The construction and practice of Curriculum Ideological and political education of apparel majors in applied undergraduate universities

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Abstract. Since the 18th Party Congress, the status and role of curriculum ideological and political education in the ideological and political work of universities have been further clarified and strengthened. Based on the positioning of talent cultivation and the attributes of the apparel major in Applied Technology College of Soochow University, this paper refines Chinese excellent traditional costume culture and skill transmission as the core ideological and political education concept for the major construction. In turn, this paper refines the corresponding elements of ideological and political education. It further proposes the implementation path of talent cultivation of this major under the ideological and political education concept, as well as the construction process of the specific course ideological and political education demonstration course. The construction points and the mapping relationship between each link and the elements of ideological and political education in the construction process of specific courses of ideological and political education have achieved remarkable results and demonstration effects. The resulting construction program of curriculum ideological and political education under the dual drive of professional and ideological and political education provides ideas for other majors to draw on for the construction of curriculum ideological and political education.

1 Introduction

In 2014, Shanghai took the lead in incorporating moral education into an important project of comprehensive education reform, and gradually explored the transformation from ideological and political courses to curricular ideology and politics. In June 2020, the Ministry of Education issued “Guiding Outline of Curriculum Ideological and Political Construction in Colleges” to comprehensively promote the construction of curricular ideology and politics in colleges. The outline proposed that the construction of curricular ideology and politics should be comprehensively promoted in all colleges and universities and in all disciplines and majors[1]. Thus, it can be seen that the construction of ideological and political education in the curriculum has become one of the indispensable and important elements of professional construction. In order to implement the fundamental task of establishing moral education, value shaping, knowledge transfer, and ability cultivation must be integrated, among which value shaping is the first priority[2]. For many years, applied undergraduate colleges have mostly aimed at cultivating "multi-talented" applied technical talents, but are seldom involved in the cultural value and spiritual meaning of knowledge.

The 18th National Congress of the Party put forward "making moral education the fundamental task of education, and cultivating socialist builders and successors who are well-rounded in moral, intellectual, physical and aesthetic development". Since then, has made many important comments and clear requirements around this fundamental task, including education on excellent Chinese traditional culture and quality education. The Party Central Committee attaches great importance to the inheritance and development of Chinese excellent traditional culture. General Secretary Xi points out "We should inherit and carry forward Chinese excellent traditional culture, inherit and carry forward Chinese aesthetic spirit in combination with the new era conditions". In January 2017, the general office of the communist party of china and the General Office of the State issued the “Opinions on Implementing the Inheritance and Development Project of Chinese Excellent Traditional Culture ”. It is clearly put forward that we should integrate the excellent traditional Chinese culture into all aspects of ideological and moral education, cultural knowledge education, art and physical education, and social practice education[3]. In the context of the new era, the emergence of dilemmas such as the loss of traditional costume culture and the discontinuity of related production techniques has posed a serious challenge to the training of garment professionals. The teaching content of domestic apparel major is generally based on fashion, which cannot be systematically and effectively integrated into Chinese
2 Refining the core ideological and political concepts and elements of apparel major

Combining the apparel major's research expertise in costume culture and traditional costume techniques, as well as Applied Technology College of Soochow University’s geographical advantage of being located in Suzhou, which has many excellent intangible cultural heritages such as woof silk, Su embroidery, cheongsam, and water town costumes. Based on the overall situation of the apparel major, we refine Chinese excellent traditional costume culture and skill transmission as the core ideological and political education concept for the major construction which integrates and articulates the core ideological and political education concept for the traditional costume culture and skill transmission as the core of Chinese excellent traditional culture are naturally integrated into the knowledge and skills of the curriculum, and the teaching reform practices are carried out around the costume design, costume practice, costume history, comprehensive and general studies courses respectively, so that the professional courses and general studies courses form a synergistic effect in communion.

