

# *Explore the Teaching Practice of "Chinese and Foreign Clothing History (CAFCH)" under the Background of International School Running*

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**Keywords:** International School Running, Chinese and Foreign Clothing History, Curriculum Teaching, Practical Exploration

**Abstract:** Educational internationalization is the inevitable trend of educational development. In the context of globalization, many countries have listed the internationalization of education as a national development strategy in order to cultivate international talents who adapt to global cooperation and competition. Under this background, this paper explores the teaching practice of the course "CAFCH", and briefly introduces the connection form of "teaching" and "learning" under the background of international school running; this paper discusses the design principles of the teaching of CAFCH and the teaching implementation strategies of the theme course of appreciation of CAFCH under the core literacy system. Using SPSS 22.0 software, this paper statistically analyzes the teaching design and the effect of teaching strategies of the course "CAFCH" proposed in this paper under the background of internationalization. The test results show that 81% of teachers say they can improve students' innovative thinking ability, and more than 80% of Teachers and students agree with the improvement of practical ability. It can be seen that the teaching design of the course "CAFCH" determines the students' innovative ability. It not only fully cultivates the innovative thinking, but also is good at discovering the beauty around them, improves the cognition and aesthetic ability of beautiful things, and also improves the students' professional ability.

## **1. Introduction**

The internationalization of curriculum is one of the core of educational internationalization, and it is also the unity of process and goal. On the one hand, through the introduction of courses, the school can absorb international excellent cultural achievements and integrate with local cultural knowledge. At the same time, it will also promote its excellent culture abroad, so that foreign learners can understand, understand and respect our culture, and then absorb and integrate it. The internationalization of the curriculum is to make multiculturalism and cross-culture become the content of the curriculum, so that the educated can enhance people's understanding and communication between different countries and regions by receiving the education of the

international curriculum. Therefore, based on the background of international school running, this paper explores the teaching practice of CAFCH.

Many scholars at home and abroad have studied the practical exploration of the teaching of CAFCH under the background of international school running. Raynerm explores the concepts and methods of research teaching connection held and undertaken by scholars, researchers and scholars in higher education. The main focus is to explore creative new methods to integrate RTL principles and practices into a wide range of subject areas, formal learning and teaching, and curriculum, so that the intellectual work students engage in and produce has direct value to the needs of the wider community served by the school [1]. North s analyzed probate accounts across England. The first goal was to "test" Gregory King's "annual consumption of clothing", one of the few statistical sources for clothing historians. Comparing the number of clothes in the account with the number of clothes in King shows that the average price of clothes in the account between 1660 and 1700 is related to King's evaluation. After this statistical analysis, 805 probate accounts including children's clothing were examined in detail [2].

The innovation of this paper lies in the implementation of thematic appreciation teaching in the teaching of CAFCH, the preparation of learning contents by unit teaching, the processing and reorganization of knowledge, and the completion of one or more teaching themes through several class hours. It not only pays attention to the integration and utilization of learning resources, but also pays attention to the cultivation of students' ability to construct knowledge. Students spend more learning time experiencing the process of research-based learning. Transform the traditional teaching thinking mode into a modern innovative thinking mode, so that students can combine theory and practice through unit inquiry teaching, express their feelings and understanding in the process of appreciation and creation of the complete course of CAFCH, and comprehensively learn clothing knowledge [3, 4].

## **2. On the Teaching Practice of CAFCH under the Background of International School Running**

### **2.1. Connection Form of "Teaching" and "Learning" in the Context of International School Running**

For the introduced international courses, integrated international courses and foreign standardized examination training courses participated by students, find the best combination of "teaching" and "learning", fully consider the factors such as the uneven academic level of students, the individualization of students' entrance needs, the complexity of curriculum structure, the difficulty of teachers' teaching and the diversity of teaching evaluation, and do it according to time and situation, so as to truly teach students according to their aptitude, Only by helping students find the right fulcrum of development can they achieve the success of international school running.

