

Study on bilingual teaching model of “specialty + Humanities” for fashion design majors

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Abstract: With the continuous advancement of the reform of vocational education, the major of fashion design in vocational colleges has set off a new wave of reform. Under this background, the cultivation of professional quality and humanistic quality of students in vocational colleges is paid more and more attention, which also puts forward new reform requirements for bilingual teaching of fashion design. In this regard, while analyzing the value and significance of bilingual teaching for fashion design majors, combined with the current situation of bilingual teaching for fashion design majors, this paper takes the teaching model of “major + humanities” as the core, and analyzes specific reform and practice strategies, in order to provide some references for teachers. Jointly contribute to the modernization reform and development of bilingual teaching of fashion design major in vocational colleges.

Key words: Vocational colleges; Fashion design major; Major + humanities; Bilingual teaching

As we all know, the essential goal of vocational education is to cultivate application-oriented and comprehensive talents that match the social development and job requirements. At present, in the context of the continuous development of the fashion design industry, the social demand for comprehensive bilingual fashion design talents is constantly increasing. In the face of this situation, fashion design majors in vocational colleges should actively do a good job in the construction of “professional + humanistic” bilingual teaching mode, and constantly improve the quality of bilingual teaching and talent training for fashion design professionals. Effectively solve the current fashion design students “employment difficulties” and fashion design enterprises “recruitment difficulties” supply and demand contradiction, to achieve the win-win goal of seeking employment for students and talents for enterprises.

I. The value and significance of bilingual teaching of fashion design major

1. Optimize students’ design concepts

In-depth bilingual teaching is of great significance for cultivating high-quality and comprehensive fashion design professionals. As far as the reality is concerned, the future fashion design industry not only has high requirements for the professional skills of talents, but also has high requirements for the language expression of talents, especially the bilingual expression ability. The development of bilingual teaching can make students more convenient and accurate to understand the advanced fashion design concepts at home and abroad, enrich their fashion design ideas, optimize their fashion design concepts, broaden their international vision, and escort their better employment and development.

2. Cultivate interdisciplinary talents who can adapt to international competition

At present, China’s garment design industry has embarked on the road of international development, and the market urgently needs compound bilingual talents with international career and international communication ability. It can be seen that the bilingual ability of students majoring in fashion design in vocational colleges still needs to be further improved. In this context, actively carrying out bilingual teaching and improving students’ bilingual teaching ability can lay a foundation for them to better integrate with the international community in the future, and help vocational colleges to cultivate more compound talents with international vision and strong international competitiveness for fashion design majors. Lay the talent foundation for the innovation and development of the garment design industry in China.

II. The current situation of bilingual teaching of fashion design

1. The teaching goal is not clear enough

In the face of the actual market demand for comprehensive and composite fashion design professionals, the bilingual teaching of fashion design majors in vocational colleges should pay attention to the cultivation of students’ comprehensive professional ability, ensure that they can obtain good bilingual ability improvement, and provide help for their better employment and development in the future. However, in view of the actual situation, although some teachers have started bilingual teaching in the bilingual teaching of fashion design, they lack attention to the cultivation and development of students’ professional ability, which also affects the cultivation of students’ professional comprehensive ability.

2. Neglect of humanistic quality education

For the fashion design major, the penetration of humanistic literacy education is very important, which can not only enrich the educational content of the major and improve the connotation of professional teaching, but also provide more ideas for students’ fashion design and promote the cultivation of their comprehensive quality and ability. However, in view of the actual situation, the lack of humanistic education in the bilingual teaching of fashion design major, especially the integration of traditional cultural elements, is not conducive to the comprehensive development of students in various aspects, and goes against the “14th Five-Year Plan” finally emphasized

in accelerating the modernization of education in the new journey of talent training needs to adhere to the unity of educating and educating talents. In this regard, it is imperative and right time to actively explore a new model of bilingual teaching for fashion design majors based on humanistic education and build an education model based on “professional + humanistic”.

3. The quality of teachers needs to be improved

Objectively speaking, there is a direct relationship between the improvement of bilingual teaching quality of auxiliary fashion design majors in vocational colleges and teachers’ literacy. Therefore, if we want to ensure the quality of bilingual teaching, we must ensure the comprehensive and professional quality of teachers. However, combined with the actual situation, the current professional teachers in the quality needs to be further improved, especially in the “professional + humanities” model design and practice need to continue to learn and improve. At the same time, the intensity of vocational colleges in teacher training also needs to be further improved. Only in this way can we build high-quality teachers and comprehensively improve the quality of education, teaching and education.

III. Practice strategy of bilingual teaching mode of “specialty + Humanities” for fashion design major

1. Clear teaching objectives to promote professional growth

Clear teaching objectives are the basic elements to ensure the teaching and personnel training of fashion design major. Facing the background that the quality of the demand for fashion design professionals is constantly improving in the current market, bilingual teaching of fashion design majors should also do a good job in the innovation and clarity of teaching objectives. To be specific, first of all, it is necessary to strengthen the research on the talent demand of the textile and garment market, based on the current market talent demand, and set the target on the cultivation of comprehensive and compound bilingual talents. In the teaching process, we should not only pay attention to the cultivation of students’ bilingual ability, but also pay attention to the teaching content integrated into the professional direction, so as to promote the cultivation of students’ professional comprehensive ability. Secondly, in the teaching process, we should also pay attention to the cultivation of students’ humanistic literacy from the perspective of promoting students’ comprehensive development. That is, while focusing on the cultivation of students’ comprehensive bilingual ability, we should consciously guide the cultivation of students’ professional literacy, so as to comprehensively improve their comprehensive ability, lay the foundation for their better growth, and comprehensively promote the professional and comprehensive development of students.

