

Research on the Teaching Model of “History of Chinese Costume”

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Abstract. “History of Chinese Costume” as the required course of Garment Major in China’s higher education, it is not only a general curriculum of Garment Major, but also a basic course that students of Garment Major to inherit and develop the elements of traditional costume. Based on the subject characteristics of the “History of Chinese Costume”, this paper had done some benefit exploration in “History of Chinese Costume” on the teaching scheme in the aspects of teaching organization form and teaching method, thinking that teacher should start to train the students’ ability of finding costume designing elements from traditional costume, basic on the teaching content to arrange the teaching organization form and teaching method reasonably, in order to reach the optimization teaching effect.

Introduction

“History of Chinese Costume” as the required course of Garment Major in China’s higher education, on the one hand, it can not only broaden students’ horizon, promote their aesthetic taste, but also can simulate their design inspiration and innovation ideas; On the other hand, it not only a history of Chinese costume development, but also involving politics, economy and culture. It is because of the importance of the status of costume history and the interdisciplinary knowledge, the selection of teaching programs in the teaching process of costume history has become very important. Before we start to research the teaching scheme of the “History of Chinese Costume”, firstly we should to analysis the feature of “History of Chinese Costume” deeply, we can choose the reasonable teaching scheme based on it, then to prove the teaching effectiveness.

Discussions and analyses

The selection of teaching scheme of the “History of Chinese Costume”

Actually, teaching scheme is a concrete embodiment of teaching strategy. The teaching strategy is to select the teaching content, teaching organization form and teaching skill. According to the set of teaching tasks and the characteristics of the students after the teaching goal is determined. Methods and techniques to form a specific teaching program with efficiency. [1] In short, the " History of Chinese Costume" course teaching program is that the teacher based on the "Chinese clothing history" teaching objectives, organized their own "Chinese clothing history" teaching ideas through a reasonable teaching organization and teaching methods, in order to achieve the best teaching effect.

Based on the teaching content to arrange the teaching organization form reasonably

The form of teaching organization is the form of organizational structure of teacher and student interaction in school teaching activities, or the combination of teaching activities of teachers and students in personnel, procedures and space-time relations.[2] from the organizational structure of teachers and students, the teaching organization can be divided into individual teaching, placement teaching, group teaching, guidance system, open teaching, collaborative teaching, on-site teaching, double teaching and other forms. Based on the interdisciplinary and informative nature of the "

History of Chinese Costume" curriculum, it is obviously inappropriate to adopt a single form of teaching organization. The author believes that the four classes including the class reorganization, the group system, the open model and the cooperative model of teaching organizations are more suitable for the teaching of the "History of Chinese Costume". First of all, the "History of Chinese costume" as a basic and general knowledge of the costume design courses, have a lot of students to elect, in order to protect the efficient of teaching efficiency, class teaching system is more suitable for this course; Secondly, because of the content is complicated and the class is limited, it can use the form of making questions by the teacher, and let students to study the questions in group and to organize the collection of information. Then through the discussion in class to explain the analysis and so on to mobilize students' enthusiasm for learning; [3] Finally, in order to mobilize students' interest, we can appropriately use the teaching form based on the open environment of network and collaborative teaching form.

Choose the appropriate teaching method based on the teaching organization form

Teaching method is a general name of action that taken in teaching activities. It's a teaching purpose and teaching task that teachers and students will achieve during the teaching process. [4] The teaching of the "History of Chinese Costume" main use the classroom teaching methods, at present, the common classroom teaching methods include teaching, question exploration, training and practice. After the long-term teaching practice, the author believes that using the reasonable and flexible ways to teach "History of Chinese Costume" can receive better teaching results than use a single way. First of all, in the introduction of background knowledge and problems raised, you can use the teaching method to enrich the background knowledge to students, so that you can introduce import knowledge efficiently; Secondly, in the sub-dynasty clothing history teaching process, teachers can use the method of question exploration, divide students into groups and fully mobilize the enthusiasm of students. Using the methods of cooperative or competitive to self-learning; Finally, in the teaching of Chinese clothing styles can use the training and practice methods, which means to let students use paper instead of clothing fabrics to cut the way of ancient Chinese clothing style in various periods of times before the class. Then teachers comment and make questions about students' homework during the class. It can strengthen the students' knowledge studying.

