

Discussion on the Teaching of Fashion Design Major in Higher Vocational Colleges from the Perspective of Science Creation

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Abstract: In this paper, by reviewing the history of fashion design teaching in China, the history of fashion design teaching in China was briefly introduced, and the teaching of fashion design specialty in higher vocational colleges in the new era was analyzed from the perspective of scientific creation. As the clothing design education in secondary professional schools, it should constantly explore and try our best to create a school-running mode suitable for the clothing design major in secondary professional schools, constantly improve teaching methods, clarify the purpose of personnel training, and design an optimized educational environment, so as to make students majoring in clothing design in secondary professional schools become highly skilled, adaptable and professional social applied talents.

1. Introduction

At present, major universities, vocational and technical colleges and various secondary professional schools in China have set up clothing design specialty one after another, and the enrollment of clothing specialty is very busy. But in general, China's clothing education started late. The major of fashion design has been incorporated into the education system, but it only lasts for more than 20 years, so it lacks experience in running courses. Therefore, there are many shortcomings and shortcomings in the mode and method of education and teaching, as well as in the course setting, teacher allocation, and the way and method of personnel training. So far, a complete teaching system has not been formed. Some schools are still limited to a set of teaching mode of art specialty. The goal of running a school is not clear enough, and the purpose of personnel training is not clear enough as well. This paper will discuss the professional teaching of fashion design in higher vocational colleges, analyze the reform of the existing teaching methods and methods, the content of the reform and the evaluation of teaching, so as to put forward a teaching mode that can adjust the original fashion design major, strengthen the practical teaching of fashion design, cultivate students' innovative thinking, and develop teaching methods with professional characteristics.

2. The Rise and Development of Fashion Design Teaching in China

2.1. The rise of fashion design education in China

Among the four material needs of clothing, food, shelter and transportation, clothing is the most important, so the importance of clothing can be imagined. People's clothing reflects the economic level, aesthetic ability, cultural level and ideological and moral quality of a country, region, nation and individual. As a unique cultural symbol of human civilization, clothing continues and develops with the progress of human society [1]. From the Paleolithic caves, archaeologists have unearthed ancient needles made of various animal bones, which shows that our ancestors understood the principle of sewing clothes tens of thousands of years ago and have engaged in the simplest sewing. In the five to six thousand B.C., people's lives became more and more stable, and primitive agriculture and textiles began. At that time, people have been able to sew clothes with linen cloth, marking the progress of mankind. At the beginning of the twentieth century, some tailor shops appeared in China. But in these business-oriented tailors' shops, the way to learn about clothes is

that the master takes his apprentices, so they are only workshops to cut and make clothes. After the liberation of the whole country, with the improvement of people's lives, in 1959, the Department of Dyeing and Weaving Art of the National Central Academy of Arts and Crafts began to prepare for the establishment of the clothing design specialty. In 1980, the first clothing design class was enrolled in the Department of Dyeing and Weaving Arts, Central Academy of Arts and Crafts. In September 1984, the clothing department was officially established. Up to now, relevant art colleges and textile colleges all over the country have established clothing design specialty and clothing department [2]. From then on, China began to incorporate fashion design into the Chinese education system.

2.2. Development of Chinese fashion design education

At present, China's fashion design education is in the initial stage, which is the transition period from the traditional education mode to the design education mode. Therefore, many aspects need to be further developed and improved. In recent decades, with the gradual development of China and the gradual improvement of economic and living standards, people's lives have changed significantly. People's strong interests in new fashion styles and the expansion of foreign economic and trade make our garment industry follow the trend of the international garment market. In this form, thousands of fashion designers and operators have emerged in China. All kinds of educational institutions at all levels have set up clothing design specialty and clothing refresher courses and training courses. Academies of art, the Ministry of Textiles, full-time colleges and universities under the Ministry of Light Industry, and even some colleges of science and technology all over China have begun to offer clothing design majors, and established the first clothing college in Chinese history, namely Beijing Institute Of Fashion Technology. Subsequently, various secondary professional schools throughout the country have also opened clothing design specialty [3]. There are countless garment operators in cities and streets. Up to now, many colleges and universities in China have set up clothing design majors, and many secondary professional schools have set up clothing majors as well. In modern society, industry is highly developed and science and education are widely used. People have entered the information age. Fashion design education trains a generation of pioneering and applied designers [4].

3. Discussion on the Teaching of Fashion Design Major in Higher Vocational Colleges from the Perspective of Science Creation

3.1. Adjusting the current teaching concepts of fashion design major

Emancipation of the mind and renewal of ideas are the guide and motive force of educational reform and development, as well as the new breakthroughs in educational reform and development driven by the new breakthroughs in educational concepts. The reform of contemporary fashion design education should not only attach importance to the cultivation of knowledge and skills, but also to the cultivation of people's basic qualities and creativity [5].

