

Exploration and Practice of Curriculum Group Construction with "Clothing Ergonomics" as the Core from Curriculum at the Background of Ideological and Political Education

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Abstract: Under the background of curriculum ideological and political construction, this paper analyzes the teaching status of "Clothing Ergonomics", probes into the path of carrying out the curriculum ideological and political construction, and establishes the ideological and political construction system of the core curriculum group of "Clothing Ergonomics" with "one main line, multiple connections, innovation in thinking and doing, and the combination of morality and technology". This paper discusses the necessity and ideas of curriculum group construction with "Clothing Ergonomics" as the core, expounds the construction method and implementation scheme of curriculum group, and divides the core curriculum of service engineering specialty into three modules: foundation consolidation, specialty promotion and scientific research innovation. In the process of teaching, a reasonable curriculum system is formed, and students' ability and quality are improved step by step.

1. Introduction

In May, 2020, the Ministry of Education officially promulgated the Guiding Outline of Curriculum Ideological and Political Construction in Colleges and Universities, which provided a guiding framework for colleges and universities to comprehensively promote the curriculum ideological and political construction ^[1]. As the core product of colleges and universities, curriculum plays a vital role in the ideological and political construction ^[2].

"Clothing Ergonomics" is a comprehensive course with a wide range of knowledge fields, covering the courses of garment structure and technology, garment psychology, garment intelligence and garment materials ^[3]. In the past teaching, the courses were independent of each other, the integration was poor, and there was duplication of contents between courses. This paper uses a main line of humanistic care to connect the core courses of fashion design and engineering specialty, and establishes a curriculum group with Fashion Ergonomics as the core, which can not only solve the disadvantages of duplication of teaching contents between courses and poor combination of theory and practice, but also systematically cultivate students' ideological and political quality as a whole. To enable students to cultivate the quality of caring for others in the process of clothing study, practice and even work, to have the craftsmanship spirit of Excellence, to love clothing, to love clothing as a living thing, to make clothing with temperature, to cultivate students' professional happiness, and to gradually establish socialist core values.

2. Analysis of teaching status of fashion design and engineering

2.1 Course introduction

The course "Clothing Ergonomics" in our school (Dalian Polytechnic University) is a compulsory course for fashion design and engineering majors. This course has a total of 32 class hours and is offered in first semester of the third year of university. The teaching method is online and offline mixed teaching. Online resources are introduced into the first batch of national online

first-class courses "Garment Human Factors Engineering" and the national first-class virtual simulation experiment teaching course "Intelligent Suit Customization Virtual Simulation Teaching Experiment" with independent intellectual property rights of our school. Since 2020, there will be two classes in each school year, with a total of about 50 students. In the teaching process, a stable team of teachers has been gradually established, which provides strong support for teaching.

2.2 Analysis of existing problems

(1) The curriculum settings are independent of each other, and the relevance is not strong.

At present, the core courses of clothing major are basically independent of each other, with overlapping and repetition in teaching contents and weak relevance among courses. The knowledge points have not been effectively optimized and integrated from the perspective of the whole system, resulting in the neglect of one thing and the disjointed teaching, wasting valuable hours and failing to lay a good foundation for students' sustainable development. The important reason for this phenomenon is that different courses are taught by different teachers, and the lack of top-level design, the communication between teachers is not carried out under an effective framework, and there is a lack of integration and continuity^[4]. The core courses of clothing major in our school mainly include: "Fashion Materials", "Clothing Ergonomics", "Garment production management", "Construction & Making of Man's Wear", "The Foundation of Fashion Design", "Fundamentals of Costume Construction & Making", "Construction & Making of Women's Wear", "Fashion Marketing", "Clothing CAD", "Digital Technology and Application of Clothing", "Clothing draping", "Intelligent Manufacturing of Clothing" Wait for more than 10 courses. The distribution of class hours and course contents in various courses is uneven, the teachers lack communication, and there is a phenomenon of repeated course contents. For example, the teaching of anthropometry is involved in the teaching of the courses of Clothing Ergonomics, Clothing Structure and Technology Basis, Men's Wear Structure and Technology, Women's Wear Structure and Technology, etc. It takes up a lot of limited resources, and the relevance between courses is poor. It is difficult for students to effectively connect scattered knowledge to solve practical problems comprehensively after learning, which affects the teaching effect^[5].