Collaborative teaching: it mainly refers to "two or more teachers jointly participate in the same classroom teaching." This method can be used to help the professional growth of new teachers, and also to meet the diversified composition of students and the needs of group learning and activities [5]. The effect of Sino foreign cooperative teaching on the improvement of students' language ability is significantly better than traditional teaching methods, and the effect of alternative teaching is significantly better than parallel teaching.

In the process of international curriculum implementation, on the one hand, some courses of foreign teachers need the cooperation of Chinese teachers to deeply complete the supervision and implementation of learning tasks; On the other hand, some courses are taught by university teachers, and a "teaching assistant" must assist university teachers to complete other work except classroom teaching. Therefore, this teaching organization exists in a large number and has achieved very good

results. According to the survey results of students' impression of foreign teachers in international classes, students' learning of "knowledge" and "content" does not account for a sufficient proportion among foreign teachers, which shows that the current foreign teachers' courses need to further strengthen the supervision after class or the inspection of teaching assistants in order to improve the quality of the courses taught by foreign teachers [6].

Tutorial system: guide students to establish self-confidence, analyze the difficulties encountered in life and learning, think about solutions to problems together, and finally help students learn how to solve problems and get through difficulties. In the teaching process, the international department also adopts some other organizational forms in order to improve the performance of each student in the integrated curriculum structure. Making full use of information technology means and international education resources has played a positive role in improving students' academic level and international school running quality.

The curriculum system can be understood from two perspectives: static constituent elements and dynamic implementation process. Static constituent elements refer to which elements constitute the school curriculum [7]. For example, it is divided into three-level curriculum system according to the level, including science, humanities and comprehensive courses according to the field, and disciplines, activities and exploration courses according to the form; The dynamic implementation process refers to what stages the school curriculum includes and what kind of process it should go through.

The continuous enrichment of curriculum connotation and elements reflects the educators' concern about the curriculum as the core element of school education, the different division of school curriculum elements, and the social consideration of the educatees' due literacy and the planning of educational objectives in the process of receiving education in school with the development of society and science. Based on the above brief analysis, we can think of the internationalization of the teaching of the course "CAFCH". Internationalization refers to the selection and integration of teachers and students under the guidance of the concept of cross-cultural education and according to the students' training objectives, and the integration of cross-cultural and international knowledge and ideas into the school's content, materials, teaching and learning through the objectives, content, structure, management and textbook construction of the course. The dynamic development process of cultivating international talents with international concept, international vision and cross-cultural ability in various forms such as academic evaluation.

## 2.2. Teaching Design Principles of CAFCH

Situational teaching design: thematic teaching has great advantages in cultivating students' creative thinking. The problem setting in the situation should be able to stimulate students' thinking, arouse students' curiosity, induce students to actively explore, and express their views from their own unique perspective [8]. Thematic appreciation teaching creates different levels of problem situations around the HOCAFC, stimulates students' awareness of innovation, enables students to actively participate in the creation of works and try to create meaningful clothing works. If the HOCAFC is not put into the specific real situation and the clothing knowledge is not transferred to the study of other disciplines, the clothing discipline will return to the simple learning of skills and skills.

Therefore, the thematic teaching of CAFCH is to set up a series of questions around the theme, trigger students' active discussion, encourage students to express different views, correctly guide and achieve a deeper understanding. Such thematic teaching reflects openness, so that students can give full play to their subjective initiative, show their ability and constantly mobilize their

innovative thinking.

Integration of teaching content: the teaching content of appreciation is also too professional and lacks coherence and systematicness in the learning process. It is difficult for students to understand the knowledge connotation contained in the works [9]. The biggest advantage of thematic unit teaching design is to give full play to teachers' subjective initiative in teaching design in the teaching concept of integrating content, arrange and integrate the teaching content in an overall situation around the teaching theme of CAFCH, stimulate students to compare and judge different teaching resources and clothing knowledge, and learn to use knowledge and develop their ability in all aspects in this process, Cultivate students' research-based learning ability.

