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Research on Project-style Teaching Reform of "Dynamic and Static Modeling Display" Course of Fashion Performance Major from the Perspective of OBE

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Abstract: With the rapid development of the fashion industry, the specialty of fashion performance has gradually become an important part of higher education. "Dynamic and Static Modeling Exhibition" is the core course of the fashion performance major, but the traditional course teaching mode pays too much attention to the teaching of theoretical knowledge, and neglects practical training to a certain extent, which has been difficult to adapt to the industry's demand for high-quality and high-skill talents. In course teaching, there is also the problem of misalignment between industry needs and course objectives, which simply cannot meet the needs of social development and industry positions for diversified talents. For students, they are faced with the phenomenon of frequent failure when they enter the job. In order to promote the win-win situation between school teaching and students' future employment, based on the theory of OBE (Results-based Education), this paper conducts an in-depth research on the project-based teaching reform of the course "Dynamic and Static Modeling Display" in the fashion performance major. By clarifying relevant concepts and analyzing the problems existing in the current teaching mode, this paper proposes the project-style teaching reform strategy of the course "Dynamic and Static Modeling Display" of the fashion performance major based on the OBE concept, takes the results-oriented as the goal, and adopts the project-oriented teaching design idea of project-driven, reverse design and forward implementation. Clear teaching objectives, adopt diversified teaching forms and project-based teaching contents. Through the implementation of relevant strategies, the comprehensive ability of students in dynamic and static modeling display can be improved, and their innovative thinking and practical skills can be cultivated, which can provide useful reference for the teaching reform of fashion performance major.

1. Introduction

With the rapid development of the fashion industry, the importance of fashion performance, as a key link between design and market, has become increasingly prominent. As the core course of

fashion performance major, "Dynamic and Static Modeling Exhibition" is of great significance for cultivating students' professional quality, aesthetic ability and stage performance. However, the traditional teaching methods often focus on the teaching of theoretical knowledge, ignoring the cultivation of students' practical ability and innovative ability. Therefore, the project teaching reform based on OBE theory is of great significance for improving the teaching quality and promoting the all-round development of students.

2. Definition of related concepts

2.1. OBE (Results-Based Education) educational concept

OBE (Outcome-Based Education) is a teaching concept that has deeply influenced the modern education system. It subverts the traditional teaching model of "teacher centered, curriculum centered" in education and emphasizes "student centered and learning outcome centered" instead. Under this concept, the ultimate goal of education is no longer simply to complete the established teaching tasks, but to ensure that each student can achieve the established learning outcomes, which are directly related to students' knowledge mastery, skill enhancement and comprehensive quality development[1].

The core of OBE concept lies in "reverse design", that is, educators first identify the core abilities and qualities that students should possess when they graduate (that is, expected learning outcomes), and then reverse design the curriculum system, teaching methods and evaluation standards according to these results (see Figure 1). This design approach ensures that teaching activities always revolve around the growth and development of students, effectively avoiding the problem of disconnection between teaching content and actual needs.

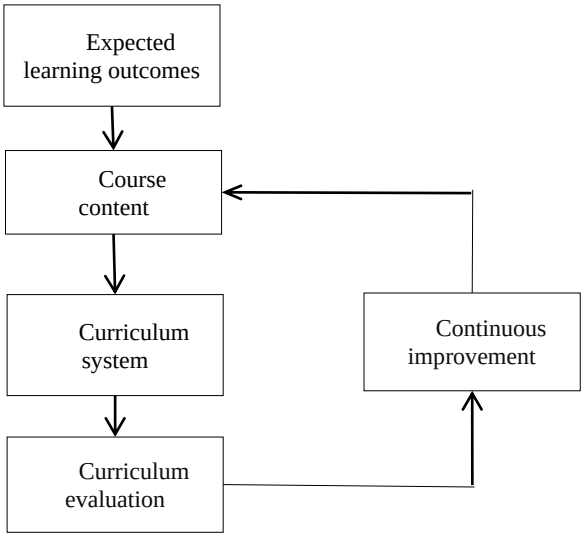

Figure 1: OBE concept teaching design

Since the American educator William Spady first put forward the concept of results-oriented education in the 1980s, the concept of results-oriented education has aroused widespread concern and discussion around the world, and gradually penetrated into all levels of higher education, and radiated to many disciplines such as engineering, agriculture and biology. It has become an important force in promoting educational reform and innovation[2]. With its unique perspective and clear goal orientation, OBE has injected new vitality and direction into higher education.

