Exploration and Practice in the Public Art Course
“Clothing Colorology”—Taking Minjiang University as an Example

Yajing Shi

ABSTRACT
This paper focuses on how to build a useful and interesting public art course for clothing colorology within the background of aesthetic education in colleges and universities. Over several years of exploration and practice, the author has attempted to use a variety of methods to carry out teaching activities, such as inventive arrangement of tests, the setting of game links, observation of visually interesting illusion phenomenon, problem-based teaching, flipped classroom before class, case teaching, classic video appreciation, fashion character introduction and clothes matching practices, etc. After a series of teaching reforms, the teaching effect of the clothing colorology course is excellent, achieving the teaching goal of creating a useful and interesting public art course. Teaching methodologies are summarized and refined in this work, with the aim of further improve the teaching effect in the future.

Keywords: clothing colorology; public art class; interesting; university

1. INTRODUCTION
Aesthetic education is an important component of China’s education policy and is relevant to the construction of China’s socialist spiritual civilization. The love of beauty is inherent within human nature and aesthetic education is an important factor in human self-construction, which is indispensable to the development of society. Carrying out aesthetic education in colleges and universities is of great significance to improve students’ humanistic qualities and cultivate their ability to feel, appreciate and create beauty. In April 2019, the Ministry of Education issued guidelines on effectively strengthening aesthetic education in colleges and universities, making it clear that all colleges and universities should include public art courses in their training and teaching plans. This course must also be implemented in the credit system management so that each student is required to complete a public art course credit before graduation.

1.1. Course textbook
As a public art course at Minjiang University for nearly five years, Clothing Colorology has been in operation for eight semesters, with a total of 397 students across 13 colleges and dozens of majors completing the course so far, with excellent teaching effect evaluations. This course is a general education course for students majoring in “non-art” subjects. It is suitable for ordinary students with no prior education in understanding color, color matching and cutting-edge clothing information.

1.2. Course goal
Through systematic teaching, the students are comprehensively taught the scientific law of color and knowledge of color aesthetics. Students can cultivate a deep understanding of color theory and the ability to observe and understand clothing and the relationship between clothing and color, improving college students’ visual literacy. Students can also practice clothing color matching with the color scientific analysis method, creatively apply color in practice and effectively express the comprehensive beauty of clothing to train their ability of clothing collocation. Teachers actively try a variety of teaching methods to include fun in the teaching process and strive to create a “super useful and super interesting” public art course by including interactive games to increase student participation in the course [1].

2. STIMULATE STUDENT INTEREST IN LEARNING BY ENCOURAGING STUDENTS TO PARTICIPATE IN THE WHOLE CLASS
Interest is the best teacher, and the question of how to cultivate student interest in the course and maintain their enthusiasm and active participation is the first problem every teacher has to face. In this section, the attempts made by the teacher to stimulate student interest in learning are outlined.
2.1. Arranging the course quiz

In the process of teaching, arranging the course quiz, collecting feedback information in time and discerning poorly achieving students in order to compensate with teaching is essential. When students are active, the classroom is active, student enthusiasm is improved, and classroom efficiency is obviously enhanced. This kind of environment is conducive to promoting the achievement of teaching objectives and deepening the understanding of teaching difficulties. In the process of providing feedback, teachers should pay attention to discover the students’ trouble areas from the perspective of individual student development and seize the opportunity to use incentive evaluation to unify feedback and motivation. This helps to stimulate self-development of student potential and academic improvement. In the coloring colorology course, teachers pay great attention to skillfully arranging small tests to help students learn and consolidate the course content. For example, before the first class, the public art clothing color teacher will arrange a pre-class test on color ability, made up of around 15 questions, involving the main chapters and content of the course. On the one hand, this can clarify the prior knowledge level of the students; on the other hand, it can allow students to quickly and intuitively understand what they will learn from the course so as to stimulate their interest in learning. In addition, the introduction of course content can help students form an initial framework of understanding of the course content in the first class, which is conducive to later learning. For example, in the course chapter on clothing color psychology, the teacher will guide students to complete the famous Lüscher test. In the process of daily lectures, if there are large theoretical chapters, students can be easily distracted or become tired. Tencent QQ's group voting tool can easily be employed to conduct quick question and answer tests, which can activate the classroom atmosphere at any time and help students maintain their attention.