In the first classroom curriculum system design, emphasize the positions core vocational ability which includes clothing design, pattern making, technology and management from shallow to deep in accordance with the basic, improve, expand, innovation ability progression. In addition, the traditional costume course group is built, which includes five courses: The expression of Chinese costume effect chart, Style design of Chinese style clothing, Pattern design and technology of basic cheongsam, Creative design and technology of Cheongsam and Pattern design and technology of Hanfu. And the actual cases or product development projects of silk and traditional costume enterprises are integrated into the course content. These make students understand and master the culture and technology of traditional costume (including traditional crafts such as manual prying edge, rolling edge, inlaid strip, inlaid line, etc.) while guiding them to combine tradition and modernity to achieve innovative development.

Specifically in the implementation path of the first classroom, the ideological and political elements with the core of Chinese excellent traditional culture are naturally integrated into the knowledge and skills of the curriculum, and the teaching reform practices are carried out around the costume design, costume practice, costume history, comprehensive and general studies courses respectively, so that the professional courses and general studies courses form a synergistic effect in communion.

In these different types of courses, costume design courses focus on aesthetic education, i.e., through case teaching to integrate the excellent Chinese traditional costume culture and elements into the curriculum teaching. Costume practice courses focus on labor education through project-based teaching, i.e., the case of model workers, craftsmanship and other professional qualities into the curriculum teaching. Costume history courses focus on costume cultural identity into teaching by telling the traditional costumes of various dynasties,
so as to establish cultural confidence. Custom comprehensive courses carry out education on themes such as traditional costume culture, regional characteristics culture and red culture, guiding students to use these elements as their own design language and design more "Chinese designs" with contemporary characteristics. The general studies classes use English to spread Chinese culture, tell the Chinese story and establish good Core Values. Based on the results of professional courses, this major holds a course achievement exhibition every semester, which is held in the form of dynamic show and static display, so that students can deeply understand the contemporary value of excellent traditional culture, further promote Chinese excellent traditional clothing culture, and enhance cultural self-confidence.

In the implementation path of the second classroom, through the implementation of off-campus base practice learning and into the master studio of non-foreign heritage, in order to feel the inheritance and innovation of craftsmen. Through holding activities of traditional custom culture into the community and campus, we can spread Chinese excellent traditional culture and strengthen cultural self-confidence. Through holding and participating in various professional design competitions, students are allowed to use clothing works as carriers to display traditional custom cultural elements, innovative thinking, craftsman spirit and other professional qualities. For example, the National style clothing design competition, dedicated to the 20th National Congress costume design competition and the "future craftsmen" clothing technology competition held by this major have all had a great influence in our college. The implementation of the second classroom has spread the traditional clothing culture and broadened the radiation surface and influence of the traditional clothing culture. 

In addition, our college, enterprises and social third-party institutions jointly build Jiangsu cheongsam college which is the country's first cheongsam relying on the advantages of the apparel major. By strengthening Suzhou’s local culture and advantages, the Jiangsu cheongsam college has opened several cheongsam craft training courses and cheongsam etiquette culture classes facing the society, which has made positive contributions to the application of the su-style cheongsam for intangible cultural heritage, the enhancement of the cheongsam industry chain and the promotion of the cheongsam culture to the world.

4 Implementing the construction of a model curriculum from the perspective of professional ideology and politics

To strengthen the ideological and political construction of college courses, we should make good use of the main channel of classroom teaching, play the function of ideological and political education, and form the synergistic effect of ideological and political education on the basis of planting "responsible fields"[4]. Based on the talent cultivation implementation path of professional ideology and politics, each course team builds and collectively prepares lessons on the chaoxing course platform, and carries out the construction of courses under the ideology and politics perspective.

In the construction of specific professional courses, the concept and standard of the World Skills Competition of “tasks from actual production, rigorous and standardized work, and product excellence” are run through the teaching process, so that the teaching content and professional standards are connected. The project-based teaching is carried out around the teaching chain composed of teacher studios, on-campus laboratories and students' workshops, so that students can effectively promote their professional quality, innovation consciousness and innovation ability while learning professional knowledge and skills, and finally achieve the goal of combining post competence, academic ability and professional ability.

