

Research on the Application of Fiber Art Micro-expansion General Education Course in Universities from the Perspective of Cultural Creativity

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Abstract: Fiber materials are closely related to daily life, and soft materials have spatial extension of plastic characteristics and very artistic and humanistic emotional expression. The cultivation method of art general education in universities, with the continuous deepening of the concept of aesthetic education, the exploration of the innovation node advances with the times. This paper takes the characteristics of cultural creativity, connects the diversified cross-border integration, combines the micro expansion of higher education general education course, and analyzes the practice and expansion of fiber art teaching mode.

Keywords: Fiber Arts; General Education; Teaching Practice; Cultural Creativity; Design.

1. Introduction

In recent years, the development trend of higher education in talent cultivation mode has been diversified, and the reform has been effective. Regarding curriculum, according to the improvement idea of "Liberal Studies", it gives full play to the educating function of "value shaping, knowledge imparting, and ability cultivation". We consciously follow the laws of higher education, actively adapt to the real needs of social development for talent training, build a quality education-oriented general education curriculum system, create high-quality multidisciplinary cross-curricular resources, effectively improve the teaching quality of the general education curriculum, and continue to promote the integration and integration of humanities, social sciences, and natural sciences with various disciplines of the university, to teach students basic interdisciplinary knowledge to understand the world and society, and improving students' comprehensive knowledge. The importance of interdisciplinary basic knowledge to enhance the comprehensive quality of students. The basic idea of the general education curriculum system is designed around the extension of the interdisciplinary system, expanding the background of multiple disciplines, and promoting students' ability to think about problems from multiple perspectives, to think critically, and to understand inclusively. In terms of teaching forms and methods, diversification is advocated, focusing on cultivating students' ability to identify, analyze, and solve problems.

Based on the above purposes and ideas of the general education curriculum, and taking into account the regional characteristics, we have launched a practical development course with diversified integration - the Micro Expansion General Education Course (referred to as "Micro Course"). These short-term courses are created under the concept of general education and are open to all students of the university. The purpose of the courses is to broaden students' knowledge horizons and cultivate their comprehensive qualities, covering a wide range of fields such as humanities, social sciences, natural sciences, and arts. It promotes the enhancement of students' thinking ability, humanistic qualities, and aesthetic sensibilities. The achieving the

purpose of general education, broadening students' horizons, cultivating the spirit of innovation, focusing on thinking training, and emphasizing practical teaching.

2. Teaching Mode of Cultural Creativity and Educational Diversification

The course focuses on the innovative integration between the modeling foundation of fiber art and material media forms, with the main purpose of exploring the interaction between fiber weaving art and cultural creativity, combining with the innovative trend of cultural and creative product design, and emphasizing the experiential nature of fiber art language. Comprehensively explore the innovation of fiber materials, fiber structure, fiber modeling, and cultural and traditional elements combined to promote a new perspective of fiber art creation. It aims to cultivate students' cognition and thinking transformation of fiber art language, and based on mastering the basic skills of fiber art, to extend the transition from the modeling ontology of fiber art to creative thinking.

The orientation of teaching objectives and cultivation direction, through the "modular" teaching design, combined with the basic structure of the traditional teaching mode, for the school of all the majors in the school of the current students to carry out lectures. Modularization" is carried out in the arrangement of teaching sessions, one of which is art appreciation. The first is the appreciation of fiber artworks, through the display of a variety of fiber artworks, so that students can understand the style and characteristics of fiber art in different cultural contexts. The second is material research. Analyze the characteristics and uses of various fiber materials, so that students can understand how to choose the most suitable materials for their creativity. Third, creative practice. Students can choose one or more fiber materials according to their interests and creativity to create fiber artwork. Through the combination of theory and practice, students are guided to combine traditional cultural elements with modern design concepts. The course syllabus combines the history of fiber art development with the intersection of cultural creativity to train students to master the basic theory and practical skills of fiber art, as well as the innovative

thinking and methods of cultural and creative design.

