STUDY ON THE LEARNING EFFECTS OF TASK-DRIVEN TEACHING METHOD IN THE "NONLINEAR EDITING" COURSE IN HIGHER VOCATIONAL COLLEGES ——TAKE QUANZHOU LIGHT INDUSTRY VOCATIONAL COLLEGES

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This Independent Study has been Approved as a Partial Fulfillment of the Requirement of International Master of Business Administration in Education Management

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Title: Study on the Learning Effects of Task-driven Teaching Method in the "Nonlinear Editing" Course in Higher Vocational Colleges——Take Quanzhou Light Industry Vocational Colleges

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ABSTRACT

This paper takes Quanzhou Light Industry College as an example to study the current situation of the implementation of the "Nonlinear Editing" course in higher vocational colleges, and proposes two research purposes: 1) To analyze the current situation of Nonlinear Editing course in higher vocational colleges; 2) To explore the learning effects of the task-driven teaching method of the "Nonlinear editing" course. This paper adopts qualitative research method, and the research subjects are 20 students in the digital media art design major of Quanzhou Light Industry Vocational College.

The research found that: 1) There are four main problems in the "Nonlinear Editing" course in higher vocational colleges: unreasonable task design; teachers lack guidance awareness; higher vocational students lack rule awareness; task evaluation lacks comprehensiveness and timeliness. 2) Based on the attribution analysis of the problem, combined with students' academic situation and course characteristics, To explore the learning effects of the task-teaching method of the "nonlinear editing" course.: 1. The application of task-driven teaching method can stimulate students' learning Interest; 2. The application of task-driven teaching method can improve students' professional skills; 3. The application of task-driven teaching method can cultivate students' comprehensive literacy ability; 4. The application of task-driven teaching method can promote the development of teachers' professional abilities.

Keywords: higher vocational colleges, task-driven teaching method, "Nonlinear Editing" course, learning effects

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Declaration

I, Hong Yarong, hereby certify that the work embodied in this independent study entitled "Study on the learning effects of task-driven teaching method in the "Nonlinear editing" course in higher vocational colleges—take Quanzhou Light Industry Vocational Colleges" is result of original research and has not been submitted for a higher degree to any other university or institution.

Hong Yarong

(Hong Yarong)

Nov 7, 2023

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Chapter 1 Introduction

1.1 Research Background

Modern vocational education aims to meet the needs of social and economic development and the needs of diversified occupational structures, and to cultivate high-quality workers and technical talents who can combine theoretical knowledge with practical skills (Jiang, 2017). At present, vocational education is highly valued, and the importance attached to higher vocational colleges as the backbone of vocational education is self-evident. Improving the development level of higher vocational education and improving the training system for applied talents are important tasks for my country's vocational education at the current stage (Peng, 2023). Higher vocational education is different from ordinary higher education. From the perspective of curriculum, higher vocational colleges have always been based on social needs. The professional courses offered are basically skill-based courses that require students to practice. From the perspective of teaching objectives, students in higher vocational colleges must not only learn theoretical knowledge, but also often verify theories in practice and achieve a combination of theory and practice (Mu, 2014). From the perspective of student groups, students in higher vocational schools have their own particularities. This group has poor learning initiative and low learning ability. The didactic teaching method is extremely unsuitable for skill-based courses, which is one of the important reasons for the slow improvement of teaching quality (Zhang, 2014). With the rise of the wave of vocational education reform, educators' research on the development of vocational colleges has become an educational hot spot, and higher vocational schools are gradually introducing some new teaching methods to change the teaching status.

In recent years, under the influence of constructivist theory and combined with the current educational philosophy of "taking students as the main body and teachers as the leader", task-driven teaching methods are being widely used in the teaching of various subjects in vocational schools, especially A skill-based course that combines theory with practice. Teachers of such courses have begun to explore the use of task-driven teaching methods to improve classroom efficiency, and have achieved certain results in practice (Wu, 2019). The Task-driven teaching method aims to awaken students' inner curiosity for knowledge, strengthen their own mobility and enthusiasm, and further help them become comprehensively capable people. Students should actively think, communicate with each other, actively explore and reflect during the entire process, and be able to proactively feedback their opinions and ideas to the teacher. Task-driven teaching method makes up for the boring, old-fashioned and indoctrination teaching model in traditional teaching. It focuses on promoting the improvement of students' practical professional skills, focusing on students absorbing and mastering corresponding knowledge and applying it to practice, and integrating the knowledge in textbooks with Closely integrated with reality in life (Zhu, 2020). Not only that, the Task-driven teaching method is highly consistent with the talent training concept of vocational and technical education and meets the requirements of China’s education

reform. Compared with other teaching methods, it is of more practical significance in cultivating the independent learning ability of higher vocational students.

Non-linear editing is a professional course with strong practicality. This course mainly relies on Adobe Premiere Pro software to cultivate students' video editing skills and lay the foundation for future work in film and television post-production. However, the current situation of non-linear editing teaching in higher vocational colleges is not optimistic. On the one hand, the course teaching content is highly professional and difficult to learn. In addition, students have weak foundation and poor learning habits, which can easily lead to students losing their confidence in learning. Another aspect is that in non-linear editing teaching, many teachers use the demonstration method to teach, that is, the teacher first demonstrates the operating steps, and then the students imitate. This method is easier for students who are new to Premiere software to get started. It can quickly master the software operation methods, but the disadvantage is that the teaching ignores the main position of students and the cultivation of students' initiative and good study habits. Students learn the knowledge conveyed by the teacher step by step, and the teacher will only demonstrate the operation steps, and Instead of guiding students to think and summarize, students have low interest in learning and poor learning results. This step-by-step teaching method limits the development of students' creative thinking and is not conducive to meeting the requirements of the non-linear editing course goal, which is to cultivate students with solid video editing skills and corresponding comprehensive literacy (Zhang, 2021). If teachers in non-linear editing courses still follow traditional teaching methods without considering students' learning conditions, it will lead to students having no understanding of the actual operation of video editing after they enter the workplace, and students will only have superficial knowledge. They cannot meet the company's requirements for film and television production talents, and it is difficult for them to be qualified for their jobs (Yang, 2023).

Based on the above background, this paper explores the application of task-driven teaching method in the course by applying Task-driven teaching method to non-linear editing teaching in higher vocational colleges, in order to improve the teaching effect and quality of the course.

1.2 Research Problems

Through the teaching process, the author found that most higher vocational schools have arranged theoretical and practical classrooms for students who need to carry out practical operations, so that students can carry out practical operations and help students learn better. Especially for the non-linear editing course, it is very practical. This course requires students to be proficient in using Adobe Premiere Pro video editing software. Traditional teaching concepts and teaching models can no longer adapt to the teaching of non-linear editing. For example: (1) The teaching method is single and uninnovative. The "cramming" teaching model often ignores the subject status of students (Zhang, 2016) and widely uses the "teaching + operation" teaching method, which reduces students' opportunities for independent learning and blindly imitates, suppressing students' ability to question, explore and innovate. development (Yan, 2010). (2) When teachers design teaching content, they cannot fully consider the learning situation of

each student. Students' learning and absorption vary greatly, and the design of classroom content is unreasonable (Yao, 2022). (3) When evaluating students' task completion, some teachers are still stuck in the original traditional teaching model. They only evaluate students' results and use their mid-term and final exam scores to evaluate students' performance. Judgments are made based on the learning situation, leading to unfairness. These problems have had a certain negative impact on teachers' teaching effectiveness and students' learning effectiveness.