In order to meet the needs of students' employment and sustainable development and strengthen the cultivation of students' comprehensive vocational ability, the teaching content design of professional courses is oriented to the work process, based on the completion of a company's order or a brand's real work task, the course is divided into several engineering task modules, and progressive learning situations are developed to carry out teaching activities that integrate theory with practice, and fully integrate the concept of the world skills competition, giving students full creative space. That is, on the basis of the idea of application-oriented course construction, further implement the training of students' innovative thinking and innovative ability through the design of teaching contents, so as to reflect the goal of cultivating the professional ability of application-oriented undergraduate talents. In the classroom of the general English course of this major, we focus on cultivating students' English application ability and cross-cultural communication ability, adhering to the concept of "strengthening cultural self-confidence and enhancing international understanding", teaching students to learn to use English to spread Chinese culture and tell Chinese stories well.

Innovating teaching methods and improving teaching efficiency are aimed at stimulating students' interest in learning, guiding students to think deeply, improving learning experience, and maximizing the value penetration and value guidance of professional courses[5]. In the specific teaching methods, we reform the current situation of traditional classroom teaching with teachers as the main body, emphasize teacher-led and student-centered. Around the advanced task, carry out online and offline hybrid teaching mode by chaoxing application relying on information technology. Offline teaching, that is, offline classroom teaching. On the one hand, plays the leading role of teachers in guiding, inspiring and monitoring the teaching process. On the other hand, interactive activities such as brainstorming, group work and Q & A discussion in the classroom are carried out which mobilize the awareness of participation and enthusiasm for learning. Online teaching mainly involves two aspects. On the one hand, online teaching tasks are set through the chaoxing application, classroom flipping is carried out to encourage students to learn.
actively. On the other hand, it is to build an online virtual classroom for enterprise experts, where students can directly interact with enterprise experts, so that students can understand the latest industry status through communication. Combined with the practice of blended teaching mode, students use the time before and after class to learn and explore actively, and teachers give full guidance in this process, so as to give full play to students' ability of independent inquiry and cooperative inquiry.

In terms of assessment and evaluation, we should focus on the development of students' ideological and political literacy and pay attention to the process and comprehensiveness of students' development\(^6\). In the specific evaluation design, based on the concepts and standards of the World skills competition, the work norms, safety awareness, professional quality and other aspects are integrated into the assessment content, such as the process of layout, safety standardization, and work table cleanliness. The evaluation method adopts the formative evaluation combining subjective and objective evaluation focusing on the cultivation of students' good professional quality.

In addition, during the implementation of course teaching, different ideological and political elements of the course are mapped in the lecture, seminar and practice sessions of the course. In the lecture sessions, through the introduction of corresponding traditional cultural elements design works and designers, students are guided to explore and innovate, create with craftsmanship, and establish cultural self-awareness and self-confidence. In the seminar sessions, through the corresponding discussion activities, students are trained to establish a team spirit, face up to various viewpoints and contradictions, respect each other, have a certain critical spirit, and correctly understand the criticism and be criticized. In the practice sessions, students are guided to work consciously, honestly and creatively, and to have a healthy mindset that can face up to possible setbacks in the process of practicing their work.

5 Conclusions

Combining the attributes of applied undergraduate colleges and the characteristics of apparel majors, through continuous exploration and practice, the cultural consciousness, professional quality, innovative spirit and ability of future fashion designers and technicians are strengthened in the training of application-oriented undergraduate talents. The major has systematically formed the ideological and political education concept and the implementation path with the core of excellent Chinese traditional costume culture through continuous practical exploration. The rich ideological and political elements are also integrated into the general courses and professional courses of this major. The implementation of this work has given full play to the role of this major as an important carrier of advanced socialist culture and enhancing the soft power of national culture. It reflects the professionalism, culture and permeability of ideological and political elements, which has achieved remarkable results and demonstration effects. For example, China Education Newspaper reports the achievements of our college in the construction of traditional culture education matrix with the title of "College of Applied Technology of Soochow University-Educating people with the soul of Chinese excellent traditional culture", especially mentioning the innovative implementation of curriculum ideological and political construction with culture as the carrier in apparel majors.

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