Research and Practice of the Teaching Method of "Real Problems and Real Practices" in Fashion Design and Development Courses

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ABSTRACT. *The development of technology and the adjustment of the industry have brought new changes to the teaching of fashion design courses and put forward new requirements. By paying close attention to the forefront of industry development and establishing a forward-looking teaching method based on industry practical ability requirements, students' innovative and practical ability is improved. That is, the "Real Problems and Real Practices" teaching method is adopted, taking real enterprise projects and horizontal project projects as examples, updating teaching content, creating learning situations, proficient in using industry requirements to design software, students as the main body, and teacher-led practical teaching. Pertinently cultivate students' practical combat ability, and realize the application and transformation of theory and practice.*

KEYWORDS: *"real problems and real practices"; Authenticity; Practical teaching; Marketability*

1. The Meaning of "Real Problems and Real Practices" Teaching

"Real Problems and Real Practices" is project-based practical teaching based on real tasks. It introduces real projects from society and enterprises into teaching. It is based on real users, clear requirements, specific design and implementation schemes, and aims to achieve practical application and operation. [1] "Real Problems and Real Practices" not only provide enterprises with real usable design ideas and implementation plans, but also provide real practical situations for teachers and students at school, and truly use design thinking, methods, and techniques to solve many problems of real projects. In the teaching activities of "Real Problems and Real Practices", various forms of practice such as "actually doing real questions", "actually questions virtual doing ", and "virtual questions actually doing" can be adopted.

2. Necessity of "Real Problems and Real Practices"

2.1 Enrich Teaching Content, Liberate Teaching Methods, and Improve Teaching Quality

The teaching method of "Real Problems and Real Practices" is based on the innovative activities of problem solving, and the practical teaching of projects. Its advantages are: First, make full use of the geographical advantages of local enterprises, and integrate horizontal project projects and curriculum content in school-enterprise cooperation. To change the traditional way of imparting knowledge in the traditional classroom, and cultivate the practical ability and practical experience talents with industry needs. Secondly, teaching is liberated from the classroom blackboard; the explanations, demonstrations, observations, and operations of knowledge points directly surround the main body of the project, which makes theory and practice more closely integrated, and the teaching effect is real and intuitive.

2.2 Conducive to Training Innovative Talents

The practice of "Real Problems and Real Practices" teaching reform based on horizontal subjects is dominated by collaborative innovation of "produce-industry-research-use". For example, a stable and long-term horizontal project with a fixed local enterprise, and progressive development of "Real Problems and Real Practices" teaching reform Practice, optimize the quality of teaching results, and cultivate students' ability to innovate and start business; meanwhile, "Real Problems and Real Practices" allows the project to originate from users and students as the main body to participate in the whole process of practice, continuing the education

model of "industry-university-research" cooperation, but focusing more on "use ", To achieve the transformation of the role of "production-learning-research", stimulate students' interest and curiosity, take the initiative to think about problems, propose solutions, realize design ideas and student achievement transformation, and cultivate innovative and applied talents. "Real Problems and Real Practices" not only optimizes the practical significance of talent training and serving the development of the industry, but also helps promote the talent training model of application-oriented majors such as art design. [2]

2.3 Stimulate Professional Teachers to Take the Initiative to Learn, Promote the Improvement of Teachers' r & d Ability, and Train "Double-Teacher Form" Teachers

The implementation of "Real Problems and Real Practices" puts forward new requirements and challenges for instructors. During the operation of the project, the company will put forward the requirements of dual professionalism of the market and the profession. While demanding to achieve the overall effect of creativeness and visual hierarchy of the design, it also proposes to meet the economic value requirements of the consumer market. Therefore, teachers need to reposition their roles. Teachers are not only instructors of teaching, but also project leaders, and explorers of teaching reform. They have multiple identities [3]. Stimulate professional teachers to take proactive and continuous learning, broaden their professional horizons, keep abreast of market consultation, accumulate social practical experience, improve their comprehensive quality, and train "double-teacher form" teachers.