3.2. Adjusting the educational model

With the urgent need for fashion design talents in today's society, schools at all levels across the country have rushed to start the major of fashion design. But in terms of teaching reform and teaching achievements, there are few schools with their own distinctive characteristics. If the reform of fashion design education does not have its own school-running characteristics and style, it will inevitably lack some competitiveness [6]. The needs of society are the characteristics of secondary professional schools, which cultivate a kind of skilled talents for the society. Therefore, the integration of fashion design education has become an unavoidable trend of development. Clothing education is comprehensive and practical, with more emphasis on the design and production of the fit, design and mass communication. Clothing education is the result of the comprehensive effect of many disciplines. Therefore, social environment, science and education level, production conditions and process materials all have a certain impact on clothing design education. The main criteria for

judging the success of fashion design are market inspection and public satisfaction [7].

3.3. The basic tendency of "design-application" teaching

The teaching mode of "design-application" emphasizes the creative consciousness of design, and it has specific functional characteristics. Therefore, this characteristic determines that the learning field involves a wide range of contents, and is closely related to the actual life. Therefore, when designing teaching, teachers should pay more attention to the students' reality, let them participate in activities related to their own life experience and actual feelings, and ask students to apply their knowledge and skills to the perception, understanding and expression of these things. Fashion design is the application of certain forms of thinking, aesthetic laws and design procedures. The basic teaching method of "design-application" is to show the design conception by means of painting, and to select appropriate materials and corresponding techniques to further materialize it [8].

3.4. Trying flexible teaching methods

China's development lies in innovation, and the hope of education lies in innovation. The important task of fashion design education reform is to cultivate and liberate students' innovative thinking and innovative ability in fashion design. In the reform of fashion design education, teachers should attach importance to the development and training of innovative thinking, implement and run through every course and topic, so that each course becomes a process of opening up innovative thinking, liberating and realizing students. The society needs to train talents with strong innovative consciousness.

3.5. Trying the teaching method of "big course and small subject"

Teaching method discusses how to teach and how to learn. The traditional educational and learning concepts are "input-output", that is, purely pursuing the imparting of knowledge and how teachers input ready-made knowledge into the minds of students in order to achieve more effective output. The teaching of clothing education is facing the same problem. Teachers in the course of some concepts and principles of knowledge, indoctrinated explanation. According to the situation of students, flexible and diversified teaching methods are more suitable for secondary professional design schools.

3.6. Trying "real situation" in teaching design

In classroom teaching, dialogue, communication and discussion between teachers and students are important ways of communication. Clothing education is a kind of creative education. Creation is actually a kind of creative activity of silent visual language art. Clothing exchange activities attach great importance to display, witness or experience. Teachers in the classroom can be a speaker, such as introducing "beauty of shape", "beauty of line", "beauty of color" and "beauty of material". It is necessary to show whether there are many subtle changes in different colors with great effect, then students can feel them in heart.

4. Teaching Practice

Thirty-four students majoring in clothing carried out creative class practice. A VCD is broadcast to students: a famous Japanese designer Issey Miyake invited Chinese artist Cai Guoqiang to perform a demolition show. He is good at playing art with gunpowder. He sprinkled the powder rhythmically on an open roll of white cloth and then detonated it. Suddenly, a fire dragon appeared on the white cloth. A few seconds later, the Dragon disappeared and burnt marks were left on the white cloth, which looked like an ink-splashing freehand brushwork. The designer scanned the traces into the computer and printed them on the clothes that had been prepared in advance. Then he announced the start of Miyake's spring and summer fashion show. The model's clothes were left with the traced of burning, and that's the fashion icon of the collection. This case can be used to activate students' creative thinking. The students are divided into three groups to discuss the case.

The results of the discussion are shown in table 1:

Table 1 Discussion results of students majoring in clothing design

Group	Discussion results	The number of students
A	The performance is very creative, reflecting the unique personality of the designer.	10
B	It's a mess. It feels like the designer's design is out of order.	6
C	I don't understand.	8

The inspiration of the above cases began the creative teaching process. The teacher first asked the students to draw a sketch of the design. According to the sketch, the teacher made an analysis and pointed out the advantages and disadvantages. Specific teaching requirements are: to highlight their own personality, to be creative; unlimited forms of expression, the theme can be decided by themselves; several people can cooperate.

Finally, the assignments completed by the students are as follows. Student A designed the theme of Autumn. The clothes designed by the student are worn in autumn, and the most typical leaves in autumn are maple leaves. Therefore, the inspiration of fashion design comes from Natural Maple leaves, but it is not limited by the shape of maple leaves. The design is very creative. The color is mainly olive, with orange as orange embellishment, reflecting a bright, lively and lovely personality. Student B designed the theme of Black Girl, but the work is not entirely black. The interlaced use of black and red gives people the feeling that the whole design is very harmonious and personalized. Student C designed the theme of Information Age. The student uses used newspapers, magnetic cards, and CD-ROMs, which are very modern.

5. Conclusion

In the new era, there are new requirements for teaching and fashion design in higher vocational colleges. In order to meet the market development and social needs in the new era, the teaching of fashion design specialty in higher vocational colleges from the perspective of scientific innovation should be strengthened. Through specific teaching practice, it can also be seen that under the new teaching mode, students are more creative and imaginative in the process of creative design.

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