Thematic teaching resources, through the integration and organization of teachers, not only break through the original fragmented training of the teaching of CAFCH, teachers have the right to choose the teaching content, and teachers have made a guiding direction for the development and utilization of art resources. Use clothing works as the starting point for learning, guide students to contact the relationship between other disciplines, achieve interdisciplinary learning, interpret and analyze the creative connotation of works from multiple angles, and learn to look at problems from a comprehensive perspective. Make the content of CAFCH closer to students' life, shorten the distance between clothing learning content and students' life experience, let students really integrate into the theme, and fully reflect the gradual integration of the curriculum.

The process of students appreciating the HOCAFC is a process of emotional experience. With the growth of students' age, their thinking ability will gradually become a thinking pattern. Their cognitive ability of new things is easy to be affected by all aspects of the environment, resulting in the lack of certain initiative and enthusiasm in their thinking ability. In the previous appreciation courses, teachers paid attention to the teaching of full knowledge, which was easy to transfer their aesthetic judgment to students, and put too much emphasis on appreciation skills in the appreciation process, which made the teaching content too abstract, so it was not easy for students to understand this appreciation process [10].

### **2.3. Implementation Strategy of Thematic Course Teaching of Appreciation Course of CAFCH under the Core Literacy System**

Carrying out experiential teaching in the teaching of CAFCH is conducive to making students become an active participant in teaching activities. Students have more free development space in the learning process. Teachers create a real situation and bring students into a specific teaching situation, in which students get a real feeling.

#### **2.3.1. Application of Diversified Teaching Evaluation**

Compared with other disciplines, CAFCH has certain dominance and process. If we use ordinary evaluation methods to evaluate the teaching of CAFCH, we will find that the effect and purpose have not changed significantly. Through some practical research, it is found that the evaluation system of CAFCH has always been lack of systematicness and standardization. The course "HOCAFC" is an open discipline. There is no fixed judgment on the aesthetic judgment of works. If teachers do not establish a correct evaluation view, they can not guide students to make value judgment on art works alone. Such teaching evaluation does not play a substantive role. Therefore, under the influence of the concept of curriculum standards, in order to improve the effectiveness of the course of CAFCH, it is necessary to explore effective and feasible evaluation methods of clothing appreciation teaching [11].

### **2.3.2. Building an Evaluation System Based on Core Literacy**

The study of the core literacy standard in the HOCAFC emphasizes the "authenticity study" of creating a real situation. For the study and evaluation of the core literacy standard in the HOCAFC, it also needs "authenticity evaluation". Authenticity evaluation is a diversified evaluation system based on students' development. It is the further deepening of qualitative evaluation. It is characterized by life and authenticity, so that students can "apply what they have learned" to solve the authenticity tasks encountered in life or reality. Curriculum evaluation based on core literacy advocates the all-round development of students, constructs diversified evaluation standards, and makes objective evaluation according to the actual situation of students. Evaluation has certain characteristics of openness and process, which not only occurs in exams or courses, but also runs through daily teaching life and extracurricular activities.

It is one of the most widely used authenticity evaluation methods to guide students to establish the archives of the HOCAFC. The use of archives in the appreciation teaching evaluation of the HOCAFC is not only to pay attention to the process of students' learning clothing, but also to pay more attention to the results of learning, and implement the whole process of the teaching of the HOCAFC. Learning portfolio is a record of the whole process of students' appreciation learning, which is used to reflect a real situation of students' learning, including important materials of clothing information, performance of appreciation activities, learning list, appreciation homework and teaching evaluation and reflection. The main significance of establishing a clothing appreciation learning portfolio is to record the whole process of clothing appreciation teaching, help students constantly reflect and evaluate themselves in the appreciation learning process, make students learn to understand the process of their appreciation learning progress, let students see their growth and progress, and make students experience the fun of success

### **2.3.3. Make Full Use of off Campus Resources to Carry out the Appreciation Teaching of the Combination of Library and School**

Teachers should develop the teaching resources in the museum in combination with the teaching content, apply the rich "HOCAFC" to the actual clothing design, appreciate the original works of clothing works in the museum, and show the works in the books to the students in close physical distance, so as to bring more direct and real feelings to the students. Museum school cooperation is conducive to making full use of Museum and art museum resources, making up for the lack of school resources and meeting the cultural needs of students. Therefore, teachers are more active in integrating museum education into school education in teaching, and promoting the teaching mode of combining Museum and school has become a new normal learning for students [12].

