Cultivation of innovative talents under the Internet + mode -- taking the course of clothing brand identification as an example

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Abstract

the teaching of the "sample", "clothing brand appreciation" course in the integrated module, first set up complete vocational guidance problem, has a full set of tasks, not just a problem completed pieces or fragments of activity, and the learners in learning, in the practical work of life possess typicality, problem teaching requirements, has the characteristics of complete the task. The modern model pays more attention to the cultivation of students' innovation and entrepreneurship ability and vocational ability. According to the survey, "flipped classroom" is established on the mature basis of online classroom, which is regarded as the dawn of "future education".

Keywords

Internet; Innovation; Personnel training; clothing.

1. Reform and status quo of classroom models at home and abroad

The traditional education model has been unable to satisfy the present education. The establishment of standard classroom in Prussia is the origin of the current traditional classroom model. With the emergence of the Internet, the teaching mode based on the Internet has been dialectically promoted worldwide. For example, micro classes, moocs, flipped classes, and video quality classes on the school network.

Yale university, Stanford university, Oxford University, Massachusetts institute of technology, hec Paris have launched online courses. MOOC is a new emerging online course development mode, which originates from the old course development mode of releasing resources, learning management system and integrating learning management system with more open network resources. Generally speaking, moocs are massive open online courses distributed on the Internet by individuals with the spirit of sharing and collaboration in order to enhance the dissemination of knowledge. The outstanding mooc platform in China is jointly established by five jiaotong universities (Shanghai jiaotong university, xi 'an jiaotong university, southwest jiaotong university, Beijing jiaotong university and national jiaotong university of Taiwan). Most universities in China are sharing teaching video on the Internet in the form of teaching quality courses and teaching resource database. Individual college teachers also divide the courses into small 10-minute classes, which are Shared on the Internet.

2. Existing foundation

2.1 the evaluation and teaching of students in the semester of clothing brand analysis is shown in table 1 below.

Table 1 data of students' teaching evaluation

Teaching semester	Number of participants in teaching evaluation	The students reviewed the grades
2013-2014-2	103	92.98
2014-2015-1	103	93.80
2014-2015-2	115	94.39

| 2015-2016-1 | 112 | 93.51 |
| 2016-2017-2 | 66 | 95.28 |

2.2 This course participated in the open class of the college and was selected into the second "top ten classes" of the college.

3.   Main research contents

3.1 Overview of the development of education model

From the establishment of the traditional mode of education to find the root of the problem. The traditional classroom is the current orthodox education. At the beginning of the establishment of orthodox education, knowledge is divided into multiple "subjects". Children of the same age are divided into 30, 40 or more people in a group, and the standardized teaching starts in 40-50 minutes. This so-called orthodox education came from the rigid Prussian establishment of standardized classrooms in the 18th century. It developed and spread in the United States in the first half of the 19th century, and it was an education system designed to meet the needs of society, to create a middle class that would be able to get a job in industry through education. By 1970, 37 states had established "public schools" in which people of different cultural backgrounds were exposed to science and culture and quickly became "civilized" in order to get a decent job.

Another characteristic of traditional classroom teaching is to divide knowledge into various subjects and then start progressive teaching. For example, the division and setting of modern university syllabus. After finishing the study, students will pass the subject examination to decide whether to move on to the next stage of study, which is the "Swiss cheese" study invented by the Swiss. The disadvantage of this kind of education is that students will not take the initiative to combine various courses or knowledge of various subjects and use them effectively. The goal is to develop a single skilled workforce.

The disadvantages of the above two modes are also the common problems in the traditional classroom in higher vocational colleges.

Nowadays, the existence and value of "Internet +" classroom have been tested in the "university resource database" and the "excellent class". Flipped classroom, which combines online classroom with traditional classroom, gives full play to the role of online resources. With the continuous improvement of online classroom, flipped classroom under education 4.0 will open the dawn of "future education".

3.2 Vocational skills-oriented flipped classroom research

(1)Research on modularization of classroom foundation

It is difficult for higher vocational students to preview before class. Flipped classroom requires students to make certain preparations before class, and higher vocational students have weak self-control ability. Higher vocational students are characterized by inferiority, lack of enthusiasm, poor self-discipline and other negative factors. So is it appropriate that "flipped classroom" requires students to watch video in their spare time? Among the 30 research teachers, 90% think that students in higher vocational colleges have poor self-control ability and the effect of active preview is not so good. From the perspective of psychology, it is found that the reluctance to learn is not laziness or poor self-control, but the rejection of learning. Most of these negative emotions come from the frustration of learning. Students in higher vocational colleges do not have a systematic understanding of high school knowledge and are frustrated in the college entrance examination. In the process of entering the university, they encountered various obstacles and bottlenecks, and no one gave them the help to make up for their high school knowledge.

