

Innovative Exploration of the Teaching Mode of Dubbing Major in the Era of Artificial Intelligence

Yuyun Zhang¹, Xiangzhe Cui², Yiming Wang^{3,*}

¹Sehan University 1113, Noksaek-ro, Samho-eup, Yeongam-gun, Jeollanam-do, Republic of Korea

²Communication University of China, Beijing, China

³Jilin Engineering Normal University, Changchun, China

*Correspondence Author

Abstract: *Today, with the rapid development of artificial intelligence, the dubbing industry has ushered in brand-new opportunities and challenges. However, the traditional teaching mode of dubbing major has significant deficiencies in the cultivation of personalized expression and emotional resonance ability, which makes it difficult for students to meet the current employment environment and market needs. This paper aims to propose a series of innovative countermeasures of teaching mode by analyzing the shortcomings of traditional teaching mode. These innovative countermeasures can not only improve the effectiveness of dubbing teaching, but also cultivate excellent dubbing talents with both modern technical literacy and practical ability, so as to provide important support for the sustainable development of dubbing major.*

Keywords: Artificial intelligence, Dubbing major, Teaching mode, Innovation.

1. Foreword

Since the birth of the world's first fully simulated intelligent AI anchor "New Xiaohao" in November 2018, there has been a profound impact of artificial intelligence technology on our lives. Nowadays, local stations in many cities are equipped with their own AI anchors. AI technology is not only applied to the field of anchors, but also extended to the generation of pictures and videos, and even used by criminals for fraud activities. In this era of artificial intelligence technology, it has not only had a profound impact on the traditional broadcasting profession, but also brought an impact on the dubbing field.

In the era of fully democratic broadcasting, many people use the AI dubbing tools in the APP software platform to make videos. More and more anchors also choose to use AI dubbing to save costs, and some people choose to use this technology because they love the unique voice of AI. Although there is still a huge demand for dubbing in the market, people's pure pursuit of the traditional dubbing major has decreased. The students cultivated by the traditional dubbing teaching mode have been difficult to meet the needs of the modern market, which makes the dubbing major students have less job opportunities and feel confused when applying for jobs. Therefore, the integration of dubbing major and artificial intelligence technology is imperative, and it is very important to explore the innovation of dubbing teaching mode adapted to the current era. This innovation can not only meet the market demand, but also help to promote the sustainable development of the dubbing industry.

2. The Necessity of the Teaching Mode Innovation of Dubbing Major in the Era of Artificial Intelligence

2.1 Follow the Trend of The Times and Lead Innovative Development

Dubbing art is inseparable from the development of science and technology. In the field of dubbing teaching, the rapid development of artificial intelligence technology has quietly changed the industry pattern. At present, there are a large number of dubbing works produced by artificial intelligence on the market, and artificial intelligence provides more sound patterns and rich dubbing materials. However, in the traditional dubbing teaching, students are not given too much help in this aspect, and the teaching mode still continues the old system, leading to the disconnection between production and education, and the traditional teaching mode is facing challenges. Obviously, it is not advisable to blindly build cars behind closed doors. For the arrival of the era of artificial intelligence, we should learn to get along with it, grasp the pulse of The Times, and embrace this new technology.

Therefore, the innovation of dubbing teaching mode is inevitable. As President Xi Jinping proposed in the congratulatory letter of the International Conference on Artificial Intelligence and Education, China attaches great importance to the profound impact of ARTIFICIAL intelligence on education, actively promotes the deep integration of artificial intelligence and education, and promotes education reform and innovation [1]. Adhering to the trend of The Times and actively leading the educational innovation is the key to promote the development of dubbing teaching mode. Through the close combination with artificial intelligence technology, not only can improve the quality and efficiency of dubbing teaching, but also more innovative and competitive dubbing professionals can be cultivated to promote the vigorous development of the whole dubbing industry.

