



Exploration and Practice of the Collaborative Education Model for the Clothing Major under the Concept of Moral Education

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Abstract. With the rapid development of the social economy and the changing demands of the textile and apparel industry, the traditional education of clothing and fashion design programs is facing pressures for transformation and reform. This paper takes the Fashion and Apparel Design program at Minjiang University as a case study to explore how to construct a collaborative education model for the clothing design profession under the perspective of fostering virtue and cultivating talent. Through theoretical research and practical case analysis, it proposes specific implementation strategies, aiming to provide references for the cultivation of relevant professional talents.

Keywords: Moral education; Industry-education integration; Education model; Clothing major

1 INTRODUCTION

The report of the 20th National Congress of the Communist Party of China emphasizes that "the fundamental aspect of education lies in cultivating virtue. We must fully implement the Party's educational policies and fulfill the fundamental task of fostering virtue and cultivating talent, training socialist builders and successors who are well-rounded in moral, intellectual, physical, aesthetic, and labor development." As the fundamental task of education, fostering virtue and cultivating talent underscores the importance of nurturing students' moral character and sense of social responsibility[1]. With the upgrading of industrial structures, the clothing design profession faces new challenges and opportunities, making the integration of industry and education a crucial means to connect education with industry. This paper aims to explore how to construct an effective collaborative education model for industry-education integration under the perspective of fostering virtue and cultivating talent, in order to enhance the quality of talent cultivation in the field of clothing design.

2 THEORETICAL FOUNDATIONS OF FOSTERING VIRTUE AND CULTIVATING TALENT AND THE NECESSITY OF INDUSTRY-EDUCATION INTEGRATION

Fostering virtue and cultivating talent is the fundamental task of education, with its core focus on nurturing students' moral character and sense of social responsibility. In the education of clothing professionals, it is essential to pay attention not only to the development of students' professional skills but also to the shaping of their values and worldview. As consumer interest in personalization and sustainable development grows, future designers must not only possess exceptional design capabilities but also uphold strong professional ethics and social responsibility. Therefore, the principle of fostering virtue and cultivating talent should permeate all aspects of the teaching process within clothing programs.

Industry-education integration can effectively enhance the quality of talent cultivation. With the continuous development of the industry, the demand for diverse talents by enterprises has increased, rendering traditional, singular teaching models inadequate to meet market needs. Through collaboration between schools and enterprises, a seamless connection between education and industry can be achieved, enabling students to engage in practical experiences earlier and more efficiently hone their professional skills. The involvement of enterprises in curriculum design and instruction not only improves the quality of education but also better fulfills the cultivation of applied talents.

3 REFORM STRATEGIES FOR TALENT CULTIVATION

3.1 Establishing Fostering Virtue and Cultivating Talent as the Foundation for Restructuring the Talent Cultivation Goals of the Fashion and Apparel Design Program

The National Education Conference has clarified the essential qualities and mental states that contemporary university students should possess in the new era, emphasizing the comprehensive cultivation of students' aspirations to serve the country across multiple dimensions, including ideals and beliefs, patriotism, moral character, knowledge and insight, a spirit of perseverance, and overall competence. This guiding philosophy provides a new direction for talent cultivation, asserting that education must not only focus on students' professional abilities but also on fostering future builders and successors of society who possess comprehensive qualities and developmental capabilities[2].

In the context of education within the Fashion and Apparel Design program, this principle similarly holds profound implications. Students in this discipline must not only master solid professional skills and innovative thinking but also establish correct values and worldviews. Integrating patriotic education and guidance on social responsibility into the curriculum enables students to better reflect Chinese culture and con-

temporary spirit in their designs, while also paying attention to social development and ecological sustainability, thereby demonstrating care for the nation and society. Consequently, the positioning and service orientation of talent cultivation in applied universities must align with the actual conditions of the institution and the broader context of social development. The cultivation objectives of the Fashion and Apparel Design program must be realigned and revised in accordance with the needs of local industrial and economic development, establishing a clear direction for talent cultivation.

3.2 Optimizing Teaching Design to Integrate Ideological and Political Education Throughout the Entire Educational Process

The formulation of talent cultivation programs should emphasize holistic design, ensuring an organic integration of ideological and political education with professional courses to create a synergistic effect. By clarifying course objectives and reinforcing political guidance and value orientation, students can be assisted in understanding that fashion and apparel design is not merely a technical and artistic endeavor, but also a discipline that embodies cultural and social responsibilities.

