

The Aesthetic Education Methods of Fashion Design Majors in Colleges and Universities—Taking Clothing and Design Faculty of Minjiang University as an Example

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ABSTRACT

Chinese colleges and universities attach much importance to aesthetic education in developing students' quality education, especially for those students majoring in fashion design. The objective of this study is to explore the aesthetic education methods of fashion design majors in colleges and universities. Taking Clothing and Design Faculty of Minjiang University as an example, this article promotes how to enhance aesthetic education, optimize the construction of its courses, enrich students' extracurricular life and strengthen teaching staff construction, then improve integration of regional traditional culture and aesthetic education, and finally reinforce the social service ability of aesthetic education. By this means, the college both practices students' artistic innovation and aesthetic ability, and contribute to the growth of teaching staff, which enhance the influence of the college and hopefully provide a reference for others.

Keywords: *aesthetic education, fashion design, Clothing and Design Faculty of Minjiang University, methods*

1. INTRODUCTION

Aesthetic education is an education that cultivates students' ability to recognize, love, and create beauty [1]. In recent years, the country has accelerated its pace in promoting aesthetic education. In August 2018, General Secretary Xi Jinping replied to the eight old professors of the Central Academy of Fine Arts, and emphasized that we need to do a good job in aesthetic education and promote the spirit of Chinese aesthetic education. In March 2019, the document, Opinions on Effectively Strengthening the Work of Aesthetic Education in Institutions of Higher Learning in the New Era, issued by the Ministry of Education, pointed out that it was an important task for higher education, currently and also in the coming future, to cultivate students' aesthetic and humanistic qualities, and to improve aesthetic education quality in every aspects. The document also emphasized that aesthetic education of colleges should focus on three important areas: universal art education, professional art education, art teacher education in colleges. This means that professional art education occupies a pivotal position in the reform of aesthetic education.

Fashion design refers to artistic expression and structural modeling of clothing line, color, tone, texture, light, space, etc. It is an art form that combines practicality and artistry, and it carries people's pursuit of beauty. With the continuous need of people's toward quality of life, people's aesthetics of clothing are gradually changing. The quality of the fashion design directly affects the sales of the

clothing. On the other hand, good clothing design can indirectly enhance the aesthetic taste of customers, which puts forward higher requirements on fashion design. At the forefront of aesthetic education, fashion design majors in colleges and universities need to develop students' aesthetic quality comprehensively while improving students' professional skills. Through classroom teaching, campus life experience, social practice and other ways to carry out aesthetic education, students can comprehend the "truly beautiful things" in the elegant works of art, understand the true connotation of aesthetic education, and enhance their abilities to appreciate beauty. Students also can expand their fashion horizons, improve their creativity, and eventually form their unique design ideas and styles. Moreover, students can cultivate temperament, establish correct values [2], and understand beauty is not only about the choice of material materials, but also the enrichment of the spiritual world and dedication to society.

Currently, fashion design has made significant achievements in aesthetic education. But there are still some problems, including the unreasonable curriculum design of aesthetic education, insufficient construction of aesthetic education teachers, lack of aesthetic education activities and social service capacity, etc. [3]. This article took the Clothing and Design Faculty of Minjiang University as the research object, discussed the method of aesthetic education in fashion design, and had achieved certain results, hoping to provide a reference for the implementation of aesthetic education in fashion design majors in colleges and universities.

2. METHOD

2.1. Paying more attention to aesthetic education

The Clothing and Design Faculty of Minjiang University fully implemented the spirit of guided education policy of the Chinese Communist Party and General Secretary Xi Jinping's speech on aesthetic education. The college paid more attention to aesthetic education based on the current status of the aesthetic education work of the fashion design majors in colleges and universities. The primary goal of college education was taking the improvement of students' aesthetics and humanistic quality.

The college highly valued the role of aesthetic education in talents cultivation, and paid attention to the construction of the college's connotation, highlighted the characteristics of fashion design teaching, insisted on educating people through aesthetics and culture, and integrated the cultivation and practice of socialist core values into the entire process of college aesthetic education. Art activities with diverse forms have been carried out frequently, such as the annual joint exhibition of cross-strait college students' clothing design works, clothing matching contests, Beijing College Student Fashion Week and other competitions, attracting students' high engagement, and eventually creating a lively artistic atmosphere in campus.

