

Research on the Construction Strategy of Clothing Design and Technology Specialty Group under the Guidance of “Double High Program”

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Abstract: In order to cultivate skilled talents who can meet the needs of social development and have strong comprehensive professional ability, the school must strengthen the professional construction. In this paper, the necessity of specialty construction is analyzed, and the main contents of specialty construction are expounded by taking the specialty of “fashion design and technology” as an example, and the specific ways and methods of specialty construction based on professional activity orientation are put forward.

1. Introduction

The construction of brand specialty is the most important teaching infrastructure in the current senior technical school, and it is also an important carrier of school running characteristics. It determines the quality of talent training and school running level, and has a profound impact on the survival and development of the school. Professional construction with rich connotation should conform to “three adaptations” (the professional education mode should be adapted to the needs of post talents, the course content should be adapted to the development of professional technology, and the construction of teaching staff should be adapted to the education requirements of high skilled talents). The social needs should be integrated with the professional teaching, and a series of professional courses and teaching resources system with era significance should be established.

2. Core Elements of Specialty Group Construction in Higher Vocational Colleges

2.1 Break the Management System Based on the Departments and Colleges, and Build an Efficient Professional Group Management Organization

The construction of management organization is an important support for the construction of specialty group. The resources of specialty group not only exceed the sharing between specialties, but also cross the departments. It is necessary to carry out resource allocation, resource sharing and personnel communication between departments. Therefore, the construction of scientific, orderly and effective specialty group is a more complex dynamic system, which needs to break the original management mode with departments and disciplines as the main body, and construct the operation management and organization of specialty group construction, which is also the bottleneck of management mechanism encountered in the operation of specialty group construction in higher

vocational colleges. First, establish and improve the management mechanism of professional groups and clarify the division of rights and responsibilities. We will promote the efficient implementation of such tasks as specialty group planning, teacher team building and core curriculum construction, and implement the management system and construction tasks into every detail. Second, determine the first person in charge of the professional group. According to the characteristics of the professional group, the establishment of the system of person in charge can be to appoint the person in charge of the core specialty in the professional group, and effectively display the leading role of the core specialty. Third, the establishment of professional groups of professional committees. It can be composed of experts or technical talents from schools, local government departments and relevant enterprises. In particular, senior technicians and craftsmen from relevant industries and enterprises should be introduced to guide the whole process of professional talent cultivation direction, construction tasks and objectives, and comprehensive teaching resources^[1].

2.2 Facing the Development Trend of Industrial Clusters, We Should Work out a Scientific and Reasonable Talent Training Program for Professional Groups

Talent training program is an important basis for professional group to carry out teaching activities, as well as the basis and standard of teaching evaluation in the later stage. It stipulates the target orientation, employment orientation, training specification, graduation standard, teaching team, curriculum system construction and other contents of talent training. Therefore, it is the primary task of specialty group construction to determine the professional talent training scheme for the specific service domain of professional group. The scientific formulation of professional group talent training program must make full market demand research on the current social background, industrial background, industry background and professional background, formulate the talent training plan according to the changes of professional post requirements, the application of new knowledge and new technology and the problems found in the teaching process, and do a good job in the top-level design of high-quality technical and skilled personnel training^[2].

2.3 Reorganizing the High Quality Curriculum Resources and Constructing the Curriculum System of Sharing High Level Specialty Group

The shared curriculum system is an important carrier for the construction and development of specialty groups, which carries the total information transferred in the interaction between learning and teaching. “The curriculum system of specialty group should not be linear logic like a single major, but form a network logical structure within the system, which can be shared by the bottom layer, integrated in the middle level, and mutually selected by the high level.” The bottom level public (general) ability platform is oriented to must learn, should know and should know; the middle level integration (cross) ability platform is oriented to the specific ability and quality of key positions; the high-level core (expansion) ability platform is oriented to the ability and career migration ability of post group. Accordingly, the shared curriculum system of professional groups should at least determine three types of courses, including group platform courses (high-level), professional orientation courses (middle-level) and group expansion courses (bottom). The group platform courses are the core course contents, which are in the leading position, and can meet the core quality needs of professional groups in talent cultivation. Other courses belong to the expansion part In order to adapt to the talent training requirements of other majors in the group. In a word, the curriculum system of professional group should focus on the service field and the needs of professional post group, select the curriculum system and teaching content, and jointly develop the shared curriculum system through in-depth cooperation with enterprises and industries, so as to make it meet the requirements of professional post group. In the teaching implementation of

specialty group courses, the project-based teaching mode can be adopted, and new technologies, new processes and new specifications can be brought into teaching standards and teaching contents, and implemented in the form of project or resource library. The implementation and development of professional group courses, the requirements match and need to be innovated is the ability of teachers to develop teaching resources and teaching design, at the same time, students' ability of autonomous learning and ability to solve practical problems will also become the key influencing factors of professional group personnel training^[3].

