

Exploration and Practice of "Second Class" in Clothing Materials Course

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Abstract: *Under the background of the reform of education and teaching of "Curriculum Ideological and Political", this paper studies the rationality and adaptability of national traditional culture into the course of clothing materials, explores the form of second classroom, creates real situation, carries out the experience and practice of traditional dyeing and weaving technology, and enables students to feel the value of national traditional culture and technology, activates and expands curriculum knowledge. In this process, the practice culture inheritance, the culture self-confidence, promotes the curriculum the ideological and political education effect.*

Keywords: *second classroom; Traditional dyeing and weaving process; curriculum ideological and political*

1. Introduction

On May 28, 2020, the Ministry of Education (the "MOE") issued the Guiding Outline for the Ideological and Political Development of Courses in Colleges and Universities, clearly stating that "the ideological value and spiritual connotation contained in the system of professional knowledge shall be deeply excavated and refined, the breadth, depth and temperature of professional courses shall be scientifically and reasonably expanded, and the knowledge and humanistic nature of courses shall be increased from the perspective of the majors, industries, countries, international, cultural, historical and other aspects involved in the courses, so as to enhance the guiding, contemporary and open nature". As far as the teaching of art design specialty is concerned, how to bring into full play the role of classroom teaching as the main channel in educating people and how to integrate the concept of "educating people with beauty and beautifying people" into the teaching of knowledge and the cultivation of ability is an important subject that every art teacher to think over and practice.

In this paper, a series of courses on apparel materials are taken as the research object to find out the feasible aesthetic education resources from the national culture, to create a real situation and to carry out the experience and practice of traditional dyeing and weaving techniques, so as to make students feel the value of national traditional culture and techniques, to improve their aesthetic and humanistic qualities and to enhance their cultural confidence.

2. Basic Situation and Present Situation of Clothing Materials Course

Materials are the material basis of all human production and living activities, and the ability of material understanding and utilization determines the social form and human life quality. Materials course is also an important foundation of all professional courses.

The material course system of clothing specialty in art colleges covers the theoretical and practical contents such as principle, design and practice, and generally includes courses such as clothing materials and fabric reconstruction. Most majors are required courses for undergraduates majoring in clothing. The former mainly introduces the basic knowledge of fiber raw materials and fabric organization structure of clothing materials, and requires students to master the classification, properties and characteristics of clothing materials; The latter mainly innovates and applies the texture of fabrics through various modelling technique.

As the basis of discipline education, clothing materials course plays an increasingly important role in discipline development, but it has not been given due attention for a long time, which leads to students' lack of understanding of material properties and limited ability to select and use flour and auxiliary materials. Clothing design without the correct use of materials is undoubtedly an armchair

strategist, which will seriously affect the learning effect of clothing design, structural technology and other courses closely related to materials.

In classroom teaching, the knowledge about the structure and performance of fabrics such as fabrics, fibers and yarns used to rely only on the interpretation of teaching materials, but lacked the observation and contact of real materials and the practice of the actual situation, which made it difficult for students to master the performance characteristics and using methods of fabrics, and easily lost interest in learning, resulting in low learning efficiency and quality.

3. The "clothing materials" curriculum second classroom design of the basic ideas

In order to solve the problems existing in the course teaching of clothing materials in our institute (Guangxi Art Institute), we focus on the aesthetic education and cultural education function of national culture, based on the material structure and weaving principle, increase practical experience content, and highlight the unity of value guidance and physical and mental experience.

As far as the source of students in our school is concerned, there are many students in Guangxi, and many of them come from ethnic minority areas directly. Incorporating local materials and national technological elements into the curriculum, and adding the experience and practice of traditional crafts in teaching will make students feel friendly and interested in learning. With the help of this learning enthusiasm, through the traditional craft practice activities, in the process of observation, perception and practice, we can comprehend the local cultural features of Guangxi and the beauty and value it contains. To improve students' aesthetic and humanistic quality, to strengthen the self-examination of national traditional culture in the infiltration of national craft and traditional culture, to enhance national emotion, and to explore an effective way for colleges and universities in ethnic minority areas to cultivate all-round development of garment art and design professionals.

4. Experimental Teaching Design and Content of Apparel Materials in the Second Class

The teaching of clothing material course should combine the professional knowledge, aesthetic accomplishment and moral accomplishment organically. In addition to teaching in theory, our second class introduces local raw materials and traditional techniques such as manual reeling, spinning, blending, manual dyeing and weaving to let students know the characteristics of materials. Feel the flexibility and controllability of traditional technology, explore the change of material shape. In the practice course, we pay attention to value guidance and improve students' humanistic and moral accomplishment. For example, instruct students to understand the true meaning of "making use of materials according to their aptitude" and "making the best use of everything". Develop the good habit of being good at observing and thinking, and develop the design consciousness of developing harmoniously with nature. Establish sustainable ecological development and environmental protection awareness, and promote ecological civilization and beautiful China construction. See the table below for details.

