

Creating the Teaching System of Art Design with Regional Cultural Characteristics

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Abstract: This paper mainly discusses the defects of the traditional clothing design education mode, such as backward content and single mode, and explores the improvement and optimization of the content and mode of clothing design education mode under the realistic background of the big data era.

1. Introduction

The era of big data has arrived. The traditional fashion design education model is no longer fully applicable to the new educational environment of the moment. So how to improve and optimize the previous fashion design teaching model based on this background of the times? This kind of question obviously has certain practical significance and discussion value. In this paper, the shortcomings of the traditional teaching mode, combined with the era background of big data, explore the new fashion design education.

2. The Realistic Background of Big Data Era

The concept of “big data era has arrived” was first proposed by McKinsey, a world-renowned information company, in 2011. Data has penetrated into every industry and business functional area and has become an important production factor. People's mining and application of massive data indicates the arrival of a new wave of productivity growth and consumer surplus[1]. The era of big data brings huge amounts of data, as well as continuously improving information acquisition methods and cloud computing technology. These huge, diverse, high-speed, low-value data have opened up a storm of transformation in the era. The concept of all things is driving people to make reforms in various fields of thinking, business, and management[2]. Therefore, in order to adapt to the development of the times, and to cater to the changes in the thinking mode of teaching objects, how to use the big data to improve the quality of the course and apply it to the classroom should be our concern[3].

3. Shortcomings of Traditional Teaching of Fashion Design

For a long time, the traditional teaching method of clothing design is mainly based on paper teaching materials and teachers' teaching demonstration, which is divided into two major parts: theoretical basic course and craft production course. Nowadays, this teaching method has exposed many problems.

3.1. The teaching content is backward

In the fashion design event, fashion trends play a leading role. As an indispensable part of human life, clothing is closely linked to the status, environment and social development of the wearer. Market-oriented clothing not only needs to have practical value, but also has aesthetic value to meet the aesthetic needs of people, especially consumers. The fashion trend is the prophecy and speculation of the future aesthetic tendency. Therefore, in the process of fashion design, we can stay close to the trend and grasp the future market trend, so as to improve our own competitiveness and achieve better in the market. However, the traditional teaching content of clothing design relies

mostly on teaching materials, and the speed of updating the paper medium is obviously unable to provide the latest and most timely fashion information. Under the background of accelerating global information circulation, the exposure of new styles and new combinations may lead to a new fashion. With the increasing timeliness of fashion industry, the shortening of “preservation period” and traditional teaching methods have become a group of irreconcilable contradictions. If what students have learned is out of touch with the times and the market, they will naturally be unable to put into work and create practical value.

At the same time, in today's frequent exchange of information, fashion design needs to be more promising. It is necessary not only to grasp the popular dynamics vertically, but also to understand the differences between different regions, countries, ethnic groups and ethnic groups in a horizontal way. Let different cultural symbols rejuvenate the artistic beauty in the design works. However, due to the limitation of the length of teaching materials and other factors, most of the contents are briefly introduced, lacking exploration and supplement of details, and few illustrations are difficult to resonate with students.

3.2. The teaching method is relatively single

The traditional fashion design teaching is mainly an injection teaching mode, which cannot be separated from the theory teacher's straightforward description and outline the key points of the textbook. The practice class teacher demonstrated once, and the students imitated each other. A single teaching method will undoubtedly hit students' enthusiasm for learning, even to a certain extent, it may erase students' enthusiasm for this major, and it is not conducive to students' deep understanding and memory of what they have learned. However, after getting used to the usual passive learning mode, when students design their graduation works, they cannot change to the roles of active learning and active exploration. Problems of shallow conception and difficult expression are common. Due to the lack of effective communication with teachers, design or technical errors appear in the works, and even the works cannot be carried out smoothly. In addition, under the traditional teaching mode of clothing design, teachers and students lack effective communication channels. Only by the teacher's one-way output to the students and occasional after-school questions, the teacher can't establish a practical and effective feedback mechanism. The teacher can't follow up the students' real progress in real time, and the teacher-student interaction is low. In the craft production course, it is difficult for the teacher to understand the mastery of the students' skills and the weak points of learning.

4. Teaching Design Optimization of Fashion Design Based on the Background of the Times

Due to the influence of teaching contents and teaching methods, under the current background of the times, it is impossible to fully stimulate students' creative potential and guide students to give full play to their subjective initiative only by relying on the original traditional teaching methods without optimization and upgrading. Therefore, we urgently need to let new methods, new ideas and new ideas in the era of big data into the classroom to effectively improve the teaching quality in colleges and universities.