In response to some problems existing in the current "Nonlinear Editing" course, many experts and scholars in our country have proposed many solutions. Zhang Chao and Yang Gaixue believe that the flipped classroom model based on PBL is conducive to cultivating students' independent inquiry spirit. Yang Heng once proposed the application of guided teaching in practical courses in colleges and universities. Guided teaching is conducive to cultivating students' independent learning habits and independent innovation abilities (Yang, 2016). Feng Xiaoyan, Li Gang, and Yu Zhou proposed project-based teaching under the CDIO engineering education concept. CDIO focuses on the importance of hands-on practice in teaching, so this teaching concept is important for cultivating comprehensive talents who are diligent in doing things, good at thinking, and willing to cooperate (Feng, Li, & Yu, 2015). Liu Xinye also pointed out that the exploratory "project learning method" should be introduced into the practical teaching of "Nonlinear Editing" (Liu, 2010).

Based on the existing research results, there are still relatively few studies using Task-driven teaching method to solve the problem. The author plans to use the task-driven method to solve the current problems in non-linear editing classes in higher vocational colleges. This study will conduct an in-depth investigation into the current status of the "Nonlinear Editing" course in higher vocational colleges, summarize the problems, and adopt Task-driven teaching method in the hope of solving the problems. It is hoped that the application of Task-driven teaching method can further strengthen the training of technical talents in higher vocational colleges and provide strong theoretical support for the reform of non-linear editing courses in the future.

1.3 Objective of the study

This paper is a study on the teaching and learning effect of Task-driven teaching method in the "Nonlinear Editing" course in higher vocational colleges. It conducts research through qualitative research methods, follows the steps of discovering problems, analyzing problems, and solving problems, and proposes the following research purposes:

1. To analyze the current situation of Nonlinear Editing course in higher vocational colleges.

2. To explore the learning effects of the task-teaching method of the "nonlinear editing" course.

1.4 Scope of the study

This paper mainly focuses on the study of the learning effectiveness of Task-driven teaching method in the "Nonlinear Editing" course in higher vocational colleges. The subjects of this study are 20 first-year students majoring in digital media art design at Quanzhou Light Industry Vocational College. Through library books, China National Knowledge Infrastructure, and professional academic journals, we searched for domestic and foreign literature related to Task-driven teaching method and other theories, and searched for more than 50 literatures for reading. From a macro perspective, the author refers to the research trends and content of Task-driven teaching method in related fields at home and abroad. At a micro level, the author has a clearer grasp of the application of task-driven teaching methods in various disciplines, thereby broadening the depth and scope of research. The breadth also provides a theoretical basis for this research.

1.5 Research significance

1.5.1 Theoretical significance

The theoretical significance of this study is that it will rely on Task-driven teaching method to study the teaching reform strategies of non-linear editing courses in higher vocational colleges and broaden the relevant teaching theories of Task-driven teaching method. In addition, exploring how to use Task-driven teaching method in the teaching of "Nonlinear Editing" in higher vocational colleges to improve the teaching effect and improve the quality of teaching has enriched the teaching research of the "Nonlinear Editing" course in higher vocational colleges and provided a basis for the "Nonlinear Editing" course in higher vocational colleges. "Nonlinear Editing" provides a certain reference for the reform of teaching methods, and also provides experience and reference basis for the teaching reform of software courses in colleges and universities.

1.5.2 Practical significance

From the perspective of student training, teachers' optimization of teaching methods can improve students' learning initiative. Students carry out independent or group learning around tasks, acquire knowledge and skills, develop good study habits, and improve learning effects in the process of completing tasks. From the perspective of teachers' teaching ability, using Task-driven teaching method in teaching "Nonlinear Editing" requires teachers to carefully design tasks, and their role in the classroom changes from the original knowledge imparter to the planner and guide of teaching activities. This is not only a change in thinking, but also requires teachers to conduct in-depth research on relevant theories and implementation processes, which can promote the development of teachers' teaching abilities. From the aspect of school development, teacher ability is the key to sustainable development. Through the reform of teaching methods, the quality of classroom teaching can be continuously improved, which is conducive to the implementation of the "three education reform" policy.

Chapter 2 Literatures Review

This paper explores the problems existing in the application of "Nonlinear Editing" courses in higher vocational colleges. By reading and sorting out the current research status of this research field, we can understand and master the current status of the application of Task-driven teaching method in vocational college courses from a macro perspective, so as to have a better understanding of the application of Task-driven teaching method in vocational college courses. This study provides a more systematic understanding. This will lay a solid foundation for subsequent exploration of the learning effects of Task-driven teaching method in the "Nonlinear Editing" course in higher vocational colleges.

2.1 Vocational colleges

Higher vocational colleges, that is, higher vocational colleges. As the main position for the implementation of higher vocational education in my country, higher vocational colleges are a type of higher education whose fundamental purpose is to cultivate high-quality applied technical skills talents who go deep into the front lines of production and services. Although higher vocational colleges and ordinary undergraduate colleges belong to the category of "higher education", their types of education are different. Colleges and universities are a higher-level type of education in vocational education. They have multiple characteristics of higher education, vocational nature, practicality and education, and their content is more inclined to "vocational education".

There are two main types of students in higher vocational colleges: one is those who have completed high school academic courses and have certain basic theoretical knowledge, hoping to acquire the ability to engage in a certain occupation through studying in higher vocational colleges; the other is secondary school students Graduates of vocational education have a certain skill base and hope to obtain better employment opportunities through higher vocational education. Therefore, the professional curriculum of higher vocational colleges needs to take into account professional theoretical knowledge and vocational skills knowledge to meet the needs of the social market (Hong, & Cui, 2023).

2.2 Nonlinear Editing Course

In recent years, with the rapid development of society and the continuous advancement of technology, traditional linear video technology has gradually or even completely faded out of people's attention because it cannot meet people's higher requirements for editing technology. The rapid advancement of computer technology has enabled non-linear editing to meet people's actual needs and become a popular video editing technology (Liu, 2020). The so-called "non-linear editing" is actually a method of editing video programs. It is a concept relative to the traditional linear editing in chronological order.

"Nonlinear Editing" is a course that emphasizes not only the combination of theory

and practice, but also the integration of art and technology. This course breaks the inherent pattern of traditional courses. It not only emphasizes students' sorting out and mastering of theoretical basic knowledge, but also emphasizes the purpose of cultivating students' abilities based on the Premiere software platform, including students' practical operation ability and innovation and creativity ability. . Therefore, the teaching purpose of this type of course is mainly to cultivate innovative talents, that is, students' ability to apply their skills to practical environments (Fu, 2018).

2.3 Learning effects

In 1979, American curriculum theorist Eisner defined student learning effects for the first time: the results of students participating in some form of learning intentionally or unintentionally (Eisner, 1979). The Joint Committee on Standards for Educational Evaluation, an authoritative official organization in the United States, defines "learning effects" as the expectations for students' outcomes after learning, that is, what students can understand and operate after completing theoretical study and skill training (Joint Committee on Standards for Educational Evaluation, 2003). Different scholars have explained the definition of learning effectiveness from different perspectives.

Wang Cixiao and others believe that learning effectiveness is a learning result that can be quantified and an objective indicator to evaluate whether there is a promotion effect in learning activities (Wang, Dong, & Wu, 2018). Zhang Chengyao believes that learning effectiveness is the ratio of the comprehensive result of learning behavior and the learning cost to obtain this result, that is, the comprehensive learning result of unit learning cost (Zhang, 2013). These scholars elaborated on the relationship between learning effectiveness and learning outcomes, and believed that learning effectiveness is a quantitative indicator.

Some scholars define student learning effects from the perspective of assessment. Chen Lizhen defines learning effects as the changes in knowledge, skills and attitudes of learners after receiving education (Chen, 2008).

Guo Guixiang and Hu Lianmei pointed out that learning effects is different from simple learning results, and is also different from learning efficiency. If learning efficiency emphasizes the role of unit time, it is the ratio of learning effort and gain. Explore how to use less time and energy. Acquire more and higher-quality knowledge and abilities, then learning effectiveness refers to the effect that has a profound impact on learners after the learning activity is completed, and is a comprehensive consideration of the learner's knowledge, skills and quality modality (Guo, & Hu, 2007).

