has become a reality. The direction of animation learning at this stage is the animation skills of students, that is, in the basic education stage of animation, students learn animation technology and thinking. At the same time, fully understand the principles of animation and make art smooth. The idea that animation can be used as a means of artistic expression is developing. However, Colleges and universities teaching tends to focus more on animation technology rather than teaching animation thinking. This greatly limits students' understanding of what animation means and their overall mastery of motor skills. Spreading ideas about animation thinking and combining animation thinking with basic animation education is the most effective way to improve the animation level of the country.

### 2. The Basic Movement Learning Stage is a Critical Period for Cultivating Animation Thinking

Learning the basics of animation is the core content of animation expert education, and it is also an introductory technology for creating animation. It is responsible for letting students learn the basic concepts, theories and methods of animation production, master the basic skills of painting, first create creation, design, performance methods and the basic knowledge and skills required for actual work. By learning animation production technology, we can train animation creators with innovative spirit and strong practical ability to master the basic artistic knowledge of animation production. The necessary professional knowledge with a solid animation foundation, you will gain professional skills and abilities. Mastering animation movements is a gradual process. In the animation curriculum system of the university, the knowledge structure of the "action design" course is divided into three main areas: animation technology, action and action design. In all three studies, there is a gradual relationship. Just by learning step by step, you can learn how to design all animations. The essence of basic animation teaching is skill training. In this skill training, many target animation exercises are required to enable students to master basic animation skills. As abstract thinking, animation thinking plays a key role in the development of fine motor skills, but it is often overlooked

In the basic animation teaching process, animation technology and motion laws are usually explained in detail. First, many exercises will be used to integrate the students' basic animation skills, and then detailed learning will be conducted to provide guidance on students' animation

action design functions. Enable students to use basic animation techniques to create fascinating animation actions with characters. Motion animation design is a higher level of animation creation technology, and the factor that affects the effect of motion is the ability to display innovation and talent. Creating an animated action series with precise communication and artistic charm in emotional expression is a comprehensive test for creators. Therefore, in the basic education stage of animation movement, it is necessary to strengthen the cultivation of students' comprehensive quality. Animation seems easy to do, but if you want to keep your enthusiasm for boring and complicated work, you need to correct your attitude as early as possible in the learning process and lay the foundation for never forgetting your original intention. Establishing a solid foundation is also a task that animation teachers must complete in the action design course. The basic teaching of animation action is an excellent time to train you to think about animation. Training in animation techniques is as tedious and detailed as formulas. First, you need to be familiar with a set of tools for drawing animation. Then, you can learn the fixed graphics format and verification methods before performing various basic exercises. Animation thinking exercises should be completed through simple exercises. Teachers must design simple exercise problems for each knowledge area. Students can freely use their imagination and creativity. The homework process is an animated thinking practice process. At this time, animation thinking training begins, and the teacher consciously guides students to introduce the concept of time and space into their design content, image thinking, abstract thinking, creative thinking and other animation thinking. You need to use this method to design the action and complete the drawing. At the same time, we will cultivate animation technology and animation recognition capabilities, and constantly improve the “two-legged” walking method during the learning process.

### **3. Cultivating Animation Thinking is a Systematic Project**

#### **3.1 Observe Excellent Film and Television Animation Works to Broaden Ideas**

In the education process, teachers tend to go directly to the subject of the classroom, that is, how to draw animation. But it usually doesn't care whether students have animation literacy. The animation knowledge mentioned here is not the ability to draw animation. However, as a primitive nature, including love for animation, passion for creativity, sensitivity to new things, etc., motor skills can be acquired through training and animation-based knowledge training. With the accumulation of life, not only to appreciate works of art, but it is an effective way to watch cartoons. And you can also watch all forms of art such as movies, music, literature and paintings. In the basic animation course, you can use any method that can expand your thinking. You can observe the subject work in the classroom. For example, the teacher first observed a series of works with the theme “Animated Castle”. During the observation process, we will explain the background of various animation stories, explain the shape of the castle, design the scene, and explain the relationship with the characters. Let students understand how to analyze cartoons. Next, let students consider topics for special research, such as “Family Composition in Japanese Animation” and “Modeling Methods of Baby Style Animation”. Through the theme determination and research process, students can actively observe and think about many artworks. Through a simple research process, students can first master the research and learning mode. This kind of basic education and training not only broadens the students' professional vision and quickly stimulates the motivation of students to learn independently, but also can first develop the students' research ability.