Table 1

project	content	Main points of ideological and political content
1. Reeling silk and hands Spinning. 2. Combined viewing "Sang Ma" in the documentary "China Wearing Me"	Understand the formation process of traditional hand-made silk technology, and the possible changes affected by which factors, and understand how to deal with the changes of twist, bending, strength, color and other factors. Experience the beauty and function of natural materials. Explore the diversity of innovative silk thread design.	We can realize the wisdom and experience contained in the national traditional culture and enhance their self-consciousness and self-examination of the national traditional culture.
3. Dyeing of fiber plants 4. Watch the documentary "The Art of Wearing on the Body" and Chinese University massive open online course: The dyeing process, national costume colors and patterns in "Fiber Handmade Art".	Understand the traditional plant dyeing control dyeing material bath ratio, mordant types and specific gravity, dyeing time and the use of tie dyeing methods and practice. Explore the possibility of obtaining rich color of fiber.	Cultivate students' good habits of being good at observation and diligent in thinking, and make good use of materials around them; Let students know how to appreciate the gift of nature, and cultivate the design consciousness of harmonious coexistence and sustainable development with nature. Establish awareness of ecological sustainable development and environmental protection.

5.Hand-woven fabric samples 6.Watch the "Splendid" and "Zi Jin"(Ancient Chinese scholar's collar) in the documentary "China Wearing Me".	Let students experience weft insertion, beating-up, winding, let-off and other actions, and understand the fabric structure and weaving principle; Then use different combinations of color, organizational structure and weave to explore new organizational structure, color matching and texture composition, and carry out "discovery learning".	Guide students to experience the beauty contained in labor and technology in practice; Understand Chinese dress and etiquette and belief culture.
7.Practice of Fabric Reengineering 8. Combined with Chinese Minority Costume Art by Zhou Ying, massive open online course, China University: Lecture 7 (Plane Craft, Three-dimensional Craft and Production Craft of Minority Costume).	By hollowing out, printing and dyeing, drawing, inlaying, embroidering and folding, the original material has a brand-new appearance	When encountering difficulties and challenges in practice, guide students to learn to look at problems, think about problems and solve problems in a dialectical way, so as to avoid rigidity and extreme thinking.
9.Visit the Museum of Nationalities, Observe the Classic Cases of Ethnic Costumes and Weaving 10. Combined with Chinese University massive open online course Zhou Ying's "Chinese Minority Costume Art": Lecture 5 (Miao, Dong and Shui) and Lecture 6 (Zhuang, Yao and Jing)	Train students to analyze, discuss and understand the organizational structure and style characteristics of specific fabrics and their mutual relations by means of iconography and style analysis.	Guide students to take the initiative to understand the local cultural features of Guangxi, become familiar with and gradually love traditional crafts, realize the beauty and value contained in them, and be willing to apply them to their creation. Gradually, in the infiltration of national crafts and traditional culture, the feelings of home and country and cultural self-confidence will be promoted.

In the teaching design of the second class of clothing materials, we also arranged on-the-spot investigation and literature investigation, Increase the task of collecting and arranging perceptual materials around the course content, let the students absorb actively from passive reception. Inspire the students to transform the specific motivation of personal growth and development into the ideal of enhancing the national feelings of home and country and cultural self-confidence.

4.1 Field visits

1) When students in minority areas go home during holidays, investigate indigo mud and traditional dyeing and weaving materials, such as twine, silk thread, embroidery thread, etc. Observe and perceive the folk's clever thinking and good use of the materials around them.

2) Visiting ethnic museums and watching ethnic costumes, brocade, ethnic crafts and folk customs exhibits, guiding students to observe the combination, collocation and classification of materials, the interaction and comparison among various elements, and the changes of color, structure, order and space, etc., in order to experience the great creativity of national traditional culture.

4.2 Literature research

Collect relevant information on Splendid Guangxi, Guangxi National Museum website and Beijing Institute of Fashion Technology National Costume Museum website, combine with previous field investigation, select the production technology of interested national traditional costume materials, and complete a research report containing detailed contents such as nationality, region, pictures, literature and its source.

5. Conclusion

Guangxi native raw materials and national crafts are introduced into the teaching of clothing materials course, and the 3+ teaching mode of professional education+national culture+ideological and political education is integrated to "guide students to understand, inherit and develop Chinese excellent traditional culture more clearly, accurately and deeply, and become a positive force to promote cultural self-confidence. ". [2] This requires us to carry out creative transformation and innovative development of traditional culture, create a certain atmosphere, encourage students to examine the local contemporary humanistic environment more comprehensively and objectively in appropriate situations and experiences, empathize with the value of national tradition, culture and crafts, practice the spirit behind national traditional culture, and more importantly, ultimately have a positive impact on students'

outlook on life and values, [3] and effectively enhance their national, cultural and professional self-confidence. I hope this paper can provide reference for the ideological and political work of other art design theory courses and innovative practical design courses. At the same time, it also provides practical cases for the dissemination of national traditional culture and the activation of national cultural resources.

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