In summary, this study defines the learning effects of college students as: college students achieve something after engaging in certain learning behaviors. These achievements are reflected in the comprehensive expansion of knowledge and abilities, improvement of skills and methods, emotional attitudes, and acquisition of values of cultivation.

2.4 Task-driven teaching method

2.4.1 The connotation of Task-driven teaching method

Task-driven teaching method originated in the 1970s and is a teaching method guided by constructivist theory. Guo Shaoqing believes that task-driven teaching method is a teaching method that can be well applied to experimental, practical and operational teaching content. In this teaching method, it is necessary to set up teaching methods that can stimulate students' learning motivation and curiosity. Scenarios should set tasks that are combined with teaching content so that students can acquire knowledge and skills after completing specific tasks. The mission of this teaching method is the bright line, and cultivating students' knowledge and skills is the hidden line. It has the basic characteristics of teacher-led and student-centered (Guo, 2006).

American linguist Newnan gave an overview of the tasks of the Task-driven teaching method. He believed that "tasks" are divided into tasks in the real world and tasks in teaching. Tasks in teaching refer to the tasks that learners perform in relevant teaching classes. Activities to improve language ability and language application level through the language communication process (Xu, 2012). Task-driven means that after the total task is decomposed into several small tasks, learners are driven forward by each small task to learn professional knowledge and skills. In the process, comprehensive qualities such as learning ability, presentation ability, collaboration ability and innovation consciousness are cultivated, which provides To arouse students' interest in learning, the learning tasks in teaching need to be combined with reality, and cases from actual work should be integrated into teaching tasks to make students more closely connected with society, thereby reducing the distance from society.

To sum up, the Task-driven teaching method is mainly reflected in the two keywords of "task" and "drive". The teacher designs tasks according to the teaching content and teaching objectives, and the students start learning around the tasks designed by the teacher. In this process, The task is the main line, the teacher is the guide, and the students are the subject. Under the interaction between teachers, students and tasks, the indoctrination-style education method with students waiting for food is broken, and students are allowed to complete learning tasks in meaningful and real situations. The authenticity of tasks can enhance students' interest in learning, drive students to learn, enhance initiative, promote the joint development of students' professional skills and comprehensive qualities, and improve the quality of learning.

2.4.2 Characteristics of Task-driven teaching method

The characteristics of the Task-driven teaching method are that the task is the main line, the teacher is the leader, and the students are the main body (Zhou, 2023). The specific manifestations of task-driven teaching method are as follows:

1. **Focus on tasks**

In a classroom based on Task-driven teaching method, the entire classroom teaching activities must be conducted around tasks. Tasks are the carrier of knowledge and skills. According to the guidance of teaching objectives and teaching content, teachers organize and integrate the knowledge and skills that students need to learn through tasks to form interesting tasks, guide students to complete tasks during the teaching process, and In the process, knowledge and skills are learned and

comprehensive abilities are improved. Different classification standards lead to different classifications of teaching tasks. According to the difficulty of the task, tasks are generally divided into "simple tasks" and "complex tasks". As the name suggests, simple tasks refer to tasks that teachers demonstrate and students can master knowledge and skills by following the exercises. These tasks are not demanding on students and are suitable for beginners; complex tasks generally include multiple operating steps and require interlocking incremental steps. It requires a lot of skills to master, and it has higher requirements on students, so it is not suitable for beginners. When teachers prepare lessons before class, they should determine the type of tasks. If beginners are asked to complete complex tasks, it will damage students' self-confidence, fail to exert the motivating effect of the tasks on students, and make students unable to complete the tasks. According to the degree of openness of the task, the task can be divided into "closed task" and "open task". Closed task means that under the guidance of specific teaching goals, students independently or in group collaboration form a task completion plan and actively collect information. Information, determine methods to solve problems, closed tasks are suitable for students to use when learning new knowledge and skills. Closed tasks have clear task requirements, such as: the teacher gives the final result after the task is completed, requiring students to conduct practical exploration independently based on the example, and finally complete the same or similar work as the example: open tasks generally have more steps , is more complex, which requires students to work in groups and use teamwork to jointly analyze and formulate ideas for solving problems and cooperate with each other to complete tasks.

2. Teacher-led

In traditional classrooms, teachers occupy a dominant position and the "demonstration-imitation" teaching model is widely adopted. Every knowledge point that students learn is designated by the teacher. Students passively accept knowledge and blindly imitate, which can easily suppress students' self-learning, inquiry and innovation abilities. development of. Task-driven teaching method requires students to transform from knowledge transmitters to classroom organizers and tutoring collaborators. In classroom teaching, teachers not only need students to achieve learning goals of knowledge and skills, but also guide students to develop awareness of innovation and collaboration. Ability and other comprehensive qualities can be developed. In task-driven teaching, teacher leadership is mainly reflected in the following aspects:

First, regarding the design role of tasks, teachers should comprehensively analyze the teaching materials and the basic situation of students before class, determine appropriate teaching goals, and use appropriate methods to design corresponding tasks. The task must not only stimulate students' desire to explore, but also conform to the actual situation of social development. The difficulty of the task must be suitable for the learning level of most students, and an evaluation form that matches the task must be designed to measure students' completion of the task.

Second, the role of task situations is created. In order to allow students to participate more actively in class and complete tasks effectively, teachers should design

interesting, real task situations that fit students' actual lives according to the school, and let this situation evolve with the tasks. The implementation continues and the creation of real situations is to narrow the distance between students and the social world, thereby reducing obstacles to students' future employment.

Third, be the answerer for students' problems and confusions. Students will inevitably encounter many problems in the process of completing tasks in class. Teachers must provide students with timely and effective help to ensure that students successfully complete tasks.

Fourth, the leader of task evaluation. After the classroom task is completed, the teacher should summarize and evaluate the students' task completion, and organize students to evaluate and reflect on the task results and the process of completing the task, so as to promote teaching through evaluation.

3. Students as the main body

In the Task-driven teaching method, students are the implementers of tasks. Most of the time in class should be given to students, allowing students to independently explore and collaboratively study tasks. Students can independently adopt strategies and methods to find what they need. Learning resources transform the passive learning state into an active learning state and strengthen the training and improvement of independent learning abilities.

2.4.3 Implementation process of Task-driven teaching method

An analysis of the literature review related to Task-driven teaching method shows that Task-driven teaching method is mainly divided into the following four links:

1. Situation creation

As a guide, teachers need to create real classroom situations that stimulate students' learning motivation, design reasonable task cases, and guide students to build their own knowledge system through the process of task completion (Hui, 2020). On the premise that teachers fully understand the teaching tasks, teachers can create learning situations similar to actual situations to stimulate students' interest in learning and lay the foundation for students to enter society and truly enter the work environment. The teaching situation should be consistent with the task objectives. Appropriate learning situations can inspire students to creative thinking, help students improve their associative abilities, fully mobilize their enthusiasm for learning, and actively learn and master new knowledge.

2. Instructional design

Arrange tasks reasonably according to students' situation. Before arranging tasks, teachers should fully understand the students' personality characteristics, learning abilities, and current learning levels, and reasonably arrange teaching tasks based on these characteristics. In the task-driven method, tasks serve as the carrier of learning content and skills, requiring teachers to closely follow the learning content in teaching design tasks, integrate knowledge points into a theme, and decompose the theme into

different small tasks through analysis. It is easier for students to get started with smaller tasks, and it can stimulate students' learning confidence while completing tasks. Students are the subject of learning and the main builder of knowledge (Wu, 2012). When teachers demonstrate task operations in the course, not every student can understand it because of the different levels of understanding and ability of the students. Therefore, teachers need to fully understand the level of students before teaching, make adjustments based on the real teaching situation, and provide students with appropriate learning support. Let students understand that the transfer of knowledge is not just a one-way transfer from teachers to students, but also a process in which students construct knowledge themselves during the task process and combine new teaching experiences with existing knowledge.

