"Menswear Structure and Technology" Course Based on Application-oriented Talent Training Reform Exploration

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Abstract. In order to actively respond to the development goal of Minjiang University with high-level and distinctive applied universities, the teaching team of "Men's Structure and Technology" has completed the innovative practice reform of application-oriented talent training with the strong support of the college. On the basis of the investigation of the needs of art and engineering combined with the background and cultivation of application-oriented talents, the reform broke and reorganized the original teaching content, comprehensively used PBL (Problem based Learning) / CBL (Case based Learning) and other teaching methods, and organized teaching activities in a diversified manner according to the closed-loop teaching mode of taking students as the main body, "root as the middle - soul as reason - form as new" three-dimensional integration and integration of three innovations. The rationality and in-depth unity of the middle school in the classroom, the innovation power of the after-school industry-university practice, and the three-step multi-dimensional cultivation of students' high-quality application-oriented talents who "integrate art and work, and integrate theory and reality". The teaching feedback received is positive, the teaching evaluation is excellent, and it has promotion value.

Keywords: art-worker integration; internal drive; industry-university practice; diversified learning

1 Introduction

Over the years, Minjiang College has always been practicing this purpose, taking moral education as its fundamental task, and closely docking Fuzhou's economic and social development needs to innovate applied teaching practice and cultivate high-quality applied talents[1] to meet the needs of society. Therefore, as a national first-class professional construction point, the major of clothing Art and Engineering in our University (Minjiang College) aims to improve and innovate the traditional teaching system, strengthen students' humanistic quality and practical ability, and is committed to building a training base for application-oriented clothing professionals that "meets the needs of society". In order to meet the national major development strategy and economic and social development of high-quality applied talents demand. In this context, the course

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of "Men's Clothing Structure and Technology" is reformed and innovated according to the closed-loop teaching idea of taking students as the main body, "root as the center - soul as the principle -form as the new", and the integration of three kinds of creation. Reasonable reform strategies are formulated in order to provide reference for the practical teaching reform of subsequent courses.

2 Overview of the "Men's Clothing Construction and Craftsmanship" programme

Clothing design and engineering, as an engineering major with artistic characteristics, its disciplinary attributes and professional characteristics determine that clothing design and engineering education is an organic fusion of engineering technology and art design [2]. "Men's clothing structure and technology" as a professional clothing design and engineering majors a compulsory course, through the analysis of men's clothing structural design of the relevant basic knowledge of the structural design of various types of typical men's clothing to master the principles and methods of structural design, according to a specific style charts to draw the corresponding structural diagrams, and deepen the students from the style modeling to the changes in paper samples. Students will master the garment technology of men's suits and learn high-grade garment sewing techniques, promote practical ability with theoretical knowledge, and take into account the artistry, technology and practicality of garment craft design and production.

3 Problems in the teaching of the course "Men's Clothing Structure and Craft"

"Men's clothing structure and technology" course adopts teaching materials mainly for declarative knowledge, the classroom as a whole has the characteristics of "narrative" traditional teaching method, failing to realise the fundamental transformation of the training of applied talents from "theoretical knowledge-based" to "students' comprehensive ability-based", in the context of the combination of art and industry of clothing design and engineering, the "men's clothing structure and technology" course integrates teaching content, "comprehensive ability-based". "to" students' comprehensive ability-oriented "fundamental change, in the context of the combination of art and industry of clothing design and engineering," men's clothing structure and technology "course integration of teaching content, pay attention to the knowledge structure of the cross and complementarity It is particularly important to integrate the teaching content and focus on the cross-cutting and complementary knowledge structure of the course. The traditional classroom has not been thought to bridge the gap between the clothing structure design course and the positions in clothing enterprises as the fundamental demand, combined teaching planning under the teaching theme content, and effectively complete the vertical link between the structure technology course and the culture, design teaching and knowledge interpenetration, so as to make the combination of art and engineering has a higher degree of integration.