2.2 Meet the Market Demand, Enhance the Competitiveness of Students

With the "ear economy" increasingly integrated into people's lives, sound has become a significant demand of the market. Platforms such as Himalayan audio books and TikTok skits

have become part of daily entertainment, and the popularity of dubbing actors such as Bian Jiang and Ji Guanlin, as well as the popularity of the phenomenal variety show "The Voice", have further brought the dubbing industry to the public eye. However, the market is full of dubbing training advertisements that claim "low threshold and high income". Although the fee is expensive, it is difficult to provide truly valuable professional and technical training, leading to strong demand but terrible chaos in the dubbing market.

Nowadays, with the rapid development of artificial intelligence dubbing technology, the market demand for professional dubbing is still in short supply. However, looking back at the traditional dubbing teaching mode in universities, it is difficult to meet the actual needs of students' employment and the industry. By introducing innovative teaching modes, such as artificial intelligence dubbing technology practice, personalized sound training, film and television performance courses, etc., it can not only enrich the teaching content, but also significantly improve the teaching effect and students' learning experience. These innovative strategies not only make the dubbing teaching more close to the market demand, but also provide a broader prospect for the students' career development.

2.3 Strengthen Teachers' Practical Quality and Promote the Healthy Development of Disciplines

In the era of artificial intelligence, in order to keep up with the technological trend and meet the market demand, the dubbing major must vigorously improve the practical quality of teachers, which is also one of the necessity of the teaching mode innovation of the dubbing major. At present, the number of universities offering dubbing majors is small, and many teachers engaged in dubbing teaching are from broadcasting, hosting and performance majors. These teachers usually lack practical dubbing experience and mainly rely on the traditional dubbing teaching mode for teaching, and the results are often lack of practicality and poor effect. In addition, the vast majority of dubbing teachers have deficiencies in the application practice of artificial intelligence, and they have limited understanding of the current popular dubbing trend and emerging technologies. Instead, they often need to rely on students' feedback to understand the latest technological development trends.

Therefore, dubbing professional teachers need to strengthen the research of artificial intelligence dubbing technology, and master how to apply it in teaching and creation. This includes not only the familiarity with existing AI tools, but also the exploration of how AI can deeply integrate with sound art to bring more creative and practical teaching content and inject new vitality into society. Through such practice accumulation, teachers can provide courses that are more close to the market demand, and I believe that students with more practical ability will be cultivated, which lay a foundation for the innovation of dubbing teaching mode.

3. The Deficiency of the Teaching Mode of Dubbing Major in the Era of Artificial Intelligence

3.1 The Absence of a Personalized Expression

Sound-visual dubbing has always been known as the "dance with shackles", which restricts the form of creation, to avoid the sound of "the same, a thousand people a sound" [2]. In the traditional dubbing teaching mode, teachers often use classic imitation to let students open the road of dubbing, which can be regarded as a good method, but it hinders students' innovative ability and personalized expression to some extent.

In the past, audiences had inherent ideas about dubbing, such as the unique tone of "translated production", but without the "flavor", this dubbing work would not be successful. However, in this era of information explosion, people have more and more demand for personalized and diversified voices. The "broadcasting cavity" that dubbing students were once proud of, has now become a monotonous, rigid and synonymous with the same, with a derogatory meaning. It can be seen that the audience's demand for dubbing staff changes with the aesthetics of The Times.

In the traditional dubbing teaching mode, teachers pay attention to the training of phonological skills, which is undeniable, and this is undoubtedly a necessary condition to improve their professional ability, but there is less guidance on the discovery of students' vocal characteristics and personalized expression. This deficiency has seriously affected the width and breadth of students' employment. Teachers should identify and guide students' unique voice characteristics and help them stand out in the artificial intelligence environment.