2. Innovate the content mode and cultivate the humanistic quality

The practice and application of “major + humanities” teaching mode focuses on the innovation of content and mode. In this regard, in the bilingual teaching process of fashion design majors, we should pay attention to the content and mode from two perspectives to build a “professional + humanistic” bilingual teaching model.

(1) Build the content system of “human culture” with the help of traditional ethnic elements

China is a multi-ethnic country. The traditional ethnic elements inherited by each ethnic group in the process of development are very rich in terms of type and connotation, which also provides a lot of inspiration for modern clothing design. It can be said that the traditional ethnic elements contain many educational elements in art and culture, which are diverse and unique, and have a high aesthetic value, which can not be replaced by many foreign cultural elements. In this regard, in the bilingual teaching of fashion design major, we should actively integrate traditional ethnic elements into it, build a content system of “human culture” to provide more vivid and rich material resources for students’ bilingual learning, fully combine “professional teaching” and “humanistic education”, and effectively stimulate the innovative consciousness of learning mode and the consciousness of traditional culture inheritance. For example, professional teachers can introduce traditional ethnic color elements, pattern elements and styles into bilingual teaching, such as the introduction of “auspicious bird and auspicious animal pattern” into the classroom as a supplement to the bilingual textbook content, on the one hand, to cultivate students’ ability to express traditional culture and traditional patterns in a bilingual way. On the other hand, deepen their understanding of dragon, phoenix, ox, mandarin duck, kirin and other auspicious and auspicious animal patterns and the culture behind them, effectively stimulate their design inspiration, create a “Chinese style” and “traditional culture” design atmosphere, and promote the collaborative cultivation of students’ professional comprehensive ability and humanistic literacy.

(2) Form a “modern” education pattern through model and method innovation

At present, in the process of promoting the bilingual teaching of fashion design majors, we should pay attention to the innovation of methods and models, create a “modern” education pattern, and help the practice and implementation of the “professional + humanistic” teaching model. To be specific, first of all, we should pay attention to the application of information technology, rely on the Internet to integrate some professional design and traditional design elements, enrich students’ learning resources, use students’ popular network means to stimulate their interest in learning, promote their professional ability and humanistic literacy training. Secondly, we should pay attention to the construction of “project-style” learning mode under the concept of “professional + humanistic”. For example, we can design some bilingual reading and writing tasks based on “exploration of traditional design elements”. Through this, we can not only strengthen students’ professional ability and humanistic quality, but also lay a foundation for the cultivation of their comprehensive bilingual ability.

3. Promote the integration of industry, university and research to meet market demand

In the bilingual teaching practice of fashion design major, professional teachers should actively promote the integration of “production, study and research” based on the specialty’s strong practical special order, especially based on the current market demand for compound and

high-quality bilingual talents of fashion design, and build a “production, study and research” education model. For example, professional teachers or schools can actively combine with fashion design enterprises in the market, cooperate with them in “integration of production and education”, set up “bilingual talent order training class”, etc., and constantly improve the connection between talent training and market talent demand. At the same time, they can also cooperate with foreign enterprises to carry out “order-type” talent training and comprehensively innovate the talent training model. To improve the quality of talent training. In addition, professional teachers can form “industry-university-research” cooperation with enterprises. For example, school teachers can set up a “teaching and research team” with enterprise teachers to explore effective education, teaching and talent training programs in view of the current market’s realistic demand for bilingual talents in fashion design, and explore effective reform paths in view of practical problems in education and teaching. In order to comprehensively and systematically improve the quality of bilingual teaching and promote the cultivation and output of high-quality and compound talents.

4. Pay attention to teacher training to ensure the quality of education

The major plan of education is teacher-oriented. As the leader and assistant of students’ learning and growth, teachers are a key part of improving the quality of bilingual teaching of fashion design majors. In this regard, in the process of promoting the “professional + humanities” bilingual teaching model, we must pay attention to the improvement of teachers’ quality. In this regard, first of all, vocational colleges should optimize the training of teachers. On the one hand, they should actively contact some experts and outstanding talents in the industry to carry out bilingual education and training for teachers, constantly strengthen their professional ability and improve their comprehensive quality. On the other hand, it is necessary to actively guide the professional teachers to bring the old with the new, promote the old with the new, encourage the majority of teachers to actively carry out lesson preparation and evaluation activities, promote internal reflection and improvement of teachers, create a “learning” professional teacher team, and promote the common development of new and old teachers. Secondly, vocational colleges should also do a good job in the optimization of teacher management and add vitality to the teacher team. Specifically, with the goal of building a “double teacher” team, advanced talents should be introduced from the fashion design enterprises in the market to guide students to conduct bilingual teaching based on practical positions, so as to improve students’ professional comprehensive ability and post practical ability. At the same time, we can actively build a development platform for “double teachers”, organize enterprise masters, international fashion design talents, national clothing inheritors and so on to set up a “famous teacher studio”, promote the growth and development of the double teachers team, and discuss and solve the problems in education and teaching, so as to improve the quality of teachers and improve the quality of the same time. To provide effective help for the improvement of the effectiveness of bilingual teaching and the improvement of the quality of talent training.

With the continuous development of the fashion design industry, the market demand for high-quality and compound bilingual talents in fashion design is constantly improving in both quantity and quality. Under this background, vocational colleges and teachers should actively promote the “professional + humanistic” bilingual teaching model, especially based on the practical problems in the past bilingual teaching to carry out innovation. We should constantly use new ideas and methods to optimize the bilingual teaching mode of clothing design, comprehensively improve the education quality and education quality of clothing design, cultivate more high-quality, compound and high bilingual clothing design talents for the society, and comprehensively promote the transformation and development of our country’s auxiliary design industry.

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