

Research on the Teaching Mode of Decoration Color in Preschool Education

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Keywords: Pre-School Education, Decorative Colors, Color Teaching, Teaching Mode Research

Abstract: Decorative color is the key basic knowledge in art teaching. It can cultivate students' modeling ability and color application ability, and at the same time can improve students' artistic creativity and expression ability. This article studies the decorative color teaching mode of preschool education major in higher vocational education. First, it explains the relevant theories of decorative color teaching, including the importance of observation method to decorative color teaching, the expression method of decorative color, and the lack of domestic decorative color teaching. And the solution strategy. This article also learned about the color teaching status of preschool education majors in our city's higher vocational colleges through a questionnaire survey, and found that school leaders only paid 10% of the attention to color courses for preschool education majors, while 73% of students believed that color teaching is in school. It is very important in the art teaching of the former education major.

1. Introduction

As far as higher vocational schools are concerned, the pre-school education major is a major that cultivates talents with knowledge and abilities related to pre-school education who can undertake the work of nursery education in pre-school education institutions. Art is a compulsory course for preschool education majors. This course can cultivate preschool education students' aesthetic qualities such as styling perception and color perception, and is conducive to students using art knowledge to guide children in art activities in future teaching. Decorative color teaching is the most important thing in art teaching. Firstly, it can improve students' color matching, color appreciation and color innovation ability; secondly, decorative color teaching also opens up students' artistic creativity and imagination, which is conducive to art. Personalized creation lays the foundation for students' future teaching. Most of the students in preschool education lack a solid foundation in art and painting, so they should adopt targeted art teaching methods for decoration and color teaching.

Yan Y stated that although many higher vocational pre-school education institutions consider vocational art courses as one of the compulsory courses, there are still many problems in pre-school education. He proposed that higher vocational art teachers should not only pay attention to the improvement of students' main professional abilities, but also innovate from modern times. From the perspective of entrepreneurship education, we should pay attention to the improvement of students' aesthetic awareness and personal accomplishment. At the same time, it is necessary to optimize the curriculum, teaching content and teaching methods of art courses to lay the foundation for further improving the teaching quality of art courses in education majors [1]. Lin M pointed out that the teaching reform of fine arts courses in higher vocational colleges is facing complex problems, including the imperfect evaluation system. Based on this, he proposed to establish an index system for teaching evaluation reform ability, and combined with gray theory to establish a reform ability evaluation model [2]. Yin B proposed to introduce virtual reality technology into art design teaching. He also showed that this cannot only promote students' effective absorption of knowledge and content, but also stimulate students' physical functions and improve the quality of teaching. At the same time, virtual reality technology provides a new way for the development of art and design professions, and promotes revolutionary changes in art design [3].

As the society's demand for kindergarten teachers increases, pre-school education majors are also expanding year by year. However, this has led to conflicts between the school scale and

teaching resources of many higher vocational colleges. Decorative color teaching is a basic course for design majors and a key course for improving the quality of preschool education majors. Through the training of students' color ability, the students' color perception ability will be sublimated, and the students' ability of inductive color will also be effectively exercised. This article studies the decorative color course teaching mode of preschool education majors in higher vocational colleges, aiming to seek teaching ideas that meet the specific conditions and professional requirements of students, and cultivate professional preschool education talents [4, 5].

2. Decoration Color Teaching in Preschool Education

2.1 Analysis of Decorative Color Teaching Research

2.1.1 The Key Method of Decorative Color Teaching

Formal beauty is one of the important expressions and characteristics of modern architectural decorative art colors. From this perspective, decorative colors can lead us to perceive the colorful world and nature, but also promote people's characteristics of various objects., The understanding of proportions and relationships. In the decorative color teaching, the teacher asks the students to firmly grasp the characteristics of the overall nature of the object and the characteristics of the local details [6, 7]. Observation is a common way of thinking in painting. Only when the thinking orientation is correct, can you fully and correctly feel the color and analyze the color. Decorative colors do not require the reproduction of real objects, but require people to abandon their inherent knowledge of the characteristics of natural things, and feel and observe the colors and changing characteristics of objects from the perspective of decorative beauty. Affected by the intensity of light, natural things will show different colors in people's eyes. In the process of creating decorative painting, it is a particularly important link to handle the light and shadow connection between various things. When the object is less affected by light, the decorative color should pay attention to the full display of the inherent color of the object under this condition. When the light is strong, people should pay attention to the color characteristics of the object in terms of light receiving, projection, etc. The color changes and color transitions of these areas need to be integrated, generalized and abstracted, focusing on the cold, warm, light and dark, and regional colors of different areas of the object. Features such as size [8, 9].

