

# The Transformation and Development of "Knitted Sweaters" Curriculum in Education

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**KEYWORDS:** Knitted Sweaters, Education Course, Transformation and Development

**ABSTRACT:** "Knitted sweaters" course is the focus content of the costume design professional teaching, to improve students' practical hands-on skills play an important role. With the continuous development of education, previous "knitted sweaters" Training Course has been unable to meet the modern fashion design talent practical needs, so they need to implement the corresponding curriculum teaching reform and innovation, in order to achieve "knitted sweaters" courses Education transformation. Firstly, the necessity of implementation of the curriculum transformation to be discussed and analyzed, and then how to achieve the transformation of curriculum development carried out exploration and research, in order to continuously improve the education level "knitted sweaters" Course.

## Introduction

"Knitted sweaters" courses tend to design practices, students usually take this course before graduation last comprehensive training Teaching. This course will be theoretical knowledge with clothing costume design practice organic combination, effectively improve the students' level of fashion design. However, with the continuous economic and social development, and further specification of the culture of fashion design talents a higher reality requires [1]. Based on this case, the school will need to embark on the "knitted sweaters" course education reform and innovation, capable of teaching methods, teaching contents and evaluation program to study and explore effective development programs to achieve the transformation of education, to improve the teaching curriculum efficiency lay a good basis in reality.

## The Necessity of Educational Transformation of "Knitted Sweaters" Curriculum

Previous "knitted sweaters" Teaching is usually carried out in the classroom, usually by teachers to the topic, and then guide the students according to their own knowledge learned for product design. After teaching is completed, the student will need to give teachers on their design work carried out by the teacher commentaries analysis. This teaching model is often prone to some problems, mainly reflected in the discipline in the classroom and student skills assessment above. Discipline in the classroom, some students usually think, as long as the design within the specified time to the teacher on the line, it is generally not the product design process research and analysis. Such ideas not only affect the specific design of the product quality, but also have a significant impact on classroom discipline. Many students because the existence of such ideas, so in this class during the leisurely, often appear late, leave early phenomenon, because some students will not delay the good design and the choice of work absenteeism[2]. In this classroom teaching, students 'costume design capacity cannot be effectively improved students' design work is also not up to standard

requirements, which led to classroom teaching unsatisfactory. In specific embodiments student assessment above phenomenon, because in the past the course characteristics generally reflect less theoretical teaching, practice and design more, so in the assessment, not according to the written form. Conventional curriculum students are generally based on the assessment submitted works to score, often neglected the students' learning process and usually results a comprehensive assessment, and thus has a certain unity. This assessment forms the problems is that teachers cannot be based on the assessment results to determine whether students have fully mastered this part of knowledge. Moreover, since most of the focus of this assessment in the form of design work, the teacher assessment results susceptible to subjective factors like, thus making the assessment has a large one-sidedness.

With the continuous development of science and technology, computerized flat knitting machine technology began being widely used in the production of sweaters. "Knitted sweaters" course in the actual development process, it is necessary according to the social demand for fashion design talent to implement targeted education, the use of computerized flat knitting machine operation to improve students' costume design level. Students in this course before, have mastered the necessary design basics, with computerized flat knitting machine capability flower design and hand-knitting machine knitting clothing, so the specific operation of computerized flat knitting machines, will not be too much problem. The use of computerized flat knitting machine designed to strengthen students' ability to innovate sweaters to note some problems. First, because the volume of computerized flat knitting machine is relatively large, so the conventional classroom experiments cannot meet the needs of students' practical operation [3]. It is prone to some students because of the unavailability of the machine and chooses not to class phenomenon, thereby affecting the normal training and education of students. Therefore, schools need to focus on addressing the real problems, to strengthen infrastructure construction, so as to provide a prerequisite for the smooth development of the course.

### **Measures of Transformation and Development of "Knitted Sweaters" Curriculum**

"Knitted sweaters" courses according to the needs of educational development, to effectively change the course of teaching. First, teachers to students in the class packet processing, use the form of teamwork to carry Course. Team Leader is normally provided by the comprehensive ability of students to serve, and then let the group synergies to complete the task of teaching. In teaching the course, in order to prevent the occurrence of some students loose slack phenomenon in learning, teachers need before teaching begins, a recording of the design activity issued to each group, requested the Sub honestly fill in the appropriate content. In general, the record of this activity involves four aspects, first, team members usually some classroom performance, and second, some of the specific problems encountered implementation of computer-plate, the third is in the process of carrying out an operation encountered some difficulties, four is the discussion finished effect analysis [4]. Take this form to carry out the teaching curriculum, can effectively improve student participation, and gradually develop students to identify problems, analyze problems, problem-solving and the ability to summarize the issues, to equip students with the practice at any time make the appropriate record good habits. At the same time, the use of this activity log, it can also enable teachers to a comprehensive study of each group member, to keep abreast of the status of student learning, to provide some reference basis for the assessment score.

As the "knitted sweaters" less time teaching theory courses, so students need to use their spare time to make the appropriate design ideas and collect material design. To prevent students to use less material collected or lack of design inspiration came excuse absences, teachers will need one

week before class a good layout corresponding to the task of teaching students through group discussions to form complete design concept, and review by the teacher to determine the reliability of the concept. After completing these steps, teachers can guide students to determine the preliminary design, let the students select the relevant yarn, and then complete the task of collecting material. Innovative teaching content above, we need to train students on the specific design skills, according to the progressive approach to [5]. First, the needs of each group completed four sweaters, pullovers order with hand-knitting machine to distinguish, organizations and students need to be marked color change of the collar on the sweater design content. In addition, in order to gradually develop the students' innovation consciousness and ability, teachers need to guide students to make good design knitted garments, knitted garments and make them able to form a series, each team member in the process has its own division of labor, thus training the students' ability to design innovative

Practicality "knitted sweaters" course relatively strong, usually employment-oriented. Teachers in the program to develop assessment process, the assessment team needs to take the form of a group as a unit, while taking a diversified approach to set the qualification of personnel, to avoid the conventional examiners single phenomenon. Examiners by teachers, as well as team leader corporate constitution, allow enterprises to participate, in order from the perspective of the market to evaluate the design work. Assessment needs to be process and results of effective combined focus on students' attitudes and abilities, needs of students throughout the design content tracking processing assessment, specific assessment content often involves finished effect, operating practices, computer plate with the practice report and students usually performance. This assessment program design is more in line with the actual situation of the students, and evaluation methods are becoming diversified, effectively preventing the conventional assessment methods and one-sidedness of a single happening and enable teachers to understand the characteristics of each student's ability.

## **Conclusion**

All in all, in the current increasingly competitive apparel market, the garment enterprises to a higher standard of talent practical requirements. School-based In this case, the need for effective transformation of the conventional curriculum teaching mode, can transform teaching methods, innovative teaching content in the process of reform and innovation "knitted sweaters" in the course, but also to design new assessment program. Furthermore in order to better achieve the "knitted sweaters" curriculum transformation and development in education in order to foster more high-quality professionals for the community.

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