3. The Application Method of "Real Problems and Real Practices" Teaching Method in Designing Curriculum

3.1 Relying on the Professional Scientific Research Platform in the School, Carry out Diversified and Multi-Level Teaching and Educating Activities

The specific implementation of the curriculum should rely on scientific research platforms, such as dress design and custom service center platform, fabric design center, to carry out a variety of teaching activities. The scientific research platform can be used as the second classroom for fashion design research and development courses for theoretical, experimental and practical teaching.

Cooperate with enterprises to cooperate with scientific research and teaching, make full use of the advantages of enterprise technology and equipment resources, realize the transformation of student achievements, and cultivate innovative talents that enterprises really need

The practical part of the course should make full use of enterprise technology and equipment resources to keep up with market advantages. Enterprises have the most advanced technology in the current market to make up for the weakness of the school's teaching equipment market. Provide hardware support for design applications, realize design ideas, and transform design visual results.

3.2 Strengthen the Construction of the Course Group, Arrange the Course Process and Control Reasonably, Continue the "Real Problems and Real Practices" and Complete the Deliverable Design Works

The topic is divided into four stages: investigation and planning, concept design, scheme design, scheme deepening and execution design. The first, second, and third stages are subject to less objective conditions due to the shorter planning and design cycle. The results focus on conceptuality and creativity, and can be carried out simultaneously or interspersed inside and outside the school. The fourth stage requires that the design results have strong professionalism and feasibility, requires cooperation between courses, and is subject to more objective conditions. Therefore, scientifically plan the project cycle and teaching plan, strengthen the construction of the curriculum group, and reasonably coordinate the teaching content and progress. Develop teaching arrangements that are easy for students to adapt to and increase in difficulty. Achieve the continuity of teaching effect and ensure the connection and smooth submission of the expected teaching goals and the results of horizontal project phases.

4. Application of "Real Problems and Real Practices" Teaching in Fashion Design r & d Courses

4.1 The True and Precise Positioning of Teaching Goals and the Rationality of Teaching Design

The teaching goals are accurate. The development of apparel products according to the specific requirements of the design positioning, style, and trend of specific customer groups of the enterprise, has a practical application of clear teaching goals and market-oriented results. In the teaching project design, the teaching tasks are divided into modules, and the weekly project tasks are arranged in the form of rolling progress. The linkage of the teaching tasks of the design research and development courses and the structural technology research and development courses is used to achieve the integrity of the finished product design effect.

4.2 Authenticity of Project Source

The source of the project is divided into two types. One is the real horizontal project of the source company, which fully uses real enterprise projects and horizontal project cases for teaching. Students cultivate practical ability in real case teaching. Teachers can not only update the role of teaching cases in teaching, but also maintain close contact with the requirements of enterprises and markets. Secondly, the industry competitions set up by the source companies participate in the industry competitions for manuscript submissions to match the concept with the market and transform them to improve students' creative design capabilities.

4.3 Project Selection

The topic selection is based on the principles of practicability, completeness, and systematization. Tasks are arranged in the form. The teaching design of students' abilities and tasks is matched.

The topic selection of "real problems" is the first step. First, the topic selection should be moderate in size, practical, complete, and systematic. The content of the topic selection practice ensures that the teaching ability of students is matched with the task. Teachers and students can control it. The second is that the time period is suitable for the curriculum arrangement, the teaching progress is connected with the project progress, and the project objectives and teaching objectives are guaranteed to be completed; the third is that the content of the topics can be achieved at a short distance, which is convenient for students to carry out market surveys and project field inspections and research, which is convenient for schools and enterprises' coordination and follow-up of guidance.

4.4 Project Practice Cases

Relying on the horizontal project of Wenzhou Jessyline Clothing Co., Ltd., the teacher completes the course planning, grasps the main direction of the style, and the student completes the style expansion according to the project requirements, and a small series of renderings. Students participated in the design of sketches--color matching--effective drawing design--a complete set of fabric configurations to complete a good teaching effect.

Project layout:

Through course study and practical exercises, students have access to and mastered professional basic knowledge. At the same time, a large amount of information collection and market research activities have effectively expanded the professional horizons of students, and cultivated students' ability to observe and analyze and to judge aesthetically. At this time, students have a deeper understanding and understanding of products with various style themes, and they can also question the series of problems and actively seek solutions. The comprehensive project proposes task requirements based on the conditions: the team develops styles based on the design requirements of the enterprise and draws a series of renderings.

