

Research on the Construction Strategy of Comprehensive Practice Teaching Operating Mechanism in Higher Clothing Vocational Education

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Abstract: At present, there are many influencing factors in the operational mechanism of comprehensive practical teaching in higher vocational clothing vocational education. Therefore, the author carries out a research on the construction strategy of the operational mechanism of comprehensive practical teaching in higher vocational clothing vocational education. In order to improve the teaching quality of higher vocational education and the comprehensive vocational ability of students, it is necessary to put forward such contents as perfecting the practical teaching system, establishing multi-channel training bases and practical teaching evaluation system in combination with the mode of "combining production, teaching and research with talent cultivation of clothing education", fully and effectively construct a diversified comprehensive practice teaching operation mechanism. Only by constructing a complete set of teaching operation mechanism can we fully mobilize the enthusiasm of relevant stakeholders to maintain the efficient operation of the practical teaching system.

1. Introduction

The clothing vocational education in colleges and universities should reflect the characteristics of "art + technology" [1]. An important way to realize the characteristics of "art + technology" is to pay attention to the practical teaching link of college clothing vocational education [2]. The target system refers to the talent training objectives of each major, the professional teaching plan formulated with the professional characteristics and the collection of teaching objectives of each specific practice teaching link [3]. If we learn from foreign advanced theories from the beginning of the last century, it is only a decade or so. Therefore, neither the theoretical research of vocational education nor the practice of vocational education is satisfactory. On the one hand, the society has a large demand for high-skilled talents, and the other is the employment of graduates of higher vocational colleges [4]. Therefore, it can be said that practical teaching is the center of teaching work in Higher Vocational colleges. College garment specialty training is to meet the needs of socialist modernization, moral, intellectual and physical development in an all-round way [5]. In the practical teaching system, the goal system plays a leading role. This kind of evidence shows that there is a certain deviation between the quality of higher vocational talents training and the demand for high-skilled talents. To improve the quality of practical teaching, efforts should be made not only to construct the content system of practical teaching, but also to study and apply the management system and operation mechanism of practical teaching. This will inevitably affect the initiative and enthusiasm of the competent government departments to participate in, supervise and guide the construction of practical teaching system in Higher Vocational colleges.

According to agency theory, there is a special agency relationship between government departments and the public [6]. When the objectives conflict, the competent government departments, as the supervisory bodies of Higher Vocational colleges, may have adverse selection and moral hazard in the construction of practical teaching system in Higher Vocational Colleges [7]. Management system refers to the sum of management institutions and personnel, management rules and regulations, management means and evaluation index system. It plays the role of information feedback and regulation in the whole system. Practical teaching is an effective means and main channel for vocational colleges to strengthen the cultivation of students' professional ability. To some extent, the lack of theoretical research results restricts the development of practical teaching

[8]. For a long time, the theoretical research and practical exploration of practical teaching are relatively weak, and the students' practical ability is not high, which has become the bottleneck restricting the sustainable development of higher vocational colleges [9]. To this end, we have taken biotechnology and application as a pilot, and carried out serious research and practice in the construction of agricultural higher vocational education practice teaching management system and operational mechanism, and achieved remarkable results [10]. The security system is composed of the teaching staff, technical equipment and facilities, and the learning environment. It is an important factor affecting the effectiveness of practical teaching. Therefore, the construction of the teaching operation mechanism should aim at meeting the needs of the clothing professional training objectives.

2. The Composition of the Comprehensive Practice Teaching System of Clothing Vocational Education

2.1. Clothing professional practice teaching target system

The practical teaching goal system plays a guiding role in constructing the clothing professional practice teaching system. Although private higher vocational colleges may pay more attention to the use efficiency of teaching resources, the goal of maximizing economic benefits is in contradiction with the national higher education goals. At the same time, vocational education as a booster of social and economic development has become an important strategic resource for social development. Social reality eloquently proves that vocational education is a powerful secret weapon for economic development. are determined, and these are designed and organized based on improving students' comprehensive professional ability. The ultimate goal of practical teaching is the guiding core of the whole practical teaching system. To a certain extent, it has important guiding significance for us to deepen the reform of practical teaching and improve the quality of practical teaching. There are also adverse selection and moral hazards, and negative behaviors such as laziness in work, which result in low utilization of practical teaching facilities and waste of practical teaching resources. With the improvement of social and economic development, the status and role of practical teaching has become increasingly prominent, and has become the key to the connotation development of Higher Vocational education.