2.2. Setting up game links

Many educators have said that the essence of art teaching is not to impart skills, but to stimulate, awaken and encourage. In the context of school education, "games" and "learning" are not at cross purposes. Game-based classroom education can enhance fun and reduce negative emotions. Effectively integrated games in classroom teaching can enhance student interest in learning as well as their internal motivation and achieve the concept of "teaching in fun". Teaching is not only a science but also an art. Experienced teachers can take hold of students’ curiosity and improve their learning enthusiasm, initiative and classroom efficiency. As enjoyment of games is universal, the components of fun and competition can be applied to the classroom to mobilize the enthusiasm of students, greatly improving the efficiency of learning.

Teachers provide numerous game links in this course, and the participation of students is very high, with a positive effect on the course. For example, in the introduction of the first course, a word game using the word "color" was added, and the students gave many wonderful answers. This game works by combining words with a color description and demonstrates that color words are easily associated with beauty, women's appearance, men’s desire or human emotions. This shows that color is often associated with feelings; thus the appropriate color can improve emotional states, mobilize passions, or calm desires. If you want to be able to control the color perfectly when you dress, you must fully understand the color characteristics, systematically study the "clothing color" course.

A link for observing the phenomenon of the visual illusion of color is also added by the teacher to increase interest in the classroom. For example, in the explanation of complementary colors, students can participate in the game of visual disability by staring at a green peach heart with yellow edges for more than 30 seconds and then quickly moving their eyes to a white wall and describing what they see. When the students have a high degree of participation, they can see a red peach heart with a purple edge, which is the afterimage phenomenon. Such a game can also stimulate further questions, such as why are doctors' surgical clothes all blue-green? In the color space mixing chapter, teachers can also provide you some visual illusion games, such as Ellenstein illusion. To explore the expansion and contraction of color, the size of the same big red color block and black color block can be compared, and then the size of the red, white and blue color blocks in the French flag can be compared to see if there is any difference. Such interesting observation exercises tend to encourage a high degree of participation from students [2].

3. RICH TEACHING METHODS TO IMPROVE STUDENT CLASSROOM EXPERIENCE

3.1. Problem-based teaching to stimulate students' thinking ability

Using the problem-based teaching method, the teacher is the guide, and the basic task is to inspire and prompt. The students are the explorers, whose main task is to discover new things through their own exploration. Therefore, it is necessary to maintain this relationship of teacher guidance and student exploration so students do not become distracted. Thinking questions can promote deep thought and the development of intelligence and can also make students more confident [3]. However, students who obtain high grades or are already smart are more likely to engage in thinking questions to enhance their feelings of success. A sense of achievement is the best intrinsic motivation for people to engage in an activity. Others will
not immediately want to participate, but with long-term persistence, students' confidence will be greatly improved. In the process of curriculum teaching, teachers should try to provide as many thinking problems related to the course content as possible in order to guide students to think. For example, in the first section of the physical principles and visual physiology mechanism of color in the second chapter of the public art course on clothing color, teachers set the following thinking questions: (1) What is the relationship between light and color?; (2) How is object color produced?; (3) What kind of light is monochromatic, and what is polychromatic light?; (4) What are the ways that the human eye can see color?; (5) Why happens to color under light magic?; (6) What happens if the three photoreceptors in the cone cells of the eye don’t work, and what happens if the rod cells don’t work?; (7) Do you know what the world is like through the eyes of animals?; (8) Can cattle see red? Why do matadors choose red cloth? Such questions stimulate a process of further enquiry and guide students to think and solve arising questions. In the whole process, students maintain a high level of classroom attention and actively think and answer questions according to the thinking line set by the teacher. Some questions even promote discussion in class, and the teaching effect is good. In the follow-up classroom tests, it has been found that student memory of this part of the course is also good.

