

Exploration on the Project Teaching Method in Fashion Design of Colleges

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Abstract: Fashion design aims to cultivate applicability and practicability of students. In teaching process, the teaching mode of “unification between theory and practice, combination between market and books and unification between technology and arts” should be insisted, thus project teaching method will reveal practical significance. The study on the project teaching method should conduct from cultivation requirements, cultivation contents and faculty.

1. Introduction

Under the social background of current stage, fashion design in colleges should cultivate the fashion design talents with solid professional knowledge, good vocational quality and innovative spirit. In order to cultivate applicability and practicability of students, fashion design should insist in the teaching mode of “unification between theory and practice, combination between market and books and unification between technology and arts”, project teaching method will reveal practical significance. To be specific, the project teaching should conduct a series of exploration on teaching contents and teaching mode and gain some good effects.

2. Significance of the project teaching method

As early as 20th century, a German scholar proposed a teaching method with the essence of theory. Such a method combines practice with theory and treats teaching tasks as the goal-oriented projects. To be simple, the project teaching is a teaching behavior to finish a definite work task by teachers and students. Such a method is widely used in each subject. The significance of using the project teaching method in fashion design is stated as follows:

Firstly, developing the project teaching method in fashion design of colleges is good for improving students' innovation and autonomy. It is necessary to focus on cultivating students' analytical and cooperation ability. Each project process is implemented by practice. Study will have more pertinence. Students should improve manipulative ability, while studying theoretical knowledge in schools. Through the project training, students' practice operability is positively improved.

Secondly, the subjects of the teaching activities in project teaching process are subjects. Teachers should act as guiders, guide students to adapt to the project as soon as possible, encourage cooperation between students, and cultivate their spirit of innovation. As guiding students to finish a project, the higher requirements are proposed for integrated quality of teachers. Furthermore, project teaching promotes improvement on knowledge reserves of teachers and improvement on self-quality.

At last, developing the project teaching method in colleges is good for the combination between teaching and practice, thus classroom teaching will be highly combined with market, enterprises and consumers. The concern of students is put in the market application of fashion design, serves for the society and realizes comprehensive development.

3. Analysis of fashion design talent demands

Fashion design serves for applied talents of social economic development. This must stand out

cultivating students' vocational quality and professional skills. Vocational quality should cultivate students with the integrated quality to adapt to social productive posts and work posts, including learning capacity, problem-analysis ability, and cooperative ability. The traditional classroom teaching mode can't greatly realize cultivation of students' ability. Professional skills enable students to master the solid theoretical knowledge of garment specialty, professional skills and innovative design philosophy, including painting ability, modeling ability, design expression, production ability, process capability, software application ability and aesthetic ability.

As art major course of fashion design, the teaching mode of "unification between theory and practice, combination between market and books and unification between technology and arts" should be insisted in the teaching process. The course arrangement of fashion design in colleges generally uses a fragmentary project to run through the daily teaching and assessment. In the end of the course, an integrated project is based on to evaluate course performance of students. The key of teaching quality and successful project implementation is to select a suitable project. Selection of different projects can develop different teaching roles by virtue of the teaching environment. In the project teaching process of fashion in our colleges, the projects probably can be divided into three types: competitive events, virtual projects and real projects, which are run through different courses. Both real projects and virtual projects emphasize on the critical role of practice. In order to enlarge proportion for practice teaching, students and teachers should define the relation between professional knowledge and skill training. Teachers should focus on manipulative ability of students, stand out subject status of students, use guide in practice process, improve vocational quality and manipulative ability of students, lay a solid foundation on students' career planning, and cultivate talents that meet the social requirements, while teaching professional knowledge.

4. Reform of the teaching methods and teaching contents

4.1 Cross application of teaching methods

The project teaching method doesn't only exist in the teaching process, but it also focuses on the important principles of course teaching, such as focus on interaction between teachers and students, interest stimulation and individualized education. At the same time, some teaching methods, including demonstration, self-service and interaction, are used to improve teaching effect and enhance teaching quality. Moreover, after the end of the course, students should select the interested projects to exchange with teachers according to their mastery situations of knowledge and skills, increase autonomy and interaction, and improve their analytical and innovative ability.