Of course, specific to the operation of teaching level, We can use rhetoric, contrast and other methods to fully mobilize the interest of students while we use various teaching methods. For example, Jackie Chan starred in the movie "Myth", the general Meng's helmet and armor (Figure 1) is obviously a mistake. According to the image of the figurines (Figure 2), the generals of Qin were wearing double-tailed crowns, and the knees were leather, The central part of the abdomen and the midfeeder is the small leaf of the metal, and the front arm is in the inverted triangle. [5] General Meng as the General of Qin Shi Huang rule (BC246-BC210), the helmet and armor should be consistent with the general figurines, and supposed not to be wearing Zhao (BC403-BC222) General's helmet and wearing the Northern and Southern Dynasties (420-589) before the Qin (350-394) General armor. When we are teaching the beginning of the Qin Dynasty costume, we can use the General Meng's picture in "myth" to rhetorical, in causing the students' great interests and vividly explaining the image of the military uniform. Meticulous observation, we can easily find a lot of wrong costume wearing phenomenon in movies and TV series, such as "Feng Shen Romance", "Han Wu Di", "Huan Zhu Princess" and so on. We can use the phenomenon of wearing wrong clothes to rhetoric, causing the attention of students, so that students can have a deep understanding in the characteristics of Chinese costume in different times. In addition, the contrast technique can also be used frequently in the teaching process. As we are teaching about the costume of emperor, queen and official in Song dynasty(960-1279), we can compare with the costume of emperor, queen and official in the same period in Liao country (907-1125) and the Jin country (1115-1234). Through the comparison, we can not only enable students to systematically understand the Song, Liao, Jin three countries in the characteristics of costume, but also allow students to understand the similarity between them and the inherent differences between them. All in all, in the specific application of the teaching of "History of

Chinese Costume", we should flexibly use the methods of rhetoric, contrast and other practices, abstracting the strong interest to students in learning, to create a good start of classroom teaching.



Figure 1. the image of the General Meng in film "myth".

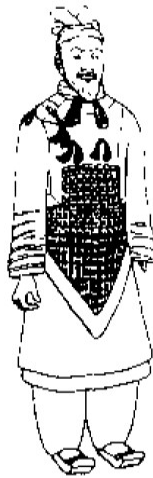


Figure 2. the General figurines in Qin Shi Huang Mausoleum no.1 Figurine pit.

In summary, the "History of Chinese Costume" teaching mode selection has shown in Figure 3. The author believes that the teaching idea of this course should be to cultivate students' design ability that obtaining the costume design elements from the traditional costume. Teaching organization forms and methods should be under the guiding ideology. According to its teaching content to choose reasonable teaching organization forms and methods, so that students can easily apply and innovate the traditional costume elements during their designing. The finally effect way of teaching is through the way of the communication between teachers and students, student homework and works and students' comments and other ways to feedback to the teachers. Teachers make a comprehensive about students' feedback and check the quality of students' homework, using teaching organization and methods to rethink, and then to make appropriate adjustments.

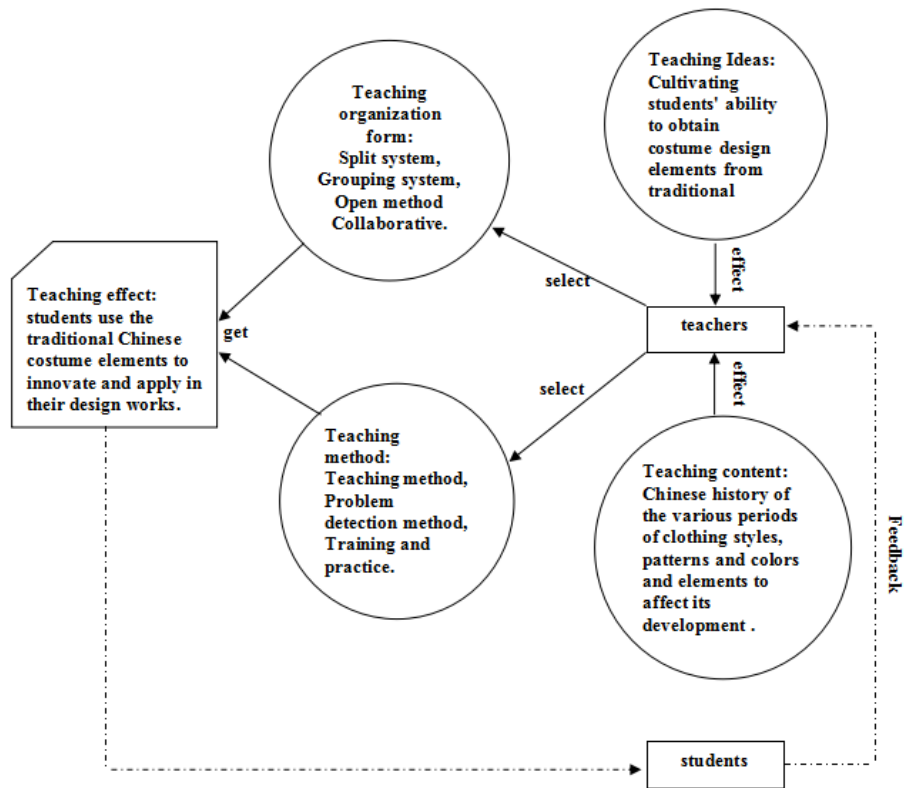


Figure 3. “History of Chinese Costume” teaching mode selection map.