3. Teaching implementation

Students work in groups to complete tasks together. Different from the traditional teaching model, the typical feature of the task-driven teaching method is to arrange for students to conduct cooperative learning in groups. The Task-driven teaching method advocates students' independent learning. After the teacher arranges demonstration task operations, the students in the group complete the task together according to the demonstration. Students focus on solving tasks and complete task exploration through independent thinking, mutual help from classmates or teacher guidance, giving full play to students' learning subjectivity, transforming a single teaching model into a multi-dimensional interactive model, and transforming passive teaching into inquiry teaching (Gu, 2015). Teachers should help students perceive the importance of events, guide students to improve their sense of self-efficacy, encourage students to apply the knowledge they have learned to solve complex tasks, and help students complete the meaning construction of knowledge. In order to make the meaning construction of knowledge more effective, teachers actively organize group cooperative learning, carry out discussions and exchanges, and guide the cooperative learning process. Methods of guidance include: making a positive connection between the content learned and students' lives; raising appropriate questions to arouse students' thinking and discussion; gradually leading in depth to promote students' understanding of knowledge; inspiring and inducing students to learn on their own. Discover patterns, correct and supplement wrong or one-sided understandings by yourself, etc., so that students can effectively participate in the situation. Students use existing learning resources to discuss and analyze problems among group members and use existing knowledge and experience to complete the meaning construction of knowledge (Han, 2023).

4. Teaching evaluation

Students share the results of their tasks, and the teacher gives detailed instructions. After the students complete the task, the teacher organizes the students to share the task completion status. The teacher selects the group representatives and asks the group representatives to share their experiences on the division of labor of their group and the problems encountered during the task implementation. The teacher collects the questions and discusses them later. Improve and improve teaching. After each group

has finished sharing, the teacher makes a final summary, explains the questions just raised by the students, and praises the outstanding students he observed during the classroom inspection to improve their learning confidence. The theory of constructivism believes that generative resources should be valued in the classroom, and learning should be recognized as a process and should not only focus on the results of learning. Evaluation is not a one-man show for teachers. It should include multiple methods of group mutual evaluation and student self-evaluation, thereby comprehensively reflecting students' learning situation. (Wang, 2017). The content of evaluation should be diverse. We should not focus only on results and overly focus on the achievement of learning goals. We should also pay attention to students' process growth and multi-faceted growth. In addition, formative assessment believes that assessment should be carried out in specific situations. Assessment tasks must be situational. Real situational tasks are to use the knowledge learned to do things and solve real problems. In this way, the learning of theoretical knowledge will be connected with real life, and the knowledge world and the real world will be connected, thus allowing students to Recognize the significance of knowledge learning and further stimulate students' learning drive.

2.5 Related research at home and abroad

2.5.1 Current status of foreign research

1. Theoretical research on Task-driven teaching method

Task-driven teaching method has already appeared in Western language teaching in the 1960s. This teaching method adheres to the student-centered and people-oriented educational concepts and methods, allowing students to complete meaningful tasks and achieve the development of knowledge and skills. study. Indian linguist Prabhu is the founder of task-based learning activities. He embodied task-based teaching in teaching practice and syllabus for the first time. He divided task-based teaching into multiple different task types, and then designed multiple A variety of different communicative tasks, integrating the knowledge content that students need to learn, so that students can achieve learning progress in the process of completing the tasks (Prabhu, 1987). This is the prototype of the Task-driven teaching method link, which provides the strongest foundation for the continuous evolution of the subsequent task-driven application link. Skehan described the task. He believed that the task should pay attention to how students communicate information, rather than emphasizing the form students use; the task has the possibility of occurring in real life, rather than a fake situation; students should The focus of learning is on how to complete the task (Skehan, 1998). The task itself is described, emphasizing the creation of the real task situation and the completion process of the task, and focusing on the process evaluation of the task. David Nunan, Chairman of the International English Teaching Association and Director of the English Teaching and Research Center of the University of Hong Kong, believes that "task-based" teaching as a teaching method should be structured and discusses this structure (Nunan, 2000). The theoretical basis of Task-driven teaching method is constructivist

learning theory, which emphasizes students' independent knowledge construction and puts students' learning as the center.

2. Application research of Task-driven teaching method

In the Big6 courses in the United States, the key procedure of the Task-driven teaching method is to first define the task, then the teacher formulates a search strategy, collects, organizes and uses the data, and finally organizes all relevant information and conducts corresponding analysis after the course. Learning Assessment (David Nunan, 2001). Task-driven teaching method has been used in this course for a long time and has formed a complete system. Scholar Eulices proposed through a series of practical research that the teaching process of Task-driven teaching method can be divided into five links: first, determining the teaching goals; second, explaining the reasons for designing the task and judging the prerequisites for teaching; Thirdly, conduct pre-evaluation of teaching; fourthly, assign learning tasks and carry out activities to complete the tasks; fifthly, conduct final evaluation of teaching. The learning tasks and activities mentioned in it are that the teacher designs the learning goals into activities and sets out what students need to do. The completed goals or tasks are integrated into teaching activities to be achieved (Eulices, 2016). His philosophy is similar to that of Prabhu, the founder of Task-driven teaching method. After that, scholars Anwar and Khoirul applied Task-driven teaching method to language course education. They found that applying Task-driven teaching method in language course teaching only requires four key steps: Observation , questioning, exploring and communicating, taking English teaching as an example. In English teaching, English education can be made more innovative through task design activities (Anwar, & Khoirul, 2016). According to the students' learning situation and teaching material design tasks, the teacher allows the students to role-play in group cooperation, and the teacher observes the performance of each student; then the teacher asks questions about the results of the group cooperation, allowing the students to independently explore and find the answers to the questions; finally Teachers and students interact and communicate. It is different from the application of task-driven teaching method in practical courses in that it reduces the step of teachers performing demonstration operations. Therefore, the application of task-driven teaching method in language courses is better than the application of task-driven teaching method in language courses. In practical courses, students' independent initiative can be improved.

In China, Task-driven teaching method is mainly used in vocational education, and its development time is very short, and its application is still immature. Therefore, research on the task-driven task implementation link is very useful for practical teaching in higher vocational education in my country. Meaning, it can improve the teaching level of teachers to a certain extent, thereby improving the quality of teaching.

David Nunan divided tasks into two categories in his work: "authentic" tasks and "pedagogical" tasks. "Authenticity" tasks are things that learners can be exposed to in real life and can be applied in real life. It emphasizes completing various tasks in life, study and work in teaching. Through these tasks, students' Ability; "Teaching" tasks refer to learning activities, which are activities designed for teaching, although they are

difficult for students to perform (David Nunan, 2000). This study distinguishes different types of tasks, which is very useful for this study, because non-linear editing is a practical course, which requires students to complete tasks in a situation similar to the work situation. British scholar Hasan divided the teaching content of vocational college courses into learning tasks at different levels and different angles, allowing students to complete tasks and master basic knowledge and operational skills (Hasan, 2014). Teachers will divide the teaching content. It is more helpful for students to learn. When teachers practice teaching, they usually ask all students in the class to complete the same task. Even if the teacher has carefully examined the learning characteristics and learning situation of each student in the class before designing the task, there will still be situations that dampen students' learning enthusiasm. situation. Dividing the course content and setting up tasks of different difficulty for students at different levels will be more in line with the people-oriented view of students, that is, the concept of "student-centered and serving students' learning".

When teaching in schools, American scholar Huey focuses on dividing large-scale, comprehensive tasks with practical significance into each teaching unit, organizing teaching content, allowing students to build knowledge around the tasks, and cultivating students' practical literacy and practice by completing tasks Application ability (Huey, 2016), which classifies teaching tasks by units, enables teachers to have an in-depth understanding of teaching material knowledge and become more comfortable when designing organizational tasks.

