

Research on the Teaching Mode of "Two Lines, Three Stages, and Four Transformations" of "Women's Clothing Structure and Technology" in the Big Ideological and Political Pattern

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Abstract: In view of the key problems of ideological and political courses such as infertility in teaching, separation of education, and false education, this paper, on the basis of the previous research, takes the course of "women's clothing structure and technology" as an example, and puts forward a more targeted research on the teaching model of "two lines, three stages, and four transformations" of ideological and political courses. Through two lines: online and offline; professional knowledge, curriculum ideological and political construction"; three stages: "perception, understanding, deepening" hierarchical ideological and political teaching, "teaching before class, study in class, promote learning after class" segmental teaching, "foundation, improvement, expansion" graded progressive teaching, multi-dimensional mixed teaching. The teaching effect is improved by adopting the integration of education, intelligent interaction, diversified evaluation and practice collaboration, realizing the four-dimensional unity of value shaping, knowledge imparts, ability training and wisdom enlightenment, and enhancing the ideological and political soft power of the curriculum.

1. Introduction

The ideological and political work in colleges and universities is a soul casting project, which determines the direction of running schools. The CPC Central Committee attaches great importance to ideological and political work in colleges and universities, and has issued a number of policy documents on ideological and political work in colleges and universities. In this context, the higher vocational colleges actively carry out the practical exploration and theoretical discussion of curriculum ideological and political construction. At present, the relevant teaching and research work of ideological and political courses has been achieved. However, there are still some key problems of ideological and political courses, such as infertility of teaching, separation of education, and false education, and the teaching mode of ideological and political courses has not been formed. By analyzing the realistic context of ideological and political education and the characteristics of

the course “women's clothing structure and technology”, this paper defines the basic connotation of the teaching model of "two lines, three stages, and four transformations", and explores and proposes the multi-dimensional path of the teaching model of "women's clothing structure and technology", "two lines, three stages, and four transformations", so as to enrich the core of ideological and political education and provide reference for the reform of ideological and political education of other courses. It is of great significance to the ideological and political construction of university curriculum.

2. The Realistic Context of Curriculum Ideological and Political Construction

In recent years, The State Council and the Ministry of Education have successively issued a number of policy documents on the ideological and political construction of curriculum, which has set off an unstoppable wave of educational reform.

2.1. As Far as The Superior Policy Documents are Concerned, The Ideological and Political Construction Requirements of the Curriculum are Increasingly Clear, and the Reform Efforts are Increasingly Strengthened

In 2016, The State Council issued the Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation, which mentioned that we should strengthen ideological and theoretical education and value guidance, and put ideal and belief education in the first place. In 2019, the Implementation Plan for the National Reform of Vocational Education proposed that all kinds of courses and ideological and political theory courses should go together. In 2019, Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era emphasized the implementation of the fundamental task of building morality and cultivating people[1]. In 2020, "Opinions on Accelerating the Construction of Ideological and Political Work System in Colleges and Universities" proposed to comprehensively promote the ideological and political construction of all disciplines; In 2020, the Guiding Outline of Ideological and Political Construction in the Curriculum of Institutions of Higher Learning clearly proposed to deeply explore the ideological and political education resources contained in various courses and teaching methods. In 2022, the Work Plan for Comprehensively Promoting the construction of "Great Ideological and Political Courses" proposed the construction of "great classrooms", "great platforms" and "great teachers".

2.2. As Far as the Curriculum is Concerned, The Overall Ideological and Political Teaching Mode Has Not Been Formed

At present, the pace of curriculum ideological and political reform is obviously accelerated, and the project construction is in full swing. The teaching and research work related to curriculum ideological and political has achieved results, but the contents discussed in a large number of literatures mostly stay at the macro level for theoretical discussion and conception, without forming a global curriculum ideological and political teaching model. Therefore, on the basis of the previous research, this study more pertinence put forward the "two lines, three stages, and four transformations" teaching model of "women's clothing structure and technology" course.

