

How to Develop Professional Sketch Teaching of Design Major in Higher Vocational Colleges

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Abstract: Sketch is a basic course for design majors. Studying the sketch course is of great benefit to students majoring in art and design in higher vocational colleges. Teachers in higher vocational colleges should continuously carry out exploration and teaching reform. The teaching methods should be combined with the actual teaching situation of students, and reasonable methods of teaching should be put forward to lay a solid foundation for students' sketch learning. This article will discuss how to effectively carry out professional sketch teaching of art design in higher vocational colleges.

1. Introduction

Sketch is a kind of beautiful drawing, broadly referring to all monochromatic paintings, rather than only drawing with pencils as tools, which originated from the cultivation of modeling ability of western countries. In a narrow sense, it refers to the process of painting training used to learn art skills, explore modeling rules and cultivate professional habits.

Sketch is also one of the most important courses for design majors. And it is a required course for art students. At this stage, many higher vocational colleges expand enrollment and add art and design majors. Schools need to carry out reasonable teaching to ensure the cultivation of art and design majors. The increase of students majoring in art and design has brought some difficulties to the teaching in schools. Teachers should combine students' actual sketch level, reform sketch teaching, lay the foundation for students to sketch, and help students study art and design majors.

Understanding the meaning of learning and enhancing interest in learning motivation

Sketch is the basis of all painting, but also the basis of all kinds of modeling art. All painting techniques cannot be separated from it. No matter what kind of design course, it must be based on sketch and sketch. Sketch is mainly used as a basic skill training method in art teaching. Its main purpose is to train the ability to observe and express the object's shape, structure, dynamics and spatial relationships (including light and shade, perspective, etc.).

Interest is the best teacher for students. Improving students' interest in studying the sketch is helpful for teachers to do sketch teaching better. Students are interested in sketching, their enthusiasm for learning is significantly improved, and they will take the initiative to learn and explore independently. Through self-practice and exploration, students will have a strong interest in sketch learning, improve the efficiency of students' learning, make students have a happy mood in learning, and contribute to the development of students' physical and mental health. Higher vocational teachers can organize students to visit art galleries, painting exhibitions, etc., appreciate and discuss painting works, and improve students' artistic expression ability. Teachers in higher vocational colleges should also guide students majoring in art and design in a timely manner. Students should think about sketch independently so that students can understand the artistic connotation expressed in the works. Teachers in higher vocational colleges should help students build up confidence and encourage students to study the sketch. Teachers can set an example by selecting successful cases for lower-grade students, selecting students who have made great progress in sketch learning to share their experiences, and encouraging students to study the sketch. In daily

teaching activities, teachers should constantly encourage and build up students' self-confidence, which is conducive to students' continuous progress, thus improving students' sketching level [1].

2. Laying the foundation of sketch

Higher vocational colleges should lay a sketch foundation for art and design students and help them improve their artistic and design literacy. Teachers in higher vocational colleges should focus on training students' basic skills in sketching, instead of rushing for success, they should penetrate sketching teaching step by step. The students majoring in art and design in higher vocational colleges are different from the students majoring in art in ordinary colleges. The students in higher vocational colleges have the poor foundation and no certain sketch foundation. Teachers in higher vocational colleges should carry out teaching reform to help students majoring in art and design in higher vocational colleges lay the foundation of sketch specialty. Teachers in higher vocational colleges should patiently explain basic skills of sketch, eliminate students' fear and strangeness, and close the distance with students. Patiently and meticulously explain the basic knowledge of sketch, discuss with students how to compose a composition, how to deal with light and shade, etc. Teachers in higher vocational colleges should also answer students' questions at any time, help students answer their doubts, and increase students' interest in studying the sketch. Sketch knowledge gradually permeates from simple to easy, continuously cultivating students' learning ability and observation ability, allowing students to master basic sketch knowledge and lay a foundation for the professional study of future.

3. Opening the studio in spare time

Students in Higher Vocational Colleges spend less time in school, but sketch needs enough time to practice. Higher vocational colleges can open studios in their spare time to ensure students have enough time to practice sketching and painting. Higher vocational teachers can adopt the teaching method of higher-grade students and lower grade students to learn, which is convenient for students to communicate with each other. Opening the studio after class can ensure every student to practice sketch and improve their sketch level. Sketch is a skill that requires a lot of time and practice. Students must ensure enough painting time to improve their sketch skills. After the school opens its studio, students can do drawing exercises on weekends or during self-study hours to improve their drawing skills. Higher vocational colleges can also hold small competitions on a regular basis to encourage students to actively participate in the competitions and learn from each other's painting skills to promote better development of students, or hold class meetings on a regular basis to promote mutual communication among students and create a good learning atmosphere.

Table. 1 The time of drawing a sketch

Set the specific position of the picture	11%
On the basis of step 1, structuring and locating the exact type	33%
In-depth characterization	50%
Check the relationship between the picture	6%

4. Synchronous teaching

In the process of sketch teaching, higher vocational teachers can carry out synchronous teaching, sketch with students, and explain in the process of sketch. Sketch needs continuous practice. Only by combining theory with practice can students' sketch level be improved. Teachers and students in higher vocational colleges carry out synchronous sketching, and help students master sketch knowledge by explaining key and difficult points through practice. The teacher showed the students how to draw and let them follow the teacher in drawing. The teacher should always pay attention to the students' reflection to ensure that the students master the skills. In the process of synchronous

teaching, teachers should point out the students' deficiencies in time, help students to make self-revision and let students know their deficiencies in time.

5. Cultivating students' professional consciousness of sketch

Higher vocational teachers should cultivate students' overall consciousness and structural consciousness when students master sketch basis skills. The sketch should not only pay attention to the parts, but also the whole works. Higher vocational teachers need to guide students to cultivate overall consciousness by using inspection tools. Students can use auxiliary lines to check the relationship between various parts to ensure the integrity of works. In the process of sketching parts, students should not only pay attention to the parts, but also consider the whole to ensure the unity and integrity of painting works. In the process of sketching, students should first sketch out the general outline, then study the overall structure of painting, develop good habits of painting, and continuously improve the level of sketching.

6. Encouraging students and improving their confidence

Teachers in higher vocational colleges should constantly encourage students and enhance their self-confidence in studying the sketch. The enthusiasm of the students to study the sketch is relatively high at the beginning. As time goes by, some students will lose their patience and will not be willing to learn. Sketch requires a lot of time to practice, although the learning process is boring, the students need to have enough endurance to learn. Teachers in higher vocational colleges should constantly encourage students, help them build up self-confidence and arouse their enthusiasm for learning. For students' outstanding performance, teachers should praise them in a timely manner. They should also give humanistic care to students, understand their psychological state, and timely channel and encourage them, which is conducive to better development.

7. Conclusion

Higher vocational colleges should combine the actual situation of the school to carry out sketch teaching for students majoring in art and design, to help students improve their sketch skills and lay a solid foundation for the future study of art and design. First, higher vocational teachers should cultivate students' interest in sketching, cultivate students' interest in sketching and arouse students' enthusiasm in learning. Secondly, teachers in higher vocational colleges should lay down the basic skills of students' sketch and ensure students' basic mastery. Higher vocational colleges can also open studios to ensure that students have enough time to do sketch exercises. Teachers in higher vocational colleges can use synchronous teaching method to understand students' mastery situation in time and answer their doubts.

References

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