

Thoughts on Fashion Design Education in Colleges and Universities Under the Environment of Fashion Market

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Abstract: In the context of the rapid development of modern society, colleges and universities have opened different majors, and many colleges and universities have also abolished many majors. Among them, the proportion of design majors in the cancellation of undergraduate majors in Colleges and universities is becoming higher and higher in recent years, and clothing design is the first to bear the brunt. In the process of research, it can be found that the reason for its professional revocation is that in the process of education implementation, teachers do not consider based on the market and do not take the service market as the leading role in the process of professional training of talents. In this case, it is difficult for students to adapt to the market after learning. Therefore, under the background of vigorously promoting educational innovation in China, colleges and universities must fully consider the garment design education based on the garment market environment, build a new education system and ensure the quality of talent training.

Keywords: Clothing market Environment; College Fashion Design; Educational Implementation

In modern college fashion design, the base of professional talent training is very large, but there are obvious deficiencies in output. In the specific teaching implementation process, there is the disadvantage of asymmetry between teaching and market demand. In this case, it will directly affect the future employment competitiveness of students. Therefore, in order to further change this phenomenon, as college teachers, we must make a new adjustment based on the professional teaching mode, optimize classroom teaching for the purpose of improving students' employability, and enable students to choose a more suitable position for employment with a full understanding of the market.

1. On fashion design education in Colleges and Universities

Under the background of educational innovation in China, more and more teachers begin to analyze the current situation of traditional education. In the research, it is found that there are still some obvious problems in college fashion design education at this stage. The first point is that in the process of education implementation, teachers have not made a clear educational orientation. For example, in the specific talent training stage, colleges and universities generally complete targeted talent training according to some of their own school running ideas. In this process, colleges and universities did not conduct in-depth research based on the market environment and did not effectively innovate the specific talent training mode in combination with the market environment. As a result, the talents trained at this stage are difficult to adapt to the market after graduation in the future, and even they do not have strong employment competitiveness, so there is a direct change of career in the process of graduation; The second point is that in the current stage of fashion design education in Colleges and universities, teachers' teaching ideas are still relatively backward^[1]. For example, in the process of education implementation, many teachers usually explain different design theories directly to students, and then let students use relevant theories to complete some corresponding work designs. In this process, teachers did not give students more opportunities to play and did not pay attention to the development of Skyworth. Therefore, many students will have obvious monotony or repeatability in the process of work design and do not have their own unique style. Therefore, it is difficult for students to occupy an advantage in the fierce market competition in the future and can not fully use what they have learned to serve the industry after graduation; The third point is that in college fashion design education, the proportion of practical links is not enough. For many teachers, in the process of fashion design education, they thought that it was more important for students to understand different design theories and design principles before they could design reasonably. Therefore, in classroom teaching, many teachers may not provide more practical opportunities for students, nor set different practical tasks. In this case, it is difficult to cultivate more excellent application-oriented talents.

2. This paper studies the implementation of fashion design education in Colleges and Universities under the environment of fashion market

At this stage, there are still some obvious problems in the implementation of fashion design education in Colleges and universities. The quality of talent training is not ideal, which further weakens the actual competitiveness of students. Therefore, under the

background of China's intensified reform, teachers must innovate around the implementation of fashion design education in Colleges and universities, so that the talent training mode can perfectly fit with the future market demand^[2].

2.1 Analyze the characteristics of clothing market environment and make a clear teaching orientation

The fundamental purpose of fashion design education in Colleges and universities is to enable students to use what they have learned to better serve different enterprises in the future. Therefore, in the process of education implementation, it is necessary for teachers to analyze the development characteristics of the garment industry, so that students can learn targeted after fully understanding the garment market environment. For example, in the current stage of fashion design education, teachers should not rush to let students complete a lot of theoretical learning. Teachers can collect resources in advance. For example, teachers can first use the Internet to analyze the actual needs of different garment enterprises for talents at this stage, and then teachers can analyze the environmental characteristics of the garment market through online and offline methods. For example, teachers can conduct on-the-spot investigation or communicate with different garment enterprise managers at the stage of school enterprise cooperation to learn more about the development of the industry. After completing the market research, teachers can first analyze the current clothing market environment in classroom teaching, so that students can fully understand the clothing market environment and make clear what direction they can complete employment after learning in the future. At the same time, after showing the market environment for students, students can also have clearer employment ideas, so that they can be guided by the needs of enterprises and continuously improve their personal ability in the process of employment in the future. After completing this part of content analysis, teachers must refine the specific talent training mode. For example, in the process of talent training, for the current teaching content of fashion design specialty, teachers can not only let students learn the content of teaching materials, but also introduce some fashion design cases at this stage, so that students can have the consciousness of keeping pace with the times. At the same time, in classroom teaching, teachers also need to pay attention to design application tasks, so that students can reasonably use what they have learned to complete various rich practices in the process of learning, cultivate more comprehensive fashion design talents, and realize the seamless connection between education and industry.

2.2 Promote school enterprise cooperation and improve talent training mode

In the previous teaching of fashion design specialty, teachers generally guide and cultivate students, but for some teachers, they may analyze more from a theoretical perspective. Many teachers themselves do not have rich experience in some clothing industry, and there may be some problems in talent training. Therefore, in the implementation of fashion design education at this stage, in order to ensure the quality of talent training, the current school can strive to promote school enterprise cooperation. In the process of cooperation, enterprises can put forward their own actual requirements for talents, and school teachers can refine and adjust the training mode according to the actual needs of enterprises. At the same time, in the process of school enterprise cooperation, enterprises can also provide more resources. For example, for garment industry practitioners with rich experience in enterprises, they can come to the school to teach students regularly. Enterprise personnel can cooperate with teachers to jointly explore some deficiencies of the education mode of garment design specialty at the present stage, so as to update it in time to ensure the effect of talent training at the present stage. In addition, in order to enable students to have stronger employment competitiveness after graduation in the future. For students who perform well in school, they can also enter the garment enterprise for study in advance^[3]. In the process of learning, students can more clearly understand the actual requirements of the current market for professionals, so that students can carry out targeted self-improvement in the process of future growth and development. Moreover, in addition to optimizing the specific talent training mode, the current university managers can also optimize their teachers.

3. Concluding remarks

To sum up, in the implementation of fashion design education in modern clothing colleges and universities, teachers must consider based on the clothing market environment, and be able to adjust the specific talent training mode in combination with the actual needs of different clothing enterprises, so that students can be fully prepared during school, adapt to the market and enterprise environment more quickly after graduation, and effectively enhance students' actual employment competitiveness.

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