3. The Course Features of "Women's Clothing Structure and Technology"

The course "women's clothing structure and technology" is one of the core courses of costume and costume design major in higher vocational colleges, which is the basic requirement for training

highly skilled talents with theoretical knowledge and practical operation ability of costume major. This course mainly enables students to master the characteristics of women's single item style design, the relationship between basic women's structural sample and style and modeling, women's structural drawing and structure optimization processing, and women's ready-to-wear production, etc., so as to be able to analyze body shape characteristics and style structure analysis of dresses and windbreakers according to requirements. Complete women's sample structure drawing, structure optimization and adjustment, sample processing, discharge output, process production and other operations.

It is of great significance in cultivating students' professional quality of cultural confidence, national pride, honest service, excellence, teamwork, ingenuity saving, innovation and entrepreneurship ability. For this point, the teachers of this course have a relatively clear understanding, but how to play the ideological and political education effect of the course, most teachers have more questions. In fact, the course content of the Structure and Craft of Women's Wear covers a lot of ideological and political cases, for example, there are many cases of artisans' deeds in China's great clothing country, touching stories of selfless and dedicated characters, traditional costumes, Wenzhou intangible cultural heritage and other cases, which are suitable for carrying out the course of ideological and political affairs.

4. Connotation of "Two Lines, Three Stages, And Four Transformations" Teaching Model

4.1 "Two lines" Means "Online Learning and Offline Practice"; "Outside Line (Professional Knowledge), Inside Line (Course Ideological and Political Construction)"

The course integrates "two lines" to carry out mixed ideological and political teaching, and the teaching process runs through the whole course teaching to realize the benign interaction of "two lines". The network platform and the traditional course are coordinated to carry out value guidance, so as to achieve the goal of full-course education and achieve the goal of cultivating high-quality clothing talents for China's socialist construction.

4.2 "Three stages" Refers to "Perception, Understanding and Deepening" Hierarchical Ideological and Political Teaching; the Segmented Teaching of "Leading Before Class, Researching in Class and Promoting Learning After Class" and the Graded Progressive Teaching of "Foundation, Improvement and Expansion"

"Perception, understanding and deepening" hierarchical ideological and political teaching, the ideological and political elements are passed layer by layer, through the ideological and political content in the "women's clothing structure and technology" course modules in an explicit or implicit way, the ideological and political content from "foreground" to "background", silently into the knowledge system of students.

The segmented teaching of "learning guidance before class, learning research in class, and learning promotion after class" focuses on thinking and asking questions before class preview, on participating in practical training and interaction in classroom teaching, and on promoting students' development in homework after class.

The graded progressive teaching of "foundation, improvement and expansion" classifies the projects according to the difficulty coefficient from easy to difficult. The basic projects with low difficulty are used as preview materials for students to learn by themselves, the improvement projects with medium difficulty are used as discussion in class, and the projects with high difficulty are used as expansion after class to make students think and improve.

4.3 "Four Transformations" Refer to the Same Direction of Education, Intelligent Interaction, Diversified Evaluation and Collaborative Practice

"Education in the same direction" to realize the whole process of education: through the effective integration of theory and practice, online and offline, science and technology competition and innovation and entrepreneurship, and the deep penetration before class, during class and after class, the education pattern of full staff, whole process and all-round is constructed to realize the whole process of education.

"Intelligent interaction" to achieve scientific innovation and education: Under the big ideological perspective, exploring online courses, mobile Internet platform, the new media technology, intelligent technology, new technology and the combination of the first class, in the teaching process adopts intelligent teaching equipment and teaching software, improve the students' learning efficiency, to cater to several wisdom the trend of The Times, realize the artificial intelligence and integration of teaching. It emphasizes the transformation of "intelligence +" empowering thinking mode, highlights the innovation of intelligent technology empowering teaching, and realizes scientific innovation and education.