Through the three key concepts of "cultural inheritance, fashion integration, and innovative practice," the essence of ideological and political education can be woven throughout the entire talent cultivation process. In the context of cultural inheritance, students should be actively guided to establish cultural and national confidence, enhancing their sense of patriotism. During the process of fashion integration, students' international perspectives and critical thinking skills should be cultivated, emphasizing the importance of keeping pace with the times. In the innovative practice phase, a positive outlook on ideological and political character should be fostered alongside the development of students' craftsmanship and pursuit of excellence, ensuring a comprehensive cultivation of their professional, innovative, and social capabilities. Ultimately, this approach aims to nurture outstanding talents for the new era who are well-rounded, possess both moral integrity and professional competence, and have a firm sense of ideals and social responsibility.

3.3 Centering on Industry-Education Integration to Construct a Diverse Talent Cultivation Mechanism for the Fashion and Apparel Design Program

Establish a collaborative education mechanism that involves multi-party cooperation and cross training among the government, universities, and enterprises. Adhere to the goal of 'collaboration, integration, innovation, and sharing', promote innovative development of professional courses, deepen curriculum system and teaching content reform, and focus on innovative talent cultivation. Establish a diversified mechanism for integrating industry and education through "curriculum co construction, talent co education, achievement sharing, and win-win cooperation". By forming a dual teacher teaching team, we can jointly demonstrate talent training plans, co build courses, co build practical teaching bases, co build school enterprise cooperation studios, co guide students, co research projects, and other forms to achieve complementary and win-win

results. Highlighting the educational philosophy and positioning of serving the service industry and local industrial economy is crucial for improving the quality of talent cultivation in the field of clothing and apparel design. By integrating courses, platforms, faculty, and comprehensive competitions, we aim to build a three-dimensional and integrated knowledge structure for students, ensuring that they possess diverse abilities and qualities in the future workplace[3].

4 EXPLORATION AND PRACTICE OF THE COLLABORATIVE TALENT CULTIVATION MODEL OF INDUSTRY-EDUCATION INTEGRATION

Guided by the philosophy of fostering virtue and nurturing talent, the education of the Fashion and Apparel Design program is undergoing profound transformation. Minjiang University is dedicated to cultivating comprehensive talents who possess both professional skills and a sense of social responsibility through the exploration of a collaborative talent cultivation model of industry-education integration. The core of this model lies in the integration of moral education with professional training, emphasizing the enhancement of moral qualities alongside the cultivation of practical abilities.

4.1 Fostering Virtue and Nurturing Talent: Clarifying Cultivation Objectives

Merely providing skills training is no longer sufficient to meet the demands of the modern fashion industry. Therefore, the curriculum has incorporated education on social responsibility and humanitarian concerns, guiding students to pay attention to sustainable fashion and environmentally friendly design. This educational philosophy not only enhances students' design capabilities but also cultivates their sense of social responsibility, enabling them to better serve society upon graduation.

Through practical exploration, Minjiang University's model of industry-education integration has achieved significant results. Students' overall quality and competitive capabilities have improved, and feedback from enterprises indicates a high level of recognition for school-enterprise cooperation. Nevertheless, the university must reflect on the challenges encountered during implementation and continuously optimize the educational model to adapt to the ever-changing industry landscape.

4.2 Integrating Industry and Optimizing the Curriculum System

Fujian Province is one of China's significant apparel production bases, housing numerous well-known clothing brands and manufacturing enterprises. In light of the current state of the Fujian apparel industry, Minjiang University has made corresponding adjustments to the curriculum of its Fashion and Apparel Design program to better align with the developmental needs of the province's apparel sector. The curriculum encompasses a range of topics, from fundamental techniques to advanced design, and from handcrafted production to digital technologies, aimed at cultivating students' innovative thinking and practical skills.

Through courses on fashion illustration techniques, principles of structural design, and principles of apparel design, students will acquire essential design and production skills. Additionally, courses such as 3D apparel design and production, garment CAD, and applications of AI in trend forecasting equip students with knowledge of the latest digital technologies and trends. Courses in fashion brand planning and design, apparel marketing, and fashion display design foster students' commercial thinking and market operation capabilities. The inclusion of professional English for fashion enhances students' cross-cultural communication skills.

Through a systematic curriculum and hands-on training, students will develop the comprehensive abilities necessary for independently designing, producing, promoting, and managing apparel brands, thereby laying a solid foundation for their career development. The upgrade of menswear design to reflect the characteristics of Minjiang-style menswear better aligns with the local apparel identity of Fujian. Minjiang University is thus positioned to cultivate high-quality design talents that meet market demands, contributing new strength to the sustainable development of Fujian's apparel industry.