4 Teaching Reform Practice of Curriculum Based on the Cultivation of Applied Talents of "Art and Industry Integration

The teaching reform implementation plan of "Men's Clothing Structure and Craftsmanship" is shown in Fig. 1. Firstly, according to the aim of Minjiang College, "based on Fuzhou, facing the market, focusing on quality, highlighting the application", the reform is based on the demand of the market, on the basis of the research on the background of art-industry combination and the demand for cultivating high-quality applied talents, breaking down and reorganising the original teaching content. On the basis of research on the demand for high-quality applied talents, break the reorganisation of the original teaching content, the comprehensive use of PBL (Problem based Learning)/CBL (Case based Learning) and other teaching methods, in accordance with the student as the main body, "the root of the middle - - the soul of the reason - - the shape - - the shape of the students. Soul for Reason - Shape for New" three-dimensional integration, the three creativity integration of closed-loop teaching mode, diversified organisation of teaching activities, from the pre-course internal drive cultural inculcation, the class in-depth unification of secondary school rationality, the post-course production and learning practice of innovation power, the value of shaping, knowledge transfer and capacity Cultivation of value shaping, knowledge imparting and ability fusion into one, integration of creation, innovation, entrepreneurship ecological cultivation, three-step multi-dimensional cultivation of students "art and industry fusion, the integration of science and practice" of the required capabilities, to serve the College to accelerate the cultivation of innovative spirit, the courage to engage in the practice of high-quality application of the overall goal of the talent.

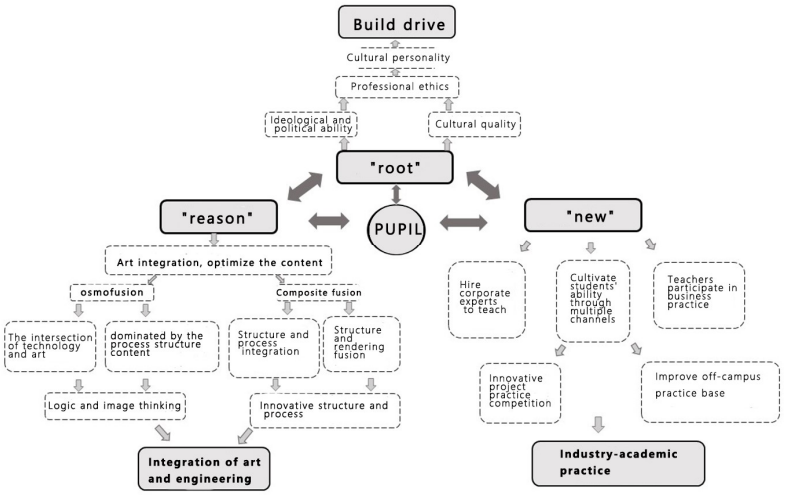

Fig. 1. Teaching reform implementation plan for the course "Men's clothing structure and technology".

4.1 Innovation in the teaching objectives of the programme

Focusing on the teaching innovation model of three-dimensional integration and three-creative fusion, the teaching objectives are divided into three major sections: "Roots" for the ideological and political objectives, shaping the students' cultural personality, realising the synergistic education of professionalism and ideology, enhancing the students' internal motivation to learn, shaping the artisan spirit of striving for excellence independently, and improving their own vocational development ability; Soul" is the goal of knowledge and skills, to improve the intersection of students' artistic and technical knowledge, to improve the composite ability of core knowledge, to take the cultural background, design aesthetics, board type and technology as the important constituent elements, and to form a strong "rationale" on the basis of the principles of structural design and craftsmanship learning. "Rational" knowledge system; "Shape" for the new practical innovation ability, students in the "race" instead of practice, production and learning in the process of practice innovative learning motivation, through the motivation to drive the lesson in the Knowledge and skills are repositioned, and the theory is extended to the concrete reality, so as to help students to have the ability to smoothly connect with the employment positions when they graduate.