"Evaluation diversification" practice curriculum education evaluation system: curriculum education evaluation adopts a diversified and quantitative teaching evaluation system. Through timely feedback, we can pay attention to the longitudinal development of students, enhance their learning enthusiasm and innovation, objectively evaluate the real learning process of students, and practice the evaluation system of curriculum education.

"Practice collaboration" to realize practice education: construct the practice mode of college students' scientific research - project training - discipline competition, and form a virtuous cycle of progressive practice collaboration training system. On the basis of the existing curriculum setting, it takes the workplace demand as the orientation, creates the discipline competition, teacher-student scientific research interaction, innovation and entrepreneurship practice mode, and takes the integration of production and education, science and education as the way to make the curriculum practice teaching link and curriculum teaching system highly integrated, enhance students' practical ability, and realize practical education.

5. Construction of "Three Stages, and Four Transformations" Teaching Mode of Ideological and Political Courses -- Taking the Course of "Women's Clothing Structure and Technology" as an Example

5.1 Course Objectives

Through teaching of the course, the purpose is to make the student accurately analyzing the characteristic of customer requirements, size and design of women's clothing, and according to the characteristics of precision design, personalized dress structure drawing, delicate optimization model, carefully save discharging, fine standard output, etc of the production process to make the students to the practical form of integral collocation convey the ladies dress culture connotation and unique dress language, And suits the women's clothing enterprise to produce the demand, does the serialized clothing design. At the same time, teaching is combined with enterprise products, teaching evaluation is combined with enterprise standards, professional learning is combined with education, personal development is combined with team cooperation, so as to enhance students' comprehensive ability and employment competitiveness. By establishing a correct world outlook, outlook on life and good professional quality, the students' ideological and political literacy will be further improved, and the values of "precise customization and quality service" in the garment customization industry will be shaped, laying a foundation for students to further improve their

professional ability of clothing.

5.2 Explore Ideological and Political Elements

The specific ideological and political elements of the course are shown in Table 1:

Table 1: Ideological and political integration into the curriculum

Module	Knowledge aim	Ability aim	Value guidance	Ideological and political integration point
Women's clothing structural design foundation module	Women's wear and women's body shape; Women's structure design principle; Blouse prototype drawing process.	Cognitive ability; Analysis ability; Comparison and analysis	Spirit of scientific exploration; Rigorous precision; Self-directed learning ability	It focuses on the principle and drawing method of the standard blouse prototype. When students master the knowledge of the garment prototype, they can know it and know why, and can draw analogs from one example to another, and flexibly deal with various problems encountered in the structure design of women's clothing.
	Dart formation; Dart classification; Dart transfer principle; Dart transfer method.	Cognitive ability; Analytical ability; Application ability	Scientific norms; Unity and cooperation; Rigorous precision	Introduce typical cases of artisans in garment countries, guide students to sort out the whole process of women's fashion design and production, and make sure that each post can perform its own duties and cannot be separated, so as to enhance cooperation between teams.
Dress development module	Dress size structure adjustment; Dress style structure design; Dress sample processing; Craft production of dress	Analytical ability; Application ability	Cultural confidence; The national spirit; Ingenuity to save; Scientific norms; constantly strive for perfection	Docking with Wenzhou blue clamp-resist dyeing Museum, combining the modern trend and Wenzhou blue clamp-resist dyeing elements to improve and innovate cheongsam, and convey national confidence
Windbreaker development module	Windbreaker size structure adjustment; Windbreaker style structure design; Windbreaker sample processing; Windbreaker craft production.	Analytical ability; Application ability	Rigorous and accurate; Scientific norms; constantly strive for perfection; Originality to save	Docking teachers' scientific research projects, scientific research feeding back teaching, enhance students' practical ability, and realize practical education.
Personalized women's clothing customization (comprehensive training)	Personalized women's size structure adjustment; Personalized women's style structure design; Personalized women's sample processing; Personalized women's clothing production process.	Comprehensive ability	Precise customization; constantly strive for perfection; Good faith service; Innovation and entrepreneurship capability	Docking with Wenzhou Comprehensive Service Center for the Disabled, providing precise love for the disabled, leading students to design and make "barrier-free clothing" for disabled people paralyzed by spinal injuries, and leading students to experience precise customization

5.3 Teaching implementation

Taking the project of "Personalized women's clothing Customization" as an example, the project connects with Wenzhou Comprehensive Service Center for the disabled, provides precise love for the disabled, and leads students to design and make "barrier-free clothing" for disabled people paralyzed by spinal injuries.