3.2 The Lack of Emotional Resonance Ability

In the process of dubbing teaching, there are many types of dubbing, including animation dubbing, domestic and foreign film and television dubbing, documentary and advertising dubbing. Among them, film and television dubbing is divided into ancient costume, Republic of China, modern, Europe and America, Japan and South Korea, and film and television dubbing undoubtedly accounts for the largest proportion in dubbing teaching. Film and television dubbing needs not only standard pronunciation, but also accurate emotional expression. In actual teaching, however, because the students age is light, life experience is relatively small, when they need to a few years older than his characters, or for never had emotional fragments dubbing, often encounter emotional difficulties, cause their dubbing works is difficult to reach professional level, even if the teacher help students to build scene empathy, students is difficult to quickly resonate. This dilemma makes students' recognition in the market limited, and it is difficult to stand out in the relevant dubbing professional competitions, forming an embarrassing situation of disconnection between production and teaching. But it is precisely the "emotional resonance" point that has become the most distinct difference between artificial dubbing and AI dubbing. Emotional resonance is the soul of the dubbing art, which makes the sound warm and makes the characters more vivid. If students fail to improve their emotional resonance, they will face great difficulties in the dubbing industry in the future, and may even be eliminated by the increasingly advanced AI technology.

3.3 The Limitation of the Application of Artificial

Intelligence Technology for Teachers

Under the background of the current artificial intelligence, there are multiple professional fields and artificial intelligence further integration, and made remarkable achievements, but in the field of dubbing teaching, most teachers on the practice of the technology is still very limited, related research and application is still relatively few, so adapt to the present dubbing teaching teaching mode innovation is less.

However, the lack of this technical practice directly affects teachers' ability to guide students, making teachers unable to effectively integrate AI technology in teaching, thus reducing the innovation and practicability of the existing teaching mode. Nowadays, dubbing professional teachers inevitably have problems such as insufficient understanding and insufficient research resources when facing intelligent voice technology. In the absence of practical research support, teachers in design courses and guide students, unable to give students related technical support, also cannot provide students with the cutting-edge knowledge of artificial intelligence dubbing aspects, which makes the teaching method still stay on the traditional imitation and skill training, difficult to adapt to the changing technology, the new demand for dubbing. These problems involve interdisciplinary and even cross-field applied research. For dubbing professional teachers, it is both a huge challenge and a mountain that must be overcome. Therefore, the limitations of dubbing teachers in the practice of artificial intelligence technology have become the shortcomings in the current dubbing teaching mode.

3.4 Lack of Practical Opportunities for Students

In the current teaching mode of dubbing major, theory accounts for a lot, while students' practice accounts for less. Although some universities account for a relatively high practice hours, there is still less practice really combined with the market. Dubbing is a practical major, so attention should be paid to students' practical accumulation and the proportion of practice in teaching as appropriate.

The lack of practical opportunities for students is mainly reflected in two aspects. First, there is a lack of opportunities for traditional dubbing practice, inability to have access to the front-line dubbing production, and lack of guidance from industry mentors. This undoubtedly makes it difficult for students to deeply understand the real situation in the industry, hindering the development of their professional skills. Second, there is little discussion on the emerging AI dubbing mode, and the current teaching mode provides relatively little guidance in its discussion and practice, which makes students lack of clear direction and goals in the practice process. In general, students only make some short videos of AI dubbing with their own APP such as cutting and screening. Although it can basically meet the homework needs, there is still a certain gap in the market requirements.

The lack of practical opportunities will hinder the students' professional development path. In order to cultivate dubbing talents who are more in line with the market demand and have higher professional quality, we must face up to this problem and actively seek solutions.

4. Innovative Countermeasures of the Teaching Mode of Dubbing Major in the Era of Artificial Intelligence

4.1 Advocate Personalized Teaching

In today's rapid development, with the development of information, people's demand for dubbing is not only standard Mandarin and mellow voice, but more inclined to personalized voice. The dubbing teaching mode should not ignore the needs of The Times, but should actively face the new voice of The Times. Therefore, the change of dubbing teaching mode is a positive response to the personalized needs of the information age.