## **3. Practice and Research Methods of Teaching CAFCH**

This paper uses the online questionnaire survey method to investigate the teaching proportion of the course "CAFCH" in a university; The questionnaire star is mainly used to distribute the questionnaire online. A total of 285 questionnaires are distributed online. Because there will be a small reward after filling in the questionnaire, the efficiency of the recovered questionnaire is 100%.

In this paper, SPSS 22.0 software is used to count and analyze the questionnaire results, and t-test is carried out. The t-test formula used in this paper is as follows:

$$z = \frac{\bar{X} - \mu}{\frac{\sigma X}{\sqrt{m}}} \quad (1)$$

$$z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(m_1 - 1)S_1^2 + (m_2 - 1)S_2^2}{m_1 + m_2 - 2} \left(\frac{1}{m_1} + \frac{1}{m_2}\right)}} \quad (2)$$

Wherein, formula (1) is a single population test, which is the average number of samples,  $\sigma$  Is the standard deviation of samples, and  $M$  is the number of samples. Formula (2) is a two population test, and the sum is the two sample variance, and  $M_1$  and  $M_2$  are the sample size.

#### 4. Experimental Test and Analysis

Firstly, this paper investigates the teaching proportion of CAFCH in a university, and the curriculum proportion includes the theoretical part. The survey results of professional knowledge and time assistance are shown in Table 1 and figure 1.

Table 1: Curriculum proportion of a school

	Grade 1	Grade 2	Grade 3	Grade 4
major	29.4%	32.8%	34.2%	24.9%
theory	51.3%	56.1%	49.8%	44.9%
Practical assistance	19.3%	11.1%	16.0%	30.2%

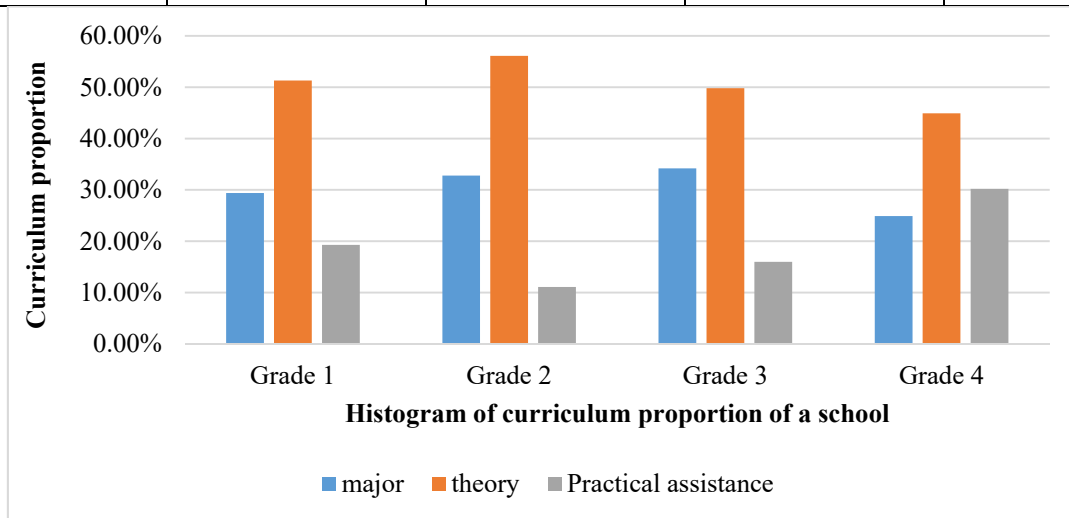


Figure 1: Histogram of curriculum proportion of a school

As can be seen from the above chart, the university has unreasonable teaching in the course of CAFCH. Each grade pays too much attention to the theoretical part, accounting for 56.1% in the theoretical part of sophomore year, while the practical auxiliary part is only 11.1%; The proportion of practical assistance in grade one, three and four is low. Theoretical courses are far larger than professional courses, which makes students lack of time for practice and design. Therefore, in the setting of professional courses, we should highlight professionalism and practicability and avoid theorization and dogmatism. For example, we can appropriately increase the setting of students' practical and design courses, appropriately reduce unnecessary theoretical courses, emphasize the training mode of specialization and professionalization, and cultivate professional talents.

