

Research into the Ideological and Political Curriculum Teaching Reform of Clothing and Fashion Design Major

Yanhua Sun^{1,2}

¹Taishan University, College of Art, Taian, Shandong, Taian, China

²New Era University College, Kuala Lumpur, Malaysia

E-mail: sunyanhua232@126.com

Abstract: With the development of the times and the transformation and upgrading of the garment industry, the traditional skilled talents can no longer meet the needs of the garment industry. The Guiding Outline for the Construction of Ideological and Political Curriculum at Colleges and Universities points out: "to implement the fundamental task of nurturing people of character, we must integrate value shaping, knowledge imparting and ability training." Based on the education and teaching of clothing and fashion design major in our university, this paper analyzes the cultivation of students' craftsmanship under the concept of ideological and political curriculum, the combination of curriculum content and enterprise needs, and pays attention to the reform of curriculum teaching implementation methods and curriculum assessment methods, so as to explore the promotion of national culture, enhance national pride and cultural self-confidence in classroom teaching, and beneficial exploration and research were carried out.

Keywords: Ideological and political curriculum; Craftsmanship; Nurturing people of character; Teaching reform

1. Research Background of Ideological and Political Curriculum for Clothing and Fashion Design Majors

The Guiding Outline for the Construction of Ideological and Political Curriculum at Colleges and Universities points out: "To implement the fundamental task of nurturing people of character, we must integrate value shaping, knowledge transfer and ability training. To comprehensively promote the construction of ideological and political curriculum is to guide values in knowledge teaching and ability training, and help students shape correct world outlook, outlook on life and values, which is not only the due meaning of talent training, but also the necessary content." This statement accurately grasps the relationship between the three basic elements of value, knowledge and ability in the work of educating people at colleges and universities, and deeply expounds the most essential connotation of ideological and political curriculum. This makes us more clearly realize that in the work of nurturing people of character, value is more important than ability and knowledge. Value shaping is the first important task of education. We should organically integrate the components of value shaping into ability training and knowledge transfer; we should fully explore the ideological and political elements contained in various courses, so as to achieve subtle influence and achieve educational results. The Outline also points out that for the construction of ideological and political curriculum, teachers are the "main force", curriculum construction is the "main battlefield", and classroom teaching is the "main channel".

2. Significance of Integrating Clothing and Fashion Design Major with Ideological and Political Curriculum Education

With the development of the times and the transformation and upgrading of the garment industry, the traditional skilled talents can no longer meet the needs of industry development and national construction. Therefore, it is necessary to carry out the whole curriculum education teaching mode, run ideological and political education through students' education, and improve students' comprehensive quality.

Nowadays, great changes have taken place in the era of art college students and their ideological understanding, value orientation and behavior compared with the past. From the perspective of the overall environment, the Internet era has created great challenges and opportunities for the traditional classroom teaching mode of Ideological and political courses. The refinement of teaching management, classroom management and classroom interaction, especially the classroom interaction needs the participation of all staff, so as to make students focus on classroom teaching. From the perspective of development trend, hybrid teaching will replace the traditional classroom face-to-face teaching mode and form a teaching mode of “organic combination” of online teaching and offline traditional teaching. This “organic combination” requires the cooperation of conditions and resources such as the liberation of teaching ideas, the optimal combination of teachers, strong technical support, optimized teaching content, diversified teaching methods and assessment methods. Only in this way can we better form an ideological and political teaching system with pertinence, effectiveness and affinity.

Under the guidance of Ideological and political curriculum, teachers of clothing and fashion design major in our college need to constantly tap the ideological and political education elements of the existing curriculum content, change the teaching concept, update the teaching content, enrich the teaching methods, expand the teaching channels, and establish a guarantee system. Schools should carry out teacher ability training and constantly build a teaching pattern of all staff education and all curriculum education.

3. Main Research Contents of Ideological and Political Curriculum for Clothing and Fashion Design Majors

A brand-new concept of “Ideological and Political Curriculum” has been rapidly carried out in major colleges and universities and has become the research object of educators. As the main channel of Ideological and political work in Colleges and universities, classroom teaching goes hand in hand with ideological and political theory courses and various other professional courses. Attaching importance to the development of ideological and political curriculum fully demonstrates the essence of education. Education covers a wide range of contents, and one of the most important aspects of nurturing people of character is that students should not only have professional knowledge, but also have correct three views, implement ideological and Political Curriculum in place, and fully cultivate the professional concept and craftsmanship of students majoring in clothing.

3.1 Necessity and Feasibility of Implementing Ideological and Political Curriculum for Clothing and Fashion Design Majors

As a new requirement of the party and the state for higher education, ideological and political curriculum is not only the responsibility of ideological and political teachers, but also the responsibility of professional teachers. It is the highest realm of Ideological and political curriculum to imperceptibly complete ideological and political education through teachers. Thus, it is necessary to integrate ideology and politics into professional courses for practice, change educational ideas for all-round talent training and craftsmanship training, improve the contents and methods of education, improve students’ professional ethics and humanistic quality, and cultivate the spirit of exploration and innovation. The multi-mode evaluation system makes the ideological and political curriculum more perfect, enables students to accept positive energy in the process of learning, and creates a new pattern of Ideological and political education. Only in this way can we deal with diversified thoughts, realize all-round education, build the same direction of practical courses and ideological and political, and realize the educational concept of the combination of moral education and talent education.