2.4 Integrate Experimental Training Equipment as a Whole to Build a General Training Base for Professional Group

The cultivation of high-quality technical and skilled talents can not do without the support of sufficient and advanced experimental training base. The shared training base of professional group is not rebuilt on the basis of blank, but is built on the basis of experimental training equipment owned by the original specialty in the specialty group. It should be designed systematically and scientifically to meet the common needs of all specialties in the specialty group, and also meet the personalized practical needs. The shared professional group training base should pay attention to the co construction of colleges and enterprises, so that the teaching process of higher vocational colleges can be closely combined with the production process of enterprises, so as to realize the integration of teaching environment and working environment.

2.5 Optimizing the Combination of Teaching Staff and Building a High Level Professional Group Teaching Team

A good teaching staff is the main supporting factor for higher vocational colleges to create professional groups. First of all, we should select the main person in charge of the professional group and do a good job in the director of the professional group creation. We should integrate and sort out the resources of university teachers, optimize the structure of the teaching team, create high-quality teaching staff in various professional fields, integrate the teaching advantages of teachers in the team, and form a sharing mechanism of excellent professional teachers in professional groups, so as to effectively ensure the smooth construction of professional groups^[4].

3. The Practice Process of the Specialty Construction of “Fashion Design and Technology”

3.1 Theoretical Learning

Set up a professional construction reform team to clarify the reform objectives and implement the reform step by step. We should formulate and study the construction plan, study the systematization of work process and the theory of curriculum construction, and firmly establish the curriculum reform concept of vocational activity orientation. First class domestic vocational education experts are invited to give lectures, such as Zhao Zhiqun, Chen Yu, Xu Guoqing, etc., to systematically study and train the concept, method and technology of vocational school teaching reform, and organize group members to inspect at home and abroad, so as to improve themselves with the help of other mountains^[5].

3.2 Task Analysis of Market Research in the Source of Occupation

We should take the road of combining work and study, and develop the clothing professional courses guided by professional activities. The construction idea can start from the source of

occupation, carefully design enterprise questionnaire, visit Guangdong clothing industry association, Guangzhou clothing industry association and large and medium-sized clothing enterprises, and find out the types of jobs and technical requirements suitable for students' employment in clothing enterprises; in particular, collect the regional characteristics of clothing market, enterprise distribution, brand situation, employment requirements, etc Cultural activities, industry development planning and other information to obtain the first-hand information of the occupation. At the same time, it analyzes the current situation and development situation of clothing specialty, and invites production line business directors, Industry Association experts, professional backbone teachers and vocational education experts to hold a demonstration meeting to respectively describe and confirm the typical work items and working process of the relevant posts of the specialty in a specific, detailed and original way, so as to form assistant fashion designer, assistant pattern maker and merchandiser The main job task analysis table includes work item analysis, work task analysis and work behavior analysis^[6].

3.3 Developing Curriculum and Constructing the Curriculum System Oriented by Professional Activities of “Fashion Design and Technology”

The soul of specialty construction is talent training plan, and the way to realize talent training goal is scientific curriculum design. The specific breakthrough point of the curriculum reform of clothing specialty is to embody the systematization of the process of “two works”, the synchronization of teaching and learning, the integration of theory and practice, and the action oriented teaching to guide students to practice, so that students can build their own professional knowledge and ability in learning and doing. The specific operation method can be based on the analysis results of work tasks and professional abilities, the comprehensive product and post technical requirements, the requirements of knowledge, skills and attitude of professional posts, the main line of which is the working process, and the principle of real task and project driving. The first step is to design a two-dimensional “matrix” curriculum framework, that is, the learning field and its The second step is to design the learning project and task system; the third step is to describe the learning project and task in detail. In this way, the framework, level, denotation, connotation and characteristics of the curriculum will be clear at a glance, forming a new curriculum system oriented by vocational activities, characterized by projects and tasks.

In the course development, it is very important to design a two-dimensional “matrix” curriculum framework. Firstly, each learning field is designed as a complete working process, and the relevant knowledge of the original discipline system is integrated into the related projects. Horizontal learning project (context) is also an independent work process. From simple to complex, from single to comprehensive, projects form a series of interrelated and progressive project sequences, which are parallel, progressive and inclusive. Students' learning and doing are realized through a visible and tangible project or product. The learning effect not only enables students to practice the specific work process, but also enables them to gradually obtain the complete thinking process training of information, decision-making, planning, implementation, inspection and evaluation through the working process of systematic design, which highlights “doing” and overcomes the phenomenon of “two skins” between theory and Practice^[7].

