

# Discussion on the Teaching Method of Studio System for Art Design Major in Higher Vocational Colleges

Yin Zong

Chongqing Vocational College of Art and Engineering, Chongqing 402560, China.

---

**Abstract:** Now with the continuous development of economy, people's employment mode is constantly improving. The mode of independent entrepreneurship is also developing. People's understanding of the studio is also deepening. In higher vocational colleges, we can also update the teaching mode and form the studio teaching mode. The major of art design is to enhance students' practical ability. Learning theoretical knowledge is on the one hand, but for the professional talents, it is more practical ability. Therefore, the introduction of the concept of studio into students' teaching is more conducive to students' practical ability and later employment. This teaching mode can be advocated in higher vocational education, and keep pace with the times and cultivate high-quality talents.

**Keywords:** Art Design; Studio; Teaching Research

---

Nowadays, people know more and more about studio, and the concept of studio is constantly evolving. Therefore, our country should also use the concept of studio in the art design major in combination with the current actual situation. Art design is more about the inheritance of crafts, teaching in a free mode. The teacher is not only the imparter of knowledge, but also the inheritor of art, explaining the soul of art design with students. The earliest concept of studio began to spread from abroad, and gradually came into our vision. We should also combine the actual situation to develop this concept. It is very important to realize that this mode has a great influence on art design majors.

## 1. Characteristics of art design major

The specialty of art design has its own particularity. The professional content of art design includes plane, color and three-dimensional content. Through this relationship to design works, it is required a certain understanding of these elements, mastering the skills and using color. This requires students to master the rules in learning and practice, as well as the use of color. The ideas and concepts expressed through different color combinations are also different. Therefore, teachers need practical examples to explain these problems when teaching. It is not so much the inheritance of literature and art as the inheritance of craftsmanship. Therefore, the particularity of his content requires teachers to change and change the content of the classroom, so as to keep pace with the times and constantly innovate.

The courses for art majors also include art sketch. Maybe we all know something about sketch. According to the objects we see, we can draw them in a certain proportion, and in the process of painting, they are very three-dimensional. However, design sketch has put forward higher requirements for design professionals. Through the observation of the objects can not only be described, but also add their own design. This requires students to have a high ability to observe and create. We

should not only have imagination, but also be able to draw what we imagine with our own brush. It is the most basic course of design major, so the particularity of its course content requires students to have strong practical ability. Instead of just learning theoretical knowledge like other professionals, theoretical knowledge needs to be proved in practice.

In addition, design unarmed performance is also a basic course for design professionals. Then it requires students to have a strong imagination, which includes the ability to draw lines and patterns perspective, through the ability to piece together geometric figures. We need to cultivate students' imagination to be able to piece together your imagination through scattered objects. This also requires students to have a high practical ability, rather than the teacher's explanation of the problem, and then we can do a good job when we understand the problem, and constantly explore and understand the rules, in order to express it through your own understanding.

So to sum up, the particularity of design requires us to change the teaching mode and cultivate high-quality talents, so that we can combine it with the studio model and improve students' design ability.

## **2. The importance of studio mode in design professional development**

Due to the particularity of design major content, higher vocational colleges need to change the traditional teaching mode, improve students' practical ability and innovate teaching mode. In the teaching process of design major, traditional knowledge may only account for 30%, and the remaining 70% need continuous practice. Design professional teachers are more of a guidance role, because each student's ideas and design cannot be compared, everyone has everyone's creativity, and teachers do not have a unified standard and template. We cannot use a unified standard to require students, and the creative ability of students will be doubled reduced. Therefore, there is no unified standard for the evaluation of students' teaching, so students are more alone to exchange their ideas with the teacher, and constantly communicate with the teacher to improve their works. Each person stands at a different angle, so the angle of the observed object is also different, because each person's idea is also different, so a question will have 100 kinds of answers, and the mode of work room is more suitable for the development requirements of students. The teacher is more like a craftsman to cultivate every student, which will make the design technology of students more exquisite. For the students of higher vocational colleges, only high technical level can they have stronger competitiveness, for finding a suitable job in the later employment and achieving better employment.

## **3. The current situation of the studio**

Now there are some colleges and universities in the development of studio mode to teach knowledge, but there are also some problems in the process of development. Maybe the teaching effect is not very good, or it doesn't achieve the desired effect. There are some problems in the consciousness of students and teachers. In the process of practical operation, this business model is not well used. In addition, in the process of implementation, we just take the superficial situation, and don't really combine practice with learning, nor do a good job to promote the development of employment. Therefore, we should change this situation and accurately grasp the development trend of this model.

## **4. How to combine professional design mode better**

In some higher vocational colleges in the south, under the influence of economic development, this studio mode was introduced earlier, and the continuous practice and innovation developed in line with the development of their own colleges. There are also some successful cases that we can learn from the successful cases and develop a studio model, which is more in line with the development of higher vocational colleges.

### **4.1 Change the thinking of students and teachers**

In the process of reform, we should first change the traditional ideas of students and teachers. Because in this change, students are the main body, teachers are the leading. Students should be aware of the importance of this way of learning, improve their design ability, and let their design technology more exquisite. We should find a model that suits our own learning. Teachers also need to change their traditional ideas. In this studio development mode, teachers are more like masters, rather than simply explaining knowledge, and more like imparting technology. Teachers and students should get along with each other in a harmonious way for better teaching.

## 4.2 It can strengthen the mode of school enterprise cooperation

The school can strengthen the cooperation with the enterprises outside the school, so that the students can really contact with the design work, and design some works according to the needs of customers, which can also improve the students' technical level. When students accept a project, they can design freely according to their own ideas. When they encounter something they don't understand and they don't have enough confidence in their own design ideas, they can discuss with their teachers about the design, where to start and how to design works that meet the requirements of customers. In this process of communication, the levels of teachers and students have improved to a certain extent. This is also conducive to the later employment of students. Maybe in the process of this practice, some excellent students will be selected by these enterprises, so that these students can get a good job before they leave the campus.

## 4.3 Schools should strengthen the cultivation of teachers' quality

By improving the ability of teachers, the ability of students will be improved accordingly. In this way, a virtuous circle can be formed and better develop the studio model.

## 5. Conclusion

The new era of economic development needs our continuous innovation, so for designers, innovation ability is also a necessary literacy. Therefore, higher vocational colleges need to reform the curriculum, and change the business model, so as to cultivate high-quality talents, in line with the development requirements of the times. The development of studio management mode is also conducive to promoting the employment of design professionals and solving the employment problem better. With the increasing number of college students, the competitiveness of students in higher vocational colleges is great, so we should strengthen the cultivation of quality to get better employment.

## References

---

1. Wang D. Application of "project studio system" teaching mode in art design major of higher vocational education. *Heilongjiang Science and Technology University* 2019; 10(21): 40-41.
2. Ma X, Shi J. Creating "ingenuity"—Teaching practice of art design major in higher vocational colleges under "studio system". *Science and Technology Vision* 2019; (32): 92-93.
3. Li H. Research on project studio teaching mode of art design specialty in higher vocational colleges. *Art Education Research* 2019; (4): 96-97.
4. Sun Z. Research on the training mode of studio system of art design major in higher vocational colleges. *China National Expo* 2018; (2): 17-18.
5. Zhuge Y. Research on the operation mode of "studio system" training room for art design majors in higher vocational colleges. *Science and Technology information* 2019; 17(20): 138-139.
6. Liu H. From "solo" to "ensemble"—Analysis of the impact of cluster studio on the professional development of five-year higher vocational art and design teachers with practical cases. *Invention and Innovation. Vocational Education* 2020; (5): 15-16.