The teaching mode of dubbing major should combine the characteristics of fast transmission speed and strong transmission power of network media, and use network media to enhance the integration of elements of film and television dubbing, so as to realize the innovative development of film and television dubbing in the new era [3]. Therefore, in the innovation of teaching mode, teachers should take the initiative to discover and grasp the sound characteristics of students' voice, guide and cultivate the use of students' personalized voice, and increase the dubbing training of network video from the traditional teaching mode, documentary, dubbing, etc.

Specifically, in daily teaching, teachers should guide students to practice in different types of network video dubbing, such as creative dubbing, game commentary dubbing, network drama dubbing, etc. Through these diversified training, students can try to different styles of voice, find their voice diversity, such as low, lively, gentle, hot, and so on, can also use animation creative voice to exercise students' personality and innovation, improve the learning interest, and strengthen the personalized guidance. Through personalized teaching methods, to explore and tap students' voice characteristics and potential, students can better understand how to use voice to express different emotions and styles, so as to adapt to different dubbing scenes and needs, and can also enlarge their advantages.

4.2 Improve Students' Empathy Ability

With the advent of the era of artificial intelligence, many professional positions are facing the crisis of being replaced, and the dubbing major is no exception. In our life, intelligent food delivery in restaurants and hotels, intelligent anchors broadcast news and AI dubbing videos are common. Artificial intelligence is gradually infiltrating into the traditional professional fields, and even has completely replaced human work in some fields. This trend urges us to learn and improve to cope with the changes of this era.

In recent years, the topic of "whether artificial intelligence can replace announcer and hosts" has aroused widespread discussion, although various views, most people believe that artificial intelligence cannot completely replace these roles. At present, AI synthetic anchors are mostly limited to repetitive activities, and their working mode is relatively fixed, which reduces the communication with users and lacks empathy ability. Therefore, the perfect empathy ability system

is not perfectly simulated by AI at present [4].

For dubbing students, how to maintain an advantage in the competition with artificial intelligence lies in the use of emotion. Then, the dubbing major should grasp the word "emotion" and focus on cultivating students' empathic ability, so that they can have a unique competitiveness in the dubbing market and not be replaced by artificial intelligence.

At present, dubbing major students generally have the problem of insufficient emotional empathy ability, which is also one of the reasons for their weak market competitiveness. Cultivating students' empathic ability is the core to cope with the challenges of dubbing major in the era of artificial intelligence.

Students' poor empathic ability is largely explained because they have less life experience. Students' poor empathy is largely due to their fewer life experiences. Rapid and effective improvement of students' empathy ability can be achieved by adding performance courses, especially film and television performance courses. However, in the dubbing majors in many colleges and universities, the proportion of performance courses is relatively small.

Take the latest talent training program of the performance (dubbing) major of Nanjing University of Media and Communication as an example, the credits of the performance course are only four points, four hours a week, lasting only one academic year, namely two semesters. From the results of students' final report, the one-year performance class only lays a foundation, and most of the courses focus on drama performance, with few film and television adaptations. The teaching also mainly cultivates students' drama accomplishment and line expression. Although dramatic performance is helpful to dubbing, dubbing work involves more on film and television dubbing. Therefore, students need to strengthen the study of film and television performance.

In order to adapt to the challenges brought by the era of artificial intelligence, the future teaching mode of dubbing major should focus on increasing the study of film and television performance courses. The study of these courses is conducive to improving students' empathy ability, so as to enhance students' accurate emotional expression in dubbing works, so as to enhance their core competitiveness.

4.3 Establish an AI Sound Lab

Since the 19th National Congress of the Communist Party of China, China's education cause has developed vigorously, requiring the integration of industry and education to be taken as an important measure for the coordinated development of society and economy to promote the interconnected development of education and industry [5]. In the face of the rapid development of artificial intelligence technology, universities should actively establish artificial intelligence sound laboratory. The establishment of this laboratory, from the follow-up of science and technology to data collection, and then to the application of technology, can not only provide students with more advanced teaching mode, but also can provide scientific research support for teachers. It is of inestimable important value for promoting the deep

integration of artificial intelligence and art, and for promoting the integrated development of production, teaching and research.