3.4 Formulate Professional Personnel Training Programs and Curriculum Standards

When compiling the professional personnel training plan, it is necessary to highlight the knowledge, skills and attitude of professional talents, as well as the main teaching contents and requirements of core courses; highlight the relevant professional posts and professional qualifications; at the same time, put forward clear requirements for the professional teachers'

qualification and training equipment, so as to make the personnel training have a clear direction and standard. Curriculum standard is the basis for compiling, teaching, assessment and evaluation of teaching materials. In addition to specifying the nature, objectives, contents and class hours of the course, it is also necessary to focus on designing the activity contents of each learning project and learning task as well as the ability target requirements to be achieved. It makes the curriculum standard more specific, the implementation process is easier to operate and control management.

3.5 Compiling Professional Activity Oriented Teaching Materials and Learning Manuals for Clothing Major

Due to the difficulty in compiling teaching materials and learning manuals, we can develop school-based handouts and teaching materials. The key is to consider the compilation concept, teaching material style, task book introduction, working process, integration of theory and practice, key technology guidance, inquiry learning and other aspects. The textbook should show the following characteristics: the textbook concept is based on the enterprise work process and task driven; the task implementation is introduced with personalized task book; the teaching introduction is close to the enterprise mode to create a vocational learning atmosphere; when the task is introduced, the knowledge of “how to do” and “how to do better” is integrated into the task learning, and students are “doing” The real mode of learning is not only a breakthrough in the teaching materials, but also in the teaching materials. The contents of the course learning and evaluation manual are synchronized and matched with relevant teaching materials. The main contents of the manual can include five major items: project training objectives, professional cognitive training, operational assessment, technical development, and project comprehensive assessment and evaluation form. Under the guidance of theory and practice, learning and doing integration, students can learn by doing. The handbook also needs to fully record each student's learning attitude and learning process. After the project learning, the learning manual training project will be implemented. It is the process record of each student's professional growth.

3.6 To Build a “Double Qualified” Teaching Team and a Teaching Team of Full-Time and Part-Time Teachers

Teaching team is the specific implementer of vocational activity oriented curriculum. The construction of professional teaching team should not only consider the structure of professional title and educational background, but also pay attention to the learning ability, teaching ability and professional practice ability of the professional teaching team. In order to strengthen the training of “double quality” teachers and promote the construction of “double qualified structure” professional teaching team, the school should “walk on two legs”, pay equal attention to the introduction and training, and build a reasonable team structure. On the one hand, we should widely introduce and employ senior technicians and technicians with production experience in enterprises to undertake teaching work; on the other hand, through the platform of school enterprise cooperation, we can guarantee that every professional teacher will go to the enterprise for job rotation practice every three years, participate in and experience the application of new technology, practice the working process of typical work projects, and strengthen the professional practice ability of teachers. In addition, in order to cultivate teachers' teaching and curriculum reform ability, we can carry out a series of school-based research around the vocational activity oriented curriculum reform, encourage teachers to publish academic papers on curriculum reform and compile teaching materials. Through school-based practical research, we should strive to improve teachers' learning ability, teaching ability and scientific research ability of integration of theory and practice, build learning organization, and provide strong teacher support for training high-quality technicians.

3.7 Building a Career Oriented Integrated Learning Environment and Practice Base

It is an important part of clothing specialty construction to improve the construction of learning scene inside the school and optimize the environment of practice base outside the school. The integrated learning field room should change the design mode of the existing classroom, which can be constructed according to the “three in one” mode: first, the common integrated classroom should be replaced with a large table in the form of cutting bed, which is convenient for manual operation such as painting and cutting, and is conducive to learning by doing; second, the public integrated practice room, such as machine room and sewing room, can save cost and improve the utilization rate; third, it can reduce the cost and improve the utilization rate. It is a large-scale R & D center or studio, which integrates financing information, material test, design, special process, production, dynamic and static display and sales, and directly connects with enterprises, which is conducive to students' learning in real environment, cultivating students' professional ability and exploring a new way of combining work with learning training mode^[8].

4. Conclusion

In the era of industrial transformation, adjustment and upgrading and technological upgrading, the construction of specialty group in higher vocational colleges is a powerful engine and supporting element to promote the high-quality development of higher vocational colleges. With the continuous evolution and development of we media and science and technology, the demand for personalized learning is becoming stronger and stronger, and the change of occupation is more and more rapid. Diversification and diversification will be the inevitable trend of development, and shared and universal learning content and organizational form will become the main way. In the development process of building high-quality and high-level colleges with Chinese characteristics, higher vocational colleges should comply with the needs of the times and rely on the construction of professional groups, which is the key implementation content of the great development and reform of vocational education.

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