2.1.2 Decorative Color Expression Technique

(1) Flat coating color connection method

The flat-coating method is more commonly used in the art teaching of children. It can make the image of the object more intuitive and eye-catching. This painting method does not require line drawing and segmentation. Color blocks are used in dry painting and wet painting to express the characteristics of the object [10, 11].

(2) Hook line coloring method

The basic condition of the hook line coloring technique is to be able to draw a hook line draft first, and then fill it with color. In the teaching of children's art classroom, teachers can fully combine the acceptance ability of primary school students and use various teaching methods such as hook-line flat coating, hook-line stippling and hook-line polishing to conduct art class. In addition, the two processing methods of inner circle and outer circle and inner and outer circle can promote the uniformity and strength of the shape, which is conducive to achieving the ideal beauty and artistic effect [12].

2.2 Insufficiency and Limitations of Color Teaching in Preschool Education in Higher Vocational Education

Many pre-school education students are not art students, do not have a deep foundation in fine art painting, and do not have a systematic theoretical knowledge of art aesthetics, so it is difficult for preschool professional art works to get a major breakthrough. Taking color teaching as an example, students have a deep and inherent impression of the colors of natural things, so the color

performance is often the reproduction of the inherent colors of objects in artistic creation. In addition, many higher vocational schools do not pay attention to the color teaching of preschool education, so they do not offer special color teaching courses. Even if a decorative color course is offered, the instructor is also a teacher of painting. The painting teachers have a very deep foundation in painting, and they are also very proficient in the control of shapes. However, if there is no correct guidance, students are equivalent to learning to paint pure painting instead of color. The color knowledge acquired by students is scattered. Without systematic color knowledge guidance, it is difficult for students to understand the formal beauty and artistic expression of decorative colors. They are often limited by inherent thinking in terms of role change, conception and innovation, which is not conducive to future art teaching for children.

2.3 Suggestions for Innovative Color Teaching in Preschool Education

2.3.1 Collect Intuitive Pictures to Enrich Perceptual Cognition

The change of pattern color usually presents many laws or phenomena to people's psychology and perception. These laws are relatively abstract, and only by fully mobilizing imagination and thinking ability can they be fully understood and absorbed. The use of case-based teaching methods or the use of pictures to assist teaching in real teaching is more vivid than language and text, and students will have a deeper impression of the knowledge, which is conducive to enriching their perceptual cognition and studying decorative colors. Teachers can carry out decorative color teaching by designing intuitive teaching aids, accumulating information and pictures, collecting work model pictures, etc.

2.3.2 Intensively Talk about Basic Knowledge and Enhance Theoretical Accomplishment

The color teaching of patterns is a relatively basic part, and the most important thing is to dig deeper into the regular phenomena expressed in pattern colors and form systematic theoretical knowledge. Only when students have mastered the main concepts and basic laws can they form their own knowledge system and experience and apply them to future teaching. For example: when explaining the content of the tone of color, the difficulty of teaching when debugging the various combinations, because the names are similar, the students are very easy to confuse. Teachers need to organize students to preview before class, let students give trial lectures in class, and then supplement by the teacher, draw diagrams of different keynotes on the demo board, and deduce the mode of nine screens. After leading students to master these contents proficiently, disrupt the order of examples and allow students to distinguish and identify. This will help students fully digest and absorb the basic content, and will be beneficial to future teaching.

2.3.3 Well-designed and Arranged Typical Job Training

Class time is limited, and it is difficult for students to master regular, comprehensive, and practical knowledge of color changes in class. Teachers need to design targeted homework based on the important and difficult points of the course content and students' classroom performance. In actual teaching, classify the designed homework, which ones can be completed in class, and which ones need to be completed by students after class. Incorporating the knowledge of color change rules into different types of homework as much as possible, and assigning different content homework to students according to their different performances will help students to master the color knowledge step by step, from easy to difficult.