Higher vocational students' mental concentration is not strong, how a teaching mode can make higher vocational students concentrate on a class to complete the flip. Curiosity is the prime mover of learning. Whether it is a class with 300 students or a small class, teachers will enter the next step at a fixed time and solidify students' thinking mode by correcting knowledge. Students sit in class and

just listen quietly, then take notes and finish the exercises. Long-term passive acceptance of knowledge makes students lack the curiosity of active learning and rely on teachers for all academic performance. Inspiring their thinking is another basis to ensure the flipped teaching in higher vocational colleges. Inspire teaching and change passive learning into active learning.

Higher vocational students have little interest in pure theory courses. Divide each course that comes out by syllabus, carry on knowledge connection to the student in the course. For example, the courses of clothing major are combined to form a huge clothing design, production, processing and sales system. Let fragmented each subject, into a lifelike picture, students walk in the picture. Knowledge is related, knowledge becomes a combination of toys, fun.

The above three parts are planned to be completed through the "Internet +" course mode and implement the process assessment. Teachers can post the purpose of this course (costume stylist) in the course before class, which is called "task module". At the same time, video resources such as micro class and resource library are divided into 10 minutes to 20 minutes. Each section is placed in the "basic knowledge module" and read by mobile phone. If the content is not sufficient, it can effectively provide students with rich learning resources through technical tools such as wikis and blogs. On the student side, after receiving the course tasks, students will learn the knowledge content of each stage according to the requirements of the course position. The learning content of each period is not limited by time and can be repeated arbitrarily. Students who complete successfully will automatically receive an advanced level. Enter the classroom discussion -- enter the "flipped classroom".

(2) Course modules

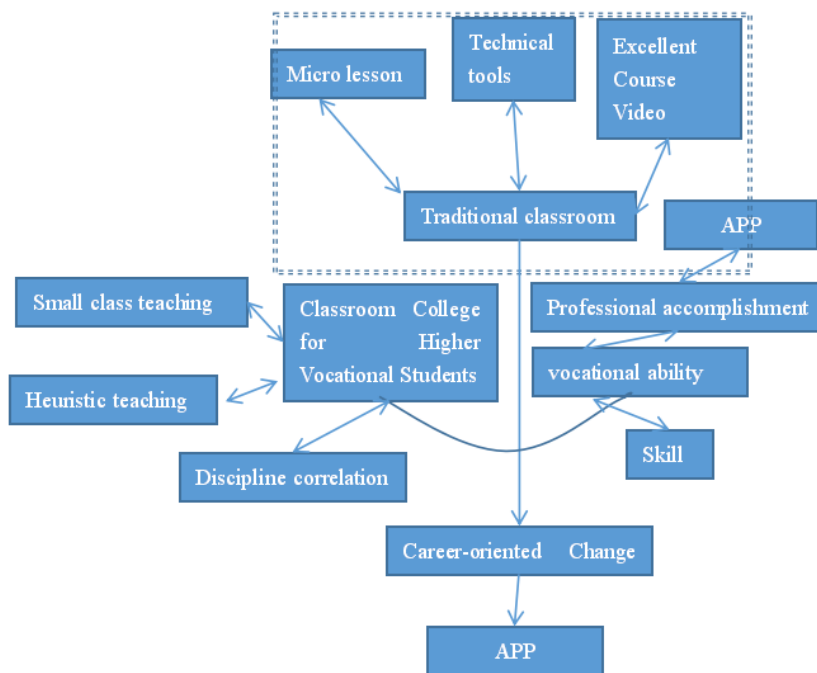The composition of the course module is shown in figure 1 below

Figure 1 curriculum module composition

4. Research progress

In March 2000, this project began to study the classroom teaching of occupational introduction. 2012 graduates and zhejiang wenzhou good news bird group, "fashion stylist" career.

The project schedule

In March 2014, this project completed the construction and design of all units of the course "clothing brand identification" and introduced the concept into classroom teaching.

In the second semester of 2013 -- 2014, completed the single course teaching reform of this major. In 1201, 1202, 1203 and 1204 of clothing practice, students' teaching evaluation score is 92.98

In the second semester of 2013 -- 2014, completed the single course teaching reform of this major. In 1201, 1202, 1203 and 1204 of clothing practice, students' teaching evaluation score is 92.98.

In the first semester of 2014 -- 2015, interdepartmental course practice of marketing major in the department of business and industry, with student teaching evaluation score of 93.80. In the second semester of 2014-2015, I practiced in classes of clothing 1301, 1302, 1303 and 1304, and scored 94.37 in teaching evaluation.

From June 2015 to June 2016, I completed the second more complete project classroom operation and the research and development of "Internet +" module by referring to "khan academy" and the pre-class mode.

From December 2015 to June 2017, I fed back students' opinions, summarized the teaching effect of each semester, summarized the classroom model, and revised the "sample".

In the first semester of 2015-2016, scored 93.51 in teaching evaluation.

In the second semester of 2016-2017, scored 95.28 in teaching evaluation.

In March 2018, I sorted out the feedback data, wrote and published a second-level core paper.

From April 2018 to June 2019, a student innovation and entrepreneurship studio will be added. Tutored students to participate in domestic and foreign competitions, and won 1 prize abroad or 2 prizes in domestic competitions at or above the provincial level.