From the above literature research and analysis, it can be seen that since the Task-driven teaching method was proposed, foreign experts and scholars have conducted research on it for many years, and the theory of the Task-driven teaching method has become more complete and mature. At the same time, practical research conducted by foreign education experts has also proved that Task-driven teaching method has certain feasibility in teaching.

2.5.2 Domestic research status

1.Theoretical research on Task-driven teaching method

At the end of the 20th century, Task-driven teaching method was introduced into China, and front-line educators began to apply Task-driven teaching method in their own classrooms, condensing the general process and practical experience of Task-driven teaching method through practical teaching. The Hong Kong Education Department, in an English language plan, discussed the Task-driven teaching method in detail for the first time, pointing out that the Task-driven teaching method needs to include five characteristics: clarifying task objectives, creating a learning situation and atmosphere, Based on students' academic characteristics, guide them to complete task requirements, and acquire skills and experience by solving tasks (Zheng, & Zhang, 2003). He Kekang proposed seven processes of Task-driven teaching method design: teaching goal analysis, task scenario creation, teaching information resource design, independent learning environment design, collaborative learning environment design, evaluation design, and after-class intensive practice" (He, 2004). Liu Jianqiang proposed to carry out task teaching based on students' academic conditions and select

learning resources that are easy to understand knowledge, focusing on cultivating students' independent inquiry abilities and awareness of cooperation and mutual assistance (Liu, 2015).

When Zhu Meisong studied the "task" in the Task-driven teaching method, he believed that task design is extremely important in the entire implementation process. It is necessary to clarify the teaching goals and design the task goals according to the teaching content. At the same time, full consideration must be given to Students' learning situation and receptive ability (Zhu, 2007). Zhang Lei when conducting research on "teacher positioning" in Task-driven teaching method, believed that teaching should adhere to a people-oriented view of students and pay attention to the all-round development of students. , transform teaching concepts and keep pace with the times (Zhang, 2007). Zhao Peipei believed in the study of "teaching scenarios" of Task-driven teaching method: Appropriate teaching scenarios can quickly lead students into a learning atmosphere, and students actively invest in the exploration of problems through scenario creation to build knowledge and improve learning efficiency (Zhao, 2012). Shen Aifeng proposed that the implementation process of Task-driven teaching method includes five teaching links: creating teaching situations to enhance students' attention: collective discussion, discovering and analyzing problems: facing the problem and clarifying ideas: actively exploring and solving tasks: inspection Results, summary analysis and evaluation (Shen, 2016).

2. Research on teaching strategies of Task-driven teaching method

Domestic scholars have conducted extensive research on the teaching strategies of Task-driven teaching method. Cao Lili analyzed the Task-driven teaching method strategy. It needs to scientifically design tasks based on teaching goals and students' academic conditions, and stimulate them through specific scenarios. Students' desire to explore not only respects students' awareness of autonomy, but also guides students to decompose tasks (Cao, 2020). Shi Shengrui combined task-driven and group cooperation teaching methods, and concluded that this teaching method can promote cooperation and mutual assistance among students, enhance students' learning confidence; form complementary abilities within the group, so that each student can actively Participating in learning improves students' learning efficiency; helps students form good information technology application thinking and cultivates students' information technology capabilities. These advantages make the task-driven group cooperation teaching method an effective teaching method that can help students better master knowledge and skills and improve students' learning effects and abilities (Shi, 2021). Zhang Cong discussed how to use Task-driven teaching method to achieve the goals of ideological and political courses, and proposed to integrate the ideological and political content of the course into task activities so that students can deeply understand and experience the ideological and political aspects of the course in the process of completing the tasks. value and meaning. These strategies are designed to stimulate students' interest and enthusiasm in learning, help students deeply understand the knowledge they have learned and apply the knowledge they have learned to real life, thereby improving students' learning effects and teaching quality (Zhang, 2022).

3. Research on the implementation process of Task-driven teaching method

Research on the teaching process of Task-driven teaching method mainly focuses on how to effectively implement Task-driven teaching method to promote student learning and development. Han Li et al. mentioned in the research on the teaching design of Task-driven teaching method that the task goals and task requirements of the course should be clearly defined, and then a series of task activities and task evaluation standards should be designed based on the task goals. During the task implementation process In it, teachers stimulate students' learning interest and enthusiasm by guiding students to learn independently and explore (Han, Chen, & Yang, 2018). Yang Jimin summarized the specific implementation strategy of using task-driven teaching method in secondary vocational computer teaching. It is necessary to break down the teaching objectives in detail to penetrate the task ideas, stimulate students' interest in learning through the presentation of tasks, and at the same time leave ample space for students. Create space to cultivate their spirit of exploration. Finally, after mastering certain knowledge and skills, set your own themes to cultivate students' personality development (Yang, 2019).

4. Practical research on the application of Task-driven teaching method

Front-line teachers apply Task-driven teaching method in their own classrooms. When Gao Zhiwei applied Task-driven teaching method in teaching "Python Language", he mentioned that the teaching process needs to be scientifically designed from four aspects: Diagnosing students evaluation, to understand the programming abilities of students at different levels, so that teachers can adjust teaching plans in a timely manner: conduct group teaching, and introduce students into pre-designed task scenarios through the method of scenario creation: teachers guide the completion of tasks: conduct task evaluation (Gao, 2021). Zhang Rongqian et al. pointed out when exploring the application of task-driven teaching method in the teaching of "Basics of Web Programming": "Task determination, task process and task evaluation" to construct a task-driven teaching model (Zhang, Cui, & Zheng, 2020). Liang Wanjun proposed the importance and feasibility of applying task-driven teaching methods in the "Photoshop Image Processing" course, and discussed how to better apply task-driven teaching methods in teaching (Liang, 2010). Li Suifeng concluded through his own practical teaching that task-driven teaching method has the advantages of stimulating students' interest and initiative, training students' thinking and innovative abilities, and changing teachers' previous teaching mentality (Li, 2014). Wang Li based on the concept of "learning by doing" vocational education, elaborated on the implementation steps of Task-driven teaching method: creating scenarios, analyzing tasks, executing tasks, displaying works, evaluating and summarizing, and summarizing the issues that should be paid attention to in Photoshop teaching. Tasks are divided into different levels, and the roles between teachers need to change (Wang, 2021). Yuying combined the characteristics and teaching status of the "Graphics and Image Processing" course in secondary vocational schools and proposed the specific application of Task-driven teaching method: Task scenario introduction, task analysis and teaching development,

independent exploration, summary and evaluation, and finally achieve the teaching goal of combining teaching and practice (Yu, 2022).

Based on the discussion and summary of Task-driven teaching method by various scholars, it can be found that Task-driven teaching method at home and abroad has the following consensus:

Task-driven teaching method takes tasks as the main line, students as the main body, and teachers as the leader (Ouyang, 2004). Emphasizing students' subjectivity, students are required to exert initiative and creativity in task situations and master knowledge and abilities through practice. Secondly, with the task as the center, students are guided to actively engage in the process of exploring the problem. Encourage students to communicate, collaborate, and help each other to complete tasks together. Finally, Task-driven teaching method emphasizes student feedback and evaluation. Teachers need to provide timely feedback on students' learning status, evaluate and summarize students' performance to help students improve their learning results. At the same time, Task-driven teaching method also encourages students to reflect and evaluate their own learning process to promote their self-learning and development.