#### **3.2 Complete Animation Work Design Training Creative Thinking**

When learning the basic skills of animation, it is usually necessary to complete the animation through a series of targeted small exercises. These small exercises are usually simple in shape, simple in action, independent of each other in content. After completing all the exercises, students will have many “small movements” in their hands. These “small actions” are not real works, so it is difficult to make students feel happy and accomplished. Creative thinking is a very important idea

in animation thinking. In the process of practice, it is necessary to continuously promote students' creativity. The basic training stage introduces the creative thinking of animation thinking. At the beginning of the study, students can use their imagination and creative thinking to design short films. During the training, you will practice each knowledge point according to the content of the shot. Implementing the organic integration model is a process of cultivating creative thinking. It is necessary in the actual description. "Moving objects and characters in the camera" actively design vibration actions based on the knowledge points learned. After completing all the exercises, you can use the last set of sub-shots to create an animated story, and students will see the complete animation effect. How to design a complete animation clip to practice this kind of creativity is nothing special. Because teachers need to master the ability to score educational knowledge and the ability to control, this method is usually not used in the basic motor skills training stage. Therefore, this kind of training places higher demands on the teaching community.

### **3.3 Clarify Space-Time Relationships in Simple Exercises**

The animation looks happy, but it is difficult to perform, and the training phase is more tedious and tedious. Therefore, the faster you generate animation ideas, the more you are interested in animation. This requires teachers to carefully assign homework to each student, and assign some simple homework to give students space to express themselves. If you separate time and space, you only need to describe space. However, when learning the basic teaching steps of animation actions, especially when learning animation skills, it is necessary to combine and analyze specific temporal and spatial actions. For example, the time to complete the action on the screen and the time to play the animation must be the same, but the time to perform the same action on the screen and the actual time to perform the same action may not be consistent. Creators can obtain rich expression space through the similarities and differences between spaces. Teachers need to consciously force students to practice based on time and space factors. For example, in simple displacement animation exercises, you need to understand the relationship between motion and static and the relationship between displacement amplitude and speed. For example, students can use creative thinking to design objects that need to be moved based on segmented shots. The design content includes displacement method, displacement speed, displacement amplitude, displacement time, etc. Once you start to consider the content of the small exercise yourself, you can easily enter the animation thinking mode, think about animation issues from the perspective of time and space, and reintegrate the thinking mode of creative thinking.

### **3.4 Design Exercise Content to Train Abstract Thinking**

In order to develop abstract thinking skills by learning the basics of movement, animation requires a series of hands-on exercises, including decomposition, movement, time calculation and logical reasoning. In this exercise, you will use symbols, numbers and gestures as a guide for abstract thinking, focusing on practicing abstract thinking skills in animation. Students studying animation usually have an artistic background. Painting can provide students with visual and creative thinking skills. However, in subjects such as mathematics that cultivate abstract thinking, this is not good. In this case, it is very important to train students to create a complete set of logical thinking processes to design actions. This process is the process of constantly transitioning from one link to another when designing an action, from shallow to deep, from less to more. With the help of image thinking and synthesis and induction techniques, the concepts of animation, reality and observation are summarized in more typical animation actions, and then the graphics and animation symbols are made clear.

## **4. Conclusion**

For more than ten years, the development of animation education in China has provided many talents for the animation industry. However, the lack of high-quality creativity is still a weakness

that limits the development of the animation industry. More and more people realize that painting effects are not always suitable for animation. Creators who really consider animation are the hope of Chinese animation in the future. As an animation educator, you will learn how to teach animation and creation theory on a theoretical level, and how to develop skills on a practical level through animation technology. Professional animation and thinking. The two-sided approach may have a significant impact on the animation industry. The transition from quantitative change to qualitative change requires time and work accumulation, and when the animation concept reaches the threshold level usually required by animation practitioners, the quality of work can be improved, and the animation industry and the Chinese industry will develop by leaps and bounds.

## **References**

- [1] Jixiang Peng. *Film and Television Aesthetics*. Beijing: Peking University Press, 2002, pp.28-54.
- [2] Yijun Mu. Exploring the animation thinking of animation short film creation. *Art and Design*, no.1, pp.91-93, 2013.
- [3] [Ukraine] Danny El. A Lihong. *The grammar of film language*. Guoduo Chen, Xi Li, translated. Beijing: Beijing United Publishing Company, Beijing Houlang Publishing Company, 2013, pp.152.