

Exploration of application-oriented talent cultivation mode under the background of school enterprise collaborative education---taking the teaching reform of clothing pattern design course as an example

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ABSTRACT

With the transformation and upgrading of the garment industry and the development of technological innovation, the industrys demand for high-quality applied talents is increasingly urgent. As the core course of the major, the teaching quality of garment sample design directly affects the effect of talent training. However, there are many problems in the teaching of clothing major, such as single teaching mode, lack of practical curriculum setting, and the mismatch between teaching content and industrial demand. School-enterprise collaborative education provides a new way for us to solve these problems. By integrating the high-quality resources of both schools and enterprises, the deep integration of educational resources and production factors can be realized. Based on the teaching practice of clothing paper sample design course, this study explores a new mode of applied talent training to meet the needs of industrial development, aiming to provide reference for promoting the professional teaching reform and improving the quality of talent training.

KEYWORDS

school-enterprise collaborative education; clothing sample design course; talent training; training measures

School-enterprise cooperative education refers to the education mode in which universities and enterprises jointly undertake the task of talent training through resource sharing and complementary advantages. This mode emphasizes the introduction of enterprise practical experience into the teaching process, and realizes the deep integration of educational resources and production factors. As the core course of cultivating application-oriented talents, the teaching characteristics of garment sample design course require the organic combination of enterprise practical experience with classroom teaching to build a teaching system of "integration of theory and practice"^[1].

With the digital transformation and technological innovation development of the garment industry, the industrys requirements for compound technical talents are constantly improving, which poses new challenges to the teaching reform of the garment major.

School-enterprise collaborative education provides a new idea for the innovative talent training mode. By integrating the high-quality resources of both schools and enterprises, the dual improvement of teaching quality and talent training effect can be realized. Therefore, it is of great value to deeply explore the applied talent training mode under the background of school-enterprise collaborative education.

1 Highlight the main position of students and improve the teaching effect

Under the background of school-enterprise cooperative education, highlighting the main position of students is an important way to improve the teaching effect. Clothing paper design curriculum reform should take students as the center, through the transformation teaching scene, reconstruct the role of teachers and students, innovative teaching methods, stimulate students learning initiative and creativity, give full play to its main role in the teaching process, cultivate its independent thinking, practice innovation and the ability to solve problems, so as to realize from "learn" to "learn" deep transformation^[2].

In the teaching practice, teachers can extend the traditional classroom to the enterprise practice base, so that students can truly experience the work process of designers and craftsmen. By setting up real enterprise projects, teachers ask students to complete the design map drawing and paper sample design as a designer, and make the version modification and process optimization under the guidance of the enterprise tutor.

In the production process, teachers can arrange students to play the role of craftsmen, personally participate in the production of samples, and have a deep understanding of the process requirements and production process. At the same time, students are encouraged to act as project managers, responsible for coordinating the design and production links, and cultivate their overall planning ability. In this process, teachers turn into guides and technical consultants, and promote students to think and explore through situation design and problem guidance^[3]. For example, in case of problems such as insufficient version accuracy and improper process connection, students should be guided to analyze the reasons, propose solutions, and verify and optimize them in practice. Teachers can also organize students to undertake enterprise orders in the form of groups, cultivate the teamwork ability in the process of completing actual projects, and guide students to summarize experience and refine knowledge by establishing project files, recording design ideas, process points and problem solutions, so as to form their own knowledge system. In the teaching evaluation link, the multi-dimensional indicators such as project completion degree, innovation and team contribution degree are used to comprehensively evaluate the students professional ability and professional quality.

In general, the student-centered teaching mode effectively improves students learning enthusiasm and professional ability through role transformation and practical experience. Students can experience the whole process of design and production in a real professional environment, which can deepen the understanding of professional knowledge and cultivate the ability to solve practical problems.