3.2 Paths to Implement Ideological and Political Curriculum for Clothing and Fashion Design Majors

3.2.1 Clarify the teaching objectives of ideological and political curriculum according to the characteristics of clothing and fashion design majors

The talent training goal of clothing education is to introduce the spirit of the times and social positive energy into the classroom and into the hearts of students. Professional courses carry out education with professional skills and knowledge as the carrier, formulate training plans with high connotation by using teaching resources, teaching experience and teaching achievements, and clarify the quality objectives such as core values, professional ethics and innovation and entrepreneurship in

the training objectives of professional talents. In the course system design, we should integrate the typical enterprise culture, teach students according to their aptitude, implement diversified training, and experience the technical culture and enterprise spirit of typical enterprises. In the curriculum standard, professional quality, corporate culture and craftsmanship need to be organically integrated into the design of curriculum objectives and the development and construction of curriculum resources. In addition, traditional craftsmen should be invited to the lecture hall of our professional courses, so that our students can deeply study and master the traditional handicrafts technology, find the beauty of traditional skills, draw inspiration from it, and carry out the integration and innovation of modern design. For example, invite the inheritors of Lu brocade, a traditional intangible cultural heritage project in Shandong Province, into the classroom to let students understand the traditional handicrafts. After class, the redesign and recreation of Lu brocade will be taken as the closing content, so that students can carry out creative design in combination with local tourism and regional characteristics.

3.2.2 Clarify the teaching content according to the development of the times and the needs of enterprises

The contents of clothing courses reflect the factors such as great country craftsmanship, clothing professional quality, clothing master spirit, clothing great country feelings, clothing scientific research feelings and so on. Therefore, the course content should not only include the practical projects of “technical talents”, but also include the craftsman feelings of “hard work and the successor of the times”. Moreover, it is necessary to combine the off campus garment enterprises, experimental bases, innovation bases and scientific research bases to gradually reflect the integration of professional practice teaching and craftsmanship in theory and practice. Courses related to inheriting traditional culture and regional culture can be offered, such as traditional cheongsam technology, tie dyeing, batik and other traditional handicrafts courses, as well as Tai Mountain characteristic design textile design courses, etc. In addition, garment enterprises and professionals in various fields of society can be invited to carry out the special corporate culture teaching of “one lesson and multiple teachers”, and build intangible cultural heritage studios, traditional clothing production and other manual courses. These can increase students’ aesthetic interest, cultivate innovative consciousness, and increase characteristic courses such as traditional clothing culture and handicrafts.

Our school offers a handicraft course of traditional cheongsam. To this end, the teachers went to Shanghai to learn skills. After mastering the traditional handicraft technology of Shanghai style cheongsam, they taught the students the traditional handicraft technology of this cheongsam in class, and inherited and innovated the traditional handmade method of cheongsam. At the end of the class, the students put on their handmade cheongsam, which gave rise to a sense of pride and self-confidence.

3.2.3 Clarify the teaching methods according to the characteristics of students and the characteristics of the times

We need to change the traditional teaching methods, enrich the classroom teaching forms, use the network platform, famous teachers and other teaching methods to give full play to students' learning autonomy and solve the problem of “how students learn”. We can establish different types of courses, including elective courses, network resource sharing courses and other course forms. The course content is divided into several units. At the same time, students should learn independently within the specified time. Rich courseware and reading materials help students understand teaching materials, broaden their knowledge, and adopt a large number of vivid audio and video teaching cases to enhance students’ interest and enhance their perceptual understanding of the content. In addition, the curriculum implementation is flexible, and the teaching is carried out by combining online and offline classes and combining cultural quality courses with student associations.

4. Conclusion

In March 2019, when delivering an important speech at the school ideological and Political Theory Teachers’ Symposium, General Secretary Xi stressed that it is very necessary to set up ideological and political theory courses step by step and spirally in primary and secondary schools, which is an important guarantee for cultivating generation after generation of socialist builders and successors. As a new requirement of the party and the state for higher education, ideological and political curriculum is not only the responsibility of ideological and political teachers, but also the responsibility of professional teachers. Ideological and political education through teachers is the highest realm of Ideological and political curriculum. Integrate ideology and politics into the curriculum of clothing and fashion design major, practice, change educational ideas, and carry out all-round talent training and

craftsmanship training. Moreover, we should improve the content and methods of education, improve students' professional ethics and humanistic quality, and cultivate the spirit of exploration and innovation; the multi-mode evaluation system makes the ideological and political curriculum more perfect, allows students to accept positive energy in the process of learning, and creates a new pattern of Ideological and political curriculum education.

Acknowledgement

This paper is the research results of the following topics:

Teaching Reform Project of Taishan University: Research on ideological and Political research of Clothing and Apparel Specialty Course teaching Reform (SZ202022)

References

- [1] Chen Yanming. *A preliminary study on the teaching reform of clothing design under the perspective of "ideological and political curriculum"* [J]. *Shandong Textile Economy*, 2020 (03): 38-40.
- [2] Guo Wenrong. *Exploration on the reform of ideological and political classroom practice mode under the background of "curriculum ideological politics"* [J]. *Educational Observation*, 2019 (23):104-105.
- [3] Qian Haiqing. *A preliminary study on the teaching reform of integrating Chinese traditional culture into the course of clothing design* [J]. *Textile Report*, 2018 (12): 61-62.