2.6 Theoretical framework

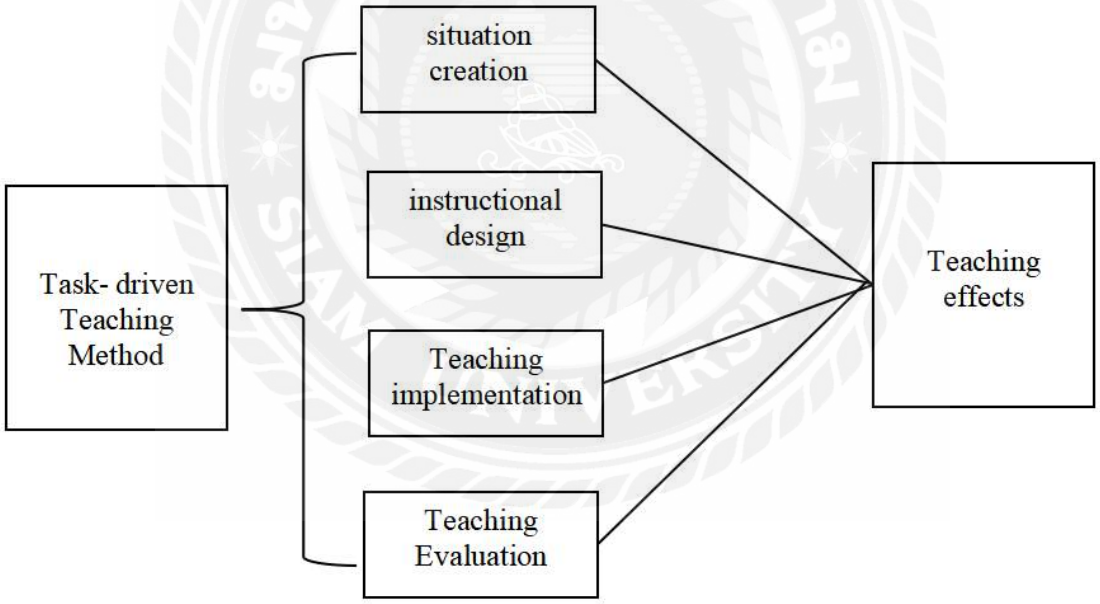

Figure 1 Theoretical framework

Chapter 3 Research Methodology

This study adopts qualitative research method and mainly studies the implementation status of "Nonlinear Editing" courses in higher vocational colleges. During the research process, the questions for this interview were designed based on the four aspects of situation creation, teaching design, teaching implementation and teaching evaluation. Through interviews with students majoring in digital media art design at Quanzhou Light Industry Vocational College, we gained an in-depth understanding of the implementation status of the "Nonlinear Editing" course in higher vocational colleges and prepared for the subsequent development of corresponding solutions.

3.1 Interview subjects

This study adopts purposive sampling. The research objects are 20 students studying the "Nonlinear Editing" course in the Digital Media Art Design major of Quanzhou Light Industry Vocational College. Interviews with these 20 students will help to gain a clearer understanding of The current status of the "Nonlinear Editing" course.

3.2 Research Design

The questionnaire has four first-level dimensions and contains 14 items. The situation creation dimension includes 3 items, the instructional design dimension includes 3 items, the teaching implementation dimension includes 5 items, and the teaching evaluation dimension includes 3 items. It mainly investigates students' opinions, opinions and attitudes during the course of "Nonlinear Editing". The specific questions are designed as follows:

Table 1 Interview outline

Dimensions	topic
situation creation	Teachers will reasonably create task situations based on the actual conditions of specific majors.
	The teacher will take a while (3-5 minutes) to put "me" into the task situation.
	In the task implementation stage, after the teacher assigns the task, "I" can quickly integrate into the situation.
instructional design	The tasks designed by the teacher are of moderate difficulty.
	"I" can complete the teaching content arranged by the teacher within the specified time.
	The tasks designed by the teacher are lively and interesting.
Teaching implementation	During the teaching process, after the teacher assigned tasks, "I" actively participated.

	During the teaching process, "I" can freely express my ideas.
	During the teaching process, the group learning atmosphere is strong, which makes "I" like learning more.
	During the teaching process, you can have more communication opportunities with teachers.
	During the teaching process, teachers can answer questions at any time.
Teaching Evaluation	After the task is completed, the task evaluation link designed by the teacher can comprehensively evaluate the completion of the task.
	After the task is completed, the task evaluation form adopted by the teacher is fair and impartial.
	After the task is completed, the teacher will focus on the results as well as the process of completing the task.

3.3 Data Collection

The interview period started on April 7, 2023 and ended on May 30, 2023. The interviews were conducted face-to-face in the non-linear editing training room of Quanzhou Light Industry Vocational College. The interview time for each student was controlled to about 15-20 minutes. In order to facilitate recording and organization, the researchers used the "iFlytek Hearing" APP to record.

After interviewing 20 students one after another, the researcher judged that the information obtained was basically saturated based on structural editing and ended the interview. The processing and analysis of interview data mainly includes two steps: the first step is to transcribe the interview text, familiarize yourself with the original data, and sort out the important content and key information in the interview data by reading and reflecting on the original data; the second step This step is to classify, summarize and summarize the interview data.

Chapter 4 Finding

This study takes Quanzhou Light Industry Vocational College as the research object, and the interview content focuses on the four dimensions of situation creation, task design, teaching implementation, and teaching evaluation. The purpose is to grasp the current implementation status of the "Nonlinear Editing" course in higher vocational colleges and provide guidance for the task The application of the driving method in the "Nonlinear Editing" course in higher vocational colleges provides a theoretical basis. This chapter uses qualitative research methods to analyze and summarize the application of Task-driven teaching method in the "Nonlinear Editing" course.

4.1 Finding

4.1.1 Current situation of situation creation

The created situation cannot arouse students' interest in learning. During the interviews, the researchers found that some students believed that they could not quickly and effectively integrate into the task situations assigned by the teacher during the teaching implementation process. A few students believed that they could not actively participate in the task process and had less contact with the teacher. interactive. Students' interest in learning is the most important internal factor that constitutes learning motivation, and students' enthusiasm requires teacher guidance. Some students reported that most teachers did not communicate with students or understand students' needs when creating situations. Students would feel embarrassed and bored, which would greatly weaken their positive attitude towards participating in subsequent learning. An important feature of Task-driven teaching method is the recognition of the teacher’s role in tasks. In order to give full play to the teacher’s leading role, it is necessary to emphasize the ideal cooperation and interaction between teachers and students. However, some teachers almost never consider teaching. Creation of situations. In addition, some teachers cannot accurately predict the problems and difficulties students face when carrying out their work, nor can they solve the real-life problems faced by students in internships.

It can be seen that students' motivation for learning needs to create an adaptive situation. Confucius, the great thinker and educator in ancient China, said: "Those who know are not as good as those who are good at it, and those who are good at it are not as good as those who are happy." Interest is the intrinsic force that promotes learning, and students' interest in learning is a powerful motivation for learning. Taking students as the main body, connecting students' lives, and creating effective task situations can gather students' attention, arouse students' curiosity, stimulate students' motivation to learn, and thereby enhance students' learning initiative (Li, 2011).

4.1.2 Current status of task design

The task design is unreasonable. From the interview process, it was found that some students believed that the amount of tasks designed by the teacher was unreasonable. For them, the amount of tasks was too much, making it impossible for

them to complete the tasks within the limited time. It also appeared that the difficulty of the tasks designed by the teacher was not suitable for the students. Only a very small number of top students with strong self-learning ability can solve the problems at the current level independently. At the same time, a small number of students believe that the content designed by the teacher is boring and it is difficult to arouse students' interest and enthusiasm for learning, and students cannot quickly integrate into the class.

It can be seen that the current situation of unreasonable selection of task content in the "Nonlinear Editing" course needs to be improved in the subsequent actual teaching process. The design of tasks is the core of the entire teaching method. The selection of task content greatly affects students' learning results. Therefore, the selection of task content requires teachers to invest a lot of effort and time.

4.1.3 Current status of teaching implementation

Students are not very motivated, there is less interaction between teachers and students, and the classroom atmosphere is poor. During the interviews, the researchers found that after demonstrating tasks and assigning tasks, teachers rarely paid attention to students' task progress and problems during the task process. Some students even think that they remain silent during the implementation of tasks and lack interaction with teachers. In addition, half of the students believed that the frequency of communication with the teacher did not increase during the task implementation process, and some students reported that the teacher did not answer questions at any time during the task implementation process. In the teaching implementation stage, teachers' participation is not high, resulting in students' lack of enthusiasm for learning.

