

Research on Innovative Techniques of Stick Figure Drawing in Pre-School Majors of Weifang Institute of Technology

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Abstract: The stick drawing is a form of drawing that uses simple elements, such as points, lines and surfaces, to represent the basic features of objects. This is a kind of drawing which extracts the most typical and prominent features of the object through heart-eye recognition and handwriting activities, and presents a general and schematic painting in the form of planarization and stylization. It is a course that must be mastered by students majoring in preschool education in Weifang Institute of Technology, because it is a basic skill for students to work as preschool teachers and primary school teachers after graduation. In the teaching of stick drawing, teachers should first pay attention to the teaching of stick drawing skills, and at the same time should pay attention to the cultivation of students' innovation ability. However, as far as the current situation is concerned, stick figure teaching in many normal schools still does not get rid of the inherent teaching mode, mechanically inculcating knowledge to students, ignoring the cultivation of students' ability, and some talents trained by them are difficult to meet the needs of preschool education. Weifang Institute of Technology currently has more than 3000 students majoring in preschool education. There are some common problems in the teaching of stick figure, which affect the teaching quality of stick figure. The author analyzes the main problems in the course of the stick figure, and puts forward corresponding reform strategies for the existing problems.

1. Introduction

(1) There is a deviation in teaching concepts.

The professional art teachers of the school all graduated from art professional art colleges and have high art accomplishments and professional levels. However, The greater part of the teachers do not think stick figure is an expert art classification, So they do not invest a ton of energy to contemplating the development of courses or the the construction of courses or the research of teaching method.

Students entering the preschool education haven't any art foundation. They will think it is relatively simple when they first get into art. If teachers guide this time is not correct, students failed to establish the scientific concept of brief strokes learning, students think it is not difficult to gain proficiency with the course, they only memorize the stick-figure modelling of some commonly

used methods and routines can be tight, but they don't know this idea is very difficult to adapt to the future in brief strokes of kindergarten teaching.

(2) It ignores that the curriculum should be student-centered.

At present, Weifang Institute of Technology stick figure teaching content is mainly adult stick figures, the originator is adult, but these works' later appreciation or copying is for children. The thinking of adults and children is different. Such content arrangement will affect the way of thinking of children, and it restricts the development of children's innovation ability. It will likewise contrarily affect children's painting purpose and painting rules.

(3) The instructing model is moderately basic

The greater part of the teaching space of the school's stick drawing course is arranged on the examples of stick drawing, with very little theoretical content, and relatively more emphasis on the practice of skills. In the classroom, the simple and convenient traditional teaching methods are adopted as teachers' explanations and students' copying and teachers' itinerant tutoring. Such a teaching method can not stimulate students' interest points, nor is it conducive to arouse students' intuitive feelings on the rules of stick figure modeling. In student tutoring, teachers often adopt indoctrination guidance, ignore students' personal feelings and personality tendency, do not pay attention to arouse students' deep thinking on the active experience of the stick figure, so that students memorize the stick figure modeling in the textbook by copying. This teaching method unconsciously makes the students' stick drawings move towards the stylized conceptualization, which greatly limits the students' creative potential. This teaching mode won't just extraordinarily affect the teaching quality, yet additionally have a specific adverse consequence on the student's thoughts and ideas. It will make students form a fixed mindset on stick figure and its teaching, which will have a negative impact on the students' future kindergarten teaching practice

(4) The teaching arrangement is scattered

The fine arts courses of preschool education majors have more content but less class hour arrangement. Generally, two class hours are for one teaching unit, and a course is arranged once a week. This class hour arrangement is not suitable for skill courses, especially painting courses. In a stick figure drawing course, the teacher needs to do the model drawing, and it is better to draw while speaking, once the painting is basically over half of the course, the students start to design and draft to finish the final finishing, basically can only finish half of the class is ready to class, just budding interest is also interrupted. The learning of art skills requires the accumulation of quantity first, and then a qualitative leap can take place. It takes a certain period of feeling and experience to produce the understanding and perception of art. In addition, for most pre-school education students who have no art foundation, centralized practice in a short time will make them feel powerless, resulting in the result that can only be swallowed without understanding, and students' stick drawing skills can not be effectively improved.

(5) The teaching evaluation standard is single.

The assessment of stick drawing course is generally to set a theme for students and let them create and edit within a limited scope. In the evaluation, teachers often judge the merits and demerits of students' stick drawings by the accuracy of the modeling, the fluency and proficiency of the lines, or the form of composition, etc. This evaluation method often ignores students' understanding and experience of the theme of stick drawings and individual expression, and can not really promote the improvement of students' ability of stick drawings.

In addition, the teaching evaluation of the stick figure course of preschool education specialty is mainly based on the teacher's evaluation of students, including the teacher's evaluation of students' stick figure homework and the assessment of stick figure skill pass project. All these are teachers' evaluation of students' learning results, which ignores the evaluation of students' learning process. This kind of evaluation method obviously ignores the promoting effect of other methods such as

students' self-evaluation and mutual evaluation on students' academic performance. On their academic performance, and at the same time leads to the absence of the incentive and regulation effect on the improvement of quality and efficiency in stick drawing teaching.