5.3.1 Leading Up to Class

The pre-class guidance mainly cultivates students' teamwork, scientific exploration spirit and autonomous learning ability through the Internet, including four stages: activating old knowledge, preparing new knowledge, project investigation and sample trial.

Activate old knowledge: Activate students' old knowledge related to pattern making of blouse structure. Teachers release key points of personalized women's clothing customization projects, set thinking questions, guide students to consolidate old knowledge, sort out the connection between old and new knowledge, and improve students' ability to analyze and solve problems [2].

Prepare new knowledge: Teachers upload project research materials on the vocational education platform, display new knowledge points, and propose specific requirements for anthropometric measurement of the disabled in Wenzhou Comprehensive Service Center for the disabled. Students organize physical measurement methods for people with disabilities according to the project information package released by teachers.

Project investigation: Divided into groups to improve students' teamwork ability and role playing ability. According to the project investigation instructions given by teachers, the disabled were tailored, and the body data of normal and disabled people were compared and analyzed, so as to cultivate the spirit of scientific exploration of students.

Sample preliminary test: According to the platform project case video, students make a preliminary drawing of the basic version of women's coat, and cultivate students' autonomous learning ability.

5.3.2 Study in Class

The research and learning in the class is mainly completed with the help of physical classroom, including six stages: showing new knowledge, mastering methods, solving problems, in-depth exploration, verification of intelligent technology and summary evaluation.

Show new knowledge: The teacher formally introduced the "barrier-free clothing" project case, elaborated the project content, and demonstrated the project through text, pictures, audio and other resources, which is helpful to strengthen the understanding of new knowledge, guide students to think and cultivate the awareness of innovation [3].

How to master it: analyze the structure characteristics of female coat and help students to master it. Through the analysis of the basic version of women's coat, master its structure design principle, cultivate students' spirit of inquiry in analyzing and solving problems.

Problem solving: Solve the problem in the drawing process of the basic version of the female coat. Unified explanation of common difficulties and individual guidance of individual problems.

Deep exploration: deepen knowledge understanding and internalize knowledge framework. Guide the students to proofread the obtained physical data of the disabled and the standard version. By making the hem shorter at the front and longer at the back, improving the structure of the collar design, and adding wear-resistant fabric to the cuffs, the structural problems of "barrier-free clothing" can be solved.

Intelligent technology verification: Use 3D virtual digital technology to verify the correctness of the template, complete the customized design of "barrier-free clothing" version, and realize scientific innovation and education.

Summary evaluation: Multiple evaluation of students, teachers and students to improve students' professional quality.

5.3.3 Promote Learning after Class

After-class learning promotion mainly cultivates students' innovative consciousness, including

three stages: strengthening and expanding, practical exploration and mutual evaluation and self-evaluation.

Strengthen expansion: Teachers guide students to think deeply about the classroom content, and set up an expansion package on the Super Star platform. Based on the information package on the vocational education platform, students developed and designed the "barrier-free clothing" version.

Practice and exploration: combining college students' innovation projects, teachers' scientific research, discipline competitions and other aspects with practice teaching, cultivating students' innovation consciousness and team consciousness, using the strength of the team to carry out innovative activities together, realizing collaborative education in class and in class, and cultivating students' entrepreneurial consciousness, innovative spirit and creative ability.

Mutual evaluation and self-evaluation: Give full play to the role of the platform, students summarize their personal learning, online self-evaluation. By sorting out the platform data, teachers can objectively evaluate students' learning situation.