2.2. Project-based teaching

Project-based teaching, also known as project-based teaching, is a teaching method based on project-based learning. Project-based teaching is a student-centered teaching mode, which revolves around one or more practical projects and cultivates students' comprehensive application of knowledge, skills and innovation ability by allowing them to solve specific problems in real or simulated situations[3]. In project-based teaching, students no longer passively accept knowledge, but actively participate in the whole process of project planning, implementation, monitoring and evaluation, and realize knowledge construction and ability improvement through teamwork, independent inquiry and reflection and summary (see Figure 2). This teaching mode emphasizes the combination of theory and practice, and focuses on cultivating students' critical thinking, problem-solving ability and teamwork ability, laying a solid foundation for students' future career development and social participation.

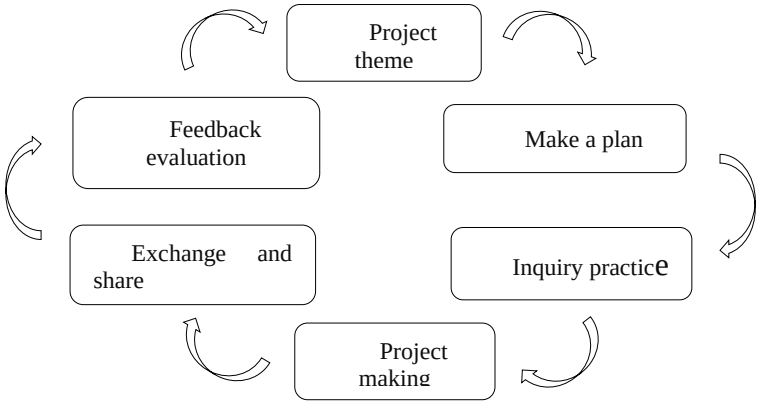

Figure 2: Project-based teaching mode

3. Analysis of the current situation of "dynamic and static modeling Display" course

3.1. Disadvantages of traditional teaching mode

In the teaching practice of "Dynamic and Static modeling Display" course, although the traditional teaching mode (that is, teacher-centered, lecture-oriented, passively accepted by students and after-class practice) ensures the systematicness of knowledge impartation, its limitations are becoming more and more obvious. The disconnect between theory and practice is particularly prominent. The curriculum focuses too much on theoretical indoctrination, but neglects the key of practical operation, which makes it difficult for students to flexibly apply what they have learned on the stage, resulting in the dilemma of "learning but not doing"[4]. In addition, the traditional teaching mode limits the students' innovative thinking, they are bound within a fixed framework, lack of independent exploration and innovation space, which greatly hinders the development of their creativity and imagination, so that they are difficult to contribute new and unique creativity when facing the multiple challenges of fashion performance. Moreover, the single evaluation mechanism is also a major drawback, relying too much on examination and homework scores as evaluation criteria, ignoring the comprehensive consideration of students' performance ability, teamwork ability and innovation ability, which are also crucial in the course of "dynamic and static modeling Display", and are often marginalized in the traditional evaluation system.

3.2. The mismatch between industry needs and course objectives

With the vigorous development of the fashion industry and the increasing demand of consumers

for personalized and innovative, the industry's requirements for fashion performance professionals are constantly evolving. However, there is a certain deviation between the goal setting of the current "dynamic and static modeling Display" course and the needs of these industries. Specifically, the industry expects students not only to master the basic skills of dynamic and static modeling, but also to have innovative thinking, the ability of cross-border integration and a keen insight into fashion trends. However, traditional curriculum objectives tend to focus too much on the teaching of skills, ignoring the cultivation of these core abilities of students[5]. In addition, the fashion industry highly emphasizes practicality, requiring practitioners to have rich practical experience and on-site adaptability, but under the traditional teaching mode, students lack sufficient practical opportunities and stage experience, it is difficult to quickly integrate into the market after graduation. Moreover, the cultivation of comprehensive qualities is equally important, including good communication skills, teamwork skills and cross-cultural communication skills, which are indispensable in the fashion industry, but the traditional curriculum objectives often fail to pay enough attention to, thus limiting the all-round development of students, so that they may encounter bottlenecks in the career path.