3. Inquiry Experiment on the Status Quo of Decoration Color Teaching in Higher Vocational Colleges

3.1 Experimental Content

In order to understand the color teaching status and existing problems of preschool education in our city's higher vocational colleges, this article uses questionnaires and interviews to investigate 6 higher vocational colleges in our city. The survey objects of this experiment include preschool

education majors, art course teachers, and relevant leaders of the college. In this experiment, a total of 367 student questionnaires were distributed and 351 were recovered, with a recovery rate of 95.6%. 9 teacher questionnaires were distributed and 9 were collected; leadership questionnaires were distributed 6 and 6 were collected.

3.2 Experimental Process

According to the relevant content of the experiment, a paper questionnaire was first designed according to the questionnaire design specifications. After consultation, the investigators invited the subjects to fill out the questionnaire and conduct interviews. This process lasted one week; then the collected questionnaires and recorded interview content were sorted out, Statistics and analysis. According to the analysis results, we can get the status quo of color teaching in preschool education majors in higher vocational colleges in our city, and finally put forward relevant suggestions. During the experiment, in the data collection and statistics part, we used the following formula:

$$\text{Sample variance formula: } s^2 = \frac{\sum_{i=1}^n (x_i - \bar{x})^2}{n-1} \quad (1)$$

$$\text{Sample standard deviation formula: } s = \sqrt{s^2} = \sqrt{\frac{\sum_{i=1}^n (x_i - \bar{x})^2}{n-1}} \quad (2)$$

4. Analysis of the Experimental Results of the Current Situation of Decorative Color Teaching in Vocational Colleges

4.1 Analysis of the Survey Results in Schools

Table 1. Does the school offer color courses

	Number of Schools
Opened a course	2
Not opened	4

It can be seen from the survey results in Table 1 that only 2 of the preschool education majors of the 6 higher vocational colleges in our city offer color teaching courses, and 4 schools do not offer courses.

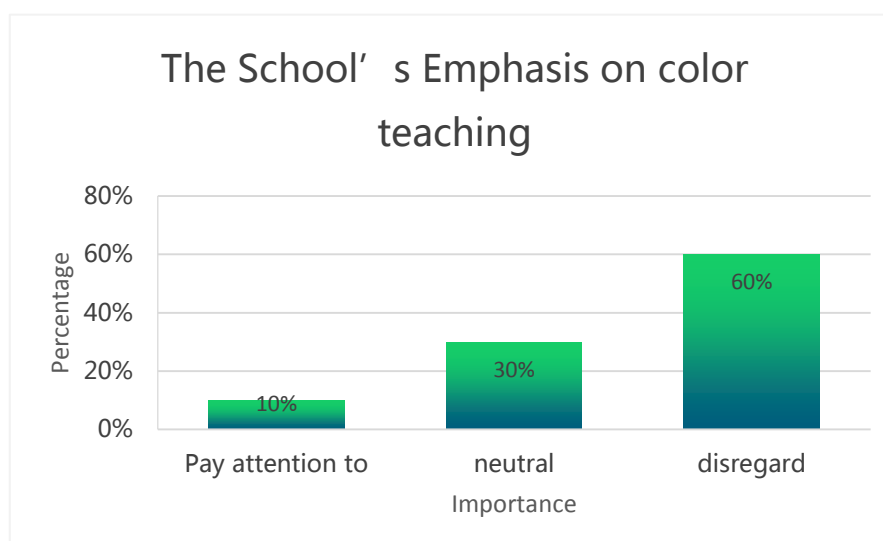


Figure 1. The school's emphasis on color teaching

As shown in Figure 1, school leaders only paid 10% of the attention to color courses in preschool education, 30% of those who were neutral, and 60% of those who did not pay much attention to them. It can be seen that the color teaching of the preschool education major in our city is not very satisfactory, which is very unfavorable to the talent training of preschool education students.