2.2. Practical teaching content system of clothing specialty

The construction of practical teaching system of clothing vocational education in Colleges and universities is based on the professional characteristics of talent training objectives and training modes, with the cultivation of students' comprehensive vocational ability as the core, in order to achieve students' rapid employment and high-quality employment as the goal. Because of information asymmetry, managers at all levels in Higher Vocational Colleges act as agents of the government to provide quasi-public goods to the society. Compared with private vocational colleges, public vocational colleges have many advantages, but the drawbacks of rigid system and mechanism can not be ignored. This kind of unified closed management of schools does not conform to the policy of opening higher vocational education to run schools, nor does it conform to the interests of both supply and demand sides of schools and enterprises, schools and students under the conditions of market economy. Through the teaching design of different courses, we can achieve the training and improvement of these vocational post abilities. Practice teaching system is an organic whole. In operation, the constituent elements should not only play their respective roles, but also coordinate with each other in order to realize the overall function of practice teaching system.

The practical teaching content of fashion design specialty consists of four modules: basic quality training module, professional basic skills training module, professional core technology training module, comprehensive application and innovation ability training module. As shown in Table 1.

Table 1 Four modules of practical teaching content for fashion design major

Training module	Corresponding Supporting Courses
Basic Quality Training	Entrance education, military training, social practice, graduation education, etc.
Professional Basic Skills Training	Fashion Painting Techniques, Clothing Colour Matching and Patterns, Hand Dyeing Technology, Computer Graphics Processing, Computer Graphics Creativity, Professional Training, Examination Training
Training of Professional Combination Skills	Clothing stereo cutting, clothing industry plate making
	Fashion Design, Fashion Model
	Design and Manufacture of Garment Structure Clothing CAD
Comprehensive Application and Innovative Ability Training	Job Practice, Graduation Creation and Design, Clothing Brand Design and Planning

3. Construction of Practical Teaching System for Clothing Specialty

With the rapid development of society, the traditional economic structure and industrial structure are constantly adjusted. This change not only promotes the continuous increase of technological content of products. More importantly, it has caused the continuous adjustment of industrial posts, so that new posts continue to replace the old ones. Specifically, it includes several aspects such as professional post ability, comprehensive professional quality, entrepreneurial ability, and qualification certificate. Therefore, the participation of schools, enterprises and students in teaching, especially the management of practical teaching, is beneficial to all three parties. This form is usually a modular teaching on a weekly basis, focusing on the time to simulate the corporate work scene and allowing students to work in the training factory. The premise of these tasks is the standardization of the school system and the rationality of the external policy environment, and the enthusiasm of all aspects to mobilize the development of students' abilities. This requires the construction of the management system, the purpose of service, to adapt to the overall planning, scientific design.

The public welfare of vocational education is the direct reason for the government to participate in corporate education. Employing the real working environment of the enterprise to highlight the professional atmosphere, the training projects all come from the real production tasks, which is convenient for students to master the skills of each individual post, to develop basic professional skills, and to lay a solid foundation for the formation of comprehensive vocational skills. The essence of higher vocational education determines that higher vocational colleges must strengthen the construction of practical teaching system and ensure its efficient operation according to the needs of professional construction. The choice of the labor market and the supervision of government departments are the external motivation for higher vocational colleges to attach importance to the construction of practical teaching systems and enhance their attractiveness, core competitiveness and sustainable development capabilities. The choice of practical teaching content should be based on the conditions of different colleges and universities and the direction of reform, but in any case, the design should focus on improving students' comprehensive vocational ability. It can be said that action-oriented teaching organizations play an important role in the transformation of German vocational education teaching paradigm.

4. Conclusions

One of the characteristics that distinguish clothing education from other education and teaching management is the evaluation mechanism and dynamic diversification of teaching monitoring.

Practical teaching is an important guarantee to highlight the characteristics of Vocational education, an important basis to ensure that vocational education becomes vocational education, and an important way and means for vocational college graduates to become highly skilled talents. The inspection and evaluation are mainly carried out by the members of the organization and the experts of the industry and enterprises. In a word, the research on the practical teaching system of Higher Vocational Education in China is still in its infancy, and various problems will arise in the practical exploration of various colleges and universities. The construction of the practical teaching system of higher vocational education is a long and arduous process. Compared with the secondary vocational school, the society has higher requirements for the skill level and comprehensive quality of higher vocational graduates. To this end, all professional staff and all walks of life need to work together to conduct an in-depth analysis of existing problems, in order to find a breakthrough in establishing a sound practical teaching system, so that each institution establishes a "personalized" practical teaching system. The school's assessment is mainly the quality of the teacher's guidance, and the enterprise's assessment is the improvement of the teacher's production process.

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