The college had increased its investment in aesthetic education and paid attention to the renovation of the interior decoration, including the construction of aesthetic education teaching practice areas and the display of artworks in public places to create a good aesthetic education atmosphere. There are the most complete teaching and experimental conditions for the textile and garment subject on the west side of the Straits, including textile and clothing materials and textile testing laboratories, clothing technology laboratories, image design laboratories, clothing CAD laboratories, physical training laboratories and clothing ergonomic laboratories, etc.. These laboratories provide teachers and students with valuable teaching services integrating modern teaching, scientific research, development and training, which play an essential role in the process of cultivating students' aesthetic education ability and innovation awareness.

2.2. Optimizing the construction of aesthetic education courses

The introduction of aesthetic education into the classroom is one of the important signs of the implementation of school aesthetic education, and curriculum construction is directly related to the quality of talent training [4]. The college paid great attention to the formulation of undergraduate talent cultivation programs. Based on the investigation of the talent needs of the textile and apparel industry in Fujian Province, it had established a collaborative education model and school running

mechanism with all-round participation of the industry and enterprises. The talent cultivation program was formulated according to the three steps of investigation, demonstration and practice, and puts aesthetic education into the focus. The college optimized the construction of aesthetic education courses of the two art majors, which called the Fashion Design and Engineering and Fashion Design, added the aesthetic content and offered the new course Fashion Aesthetics to the 2019 undergraduate talent cultivation plan. By increasing the elective courses related to aesthetic education, the college provided students with a variety of learning materials and created a strong learning atmosphere. Public elective courses such as Clothing Color Science, Appreciation of Fine Arts, and Appreciation of Taiwan Minority Costumes were offered to all students in the school, creating a good aesthetic education environment and humanistic atmosphere.

Teachers delved into the content of the course. According to the actual situation of each class of students, they comprehensively considered the actual needs of the society, then chose the contemporary, representative and classic knowledge to enrich the aesthetic education content, so that each course had its inherent commonality and forms an organic whole. In teaching practice, teachers infiltrated knowledge related to aesthetic education, such as explaining the cases of fashion design, guiding students to read fashion magazines and watching fashion shows, etc. to create aesthetic situations and cultivate students to experience and appreciate beauty [5]. At the same time, teachers fully excavated the aesthetic education factors of various professional courses and incorporated the essence of aesthetic education spirit into the teaching process of professional core courses such as Introduction to Art, Costume Material Science, and Design Performance Techniques. While improving their professional skills, students could feel the profound heritage of Chinese culture through aesthetic education, thereby enhancing their aesthetic perception and creativity.

The college implemented policies and measures to encourage teachers to actively participate in the reform of teaching methods, and actively promoted the construction of aesthetic education courses and the reform and innovation of teaching methods. Teachers had improved the level of teaching by conducting various teaching seminars to discuss and share good teaching methods. Through active exploration of heuristic, inquiry, discussion, and participatory teaching, teachers could fully mobilize students' learning enthusiasm and encourage students to learn independently.

2.3. Enriching students' extracurricular life

Aesthetic education is ubiquitous. It is not only reflected in classroom teaching in schools but still has its meaning in after-school life. The college took advantage of the professional benefits of fashion design to implement the plan of college aesthetic education infiltration action. To enrich students' after-school experience, the college organized several activities, such as actively

carrying out cultural and sports activities like DIY, Turning Waste into Treasure, Wonderful Room Dormitory Decoration Contest. Students used their professional expertise in these activities to process and transform waste materials in life into exquisite handicrafts, calligraphy, and painting works. These works with rich cultural connotations and artistic flavour would also subtly influence students' aesthetic consciousness and enhance aesthetic taste.

With the goal of cultivating students' innovative spirit and practical ability, the college strengthened the construction of undergraduate aesthetic education. The college actively encouraged students to participate in various discipline competitions after class, and had held competitions in related disciplines such as new clothing reforms and clothing knowledge competitions for three consecutive years. In addition, the college formulated related management measures, allocated funds, combined subject competitions with curriculum reforms, and used courses to drive subject competitions to provide a guarantee for cultivating college students' aesthetic quality, awareness of independent innovation, and practical ability. These valuable experiences could significantly stimulate students' sense of innovation and the students would appreciate the beauty of learning and creation from the competition process.