Without the support of dubbing laboratory, the research work will undoubtedly face many difficulties, which is also one of the reasons for the lack of relevant scientific research achievements in dubbing major. However, due to the lack of practical opportunities for artificial intelligence dubbing, it is difficult for students to master the skills of keeping pace with The Times, and any reform attempt may become a mere formality, and it is difficult to produce substantial results.

To this end, universities should increase investment in relevant scientific research, build artificial intelligence sound research laboratories, and invite industry experts to give guidance. At the same time, we should also actively explore the cooperation mode with the existing AI voice laboratory in the society, so as to realize resource sharing and complementary advantages. Such a laboratory will become an important platform for teachers and students to contact with the latest AI technology and conduct practical research, which will greatly improve the professional quality and practical ability of teachers and students.

The urgency of building a dubbing laboratory is self-evident. Just think, in the laboratory, teachers can deeply study the artificial intelligence voice technology, explore its combination point and dubbing teaching, so as to promote the innovation of dubbing teaching mode. At the same time, students will be exposed to the latest AI technologies in the lab to understand their future applications in dubbing, so as to better plan their career path.

4.4 Increase Practice and Project Opportunities

On the way of promoting the innovation of the teaching mode of dubbing major, we should increase the proportion of practical courses, enhance the effectiveness of practical courses, so that students can learn and grow in practice. Such reform is not only limited to the traditional practice methods, but also should deepen the school-enterprise cooperation, closely integrate with the industry, and introduce the top mentor resources in the industry, so that students can accumulate experience and improve their skills in a real working environment.

Increased practice opportunities can be divided into two forms. One is to add practical courses in the traditional sense, such as organizing students to follow the senior mentors in the industry to observe and learn from the film and television shooting scene, and observe the whole process of dubbing in the recording studio. This immersive learning style enables students to have a more intuitive understanding of the operation mode of the dubbing industry, and also stimulate their interest and enthusiasm in learning, and accumulate certain human resources. For another example, students are encouraged to participate in more relevant competitions, test their practical results through competition, and improve their adaptability and language expression ability.

The other is the practical application of artificial intelligence in the field of dubbing, that is, to increase the opportunity for

students to practice artificial intelligence. This is inseparable from the above initiative to build an AI lab. By building advanced laboratories and introducing cutting-edge technology, students can explore and practice the new possibilities of dubbing art with the support of modern technology. Such opportunities can not only improve students' skills, but also make them more competitive in their future career paths.

However, current dubbing students face some confusion in their professional study. Many students are not clear enough about their learning purpose, and it is difficult to distinguish them from the students majoring in broadcasting and hosting. They even wonder why they learn to perform, making it difficult to find their own direction in study and practice. In view of these problems, teachers can guide students to put themselves into practice and projects, and deepen their understanding of dubbing art through personal experience and practical operation. By carrying out practical activities or organizing relevant professional projects, students can continuously accumulate experience and improve their skills in practice. Such education methods can enable students to better understand the characteristics and requirements of the dubbing industry, clarify their learning goals, and improve their learning motivation.

5. Epilogue

In the face of the challenges of the era of artificial intelligence, the development path of dubbing major is full of both opportunities and challenges. We should not only pay attention to the innovation of technology, but also pay attention to the all-round development of students, especially the cultivation of empathic ability and the improvement of practical ability.

For the deficiency of the traditional teaching mode of dubbing major, the teaching workers should actively face it, and solve their problems effectively. Do not talk on paper, passive and irresponsible for the innovation of teaching mode, these are the stumbling block to affect the development of dubbing professional. At the same time, we should strengthen the practice of dubbing professional teachers and speed up the construction of a relatively perfect artificial intelligence sound laboratory. Refuse the old, single, scripted teaching mode, pay attention to guiding the personalized development of students in teaching, integrate with The Times, integrate into the trend of artificial intelligence, and make their own contribution to the construction of a more healthy dubbing major.

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