3. The Practical Application of Cultural Creativity and Art Soft Materials

Fiber art from the macro level, from the traditional weaving techniques, mainly through the use of a variety of fiber materials for weaving and winding techniques, to create flat, three-dimensional, or spatial installations of artworks. This form of art emphasizes the importance of materials as the core of creation. Fiber materials not only constitute the material basis for artistic expression but also determine the style and characteristics of fiber artworks to a large extent. Therefore, in the process of creating fiber art, choosing the right materials and mastering the craftsmanship are especially critical, and these elements together shape the unique charm and aesthetic value of fiber art.

The teaching practice of fiber art, based on the characteristics of soft materials, has a variety of plastic properties. On such a basis, the selection of soft materials can be considered from daily life, with the green perspective of recycling. Teaching practice in the face of a variety of disciplines and multiple professions in such a large background, students from the perspective of recycling, recycling, and reuse of the creative process, but also in line with the core theme of green design, is a kind of conservation of resources. The means of creation of green design revolve around the techniques of hanging, stacking, juxtaposition, disassembling, cutting, assembling, wrapping, and reorganization, and the works presented by the cross-application of these techniques are also a derivative practice of cultural and creative works.

The case study of specific teaching revolves around the main content of the micro-course on fiber art and cultural and creative design. First, the development history of fiber art, understanding the origin, development, classification, and characteristics of fiber art; second, materials and techniques, learning how to select and use various fiber materials, mastering the basic techniques and forms of expression; third, cultural and creative design, learning how to combine traditional elements with modern design concepts to create a unique style of cultural and creative works. The content of the course not only helps to cultivate students' creative ability and aesthetic thinking, but also enhances students' self-confidence, strengthens their love for traditional culture, and explores the infinite possibilities of fiber art and cultural and creative design.

As an important medium of fiber art, soft material's physical properties and cultural symbols give it a unique value. Under the background of "Cultural Creativity + Art Design", the innovative application of soft materials is an important way to promote the practice of fiber art and contemporary needs. Soft materials are not only the basic medium in the micro-expansion of general education courses but also an important carrier to inspire creativity.

Technically, soft materials are characterized by their plasticity and variety of forms, providing students with unlimited creative possibilities.

In terms of aesthetics, soft materials have the power of warmth and affinity, and their expression methods are flexible and more often used to convey emotions and narrative expression.

In practice, the cross-border integration of cultural

creativity and art design also provides more innovative displays for soft materials.

4. Interdisciplinary Derivative Practices of Cultural Creativity and Design

The integration of traditional art and design is based on the fact that design is no longer just exclusive to the traditional art field, but is gradually integrated into the context of multidisciplinary crossover. Fiber art, as an art form with both cultural heritage and modern innovation qualities, has great cross-border potential. The interdisciplinary practice of "Cultural Creativity + Design" in the miniature extension of the general education course is not only a renewal of the teaching mode but also an important embodiment of the concept of future-oriented and open education.

Extension of "Cultural Creativity + Design." The content of the micro-course is centered on learning how to combine traditional elements with modern design concepts to create cultural and creative works with unique styles. Just as, the dialogue between cultural resources and modern design language, fiber art itself is rich in regional and ethnicity, and through the curriculum, the cross-fertilization with history, archaeology, anthropology, and other disciplines is explored. Expansion modules are added to the curriculum to realize research practice in multiple fields and perspectives, combine traditional fabric craft, dyeing techniques, and folk auspicious patterns to create multi-dimensional and multi-content fiber artworks, and try to break through the solidified thinking and introduce diversified design concepts to embody cultural and creative derivatives with regional characteristics.

Practice of cultural creativity and design. The micro-expansion general studies course can break down professional barriers and provide a platform for students from different backgrounds to learn together. Specifically, this process includes two key aspects: first, modularization of course content, and second, flexibility of teaching methods. In terms of course content, fiber art is broken down into several thematic units, such as "traditional handicrafts", "representation of spatial installations", "digital weaving", etc. The whole has a dynamic structure, and each unit is based on a specific topic. The overall structure is dynamic, with each unit based on a specific field of fiber art, but can be extended to a variety of related disciplines. As in the case of "Digital Weaving", it is closely integrated with the current AI technology, generating patterns based on computer database algorithms, so that non-art majors can quickly participate in it and find a fit between their professional knowledge and fiber arts.