4.2 The reform of course contents

The course contents should be suitably optimized and reformed according to the social requirements for talents. In order to improve students' familiarity and mastery for operational skills in garment specialty, the teaching mode that combines basic knowledge with practice application should be used for staging teaching. The basic knowledge teaching requires for students to master the basic theoretical knowledge. The teaching part of practice application enables students to use the basic knowledge learned in the specific garment operation process. In addition, manipulative ability and innovative ability of students should be exercised. The entire teaching process is carried through in the project teaching process. And three stages are progressive step by step. According to the individualized education, different teaching stages should arrange diverse projects in accordance with diverse learning ability of different students.

4.3 Linkage of the course

In fact, the course of garment specialty runs through the whole process, instead of being independent. The course construction should notice the unification of contents and projects, thus several courses will be mutually supported and supplemented to realize the linkage of a course. Each course has different teaching objectives to achieve different teaching goals. Moreover, each project enables students to master different manipulative ability. This doesn't mean to conduct the

independent project teaching, but places teaching in the entire project. This can cultivate students' innovative ability and application ability, while finishing teaching tasks.

5. Conditions of improving project teaching

5.1 Reinforce lab construction

The foundation of project teaching is to provide the good teaching conditions and reinforce the lab construction. In addition to undertake the ordinary teaching tasks, the lab should be open to students in non-course time. Moreover, professional lab technicians should be provided for daily management of the lab and offer guide for extracurricular independent practice study of students. What's more, the studio construction can be reinforced. In addition to assist teachers' teaching, the main mission of the studio is to undertake the professional project and to try to transfer teaching environment from internal enterprises to external enterprises, as well as industry, promoting the fundamental changes of teaching course contents. The students' problems of difficult employment and enterprises' difficult recruitment can be solved from only focusing on cultivation of professional skills to cultivate integrated ability of students. Besides, the practice teaching platform of schools can be used to promote mutual cooperation between schools and enterprises, construct the R&D team of enterprises, reinforce exchange cooperation with industry, construct the training project of vocational skills, and realize diversified interaction of the industry.

5.2 Enrich faculty structure

As leaders of educational teaching, teachers not only have high degree, but also show high capacity. The project teaching method in colleges needs teachers to have the professional practice ability to transform theory and practice. In fact, this is a problem met by the teaching staff. The issue of faculty structure can begin with policy and structure. In policy, investment in teachers' training expenditure should be enlarged. Also, teachers are encouraged to positively participate in training of relevant vocational skills and are supported to conduct practice training. In structure, domestic and overseas excellent teachers should be positively introduced. The policy strength of cultivating teachers by going abroad should be enlarged. In terms of teacher assessment, it is necessary to focus on assessing the quality and quantity of teachers in projects and incline to teachers with vocational qualification and teaching qualification. Contemporary colleges should construct an integrated team.

5.3 Enrich after-class coaching resources

After the end of classroom teaching, some extracurricular data or course-related websites should be provided for students' study, including classroom teaching, course arrangement, multimedia courseware, electronic course and garment website. Moreover, network teaching, blog and QQ can be used for extracurricular assisted instruction. In this way, teachers and students can exchange and communicate at anytime and anywhere. Also, it is necessary to construct the open and active classroom atmosphere and form the sharing teaching platform with edutainment for teachers and students.

6. Conclusion

To sum up, implementing the project teaching method is a long-term project. Now, it is the critical period to transform our school into a technology-based college. Therefore, the teaching method in our school should meet the requirements of market economic development with the development orientation of enterprise posts and fundamental of students, the study of the project teaching method should conduct from the cultivation requirements, cultivation contents and faculty and constantly deepen reform and innovation in teaching practice process, so as to cultivate the high-quality professional talents that are suitable for the social development demands.

References

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