The teachers often organized or encouraged students to go to parks or mountains to breathe fresh air and capture the beauty of nature. In these after-school activities, students could extract creative and design elements from nature, so that they could unconsciously get creative inspiration and enrich their own life experience.

2.4. Strengthening the construction of aesthetic education teachers

The teaching of aesthetic education courses in colleges and universities should pay attention to the improvement of students' artistic accomplishment and aesthetic ability. It is necessary to cultivate students' appreciation and artistic practice ability from multiple angles and channels in subject teaching and practice. This determines that the team of aesthetic education teachers must have a higher comprehension of the basic qualities of qualities and various arts [6]. In strengthening the construction of aesthetic education teachers, the college strengthened the training of young teachers and organized teachers to participate in aesthetic education theory training. By implementing a training system for young teacher tutors, standardizing the teaching process and strengthening quality control and establishing a good environment, teachers could better engage in aesthetic education teaching. On the other hand, the college continuously optimised the structure of the teacher team, systematically organized teachers to visit first-class universities at home and abroad for further study and training. Moreover, through various forms such as encouraging teachers to work on the job in the company, participating in the

research and development of corporate topics, it could effectively improve the teachers' teaching level, practical ability and aesthetic education research ability. It was more able to guide the inter-disciplinary talent team with the ability of students to carry out aesthetic practice activities.

2.5. Promoting the integration of regional traditional culture and aesthetic education

The document, Opinions on Effectively Strengthening the Work of Aesthetic Education in Colleges and Universities in the New Era, clearly pointed out that Chinese excellent traditional cultural education was the foundation of the school's aesthetic education. The hardworking on the extraction, transformation and integration of traditional culture and art plays the key role in promoting the spirit of Chinese aesthetic education.

The college gave full play to the professional advantages of fashion design, and dug deep into the cultural heritage and aesthetic concepts in the distinctive clothing of Fujian Province. For example, the college protected, inherited and promoted the spinning, weaving, dyeing, and embroidery skills of She nationality costumes, Huian women's costumes, Hakka costumes, Meizhou women's costumes, Fujian local opera costumes, and other textile and garment intangible cultural heritage. In addition, the college also actively organized activities such as national costume exhibitions and intangible cultural heritage costume cultural protection to continuously improve the aesthetic ability of college students, and enhanced the national cultural identity and cultural confidence of students. In September 2019, the School of Fashion and Art Engineering held an exhibition of intangible cultural heritage and traditional costumes in Yongtai, Fuzhou. There were a total of 102 sets of works in this exhibition, mainly including intangible cultural heritage costumes (dresses) of ethnic minorities such as the She and Miao nationalities, and the works of outstanding graduates such as Hui'an women and Meizhou women's costumes (dress) with Fujian regional characteristics. This clothing and apparel exhibition not only fully demonstrated the charm of Fujian intangible heritage and traditional clothing, but also demonstrated the efforts of the students of the school of clothing and design faculty in promoting the integration of regional traditional culture and aesthetic education.

The college strived to build a unique exhibition hall and completed the upgrading and transformation of the cross-strait clothing cultural exchange experience centre in 2019. The exhibition mainly displays clothing textiles and clothing products on both sides of the Taiwan Strait and has the function of publicizing and exchanging clothing culture. At present, the exhibits on display at the centre include four themes, traditional clothing in Fujian Province, traditional clothing in Taiwan, some ethnic minority clothing, and creative design works of modern clothing. Specifically, the exhibits include the She nationality costumes, Hakka costumes, Minnan costumes and Hui'an women's costumes with regional characteristics in Fujian

Province, and the aboriginal costumes of Taiwan. The pavilion is opened to schools and society in an orderly manner, to provide students with a place for internships and assist teachers in scientific research. At the same time, the display of exhibits can promote regional traditional clothing culture and contribute to cross-strait cultural exchanges.

2.6. Enhancing social service capabilities

The college implemented the plan of school aesthetic education into public action. Relying on activities such as Youth Red Dream Building Journey-She Nationality Skills, National Costume Design Competition and other activities, the college actively developed the voluntary service of aesthetic education and the promotion of traditional culture, such as participation in community services, rural areas, and schools for college students.