5. Expected outcome form, direction or benefit

5.1 Teachers lead students to innovate and start businesses in the development and application of clothing.

Expected results list:

Create a student innovation and entrepreneurship studio.

5.2 Establish and effectively implement a training mode of innovative talents for garment specialty based on vocational competence through curriculum practice.

Expected results list:

(1) published one paper on domestic Chinese core journals;

(2) upload the designed module to a stable APP and apply the APP to the course.

5.3 Cultivate students′ innovation and entrepreneurship ability through the new mode, and strive to achieve excellent results in relevant domestic competitions.

Expected results list:

The project leader coached the students to participate in the domestic and foreign related competitions, and won 1 prize abroad or 2 prizes in the domestic competitions at or above the provincial level.

6. Take the course ″appreciation of clothing brands″ as an example

6.1 Characteristics of ″Internet +″ sample teaching

Compared with theoretical courses, practical courses, such as clothing structure and craft, have specific teaching objectives and obvious learning effects. Therefore, van merrirnboer believed that the first problem presented in a series of questions should be a "working example" to explain the overall task type to students.

Higher vocational education is employment-oriented and mainly focuses on the cultivation of vocational competence. Its goal is to cultivate application-oriented talents with strong practical ability and good professional ethics for the forefront of production, construction, management and service. Therefore, "combination of work and study" is the only way for higher vocational personnel training. But as the high subject to operational capability requirement, in the "work-integrated learning" on the

road how to go, how to make the "work-integrated learning" more productive, there is no a standard answer, also could not give a standard answer, because it requires us to combine the present situation of talent market demand, combined with the existing school-based professional conditions, draw lessons from other schools in our region the thinking of relevant professional talents, to think, explore and research suitable for their own "work-integrated learning" way, set up with their characteristics of professional "work-integrated learning" cultivation mode.

Our hospital is located in the economically developed Yangtze river delta region of wenzhou, and wenzhou is one of the top ten economic vitality of the city, enterprises are accelerating the realization of information, the need for a large number of application-oriented talents. For the development of the technology and actual situation, the economic development of wenzhou tcdri technical professional "work-integrated learning" is imminent, we want to strengthen the "work-integrated learning", strengthen vocational skills training, cultivating innovative talents of science and technology as the main content, build in project development, skill training and scientific and technological innovation "the trinity" talent training mode. Create solid foundation for graduate obtain employment.

The successful research of this topic can not only promote the characteristics of our school, but also contribute a lot to the informatization construction of wenzhou. The results of the project are not only suitable for our school, but also can be Shared between wenzhou and colleges and universities, serving the economic development of wenzhou.

6.2 Take the course "appreciation of clothing brands" as an example

If "sample" is the beginning of the problem and the problem is the center of the course, then "how to set the problem" becomes the key. The traditional class is to learn and introduce each brand one by one, and complete such problems as the overview of * * brand characteristics and the summary of * * brand characteristics, also known as topic teaching method. Moocs use online digital resources to share and then complete similar classroom contents step by step. The difference between moocs and moocs is that they are online and offline.

The "sample" module completes the setting of preliminary problems through the APP module, and transforms the learning of fragments into samples with vocational skills orientation.

6.3 How do students complete the sample module

The entire learning or problem solving process, presenting the problem should be a "sample" in order to explain to students the whole "sample" type they have completed, that is, what kind of problem to solve, and actively reorganize knowledge.

In traditional theory classes, the whole course is explained first, and then students are allowed to experience and summarize by themselves. After the teacher completes the explanation, the student draws inferences and tries to use the ability to be weaker. The simple theory examination can only carry on the examination to the basic knowledge, the curriculum design and the homework examination can only stop at the teacher subjective level.

The "sample" module, in which the teacher leads the students to simulate a question in real life or in real career, is oriented to vocational ability.

6.4 In the question setting, how can vocational skills be obtained

The level of problem tasks given by "example" teaching should be suitable. In traditional teaching, knowledge fragments are completed step by step, which makes students separate themselves from specific situations. The learning process is boring and cannot stimulate learning enthusiasm. In the clothing brand appreciation course we use real professional position, give students a virtual task (sample module), the task of setting with the orientation of vocational skills, show a task itself and learners need to master something very close to in the teaching, make theory course from "idealistic" into "realistic", can stimulate the learning enthusiasm.

7. Conclusion

If the problem stays with the simulation, it will deviate from the skills required by the real career. In the recruitment requirements of clothing companies, "more than * years of work experience" will appear. Similarly, the vocational skills in the training of the sample module need to be progressive, just like the career. For example, assistant vocational skills training, colorist vocational skills training, designer skills training and so on. In the course study, the teacher first led the students to complete a comprehensive module of APP sample, which was used to explain a complete task. After leading the students to complete a complete task, the students were given an equally complete and practical question, which was completed by the students themselves and evaluated by virtual customers and each other.

Acknowledgements

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