(2) The curriculum content is outdated and can't adapt to the rapid development of clothing intelligence.

In the practical teaching of clothing major courses, as the clothing production process is developing rapidly towards intelligence and informationization, the classroom teaching content often lags behind the social production demand and technological development, which can not meet the students' learning desire and arouse their learning enthusiasm and initiative^[6]. There are indeed several courses of intelligent production of clothing in the curriculum of service major, such as "Clothing CAD", "Digital Technology and Application of Clothing", "Intelligent Manufacturing of Clothing", However, the courses are independent of each other, with no continuity and slow content updating. Therefore, it is necessary to establish a teaching system of mutual supervision and continuous updating in the form of class groups.

3. The ideological and political construction system of "Clothing Ergonomics"

"Clothing Ergonomics" is a course of people-centered design of clothing and environmental system, the research content involves many courses of fashion major, and the ideological and political manifestation is obvious, and humanistic care runs through the whole process. Therefore, under the background of ideological and political construction, this paper makes overall planning, and establishes a curriculum group with "Clothing Ergonomics as the core".

Firstly, the scheme of ideological and political construction in the course of "Clothing Ergonomics" is clarified, that is, the ideological and political construction system of "Clothing Ergonomics" is established with the training goal as the source, which is characterized by "one main line, multiple connections, innovation in thinking and practice, and the combination of morality and technology". "One main line" means taking humanistic care as the center, fully considering people's role in the whole clothing and environment system, researching people's needs, clothing comfort,

clothing protection and so on. "Multi-point connection" refers to the use of multi-point mapping in the process of curriculum design to infiltrate curriculum ideological and political thought. Use vivid and interesting cases to analyze the garment work efficiency centered on humanistic care. The case application is shown in figure 1. The first chapter of teaching content is: Introduction, which enables students to master basic concepts and methods, and combines the explanation and discussion of a series of cases of "Humanistic Care Design in Garment Ergonomics", which enables students to combine the basic professional knowledge they have learned with the concept of clothing ergonomics, so as to realize the old knowledge and new use. The second chapter mainly explains the relevant knowledge of anthropometry, and the ideological and political case is "Discussion on the design of human-centered goal-oriented anthropometry experiment", which aims to cultivate students' thoughts of caring for others and designing experiments with people as the center. The teaching contents of the third and fourth chapters are human factors engineering research in fashion design, clothing comfort and safety, which are completed online. The ideological and political thoughts are integrated into the clothing design, clothing marketing, clothing comfort and other aspects to reflect humanistic care. The fifth chapter, the study of clothing functionality, introduces the case of "Discussion on functional clothing design with humanistic care as the core", Its role is to guide students to care for others from the perspective of clothing, especially to pay attention to the humanistic care design of special people, Such as disabled people and children. The sixth chapter is curriculum assessment, which assesses the effect of ideological and political integration from both subjective and objective aspects.