The activities of exchanges and cooperation between college teachers, students and folk craftsmen were also often carried out. Fashion design majors and high-level student art clubs could take advantage of the collision and integration of modern college education and folk traditional arts to play an important role and actively participated in the joint construction of the Maritime Silk Road and the Belt and Road educational activities. In 2018, the college signed an agreement with the Minhou County Cultural Center, the Tanhou Village of Linglu Township in Yongtai County, and the Nanyang Village Committee of Baita Township and Luoyuan County, etc.. And the college conducted She ethnic skills training for the local She ethnic people, and launches training courses that integrate blue dyeing, embroidery, weaving and other skills with cultural and creative products. By guiding the people of She villages to make handicrafts with ethnic characteristics, the college inherited the She culture, cultivating inheritors of She ethnic skills, helped the village revitalization, and gave full play to the social service function of aesthetic education.

Students took the social practice and professional teaching practice in winter and summer vacations as a platform to participate in various social practices and gave full play to their artistic expertise. In order to better carry out social practice, the college organizes the writing of voluntary service and social practice work summaries every academic year, and incorporates the results of the activities into the comprehensive examination system for college students. The college established and improved the social service organization structure. The number of professional teachers in each college team was 3 or more, and the actual number of members of the practice group was not less than 48 hours per year. In addition, the college had created an aesthetic education brand Colorful Neon Clothes charity volunteer activities, and organized a cross-strait clothing culture exchange and experience center explanation team to regularly develop clothing culture for all students and children of faculty and staff, as well as local primary and secondary schools, kindergartens, and neighborhood communities. Experience activities had played a

significant role in promoting the excellent Chinese traditions and intangible cultural heritage costumes. For example, in 2019, teachers and students were organized to go to Nanping Municipality and Yangyuan Township in Nanping County to carry out warm-air education and social practice, bringing culture and art courses to more than 100 children in Yangyuan Central Primary School. Through the integration of aesthetic education in practice, teachers and students were actively guided to strengthen their awareness of serving society and enhanced their social service capabilities.

3. RESULT

3.1. The effect of students

In the course of the college's series of aesthetic education, students not only improve their professional skills in fashion design, but also enhanced their artistic innovation and aesthetic abilities. Students had repeatedly won good results in many national, provincial and ministerial-level clothing design competitions such as the Hanbo Cup China International Young Designers Competition, China Fashion Designer Newcomer Award, Jeanswest Cup, etc.. In the course closing works and graduation design works of the last two-term students, it could be found that the students' creativity, imagination, and completion ability in costume design had been significantly improved. Graduate employment statistics showed that the college's overall employment situation was good, with an employment rate of over 97% and an overall upward trend. Some students set up their studios after graduation, and some graduates successfully entered large clothing companies such as Anta, Septwolves, and Ports. They performed well in their work and were well received by the enterprises. The college had delivered outstanding clothing design professionals to Fujian Province through aesthetic education.

3.2. The effect of teachers

The teachers' artistic accomplishment, the ability of guide students, and project development ability had been continuously improved. Many teachers had been approved for provincial-level projects and transformed their outstanding achievements to promote the operation of aesthetic education further. Among them, the She Ethnic Costume Culture inheritance project had been approved as a base for the inheritance of Chinese outstanding traditional culture in universities in Fujian Province. In addition, the college aesthetic education faculty had been enriched. At present, 4 teachers are studying for a doctoral degree, and 2 young teachers are visiting abroad, and the subject team had been further strengthened.

3.3. *The effect of the college*

The college formed an artistic brand characteristic project and shaped the campus cultural brand. The continuous research on the national intangible cultural media and had widely reported heritage of Siping Opera costumes and websites such as People's Daily Online, China News Network, Xinhua Net, International Online, Fujian Daily, etc., which had increased the college's influence in the apparel industry. At the same time, it will further promote the development of the school's artistic characteristics and provide a reference for the development of more colleges and universities.

4. CONCLUSION

Comprehensively strengthening and improving aesthetic education is still an essential task of higher education at present and in the future. The nature of fashion design determines that it needs to undertake more missions and responsibilities of aesthetic education in the new eras. So promoting aesthetic education in all aspects is a must for the fashion design majors of colleges and universities to deliver qualified artistic talents to society. We must thoroughly understand the importance of aesthetic education, keep on summarizing experiences in the process of aesthetic education for the fashion design majors in colleges and universities, and cultivate socialist builders and successors who have comprehensively developed in moral, intellectual, physical and artistic aspects.

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