The teaching problem of History of Chinese Costume

For the costume design students, the purpose of learning “History of Chinese Costume” is how to find the design elements and design inspiration that we can use from the traditional Chinese costumes better. The author believes that in the process of teaching “History of Chinese Costume”, teachers should not only to pay attention to the cultivation of students' self-learning ability and the education of Chinese traditional culture, but also to strengthen the guidance of students after school.

Focus on the cultivation of students' self-learning ability

The purpose of teaching “History of Chinese Costume” is not only to teach students the knowledge of Chinese costume history, more importantly, is to apply the classic elements of history into students’ own design. and to provide the important theory support for their design ideas and programs. [6] Obviously, teachers focus on the cultivation of students' self-learning ability is more important than pure knowledge transfer. When we use the dynasty of Chinese costume history to divide students into groups to start research study, on the one hand, we should to teach students how to library books, academic journals and how to collect, organize and analyze the relevant information in the Internet, in order to make students understand that the characteristics, style, craftsmanship and evolution of dynastic clothing that they are studying for. On the other hand, the teacher should to teach students how to carry out research study in the group, including the division of labor, cooperation and communication within the group, so as to raise the aesthetic vision and design thinking level in the whole group.

Focus on the education of students' traditional culture

The “History of Chinese Costume” is a specialized history for Chinese nationalities’ costume culture, put it in the large cultural areas to understand and explain, completely has its rationality. This will not only enable students to understand the changes of various historical periods clothing style, but also allows them to understand the closely linked relationship between costume and culture. [7]

For example, the women's costume style in Tang Dynasty is much more open and freedom than other dynasties. After the Song Dynasty, women's costume tends to be conservative. In teaching its roots, we can talk about the Tang Dynasty from the aspects in the tolerance of foreign culture, the openness and self-confidence in their own culture. And up to the Song Dynasty, with the development of Confucianism, the ideological and cultural become increasingly conservative, the ideas "The three obedience and four virtues" and "wife must submit to her husband" become orthodox. Women's clothing had become more and more conservative. There is no longer appear the low-cut arm women costume in Tang dynasty. In this way, during teaching the Chinese costume culture style, the teachers can not only cultivate students' understanding of traditional culture, but also improve students' cultivation of Chinese traditional culture, which is much better than the course for Chinese students to set up traditional Chinese culture. All in all, the "Moistening Pupils Unconsciously" teaching methods can easily arouse students' interests than the "spoon-fed" way of teaching.

To strengthen the guidance of students after school's studying

During the teaching process of "History of Chinese Costume", no matter how the teachers using reasonable teaching organization and teaching methods are only the teaching process. It also needs the interaction between students and teachers, which requires teachers to strengthen the students' after school guidance. The author believes that after completing the teaching in each classroom, teachers not only need to assign homework, but also need to preview the knowledge that students should to learn next class. With the popularity of computer networks, teachers can use e-mail, QQ, etc. to give students after-school's guidance in a timely and effective way. For example, teachers can join the QQ group in each class, put the courseware or picture materials into the QQ group sharing method in advance, so that each student can free download, it can reach the purpose of preview studying. At the same time, teachers can also launch a topic and discussion through QQ group, so that the majority of students have the opportunity to participate in the discussion, so as to improve their enthusiasm for learning. In addition, students can also communicate directly with teachers by e-mail for homework assignments and curriculum advice, it can make a chance that teachers-students teaching and instructing one-on-one.

Conclusion

The course content of "History of Chinese Costume" is complex, it involves the political, economic, cultural and many other aspects of knowledge, but there are restrictions in the teaching time which requires teachers should not only choice the suitable content, but also requires the ability in cultivating students' self-learning. On the one hand, teachers should base on different teaching content and flexibly use various teaching organization form, and use the reasonable teaching methods within teaching organization form to achieve the optimal teaching effect; On the other hand, teachers should to give sufficient guidance for students whether they are in school or not, to pay attention in cultivating students' interest in learning, to make full use of the Internet that is fast developing currently, to base on the use of collaborative network learning and research guidance. All in all, during the teaching of "History of Chinese Costume", teachers should to allow students to master the different periods, different regions characteristics of Chinese ethnic costumes. It's better that to apply more traditional, national, excellent clothing design elements in students' costume design.

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