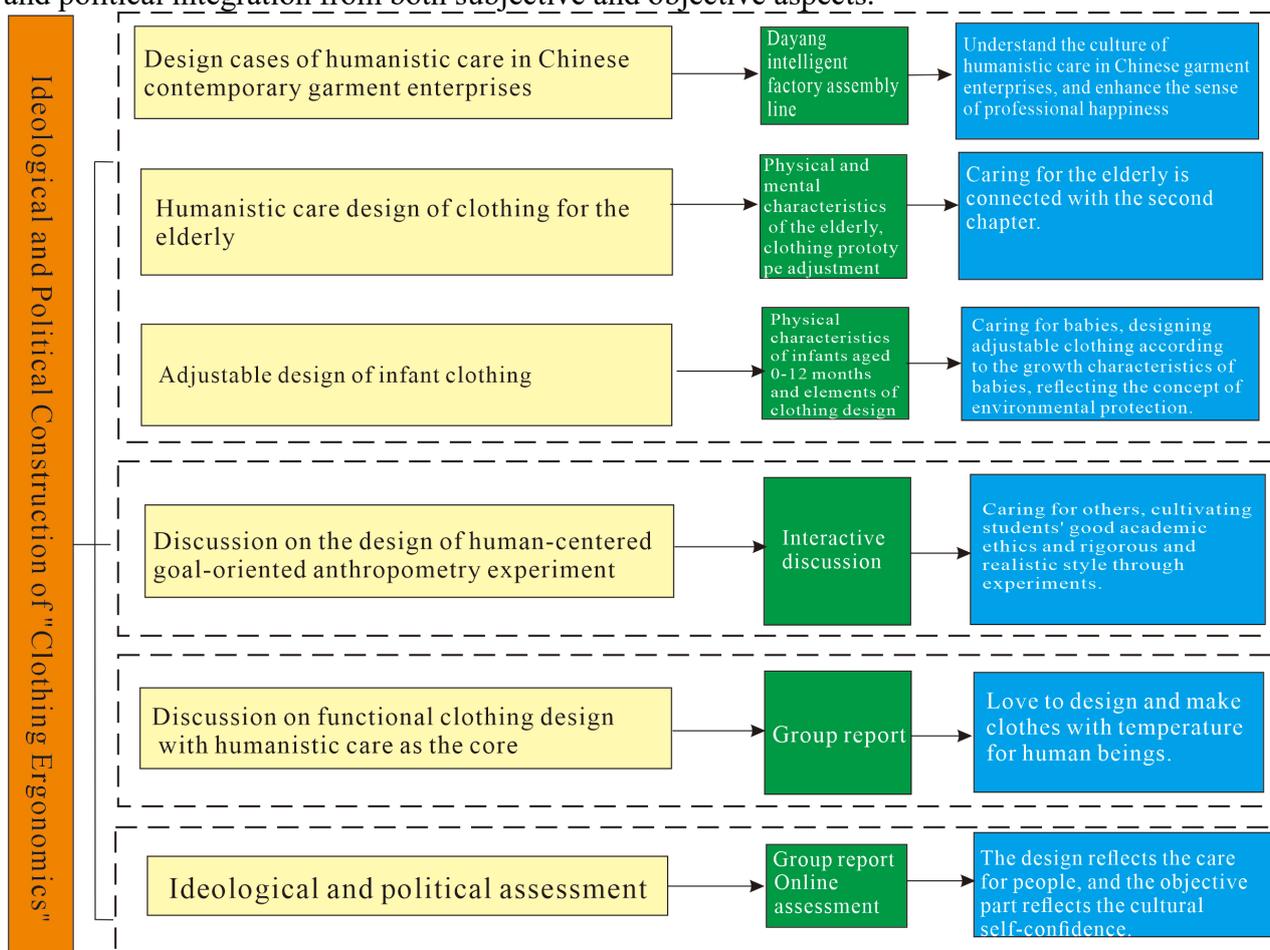


Figure 1 Ideological and Political Construction of Clothing Ergonomics Course

4. Research on the path of course group construction with "Clothing Ergonomics" as the Core

The humanistic care-centered teaching idea will also radiate into the related courses, such as

"Fundamentals of Costume Construction & Making", "Clothing Psychology", "Fashion Materials" and "Graduation design", Therefore, the core curriculum group of Clothing Ergonomics with humanistic care as the main line is established. The establishment of the ideological and political training goal of the curriculum group together supports the ideological and political training goal of the major of fashion design and engineering. This paper analyzes the human factors in the clothing environment, divide the core courses involved in "Clothing Ergonomics" into three modules. namely, the foundation consolidation module, the professional promotion module and the scientific research and innovation module. Among them, the foundation consolidation module includes: "Fashion Materials", "Fundamentals of Costume Construction & Making", and "Clothing Psychology". Professional promotion modules include: "Construction & Making of man's Wear", "Construction & Making of Women's Wear", "Digital Technology and Application of clothing". The innovation modules include: "Intelligent Wearable Device Design", "Practice of University Students' Scientific and Technological Innovation" and "Graduation Design".