2 Reform the curriculum system and strengthen the practical teaching

Under the background of school-enterprise cooperation education, reforming the curriculum system and strengthening practical teaching have become the key link of applied talents training. As the core course of major, the teaching reform of garment sample design course should focus on the teaching mode of "integration of theory and practice", and integrate the practical experience of enterprises with classroom teaching^[4]. By integrating the high-quality resources of both schools and the enterprise, establishing ability-oriented curriculum standards, reconstructing the teaching content system, innovating teaching methods and means, making theoretical teaching and production practice closely connected, so as to cultivate high-quality applied talents who meet the needs of industrial development.

In practice, the teaching reform can be deepened through the construction of school-enterprise joint micro-course resource database. First of all, we invite the technical backbone of the enterprise

to jointly develop the micro-course content, and systematize the practical knowledge such as the garment plate making method and process process of the enterprise. The content of micro-course should cover the complete process from sample design to garment production, including the key points of clothing structure design, board making skills, process requirements and other key links. In the form of recording, the abstract theoretical knowledge is presented in the segmented and situational way. At the same time, relying on online teaching platforms such as Learning Tong to build a hybrid teaching environment, to realize the combination of online resource sharing and offline practice guidance. In the process of teaching implementation, the "double tutorial system" can be adopted, that is, teachers in the school are responsible for classroom teaching and theoretical guidance, and enterprise tutors can carry out practical teaching through remote interaction or on-site guidance. This school-enterprise cooperative education mode can not only improve students practical ability and professional quality, but also provide an effective way to establish a long-term cooperation mechanism between universities and enterprises. By continuously deepening the teaching reform and continuously improving the curriculum system, we will be more high-quality applied talents with innovative spirit and practical ability to be trained for the garment industry.

3 We will deepen the integration of industry and education, and promote mutual benefit and win-win results between schools and enterprises

Deepening the integration of industry and education is the core path to realize school-enterprise collaborative education, and also an important measure to promote mutual benefit and win-win results of both sides. In the curriculum reform of garment pattern design, we should give full play to the advantages of both schools and enterprises, and build a cooperation mechanism of resource sharing and complementary advantages. Through the establishment of a long-term cooperation platform, the deep integration of school education resources and enterprise production factors can be realized, which can not only provide high-quality talents for enterprises, but also promote the reform of school education and teaching, form a benign interactive development pattern, and promote the integration of industry and education to a deeper level.

In practice, the school can deepen the integration of industry and education by building a multi-level cooperation mode. With the school-enterprise cooperation project as the carrier, establish the docking mechanism between the campus studio and the enterprise technology department^[5]. The enterprise provides the real foreign trade paper sample order project, the school will set up a special project team, select backbone teachers and outstanding students to participate in the project research and development. In the process of project implementation, the enterprise provides technical support and equipment resources, and the school is responsible for personnel training and technical breakthrough.

The project team can visit the enterprise regularly to understand the product development process and process requirements. At the same time, the technical backbone of enterprises is invited to the school to give special lectures and technical guidance, and share the industry cutting-edge trends and practical experience. In terms of talent training, an order-type training mechanism can be established to customize the training plan according to the employment needs of enterprises. Students are encouraged to participate in enterprise projects by establishing enterprise scholarships and conducting skills competitions. For students with excellent performance, priority is given to internship and employment in cooperative enterprises. Enterprises can also make use of the schools research and development resources and talent advantages to carry out technological innovation and product development and enhance their competitiveness.

4 Conclusion

Taking the garment sample design course as an example, this paper explores the reform path of applied talents training under the background of school-enterprise cooperative education. By highlighting the main position of students, reforming the curriculum system and deepening the integration of industry and education, a complete teaching reform system has been constructed. In the teaching practice, by extending the classroom to the enterprise teaching practice base, building the school-enterprise joint micro-course resource base, carrying out the project teaching and carrying out the project teaching. The reform practice shows that this kind of school-enterprise cooperative education mode effectively improves the students practical ability and professional quality, and enhances the teaching effect. At the same time, through the establishment of a multi-level school-enterprise cooperation mechanism, it promotes the resource sharing and complementary advantages, and provides strong support for the training of high-quality applied talents. This talent training mode based on the in-depth cooperation meets the demand for talents in industrial development and also provides new ideas for the reform of education and teaching in universities.

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