4. Project-style teaching reform of "Dynamic and Static Modeling Display" from the perspective of OBE

4.1. Make clear the connection between course objectives and industry needs

In the process of promoting the deep integration of "Dynamic and static modeling Exhibition" course and the fashion industry, the first task is to conduct detailed industry research. Through direct cooperation with companies, in-depth interviews, and extensive collection of industry reports and market trend analysis, this session aims to fully grasp the specific expectations of the fashion industry for fashion performance professionals. The research not only focuses on the requirements at the skill level, such as accurate modeling skills and flexible performance ability, but also explores the industry's all-round demand for talent ability structure and comprehensive quality[6]. Based on these insights, it is important to adjust the course objectives to ensure that the course content is seamlessly aligned with the needs of the industry. The course is no longer limited to teaching basic modeling skills, but to further expand, to cultivate students' innovative thinking, cross-border integration ability, keen insight into fashion trends, good communication skills, teamwork skills and other comprehensive qualities as the core goal, so as to build a solid bridge for students to succeed in the fashion industry.

4.2. Construction of project-based teaching model

The project teaching content design of "Dynamic and Static modeling Display" course should closely focus on students' learning results and industry needs.

4.2.1. Teaching goal setting

Based on the concept of OBE, the teaching objectives of the course "Dynamic and Static Modeling Display" should first be defined, which should be specific, measurable, and closely related to the needs of the industry. First, knowledge and skills, students can master the basic principles, techniques and methods of dynamic and static modeling, including the elements of modeling lines, poses, expressions, etc. Familiar with the modeling requirements in different scenes. The second is ability cultivation. Through project practice, students' creative thinking ability, modeling expression, teamwork ability and stage control ability are enhanced. The third is professional quality, cultivating students' professional attitude, professional spirit and aesthetic consciousness, so that they can

continue to progress in their future career. This design ensures that student learning outcomes are both tailored to individual development needs and closely aligned with industry expectations for professionals.

4.2.2. Project-based teaching design

(1) Project selection

Select projects that are representative, challenging and practical according to the teaching objectives. These projects not only cover a wide range of subject areas, such as the delicate depiction of natural ecology, the fantasy of future science and technology, the profound tribute to classical culture, etc., but also give full consideration to the multi-dimensional training needs of students in creative conception, modeling design and stage performance. Each project is designed to stimulate students' innovative thinking, guide them to dig deep into the theme connotation, and create dynamic and static modeling works that meet aesthetic standards and have profound meaning.

(2) Project grouping

In order to promote the communication and cooperation among students, the course adopts the mode of group cooperation to carry out the project. The students are divided into several groups, each group is composed of 3-5 members, to ensure that their strengths can be played in the team cooperation, forming complementary effects. In the grouping process, students' professional background, interests, hobbies and abilities are fully considered, and each group can become a diverse and efficient team. This grouping not only helps students to learn from each other and grow, but also cultivates their communication skills and teamwork spirit during the implementation of the project.

(3) Project implementation process

The project implementation process is segmented into several key stages to ensure that each project progresses smoothly and achieves the expected results. First is the demand analysis stage, students need to clarify the project objectives and requirements, through market research or industry analysis and other means, to understand the latest trends and trends in related fields, to lay a solid foundation for follow-up work. Then comes the creative conception stage, the team members brainstorm and discuss around the project theme, determine the styling style, expression techniques and other creative elements, and form a preliminary design scheme. Then enter the modeling design stage, students according to the creative idea of specific modeling design, including the outline of the line, the shape of the posture, the description of the expression and other details of the design, and strive to make each model vivid and appealing. Then comes the stage arrangement stage, students need to combine the design results of the stage scenery, lighting, music and other elements of the arrangement and integration, to ensure that the stage effect and the modeling display complement each other. In the practical training stage, students continuously improve the accuracy and expressiveness of modeling display through repeated training and rehearsal. Finally, the students will enter the stage of achievement display. They will display the project results in the form of public display or competition, and accept the review and feedback from peers and experts, so as to further summarize the experience and lessons and improve themselves.