In terms of the use of teaching methods, one is based on the dyadic classroom teaching method. Divided into three modules of lecture-assignment-discussion, it combines traditional teaching knowledge points, combines the advantages of both lecture method and discussion method, and focuses on the core concept of teaching fiber art and creative design, in-depth exploration and analysis, to cultivate students' comprehensive literacy such as critical thinking, creative thinking, communication ability, cooperation ability and so on. This is a comprehensive and basic teaching method that allows students to systematically master the core content of the course. Second, the case teaching method. Cases are designed according to the teaching objectives of fiber arts, with the teacher as the leading role and the students' main

participation, so that students can analyze and think deeply in the classroom activities, thus strengthening the learning of the knowledge points and improving the student's ability to analyze and solve problems. Therefore, in the fiber art and cultural and creative design classroom, students are helped to master the theoretical knowledge of fiber art and cultural and creative design.

Overall, under the perspective of cultural creativity, carrying out interdisciplinary practice for the fiber art micro-expansion of general education classes not only enriches the connotation of the curriculum but also explores a new path for higher education. By integrating cultural resources, breaking through professional boundaries, and introducing science and technology, this experiential mode enhances students' interaction and practice in the classroom.

5. Exploration of Cultural Creativity and Innovative Development

The integration of fiber art and cultural and creative design, the overall presentation of the idea of creativity and challenge. The setting of micro-courses is based on students' in-depth understanding of the history and culture of fiber art, and at the same time, mastering the combined application of modern design concepts and traditional elements to create cultural and creative works with unique styles from derivation. If "Cultural Creativity + Design" focuses more on how to realize diversified integration in the teaching process, the core of "Cultural Creativity + Innovative Development" lies in the transformation of teaching results into practical applications, while promoting the tripartite linkage of industry, academia, and research.

The developmental trend of cultural creativity and innovation development is based on the actual situation of internal resources of universities and social market demand. Constructing channels for effective articulation, and universities use theory as the basis for the efficient output of knowledge, and are also important participants in the market economy and cultural tourism development. As, in the recent context of cultural and tourism integration, the two-way development of tourism and economy, taking cultural heritage as the base, combining the traditional skills of non-heritage and the cultural heritage of historical monuments, promoting cultural and creative products with regional characteristics, and building an effective cooperation path between industry, academia, and research.

Cultural creativity and innovative development emphasize both basic research and applied research and development. Based on the actuality of regional characteristics and school-based characteristics, the development of cultural and creative products and the exploration of the mode of industry-university research are carried out. Through the

transformation of the design context of cultural resources, the expansion of cultural creativity in the field of teaching and practice is constructed. Just as, based on the government's policy support, the cooperation between universities and enterprises to form a production chain model from R&D, manufacturing, and publicity in one.

Another important embodiment of the combination of industry-university-research is also the practice of innovation path. Based on the derivation mode of cultural and creative design, the sharing of information and data is extremely important, and the target of universities in training talents should tend to the market demand, establish "dual teacher" teams inside and outside the school of cultural and creative design, and optimize the market orientation of student training. At the same time, the practice studio mode under the joint construction of schools and enterprises, through the innovative form of double-round progress, allows students to understand the basis of textbook knowledge on campus, and expand the practice in off-campus studios, to achieve the rapid enhancement of the comprehensive ability.

In summary, the micro-course is set up very comprehensively. This course not only helps to cultivate students' innovative ability and problem-solving ability, but also enhances their self-confidence and sense of achievement, and cultivates their love and respect for traditional culture. The introduction and deepening of micro-courses are promoting the reform of the school's general education curriculum, tapping into the school's high-quality teaching resources, constructing general education course content with a reasonable structure that meets the needs of students, striving to promote the organic combination of general education and professional education, facilitating the coordinated development of students' knowledge, qualities and abilities, fostering the all-round development of high-quality and applied talents, and comprehensively carrying out the fundamental task of cultivating morality and educating people.

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