### 3.3. Carrying out case-based teaching to help students master key and difficult points

Case teaching is an open and interactive new teaching method. Usually, case teaching requires careful planning and preparation, using specific cases and guiding students to read in advance. Students are then organized to discuss or argue and engage in repeated interactions and exchanges. In addition, case teaching should combine certain theories and achieve the purpose of expanding understanding of theory and ways of thinking through the collision of various information, knowledge, experience and views. In case teaching, the case used is not to make up a reasonable story, nor to write a case to clarify the facts, but to achieve a clear purpose of teaching, based on certain facts of the story. It is used for classroom discussion and analysis so as to improve students' ability to analyze and solve problems. Good use of case teaching can improve the ability of students to analyze and solve problems [5]. For example, in the purity comparison section of the public art course of clothing colorology, we added a clothing color analysis case study of the film and television drama My First Half of My Life, to analyze the dress styles of the main characters and analyze the relationship between the occasions the protagonists attended and the clothing color selection, so as to provide students with a deeper understanding of the color purity of clothing and enhance their control ability of color purity. In addition, the teacher also tried to set up a case of comparative appreciation of famous paintings in the course and introduced the works of the Fauvist painter Henri Matisse and the painter Giorgio Morandi. Fauvist painters use bright and thick colors, with pigments often directly squeezed from the paint tube, to create strong picture effects with straightforward and extensive brushwork. These techniques fully demonstrate the expressionist tendency of pursuing emotional expression. In addition, a certain proportion of gray is added to the color of Giorgio Morandi's paintings, which makes the color look unobtrusive, as if covered with a layer of mist, giving people a sense of peace, self-reliance, ease and elegance, and sometimes a little calm. Through this comparative case, students can experience color purity change more intuitively [6].

### 3.4. Expanding extracurricular knowledge and enhancing knowledge reserve

The improvement of aesthetic ability must be based on a high level of aesthetic training, aesthetic knowledge reserves and aesthetic practice. For example, reading art books and looking at works of art; more aesthetic activities, such as attending art exhibitions, musicals, fashion shows, etc.; focusing on cultivating their own comprehensive qualities, such as appreciation and learning of literature, music, painting, calligraphy, clothing, etc. In the public art course of clothing colorology, teachers should try their best to broaden
students’ aesthetic knowledge and enhance their knowledge reserves. In the study of higher education, students should not be rigidly confined to the textbook but should expand to a large amount of relevant background knowledge so that students cultivate a comprehensive and systematic understanding of the curriculum background. In addition to the course content, teachers have added some knowledge expansion topics, such as fashion accessories, men’s etiquette and clothing matching and ancient makeup comparisons between China and the West, expanding students’ fashion vision with rich knowledge.

In recent years, the influence of online fashion consumption has been huge. Key Opinion Leaders (KOL), celebrities, user-generated content /buyers and professionally generated content (PGC)/designers have become one of the most important factors to stimulate consumers to buy. The younger generation needs to know more about classic fashion figures. In this course, teachers have arranged a wealth of fashion characters to provide students with diverse background knowledge of fashion and to establish a diversified aesthetic outlook from the perspective of famous fashion designers, such as Gabrielle Chanel, Karl Lagerfeld, Alexander McQueen, Christian Dior and Yves Saint Laurent.

3.5. Enhancing visual aesthetic ability by classic video appreciations

The most important point of the course objective is to improve students’ aesthetic ability. The application of modern new media art in the classroom can enhance students’ aesthetic ability by encouraging students to discern the beauty of works in the image resources, which can more accurately convey an aesthetic feeling. During free time, the teacher will play four of the latest fashion week videos as well as aesthetically important classic films to help students relax and distract them from browsing the current fashion information. Appreciation of classical color films is stimulated by the occasional screening of films including The Grand Budapest Hotel by Wes Anderson and Trois couleurs: Rouge by Krzysztof Kieslowski, so as to improve students’ visual aesthetic ability.

4. CONCLUSION

Teaching methods commonly used by teachers in the classroom were discussed in this work. Techniques included inventive arrangement of tests, the setting of game links, observation of visually interesting illusion phenomenon, problem-based teaching, flipped classroom before class, case teaching, classic video appreciation and extracurricular knowledge expansion. The teaching process for the public art course Clothing Colorology is constantly being reflected on. In future teaching reform research, teachers will further strengthen the construction of the teaching evaluation system of this course and carry out questionnaire surveys and evaluations so as to comprehensively understand the teaching effect of each course link design and the feedback of students in order to make further improvements.

ACKNOWLEDGMENT

This work was supported by Minjiang University Academic Affairs Office General Education Elective Core Courses Project (2017011)(2018011).

REFERENCES