This stage is mainly the process of students completing the task. Through interviews and surveys, it can be found that during the task implementation process, most students chose to complete the task independently and rarely discussed with their classmates. Teacher interaction is also infrequent. Only when working in groups to complete tasks will they communicate with classmates. When faced with simple tasks, most students can learn it after the teacher demonstrates it, and a small number of students can also complete it with the help of their classmates. When faced with the three-in-one tasks of practicality, comprehensiveness, and creation, "alone" students will also join in the exchanges between classmates, and the frequency of asking questions to the teacher will also increase.

It can be seen that during the implementation process, students' innovation is difficult to reflect, because the teacher will fix the task content when presenting the task. Moreover, due to the influence of the traditional teaching model, students' receptive learning behavior is difficult to change for a while, resulting in a lack of communication and interaction between teachers and students, and it is easy to become the teacher's "one-word lecture". Failure to increase the frequency of students answering questions will also lead to teachers' reduced enthusiasm for teaching, reduced guidance, and greatly reduced interest in task implementation. Teachers are unable to discover students' problems in the learning process in a timely manner, which affects the teaching progress and cannot be solved in a timely manner. problems, affecting subsequent practical teaching.

Most students reported that during the task implementation process, group learning did stimulate their learning enthusiasm and improve their interest in learning to a certain extent. However, most of the time they would talk about issues unrelated to the task during group discussions, and even make weird comments. Disturbing the class with loud noises. For higher vocational students, the improvement of enthusiasm has a strong duality. Task-driven group cooperative learning has indeed improved the learning ability of some higher vocational students. However, some students have also appeared to whisper among themselves under the guise of group cooperative learning. Discuss other topics and disrupt the order of the class.

4.1.4 Current status of task teaching evaluation

Teacher task evaluation lacks standardization and objectivity. The researcher learned from the interviews that the vast majority of students believed that teachers' evaluations were one-sided and incomplete, and that teachers could not pay attention to both the results and the process during the evaluation process. Some students said that teachers' evaluation lacks standardization and objectivity. Teachers usually evaluate students after completing class tasks, which is mostly expressed in the form of verbal praise and praise. Some students also reported that when conducting group tasks, the teacher will only make a general evaluation of the group as a whole, and cannot fully understand the completion of the task of each student and make corresponding evaluations. This will greatly affect the performance of the group. Reduce students' learning initiative and enthusiasm, and students will develop a "useless effort" mentality. Furthermore, mid-term exams and final exams are both summative assessments and provide an overall understanding of students' learning profile over a period of time. However, since these two exams are held later, teachers will gain access to students. The learning situation is not timely and positive feedback cannot be given in time, and the effects of these two types of evaluations are not exerted.

It can be seen that when teachers assess students' learning of this course, their daily scores account for a low proportion and they fail to implement the detailed rules for grading their daily scores, resulting in the so-called "multiple evaluation" being a mere formality. Since this course is a practical course, the final exam will conduct a practical examination. In this regard, the teacher's subjective feelings dominate, making it difficult for the teacher's evaluation to be objective and fair.

4.2 Learning effects of the task-driven teaching method of the "Nonlinear Editing" course

4.2.1 The application of Task-driven teaching method can stimulate students' interest in learning

Students' interest in learning has been significantly improved, thanks to the creation of appropriate task situations. At the beginning of classroom teaching, students' attention will be attracted by the task situation; the tasks triggered by the situation mobilize the students' attention. In the process of collaboration and speaking to complete the task, as the main body of completing the task, the students' classroom

Participation has also been greatly improved. Task-driven teaching method is in line with the cognitive characteristics and learning characteristics of higher vocational students. The real teaching situations and clear task design in Task-driven teaching method can well stimulate students' learning interest and motivation, and guide students to overcome obstacles step by step. Complete the task in a way that allows students to clearly understand the purpose of learning and avoid distraction. At the same time, an atmosphere of mutual help and cooperation is created among the members of the study group to provide outstanding students with an opportunity to show themselves. Teachers and outstanding students provide guidance and help to students with learning difficulties to reduce their inferiority complex. and frustration. Therefore, there is a good atmosphere for learning.

4.2.2 The application of Task-driven teaching method can improve students' professional skills

Compared with the traditional teaching method, more than half of the 45-minute class time in the Task-driven teaching method is given to students, which is consistent with the talent training goal of the non-linear editing course that is already highly practical, thus exercising Students' ability to operate Premiere software, cultivate students' professional skills and professional abilities in film and television, and strive to achieve the purpose of cultivating high-quality technical skills talents. Task-driven teaching method follows the teaching of students in accordance with their aptitude. Teachers scientifically design learning tasks and rationally organize the teaching process. The learning tasks are interlocking and in-depth. On the basis of ensuring that the vast majority of students can complete the tasks, they deeply explore the students. With more potential, students' film and television editing abilities can be significantly improved.

In addition, the Task-driven teaching method is used in the "Nonlinear Editing" course to make complex processes clear in group tasks with clear division of labor, which is conducive to students to experience the process of film and television production personally and simulate situations. It internalizes knowledge points and improves subject skills, laying a good foundation for students to engage in related work in the future.

4.2.3 The application of Task-driven teaching method can cultivate students' comprehensive quality and ability

The teaching design and teaching implementation based on Task-driven teaching method can not only improve students' learning and practical abilities, but also cultivate students' comprehensive quality capabilities. Nowadays, the informatization of society is developing very fast, and the demand for high-quality workers is increasing day by day. The traditional teaching model focuses on cultivating students' test-taking abilities and only focuses on academic performance. Students can only achieve a superficial understanding of knowledge but cannot internalize it. Task-driven teaching method focuses on students' experience and the cultivation of creative thinking in the learning process. This teaching model can cultivate students' independent inquiry abilities,

teamwork awareness, communication skills, problem analysis and problem-solving abilities, etc., and more It is conducive to cultivating high-quality technical and skilled talents that meet the needs of society.

First of all, the application of Task-driven teaching method can cultivate students' independent inquiry ability. In the traditional teaching model, teachers are the main body of teaching. Teachers decide the content of teaching and control the progress of the class. Task-driven teaching method uses students as the main body to design teaching. In teaching design, Task-driven teaching method has teaching design links such as autonomous learning strategy design and collaborative learning environment design that traditional teaching does not have. These links are all centered around how to help students learn better independently. It has changed the previous model of teachers simply teaching and students listening. Teachers transfer the main body of classroom activities to students, and they themselves mainly play the role of organizing, guiding and promoting. In this learning task, students have to collect the information they need and find solutions to problems by themselves; previous learning was the students' own independent behavior, and it also involved interaction and cooperation between students, as well as To divide the learning tasks, students also need to summarize and evaluate their own works. Students actively learn in class, actively participate in group discussions, and actively demonstrate task results. They can also use Premiere software to make short videos based on their own interests after class, and their learning autonomy can also be significantly improved. It has completely realized the transformation of teaching methods from teaching students to fish to teaching them how to fish, and cultivates students' ability to actively acquire knowledge.

Secondly, the application of Task-driven teaching method can cultivate students' ability to analyze and solve problems. The Task-driven teaching method is applied in the teaching of non-linear editing courses. Students' learning activities come from real life, starting from the analysis and determination of task topics. In order to ensure that the tasks are completed in sequence, students need to obtain information through various channels and formulate a Study plan, construct knowledge in the process of completing the study plan. Secondly, during the collaboration process of group members, they discover problems, learn from each other, acquire new knowledge to solve the problems raised, and improve the quality of the work. Finally, after the group report and demonstration, the evaluation work is carried out. The evaluation process can further discover the shortcomings in the work and jointly complete the revision of the work. Task-driven teaching method is not simple and complex knowledge, but the real application of students in reality. In the process of research, students are required to learn to learn, apply, analyze, synthesize and evaluate independently for each practical problem that is solved. All include the comprehensive application of knowledge. Therefore, Task-driven teaching method can cultivate students' ability to independently research problems and solve practical problems. In the teaching process of Task-driven teaching method, teachers provide students with more hands-on practice opportunities to complete the construction and transfer of new knowledge, thereby improving students' ability to obtain information.