4.1. On the Teaching Content of Clothing Design

4.1.1. Pay attention to the timeliness of content

Because the clothing design industry is highly sensitive to fashion trends, the teaching process of clothing design should pay more attention to the timeliness of the content. Long-term contact with the latest fashion information will help students to grasp and predict the trend of the clothing market. Through the network platform, teachers can learn the latest fashion trends of global clothing, replace and eliminate old cases, ensure rich and novel teaching contents and keep up with the trend of the times. In this way, students will be guided to pay attention to the frontiers of fashion, understand the latest developments in the market, help students to confirm the research direction, broaden their horizons, develop aesthetics and improve their aesthetic taste. Guide students to

develop the habit of browsing the fashion websites such as WGSN and Butterfly Network, the global authoritative trend forecasting organization, and encourage students to exchange the latest fashion information or express their opinions in class, and cultivate students' acumen for fashion trends.

4.1.2. Focusing on content serialization

A great change in people's thinking in the era of big data is to let people get used to retrieval learning. With the continuous improvement of computer technology, the algorithms of search engine giants such as Baidu, sogou and Google are also becoming more and more perfect. People are used to turning to the Internet when encountering problems. Although this can solve the problem most quickly and efficiently, the knowledge acquired by this way alone cannot make students form a systematic and systematic network. This is also related to the massive and low-value nature of big data itself. First of all, in the process of knowledge acquisition of retrieval learning, students may learn knowledge out of order rather than around a certain system or framework. Second, because the difficulty and speed of obtaining information is greatly reduced, retrieval is more of a direct way to solve problems than to acquire knowledge. Students tend to re-search each time they encounter a problem rather than spend time and effort to organize their memories. Moreover, online data is mixed, so it is also necessary to select and select valuable data.

Due to the fragmentation and disorder of knowledge brought about by retrieval learning, more attention should be paid to the cultivation of students' ability to absorb and systematize fragmented knowledge when we teach clothing design. Using the theme teaching mode, classic design concepts and important techniques are skillfully connected in series. Let the students sum up the scattered knowledge they usually find and integrate it into their own knowledge system. For example, the subject analysis is carried out around a specific object or style, and related cultures, symbols, patterns, and the like are integrated. Of course, in the choice of teaching theme, it is also necessary to take into account the classic style and market trend of the theme. In short, whether in the process of lectures or when students are working independently, they should emphasize the classification, planning, collection and organization of data.

4.1.3. Focusing on the Multidimensionality of Content

The multi-dimensional nature of teaching content can be divided into the diversification of subjects and forms. Diversification of subject matter refers to clothing research that is not limited to conventional cases and classic cases, and is not limited to a certain period or region. For example, when learning the characteristics of the Republic of China costumes, the influences of regional environment and cultural differences in different regions at the same time on the Republic of China costumes can be compared horizontally. Its origin, development and evolution can be traced vertically. It can be analyzed from the perspectives of history, culture and politics, and it can also explore the application of Republic of China elements in modern clothing. The process of multi-dimensional teaching content is also a process of integration and fragmentation. Therefore, in a sense, the multi-angle interpretation is in concert with the principle of the series of contents. It makes the teaching level richer and clearer, and helps to connect and connect different subject modules.

On the basis of the diversification of the subject matter, further enriching the expression of the content can help students to better understand and remember. According to researchers at Harvard Business School in the United States, in the process of human memory, the human body's senses are involved in memory activities. Auditory, visual, olfactory, and tactile influences people's memory effects to some extent. Among them, auditory memory accounted for 11%, visual memory accounted for 83%, touch sense accounted for 1.5%, and olfactory and taste each accounted for 1%. This shows that in order to implement teaching more efficiently, it is necessary to mobilize more senses of students. To create a comprehensive and comprehensive teaching method, through the introduction of multimedia equipment, more vivid display of teaching details. Obviously, it can be used for demonstrations of virtual models that each student can observe from various angles and can be cycled repeatedly. Whether it is compared with text descriptions, exploded legends or

teaching videos, the teaching effect is more ideal.

4.2. On the Teaching Mode of Fashion Design

In the aspect of clothing design teaching mode, students should be changed from passive to active, that is, from textbook module to student appeal-oriented teaching mode. The traditional teaching mode is changed by constructing interactive learning mode, shared learning mode and long-term learning mode.