4.2 Analysis of the Survey Results of Students

In the questionnaire to students, "Do you think color is important in art class?" The results are as follows:

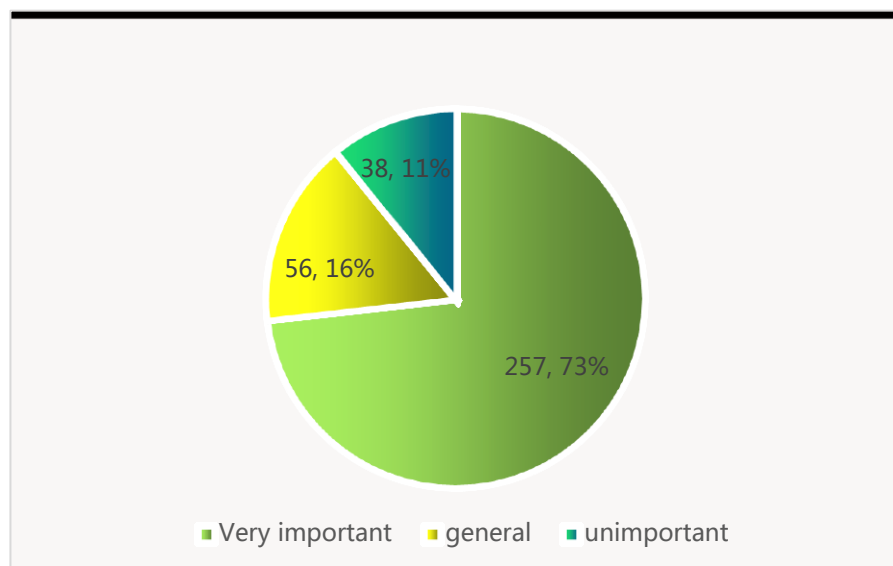


Figure 2. Student's attitude towards color courses

From Figure 2, we can see that 73% of students think color teaching is very important in art teaching in preschool education, 16% think it is fair, and 11% think it is not important.

The results of the survey on "what color do you want to know more?" are as follows:

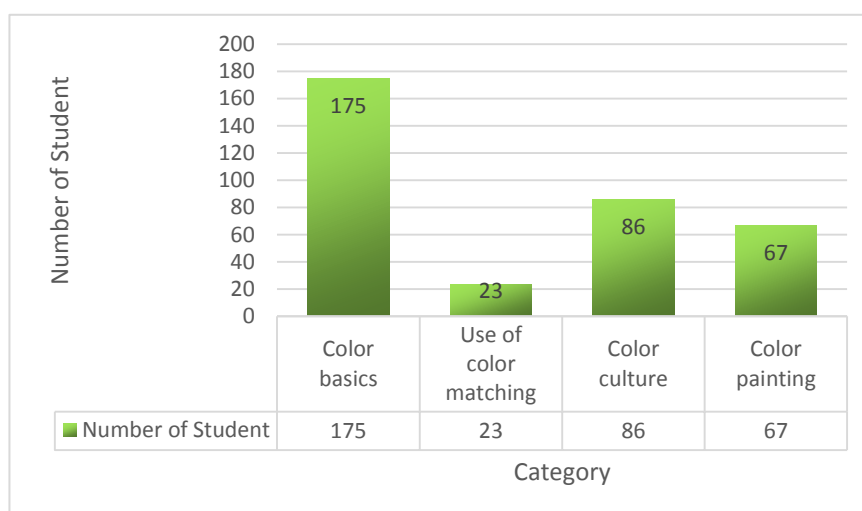


Figure 3. What kind of color knowledge students want to learn

From Figure 3, we can see that among the students surveyed, 175 people most want to learn the basics of color, 23 people most want to learn about color matching, 86 people most want to learn about color culture, and most want to learn about color painting works. There are 67 people.

5. Conclusions

Among the decorative colors, different colors will bring different psychological feelings to people. Pre-school education majors face children who are the target of education. Bright, bright, and contrasting colors are more attractive to them. Colors with these characteristics are more in line with the children's innocent and lively personality characteristics. The introduction of decorative color teaching in the art course teaching of preschool education can enable students to develop the

ability to observe things and the ability to use colors, and lay a good foundation for their children's teaching in the future. The decoration color teaching of preschool education in our country is still in its infancy, and many places need to explore and improve in practice. Let go of your hands and feet in the classroom, boldly encourage students to think and create themselves. Often, students' works are full of vitality. Decorating colors. The classroom itself is a process of constant change and creation. It should not be restricted to a certain fixed form, but in the interaction between students and teachers, they are constantly running-in and developing. It is precisely because of his tens of thousands of changes that he can continue to grow in practice.

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