Project-based teaching steps:

The enterprise project content is decomposed and presented in the task book. (1) Investigation: investigate the clothing market and clothing culture separately to understand the design tone, style, or theme cultural background of the brand project. (2) According to the design instructions, sort out the logical relationship of the design process, sort out the design elements, and submit the design plan. The overall plan, content, budget, etc. of the design plan shall be clarified. (3) Decompose, practice, and learn the key points of each design process, including the use of software tools, the development of design thinking ability, etc., to complete a logical and aesthetic, practical and operable planning case. (4) Analyze the quality points of design project acceptance and

relevant feedback for overall implementation.

According to the real project case, determine the teaching content and arrange the teaching process scientifically and reasonably: (1) Dividing the class into groups, and using the group as a "project organization", each group of 5-6 people, to carry out the project simultaneously; (2) Members can choose job roles according to each assigned task, conceive and develop scheme design; (3) Give students design instructions for the scheme before class, and teachers will fully explain the assignment book to ensure that each student understands the design intent. After the class, use the network, books, newspapers, and literature to complete the first draft of the business plan; (4) In the classroom, members of the group learn from each other to prepare the initial plan, and select the most ideal plan as the final result of the group; (5) Make reports, arrange students 'appreciation and mutual evaluation, and comment on the scheme; (6) Teachers summarize the completed design schemes based on the students' explanations and student comments and put forward the main points of knowledge. The progress of this process requires teachers to: (1) be able to accurately control the knowledge points of the project, require the design task book to closely follow the knowledge points, and decompose the difficulties and blind spots in the design of the plan. Make sure that the mission statement of each phase is clear and accurate, clear and concise. (2) Reasonably grasp the progress of teaching content. (3) Effective comments on student programs. (4) Accurate assessment of classroom effects and student learning quality.

Appreciation of project results:

The design and development of real projects of enterprises pay attention to the collocation and marketization of styles, as shown in Figure 1; the industry competition focuses on the conceptual theme of design, and the cultural background of clothing, such as (Figure 2).

Figure.1 The Series Design of the Real Project of the Company

Figure.2 The Creative Design of the Project in the Clothing Industry Competition

5.5 Teaching Evaluation

The evaluation of the course project results is completed by enterprise experts and teachers, focusing on the practicality of the project results. Students must complete the production of each project on time and in quantity, implement phased evaluation for each project, and deepen the layers, so that the theoretical teaching, practical guidance, and practical operations are integrated into one, so as to obtain quantitative to qualitative improvement, and achieve teaching objectives and requirements to enable students to have independent research and development capabilities of women's clothing products. The evaluation of students throughout the process can be set up from the aspects of plan elaboration, plan preparation, teamwork, theoretical evaluation, practical evaluation, etc. This is not only a test of the results of curriculum project teaching practice, but also can be used as a quality of student learning Reference, let students understand the effect of their own program preparation,

but also affirmation of students. Secondly, the reference process evaluation and the result evaluation are combined to promote the effectiveness evaluation of the market experiment mode, focusing on both the process evaluation and the result evaluation. In process assessment, focus on evaluation feedback, focus on the learning process and individual learning. In the evaluation of results, companies will participate in market trial sales of products, or provide product trial sales "trial" areas on campus, and use market feedback data as an auxiliary reference for results evaluation, so that students can gain a sense of accomplishment, enhance self-confidence, cultivate a spirit of cooperation, and enable students to the subject and active participant who changed from passively receiving evaluation to evaluation.

6. Conclusion

Through the classroom innovation and practice of "Real Problems and Real Practices" project design of fashion design courses, the project practice teaching with real tasks promotes students' enthusiasm; through the real project application teaching cases, students' practical ability is cultivated, and they adapt to positions in the industry The ability to demand, in the course of the course project, cultivated students 'ability to think and solve problems, exercised students' language organization and expression skills, and teamwork skills, so that students get a comprehensive exercise, truly Lay the foundation for going to work in the future. It also provides new ideas for the teaching methods, teaching measures and teaching design of other courses.

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