4.2.1. Constructing Interactive Learning Model

On the one hand, to build an interactive learning mode is to increase the interaction between students and teachers and encourage students to ask questions. Using the convenience of the big data era to break the traditional single teaching mode in the classroom, massive open online course and other online courses are introduced into the classroom. In the way of combining online and offline, students are encouraged to ask questions, study and explore independently, and clothing design courses are conducted with practical solutions to students' problems, deepening students' artistic aesthetic comprehension, and training students' independent design ability as the leading factor. On the other hand, the interaction and experience of the curriculum itself should be strengthened. Virtual Reality is adopted to provide a platform for immersion learning in the classroom. Show real cases of clothing design and interpret trends and fashions. Let the students be personally present, observe the cutting methods from different angles in class, and feel the clothing effect, fabric texture, etc. more intuitively in the actual design and display process. This interactive, experiential and immersive learning enables students to be more involved, and is also more conducive to stimulate students' interest and enable students to have a deeper understanding. For example, in the traditional dress design process, only after a series of steps such as playing board and cutting, can the cloth be tiled on the Table, which initially reflects the effect of the design. If there is a new inspiration for fabrics, colors, and cuts, it will take time and effort to repeat the previous process. Because of the lack of experience, students need a lot of opportunities to try on, and there is a great possibility of large-scale changes in the actual operation or the need to redesign. However, if you directly use virtual reality technology and build models to test different fabrics and different combinations, you can effectively avoid repeated cutting process, saving time and cost. At the same time, it is possible to try new inspiration at any time. For the designer, it is also a kind of liberation of thinking, and can ignore the shortage of fabrics and other issues, greatly expanding the design ideas.

4.2.2. Constructing Shared Learning Model

For cloud computing, Professor Li Thickening of Shanghai Normal University once gave such a definition: "The so-called cloud computing-aided teaching refers to schools and teachers using the services provided by cloud computing to build personalized information environment, support teachers' teaching and students' learning, and improve teaching quality[1].[1]" The construction of shared learning mode mainly uses cloud computing to build a cloud collaboration platform between students, teachers and students, teachers and teachers. Using the cloud collaboration platform, students can form a group to carry out team cooperation design. The group can transfer documents and information, and the teacher can know the whole process of discussion in the group at any time. Teachers can also upload materials and courseware to the platform, or introduce relevant online teaching resources such as MOOC, to facilitate students to consult, expand learning, and facilitate teaching and academic exchanges between teachers. In the class, you can log in at the same time in the platform, and use the electronic questioning method instead of the traditional name answer. For example, the rain classroom software developed by the online education office of Tsinghua University and the school online is to use WeChat as the medium to arrange assignments, issue notices, conduct online time-limited questions, and make small tests. When the students finish the question, the teacher can intuitively understand the mastery of the students through the data of the error rate of the software statistics, the time of the student's answer, and the number of questions answered.

This shared learning method can not only ensure that each student receives learning materials and participates in joint discussions, but also can digitize and index the students' class situation for reference. For example, during the development of the student team project “Regenerative Design of Traditional Brocade Patterns”, it was found that students copied the existing designs and lacked innovation. Through the follow-up observation of students' creative thinking and design process on the Cloud Collaboration Platform, we found that the main reason for this phenomenon was that students did not know enough about the characteristics of brocade patterns and did not understand the traditional culture deeply enough, so it was impossible to disassemble and reconstruct the brocade patterns. In response to this situation, we have adjusted the teaching-learning content, increased the proportion of traditional cultural interpretation and exploration content, and invited experts in intangible heritage protection to carry out online lectures on the platform to carry out in-depth interpretation of brocade patterns. On the one hand, using the cloud collaboration platform, the teacher can intuitively understand the confusion that students encounter during the actual operation. Participate in student discussions, answer student questions, follow up student project progress, guide students to grasp their own design characteristics, point out blind spots, and overcome technical problems. On the other hand, the platform collects the student's participation in the class, the degree of data access, the correct rate of online answering, the time of each question, etc., and comprehensive data considerations. A comprehensive understanding of each student's skills proficiency and knowledge, assess the teaching effect and adjust the teaching plan at any time to make teaching more flexible.

4.2.3. Constructing Long-term Learning Model

Building a long-term learning model means that teaching should not only focus on short-term homework and courses, but also have long-term planning and deployment for students' overall ability and future growth. Through cloud computing, students' performance in each class is analyzed statistically. It is possible to construct a long-term learning model for each student, so as to visualize the learning outcomes and learning problems of one week, one month, one semester, one professional course and even several years of university. Help students to position themselves and achieve self-breakthrough for weak links. You can even use the memory mode such as Spencer's memory curve to recollect your own forgotten or unfamiliar parts.

5. Conclusion

Today, massive amounts of data are still being produced endlessly. According to Moore's Law of Data, we know that data doubles every two years, and the rate of growth is staggering. Data is changing people's lives like never before. Faced with the increasingly rapid exchange of information and resources, it is beyond our power to blindly follow the traditional teaching methods of clothing design. Based on this background, it is necessary to explore new teaching methods of clothing design. Of course, finding a new way does not mean totally denying the traditional teaching methods. We should always uphold the concept of sublation.

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