The organization of the modules is independent and complete. Combining the characteristics of students and the attributes of the times, a dynamic curriculum group is established, which together forms the core curriculum group system of humanistic care and jointly determines the ideological and political training objectives of the curriculum group. That is, to cultivate compound high-quality talents with solid theoretical knowledge foundation of clothing discipline, strong practical application ability and professional quality, caring for others, seeking truth from facts and innovation, equality, tolerance, dedication, lean, dedicated and responsible for the times. The idea and process are shown in figure 2.

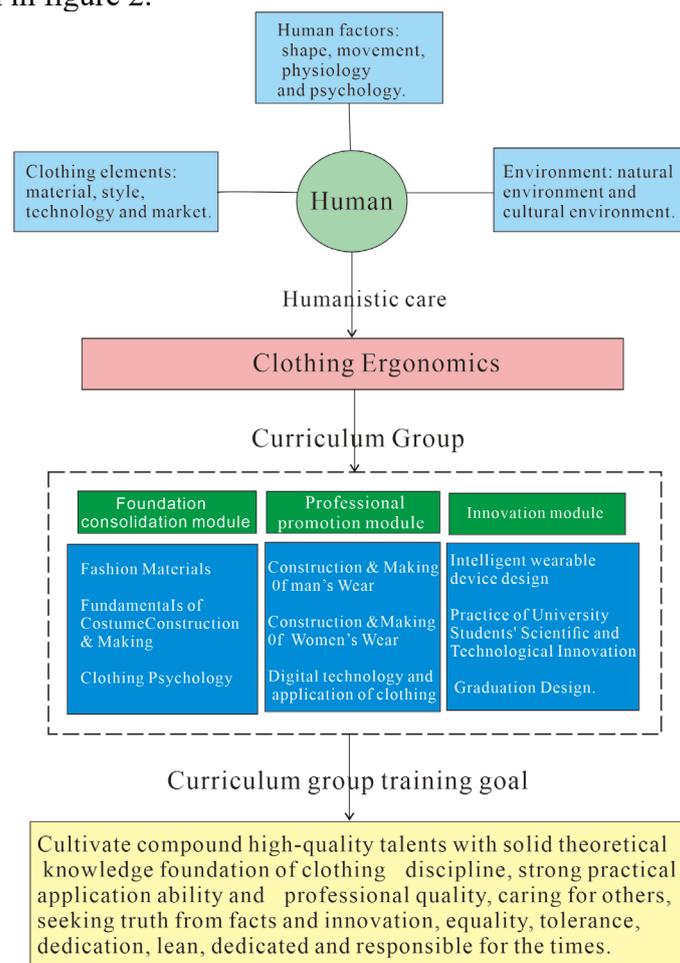


Figure 2 Construction chart of "Clothing Ergonomics" class group with humanistic care as the main line

At the same time, the class group has also established a teacher collaborative teaching team with humanistic care as the main line, refining teaching content, collecting advantages to improve

teachers' level, and exploring a long-term mechanism of "teamwork" to improve teachers' comprehensive teaching ability. In the teaching method, firstly, a group of teachers was set up, and the teaching mode of collaborative teaching combined with teachers' advantages was divided into chapters, dynamic teaching plans were established, mutual lectures were attended, and the contents of related courses were reasonably connected and integrated. Second, introduce online resources to enrich teachers' teaching methods and contents, and broaden students' horizons.

5. Conclusion

After two years' practice, a relatively stable teaching system has been formed in the course group with Clothing Ergonomics as the core. The ideological and political training route of "one main line, multi-connection, innovation in thinking and practice, and simultaneous education of morality and technology" proposed by the course makes students not feel the ideological and political elements of integration obviously through the infiltration of ideological and political integration, but the humanistic care design advocated by Garment Ergonomics has been implanted into students' design thinking, and basically can achieve the training goal of the course. The establishment of core class group increases the connection between courses and the cohesion between courses.

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