4.2 Innovation in the teaching model of the programme-Rooted in the "centre" - cultural personality, shaping internal motivation

In the context of the cultivation of applied talents in fashion design and engineering, based on the great cause of modernisation and national rejuvenation, as well as the need for comprehensive and free development of college students, it has become the primary focus of the curriculum reform to enhance the students' internal drive for shaping their cultural personality [4]. According to the ideological and political objectives of the curriculum reform, we take the corresponding cultural background of the theme of the course as the introduction before the class, cultivate the students' ability to learn and master humanities knowledge, their ability to apply it and their aesthetic ability, and then, in the teaching of the board structure, we combine the historical and cultural background of the corresponding knowledge with the teaching process of the students' sympathy and understanding of the reasoning, so as to mould the students' cultural personality. The cultural personality of the students is shaped. For the integration of political content, so as to avoid explicit indoctrination, systematically integrating political content into various teaching links in a three-dimensional and diversified manner [5]. This silent way is beneficial to enhance students' internal drive to learn, independently shaping the craftsmanship of excellence, improve their own professional development capabilities, professional and ideological synergistic education, to achieve the dedication, the spirit of the subtle transmission of the spirit of excellence and the deeper shaping of the personality realm.

4.3 Soul for "reason" - art and labour integration, composite core force

Clothing structure and technology design requires the unity of artistry and technology, the course reform according to the new market demand and cross-disciplinary characteristics, the course content for organic reconstruction. The application of disciplines in the class arts and crafts combined thinking mode for course teaching, in teaching men's clothing structure paper sample design at the same time, combined with PBL, CBL and other teaching methods, the use of network teaching means to push the students and board structure content permeable design aesthetics, craft details of the MOOC learning video and other online learning materials, so that students understand and master the principles of men's clothing structural design and the classic men's clothing technology production skills, and at the same time At the same time, it improves the intersection of technical and artistic knowledge of students, improves the composite ability of core knowledge points, and takes cultural background, design aesthetics, board shape and technology as important constituent elements, and forms a powerful "rationale" knowledge system on top of the learning of structural design principles and technological production, so as to achieve the goal of "integration of art and industry, and integration of science and practice". The goal of training talents is to achieve "integration of arts and crafts, and integration of science and reality".

4.4 Shape for "new" - industry-academia practice, innovation and external force

The ultimate goal of apparel education is to deliver qualified talents for employment positions, and talent cultivation should be compatible with the requirements of employment positions. During the course reform, the teaching content of apparel structural design is formulated scientifically and reasonably, and the experience and methods of cultivating excellent apparel design and engineering talents are applied to realise the new situation: Teachers intelligently push the board models learnt from the classroom to the students through the information platform and carry out the paper samples in conjunction with the trend of the fashion trend. Personalised design, post-course consolidation homework and extension exercises are arranged; students are trained in innovative and entrepreneurial thinking methods through market research, brand application value discussion, business model simulation, enterprise mentor guidance, innovative technology implementation and other activities; students are actively led to participate in related knowledge competitions, "1+X" vocational skills After class, we actively lead students to participate in relevant knowledge competitions, "1+X" vocational skills certificate and other exams, so as to apply what they have learnt and stimulate their sense of achievement; teachers lead students to participate in the research of enterprises and enterprise co-operation projects; students also invite teachers to participate in the guidance of innovation and entrepreneurship projects. Students are encouraged to innovate their learning motivation in the process of industry-academia-practice, reposition their knowledge and skills in the class through motivation, and extend the theory to concrete reality, so as to help students to be able to dock with the employment positions smoothly when they graduate.

5 Conclusion

In the context of establishing moral education, the teaching of "Men's Clothing Structure and Craftsmanship" course adheres to the concept of "serving students and devoting to the cultivation of talents", organically combines theory and practice, and effectively cultivates students' enthusiasm for pattern and craftsmanship design and achievement of craftsmanship through the reform of the three-dimensional integration and three innovative modes of teaching, namely "Roots for the Middle --Through the reform of the teaching innovation mode of "three-dimensional integration and integration of three creations", students are inspired to be passionate about pattern and process design and experience the achievement of process realisation, and are effectively cultivated to be "art-industry integration". It effectively cultivates students' awareness of "integration of arts and crafts" and shapes their spirit of professionalism and dedication, which is in line with the cultivation orientation of "high-quality applied professionals" of the university, and has achieved some promotional results of experiential teaching reform. At present, with the gradual deepening of the reform, the course continues to increase the teaching video release and works online display module, to improve the quality of the course construction, broaden the learning channels for students, and continue to explore the road of cultivation of high-quality applied talents.

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