In the future, Minjiang University will continue to monitor industry trends and actively explore innovative teaching models to provide students with even higher-quality educational resources.

4.3 Promoting Learning through Competitions to Encourage Innovation and Entrepreneurship

In today's highly competitive apparel industry, the strategy of "promoting learning through competitions" has become a vital approach for cultivating students' innovative capabilities and practical skills. The college actively implements curricula that integrate entrepreneurship and innovation, regularly organizing and encouraging students to participate in prestigious academic competitions both domestically and internationally. Faculty members are also encouraged to align major competitions with professional courses, thereby stimulating students' enthusiasm for learning and fostering their creativity, allowing them to develop their professional competencies in real competitive environments.

The college not only organizes faculty teams to guide students in competitions but also actively invites industry experts to provide professional mentorship. This initiative not only aids students in enhancing their professional skills but also helps them gain a deeper understanding of industry standards and market trends.

In the past three years, a total of 84 students have received awards, including 102 national-level awards and 43 provincial-level awards. Among the representative competitions are the Gold Award in Menswear at the 11th "Shishi Cup" National College Graduates Apparel Design Competition, the Newcomer Award at the 27th China Fashion Design Competition, the Bronze Award at the "Hanbo Cup" China International Young Designer Fashion Works Competition, and the Bronze Award at the 6th China International "Internet Plus" College Students Innovation and Entrepreneurship Competition.

In terms of college student innovation projects, commendable achievements have also been made, with 7 national-level college innovation projects and 11 provincial-level college innovation projects awarded. These competitions typically require students to complete the conceptualization of design ideas, material selection, and product production within a limited timeframe. The entire process not only tests the students' professional skills but also fosters their time management and teamwork abilities.

4.4 University-Enterprise Cooperation to Establish Practice Bases

In the education of fashion design, university-enterprise cooperation has become an important avenue for enhancing students' practical abilities and professional qualities. By establishing practice bases with apparel enterprises, the university can provide students with authentic work environments, allowing them to gain invaluable experience through practical operations and thereby enhancing their employability[4]. Minjiang University has successively established internship bases with several local apparel companies, including Li Lang (China) Co., Ltd., Caizi Co., Ltd., Chunhui Technology Group Co., Ltd., and Fujian Finance and Trade Group Co., Ltd.

4.5 University-Enterprise Collaboration: Integrating Projects into the Curriculum

The development of university-enterprise joint projects represents an innovative teaching model in the education of fashion design. This approach, which integrates practical projects into the curriculum, not only aligns students' learning more closely with industry demands but also fosters deep cooperation between educational institutions and enterprises, thereby promoting the integrated development of education and industry. Minjiang University integrates real projects from enterprises into certain courses, allowing students to directly engage in industry practice. Through collaboration with companies, the university can obtain actual development requirements from the industry, enabling faculty to design relevant course content and projects based on these needs. This approach allows students to learn the latest industry technologies and design concepts while addressing real-world problems[5]. For instance, students may participate in various aspects of new product design, market research, and brand planning, thereby enhancing their overall competencies and practical skills.

The involvement of enterprises provides students with timely feedback and guidance. Industry professionals offer invaluable advice and evaluations based on market demands and industry standards during the project implementation process. This feedback mechanism assists students in better understanding the actual needs of the industry, allowing them to adjust their design concepts and directions promptly, thereby enhancing the feasibility and market competitiveness of their projects.

5 CONCLUSION

In the context of the cultivation of moral integrity, the collaborative education model of integrating production and education within the fashion program provides a new pathway for the development of high-quality applied talents. By thoroughly analyzing the theoretical foundation of moral education and the necessity of integrating production with education, this model emphasizes the transmission of professional knowledge while focusing on the comprehensive development of moral character, innovative abilities, and practical skills. Rooted in the principle of cultivating moral integrity, this model clarifies the educational objectives; optimizes the curriculum system in alignment with the current state of local industries; promotes learning through competition, encouraging student innovation and entrepreneurship; strengthens deep cooperation between universities and enterprises to jointly establish practical training bases and achieve resource sharing; integrates projects into the curriculum through university-enterprise collaboration; and diversifies the construction of faculty structure. Guided by the concept of moral education, the collaborative education model of production-education integration in the fashion program aims to cultivate well-rounded talents who possess both professional competencies and social responsibility, thereby providing strong support for the modernization and development of the fashion industry.

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