Next, in the context of internationalization, the feedback of students and teachers on the teaching design and teaching strategy of the course "CAFCH" proposed in this paper is shown in Figure 2.

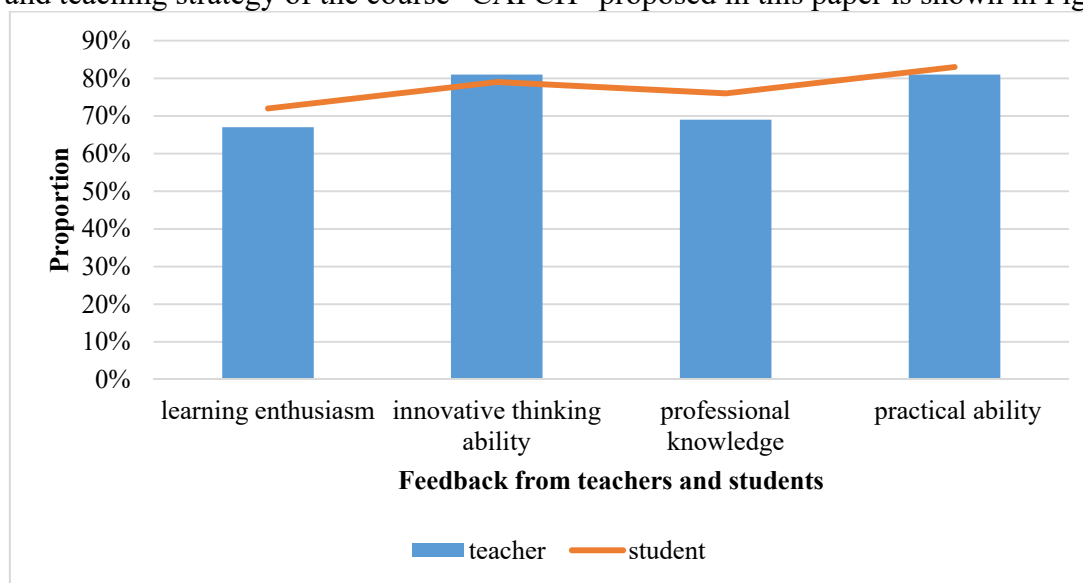


Figure 2: Feedback from teachers and students

As can be seen from Figure 2, in the context of internationalization, under the teaching design and teaching strategy of the course "CAFCH" proposed in this paper, 81% of teachers said they could improve students' innovative thinking ability, and more than 80% of teachers and students recognized the improvement of practical ability. It can be seen that the teaching design of the course "CAFCH" determines the students' innovation ability, and the content of basic design knowledge is rich, which is in line with the students' thinking characteristics; Through the study of CAFCH, students not only fully cultivate their innovative thinking, but also are good at discovering the beauty around them, can consciously observe the design elements in life, constantly construct a rich knowledge structure, and feel life with modern aesthetics. Through the value significance and artistic charm of the design works, the cognition and aesthetic ability of beautiful things are improved, and the students' professional ability is also improved.

## 5. Conclusions

Combined with the teaching practice of the basis of fashion design, this paper focuses on highlighting the basis of design, which plays a very important role in cultivating students' innovative thinking. The training goal determines that students should have the ability of innovation. The knowledge content of CAFCH is rich, which is in line with the thinking characteristics of students. Combined with the relevant teaching theoretical basis, this paper puts forward the teaching design process of thematic appreciation teaching, deeply carries out the thematic appreciation teaching of CAFCH, fully implements the three-dimensional goal, and better realizes the educational value of art discipline. Due to my shallow knowledge and lack of experience, this paper lacks depth in research. It is also necessary to constantly broaden the scope of knowledge, master rich teaching methods, constantly stimulate students' artistic potential and improve students' comprehensive quality.

## Acknowledgements

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