2. The Optimization Strategy of Stick Figure Teaching for Pre-School Education Major of Weifang Institute of Technology

(1) Treat stick figures from a professional perspective

Stick-figure syllabus currently school focus on the cultivation of the vocal music dance and art accomplishment ratio is relatively inadequate. Brief strokes course is a basic skills essential to preschool education professional students, in order to let students interested in brief strokes, teachers must first correct their attitude, with a professional attitude towards the course, to infection to each student. The introduction of stick figure into classroom teaching is also very obvious. It plays a great role in improving the efficiency of teachers' teaching and stimulating students' interest in learning. It can help students to have a deeper understanding and memory, and can play an irreplaceable role in other teaching forms.

(2) Combined with Qingzhou regional culture

Weifang Institute of Technology is located in Qingzhou, a famous cultural city in Shandong Province. Qingzhou has excellent history and rich folk culture resources. It effectively combines the regional culture of Qingzhou with the teaching of stick figure, expands the teaching content to a certain extent, and plays a strong role in inheriting the excellent traditional culture of China. There is a saying in the circle of calligraphy and painting that Chinese painting and calligraphy are the best in Shandong, Shandong painting and calligraphy is the best in Qingzhou. Qingzhou's calligraphy and painting circles contain rich resources. For example, Qingzhou's peasant paintings are rooted in the land, and the pictures mostly show people's life scenes and their wishes for a better life. The peasant paintings are rich in colors and full in composition. When introducing regional culture into stick figure drawing class, classroom teaching needs to make corresponding adjustments, such as integrating flipped class and guiding students to have divergent thinking, which can deepen students' understanding, and fully carry forward the traditional Chinese culture. In addition, there are many natural scenic places in Qingzhou, such as Yunmen Mountain, Yangji, Tuo Mountain, Zhangjiayu and so on. While visiting scenic places, students can make relevant experiences and records. They can understand and use the local culture, and effectively combine it with stick figure drawing, which produces a completely different effect from the normal teaching.

(3) Reform of student-oriented teaching methods

In the stick figure teaching training, the cultivation of innovative goals and innovative ability is focused on teaching, we should break the traditional teacher instillation teaching and students mechanical imitation learning, in all aspects of training students' innovative ability.

Stick-stick drawing belongs to the related courses of art. In terms of teaching content, it is indispensable to increase students' appreciation and cultivation of aesthetic feeling. In the teaching process, students should be oriented and guided to discover the rules of art through their understanding and feelings. In addition, flipped classrooms and other forms can be actively used to enable students to find problems by themselves and interact actively with teachers, to enhance students' ability to analyze and solve problems.

(4) Systematic Course Content

The stick figure teachers in Weifang Institute of Technology are eager to build a systematic content curriculum system with a benign structure through their own efforts. In the design of the curriculum content, the art teachers of the college have made relevant adjustments on the basis of the original curriculum based on the accumulation of years of experience and considering the

characteristics of the major and the actual situation of the students. Most of the students in preschool education do not have any art foundation. At present, the course system is divided into two modules, namely theory module and skill module. The main content of the theory module is the application of points, lines and surfaces. The main content of the skills module is the copying and practice of stick strokes of objects, plants, landscapes, animals and figures. After students have mastered the basics of the stick drawing course, an application module can be added. Application module is a combination of stick figure creation and creation, roughly including physical creation riddle creation children's song creation story creation of four categories. The creation and compilation of stick figure is an advanced stage in the study of stick figure, which tests the comprehensive learning ability of stick figure and the ability of drawing expression.

(5) Constructing diversified teaching evaluation system.

Preschool education students generally do not have the art foundation, so in the evaluation of their works, we should pay attention to the flexible methods and methods of the simple evaluation of traditional stick figure teaching, which weakens the function and value of teaching evaluation, and should adopt diversified strategies.

Weifang Institute of Technology pays more attention to process evaluation in stick figure evaluation, comprehensively uses online platforms, such as software such as Chaoxing and Dingding, to evaluate each work of students, and increases students' self-evaluation and mutual evaluation so that students can also participate in the evaluation. Teachers take the way of sampling inspection, check the students' self-evaluation and analyze the guidance, improve the students' self-evaluation and reflection ability. Students' participation in the evaluation is conducive to promote their learning enthusiasm, get exercise and improve in the evaluation.

The stick figure makes a great contribution in the training of preschool education professional students' quality and professional ability. As art teachers, they should strive to improve themselves in their profession. Simultaneously they should be good at finding problems and taking timely countermeasures in their teaching. They should transfer knowledge in a more flexible and innovative mode and grasp the essence of beauty, so that students can become the most solid backbone in the field of stick figure teaching.

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