Finally, the application of Task-driven teaching method can cultivate students' team awareness and communication skills. Task-driven teaching method requires members of the study group to conduct in-group discussions. When problems arise when they have unclear understandings during study, students must help each other. At the same time, students themselves must also participate in the evaluation of the work. middle. The performance of each student in the group will affect the performance of the entire group. If you want to complete tasks with high quality, you need good communication and collaboration among group members. Under the guidance of this motivation, students You must learn to accept and adopt the opinions and suggestions put forward by others, and be able to look for opinions and suggestions from these opinions and suggestions that are helpful to your own tasks. In order for group members to fully present their work in front of others, they need to have good expression skills. These require everyone to work together, and the group members unite to complete the task together, which cultivates the team spirit of the students. Therefore, during the implementation of Task-driven teaching method, students' cooperation awareness and communication skills can be exercised and improved.

4.2.4 The application of Task-driven teaching method can promote the development of teachers' professional abilities

Before the start of teaching practice, teachers mostly used traditional teaching methods to teach. In the link of "teachers teach and students learn", "teaching methods and teaching content" cannot meet the needs of students, and traditional teaching evaluation methods are no longer applicable. Problems such as poor student learning performance. Teachers use the Task-driven teaching method to teach. For teaching objectives and teaching content, they no longer copy the textbooks and syllabus content, but reorganize them based on the teaching materials and students' needs. They need to analyze the students' learning situation in detail and according to the students' needs. Situation creation and task design for characteristics and teaching content require teachers to collect a large amount of information resources and deconstruct and analyze teaching materials like a cook. For teaching evaluation, hybrid academic evaluation is mainly used. The hybrid academic evaluation method includes, pre-class independent Learning evaluation, classroom exercise evaluation, classroom test evaluation, final work assessment, teacher evaluation, student self-evaluation, peer evaluation, etc., both the process and the result are emphasized, and multiple evaluation subjects are taken into consideration, which improves the effectiveness of academic evaluation. For teachers, this is a task that was not available in traditional teaching methods. In the teaching design of Task-driven teaching method, the design of independent learning strategies, collaborative learning environment, and teaching evaluation are very different from traditional teaching methods. It requires teachers to do a lot of work to do it well. In this process, teachers' Teaching ability and professional quality have also been greatly improved.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This paper takes Quanzhou Light Industry Vocational College as a research case to explore and discover the problems existing in the non-linear editing course. After reviewing the literature, I learned that Task-driven teaching method is widely used in practical courses related to vocational and technical education and has a positive effect on improving learning effects. Through qualitative research methods, this paper interviewed 20 first-year students of digital media art design at Quanzhou Light Industry Vocational College, and found that the "Nonlinear Editing" course in higher vocational colleges has four teaching aspects: situation creation, teaching design, teaching implementation, and teaching evaluation. There are the following four problems in the stage process: 1. The created situation cannot arouse students' interest in learning; 2. The task design is unreasonable; 3. Students are not highly motivated and there is less teacher-student interaction, and the classroom atmosphere is poor; 4. Teacher task evaluation lacks standardization and objectivity.

Based on the above four problems existing in the "Nonlinear Editing" course,To explore the learning effects of the task-teaching method of the "nonlinear editing" course：

1. The application of Task-driven teaching method can stimulate students’ interest in learning

Under the traditional teaching model, students' learning activities are often passive, and it is easy for teachers to talk and students to listen. Not only is there a lack of interaction between teachers and students, but students listen only if they are interested and do not listen if they are not interested. The biggest advantage of using the task-driven teaching model is that it can stimulate students' interest in learning and keep students enthusiastic about learning.

2. The application of Task-driven teaching method can improve students’ professional skills

Task-driven teaching method is suitable for teaching the "Nonlinear Editing" course. Task-driven teaching method emphasizes that it is open to all students, follows the teaching of students according to their aptitude, and rationally regulates editing practice methods and methods through teaching design and organization. It can adapt to the personal development requirements of most students and is of great help to the improvement of students' various professional skills.

3. The application of task-driven teaching method can cultivate students’ comprehensive literacy abilities

Task-driven teaching method allows students to feel that learning is not boring by designing small tasks that are close to real life, and cultivates students' ability to independently explore, analyze and solve problems; and mutual evaluation in class is easy to stimulate Arouse students' competitive spirit, promote group collaboration, stimulate students to strive for excellence, and cultivate students' team awareness and communication skills. The adoption of the Task-driven teaching method model makes

students more proactive in learning, more coordinated in group cooperation, and improved in comprehensive literacy.

4. The application of Task-driven teaching method can promote the development of teachers' professional abilities

Task-driven teaching method requires teachers to change the traditional teaching philosophy from lecture-based teaching to guided teaching, prompting teachers and students to form a dynamic and interactive relationship. Teachers must design appropriate work tasks to help Students use their existing knowledge and experience to complete work tasks, which requires teachers to spend a lot of time and effort after class to design work tasks that meet the characteristics of students. In the process of completing tasks, the personalized and democratic classroom atmosphere created provides each student with a space for thinking, discovery, exploration and innovation. In this process, teachers actively explore and discover new problems that arise in the teaching process, and constantly seek solutions. In this process, teachers' professional abilities and professional qualities have been improved, which can be said to kill two birds with one stone.

5.2 Recommendation

1.Task-driven teaching method is combined with other teaching methods

The application of Task-driven teaching method in the teaching process of the "Nonlinear Editing" course in higher vocational colleges reflects the superiority of this teaching method. With the development of society and the continuous changes and development of students' learning conditions, the Task-driven teaching method Practical applications and implementation links are constantly being updated and adjusted, but there are certain limitations in applying only this teaching method in the classroom. The basic knowledge of higher vocational students is relatively weak. In the initial implementation stage, students' own theoretical knowledge system is not yet complete. Therefore, students' unique visual perception functions at this stage can be used to help students quickly master basic operations through the process of action imitation. Knowledge points. Therefore, using teaching methods such as project teaching method or flipped classroom method as an auxiliary, and applying them together with the Task-driven teaching method in higher vocational classroom teaching can achieve better teaching purposes. Therefore, better educational effects cannot be attached to one teaching method. On the basis of Task-driven teaching method, we should continue to explore other teaching methods and combine them with each other to find a more suitable "non-linear" teaching method for higher vocational colleges. Editing" course teaching methods.

2. Task design should adapt to the characteristics of vocational education

Vocational education aims at cultivating high-level skilled application talents who are oriented to the front line of enterprise production and can adapt to job requirements and have proficient operational abilities. Its educational and teaching characteristics lie in the application of application-oriented teaching methods that conform to the teaching rules of vocational education, and cultivate the ability to High-level technical

application talents who are able to comprehensively apply various professional knowledge. If vocational colleges want to survive in social competition, they must actively adapt to the needs of society, provide education that reflects the characteristics of higher vocational education, and achieve the training goals of vocational education. The characteristic of higher vocational education is that it takes "employment" as the starting point and orientation. In an increasingly pessimistic job market, first of all, higher vocational students must have an accurate positioning. Not only must they master the necessary subject and cultural knowledge and professional knowledge, but they must also have proficient professional operating skills and the ability to adapt to career changes. The teaching content of higher vocational education should be adapted to vocational qualification standards to improve students' vocational abilities. Therefore, when teachers design "tasks" in the teaching process, they must first understand the employment destination of graduates, and on this basis, design work tasks that are in line with the characteristics of higher vocational education and closely connected with students' employment positions. It is required that students " "Able to use, know how to use, and effective", only in this way can we truly meet the needs of the job market, form job capabilities, and promote students' career development.

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