(4) Teaching methods and means

A variety of teaching methods and means should be adopted to enhance the overall learning experience and effectiveness of students. The first is the heuristic teaching method, which inspires students to think deeply and actively explore the course content through question guidance. With vivid case analysis, it helps students combine theoretical knowledge with practical application to enhance the interest and effectiveness of learning. The second is practical teaching, which is project-driven and allows students to learn, practice and innovate in real situations. Through personal participation in the whole process of the project from planning to presentation, students can not only master professional skills, but also find and solve problems in practice, and cultivate problem-solving

ability and innovative thinking[7]. Group cooperation is one of the important teaching methods. Through reasonable grouping and task allocation, students can play different roles in the team and work together to complete the project task. In this process, the students' team spirit and collaboration ability are significantly improved, and they also learn how to effectively communicate, support each other and progress together in a team. In addition, the curriculum can also adopt a multiple evaluation system, through the combination of self-evaluation, mutual evaluation and teacher evaluation, to comprehensively evaluate students' learning outcomes and comprehensive abilities. This evaluation method not only pays attention to students' learning results, but also pays more attention to the attitude, method and progress in the learning process, providing students with more comprehensive and objective feedback.

4.3. Strengthen practical teaching links

In order to broaden students' practical vision and enhance their practical ability, we plan and implement diversified practical opportunities actively. This includes, but is not limited to, regular simulated performance activities, which give students the opportunity to demonstrate their dynamic and static modeling skills and performance talents in a simulated stage environment; Students are encouraged to participate in various fashion activities, such as fashion week and brand launch conference, so that students can observe the operation details of the fashion industry, feel the atmosphere of the industry, and accumulate valuable stage experience[8]. In addition, we should actively seek to establish deep cooperation with leading enterprises or institutions in the fashion industry to jointly build training bases. These training bases not only simulate real work scenarios, but also are equipped with professional facilities and guidance teams to provide students with a comprehensive and immersive practice platform. In the training base, students have access to the most cutting-edge fashion information and participate in the operation of practical projects, thus significantly improving their professional skills, innovative thinking, teamwork and the ability to respond to emergencies on the spot, laying a solid foundation for their future success in the fashion industry.

4.4. Pay attention to the cultivation of comprehensive quality

Through the design of group discussion, students learn to listen and express themselves in the collision of ideas, which effectively promotes the flow of information and the deepening of understanding. At the same time, the implementation of the team cooperation project not only exercises their cooperation skills, but also enhances the tacit understanding and trust between the team, laying a solid foundation for team cooperation in the future into the society and participating in complex projects. In addition, encouraging students to actively participate in a variety of social activities not only broadens their horizons, but also promotes the diversified development of interpersonal relationships, builds a wide and beneficial network of contacts, and lays a solid road for the smooth start of their career[9].

In the face of the tide of globalization, the fashion industry, as a pioneer of cultural exchanges, has put forward higher cross-cultural communication requirements for practitioners. Therefore, in the education system, special emphasis is placed on the cultivation of intercultural communication skills. Students are guided to gain an in-depth understanding of fashion trends and aesthetic preferences in different cultural contexts, and through comparative analysis, develop a respect and appreciation for diverse cultures. At the same time, foreign language learning has become an indispensable part, which not only helps students to overcome the language barrier, but also enables them to directly participate in the international fashion dialogue and become a bridge connecting different cultures[10].

Today, when innovation becomes the main theme of The Times, it is particularly important to

strengthen the training of innovative thinking. Through the introduction of vivid case studies, students learn how to examine problems from different angles in practice and stimulate their curiosity to explore the unknown. The creative workshop provides a stage for students to play freely, encouraging them to jump out of the traditional framework, have the courage to try new ideas and new technologies, and integrate their personal style and creative elements into the design and performance, so as to cultivate fashion talents with profound heritage and unique personality, and inject fresh blood into the sustainable prosperity of the fashion industry.

5. Conclusion

Based on the concept of OBE, this paper studies the project teaching reform of the course "Dynamic and Static Modeling Display" of fashion performance major. By clarifying the connection between curriculum objectives and industry needs, constructing project-based teaching mode, strengthening practical teaching links, focusing on the cultivation of comprehensive quality and continuously optimizing teaching reform, students' comprehensive ability can be significantly improved. In the future, we should continue to deepen the research and practice of OBE concept, and constantly optimize and improve the teaching content and methods of "Dynamic and Static modeling Display" course. At the same time, strengthen the cooperation and exchanges with the fashion performance industry, timely understand the needs and trends of the industry, and contribute to the training of more high-quality and highly skilled fashion performance talents.

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