5.4 Evaluation Mechanism

The evaluation of course education adopts multiple and quantitative teaching evaluation system. It is divided into three parts: before class, during class and after class, and then divided into four directions: knowledge, skills, ability and ideology and morality, among which the ideology and morality evaluation accounts for 30% of the total score of the unit. The specific evaluation index and proportion are shown in Table 2 below.

Table 2: Course evaluation index

Level 1 indicator	Level 2 indicator	proportion
Knowledge evaluation	regular assignments	20%
	Chapter test	
Skills assessment	Case analysis	30%
	Project practice	
Ability indicator	Analysis ability	20%
	Self-study ability	
	Ability to communicate	
	Innovation ability	
Ideological and moral evaluation	Moral accomplishment	30%

5.5. The effect of Reform

The course of "women's clothing structure and technology" has perfect corresponding teaching materials, contains a set of "course education" embody characteristics of new teaching plans, curriculum standards, curriculum design, and putted forward, on the clothing specialized teaching for students in the professional knowledge, ability and quality aspects of the basic requirements, and combined with the "women's clothing structure and technology" course teaching content, The integration point, teaching method and carrier way of ideological and political content should be clarified, and the ideological and political literacy and curriculum teaching should be organically connected and integrated.

At present, two rounds of the course "women's clothing structure and technology" have been completed, with a total of four classes' ideological and political practice. Through the course

feedback report, questionnaire, curriculum reform implementation effect evaluation and other ways to further understand the reflection of students after the implementation of "two lines, three stages, and four transformations" teaching mode. The classroom learning atmosphere is rich, and there is much interaction between teachers and students. More than 85% of the students can carry out practical operation according to the steps of the structure drawing of the women's dress sample under the guidance of the teacher, which enhances the students' learning confidence to a certain extent. 10% of the students were able to identify and solve problems in sample drawings. Professional knowledge is well mastered, 80% of the students can achieve the course objectives through classroom learning. It has achieved remarkable results in the ideological and political aspects of the course. The course projects have guided students to re-examine their outlook on life and values by combining the deeds of artisans in big countries, outstanding garment entrepreneurs and cases of workers. Some students expressed that the discipline competition-teacher-student research interaction-innovation and entrepreneurship practice model not only exercised practical skills and expression ability, but also improved their innovation and entrepreneurship ability. Most students think that class has become more interesting and more interested in courses and majors, which has played a gradual and silent education effect.

During the course reform, the teaching team guided the students to participate in the fifth NFCC College Students Costume Design Creative Competition and won 2 first prizes and 3 third prizes in Zhejiang Province "Challenge Cup" College students' Science and Technology Competition. 2 Scientific and Technological innovation projects of college students in Zhejiang Province; Based on the new type of industry in Wenzhou region, promote the development of Wenzhou fashion industry, lead students to provide technical services for clothing companies, with a total amount of 660,000 yuan; Guided students to obtain 6 national utility model patents; The course of digital intelligence empowerment, the introduction of clothing 3D virtual technology, and the establishment of clothing modular virtual database, realize science and technology education, the overall reform has achieved remarkable results.

6. Conclusions

The course of "women's clothing structure and technology", based on the deeds of artisans in China's great garment country, combines ideological and political elements into the pre-class, mid-class and after-class deeply, shaping the values of "precise customization and quality service" in the garment customization industry, and realizing the whole process of education. Practice the practice mode of discipline competition-teacher-student scientific research interaction-innovation and entrepreneurship, cultivate students' innovation and entrepreneurship spirit and team consciousness, and realize practice education [4]; The course adopts the multiple and quantitative teaching evaluation system, enlarging the proportion of ideological and moral evaluation, and realizing the evaluation and education. Evaluation of course education; Based on digital intelligence technology, we can improve the efficiency of teaching implementation and students' practice, realize scientific innovation and education, and train students to become a high-quality technical talent of clothing.

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