

# RESEARCH ON THE PATH OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO TECHNICAL COLLEGE TEACHING - TAKING THE INTEGRATION OF CULTURE IN CLOTHING SEWING COURSES AS AN EXAMPLE

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**Abstract:** *This study aims to explore effective ways of integrating ideological and political education into fashion design courses at technical colleges. The course goal design should emphasize the combination of skill training and ideological and moral education, be specific, operational, and responsive to the needs of the current times and industry. The teaching content should incorporate elements such as traditional culture, social responsibility, and professional ethics in order to deepen and broaden ideological and political education while focusing on cultivating students' independent learning and practical abilities. Teaching methods should prioritize heuristic teaching, diverse practical means, interactive and cooperative teaching methods, as well as personalized and differentiated teaching methods to promote the organic integration of ideological and political education with professional technical education. The evaluation mechanism should scientifically design evaluation indicators, employ diversified evaluation methods, provide timely feedback for continuous improvement aimed at cultivating students' comprehensive quality and innovation ability. This study will offer feasible paths for ideological and political education in technical college teaching while providing theoretical support and practical guidance for nurturing high-quality technical talents with social responsibility and innovation ability.*

**Keywords:** *Technical colleges, Fashion design courses, Ideological and political education, Teaching strategies, Students' ideological cognition*

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## Introduction

With the rapid popularization of the Internet and the rise of social platforms, the ideology of college students has been unprecedentedly affected. In the fashion design course, it has become an urgent task to correctly guide students to understand the challenges and opportunities of the Internet era and integrate ideological and political content. This paper aims to explore how to effectively integrate ideological and political education into the fashion design course of technical colleges to improve students' ideological cognition and professional quality. Through in-depth analysis of the changes in college students' thinking in the Internet era, the impact of social platforms on aesthetic concepts, and the application and practice of ideological and political content in the course, it is hoped to provide feasible paths and strategies for teaching in technical colleges.

## Literature Review

### **The influence of fashion design courses on college students' ideology in the Internet era**

#### **Characteristics and impact of the Internet era**

The characteristics of the Internet era include information explosion, fast transmission speed, and convenient communication. The explosion of information has flooded the Internet with a large amount of information, and the fast transmission speed of information has made this information spread quickly to the public. The rise of social platforms has made communication between people more convenient and the channels for obtaining information more diverse. These characteristics have profoundly changed the way people obtain information and affected their thoughts, cognition, and values (Lin, 2022).

#### **College students' ideological cognition and professional cognition**

College students are in the stage of growth and development. Their thoughts and cognition are gradually maturing, but they are also susceptible to external influences. In the Internet age, college students are more dependent on the Internet to obtain information, which may affect their thoughts and cognition to a certain extent and make them easily misled by information or influenced by biased views. College students are also gradually establishing their professional cognition, but in the case of information overload, they may pursue fashion one-sidedly and ignore traditional culture, which will affect their in-depth understanding and cognition of the profession.

#### **The role of fashion design courses in shaping college students' ideology**

As part of the professional learning of college students, the fashion design course has an important role in shaping ideology. Through the fashion design course, students can not only learn professional knowledge and skills, but also cultivate correct aesthetics and cultural awareness. In course teaching, teachers can guide students to draw nourishment from Chinese traditional culture, enhance their understanding and respect for traditional culture, and thus enhance their cultural self-confidence. Through course setting and case analysis, students can realize the importance of the integration and innovation of fashion and tradition, so as to form an independent and comprehensive ideology.

Teachers can combine current hot topics and subject knowledge to carry out case teaching and discussion, and guide students to think about the deep meaning behind contemporary social and cultural phenomena. Through homework design and project practice, students' independent

learning and thinking ability can be promoted, and their independent thinking and innovation ability can be cultivated. Industry experts and corporate representatives can be invited to give special lectures to let students understand the cutting-edge dynamics and employment needs of the industry, and further expand their horizons and thinking. The impact of fashion design courses on college students' ideology in the Internet era is far-reaching. Through reasonable course setting and teaching methods, students can be effectively guided to establish correct ideas and values, enhance their cultural confidence and innovation ability, and lay a good ideological foundation for their future development(Niu, 2020).

## **Social platforms and changes in college students' aesthetic concepts in the Internet era**

### **The impact of social platforms on lifestyle, behavior and thinking**

Social platforms in the Internet era have greatly changed people's lifestyles, behaviors and concepts. Social platforms have become an indispensable part of people's daily lives. Through social platforms, people can communicate with others instantly, share daily life, and obtain various information. This convenient way of communication makes people more inclined to obtain information and socialize through social platforms rather than traditional face-to-face communication. This change has not only changed people's lifestyles and behavioral habits, but also affected people's way of thinking and concepts.

### **The role and influence of college students in the Internet era**

As one of the main audiences in the Internet age, college students can freely express their ideas and opinions on social platforms and interact with others. Therefore, college students are also easily influenced by the information on social platforms, especially in the formation and shaping of aesthetic concepts(Deng, 2023). College students are exposed to a variety of information and pictures on social platforms, which may affect their aesthetic orientation and taste, causing them to be more inclined to pursue popularity and fashion, while ignoring traditional aesthetic concepts.

### **The impact of social platforms on college students' aesthetic concepts**

Social platforms shape the aesthetic concepts of college students in various ways. Social platforms are full of pictures and videos that show a variety of fashion trends and aesthetic styles. In the process of being exposed to these pictures and videos, college students are inevitably influenced by them and form their own aesthetic orientation(Tan, 2020). Users on social platforms often communicate and share aesthetics. College students may be influenced by the aesthetic concepts and tastes of others, thereby changing their own aesthetic concepts. Advertisements and promotions on social platforms also have an impact on college students' aesthetic concepts. Advertisements for various fashion brands and beauty products may change college students' aesthetic orientation and make them pursue fashion and beauty more. Understanding the impact of social platforms on college students' aesthetic concepts will help guide college students to establish correct aesthetic concepts and cultivate their independent and healthy aesthetic tastes, so as to better adapt to the development and changes of society(Wang, 2022).

### **Problem Statement**

At present, with the development of social economy and the increasing importance of technical education, integrating ideological and political education into technical courses has become an important direction of educational reform in technical schools. However, how to effectively

achieve this integration in specific courses still faces many challenges. This study aims to solve this problem, focusing on the clothing sewing courses in technical schools, exploring how cultural elements and ideological and political education can be organically integrated in technical teaching, thereby improving students' ideological awareness and professional quality.

### **Research Methods**

This study adopts a mixed research method, combining quantitative and qualitative methods to ensure a comprehensive understanding and in-depth discussion of the research issues. Specifically, this research method includes the following steps:

First, through a systematic literature review, the relevant research results on the integration of ideological and political education, cultural elements and technical courses at home and abroad were sorted out and analyzed. The literature review not only provides a solid theoretical foundation for this study, but also helps to identify the key concepts and theoretical frameworks in the study, reveals the deficiencies and gaps in the current research field, and provides a scientific basis for subsequent research design.

Secondly, this study conducted a field survey to understand the actual situation of the integration of ideological and political education and cultural elements in the clothing sewing courses of technical colleges, and collect feedback from front-line teachers and students. The research sample includes 120 clothing sewing course students from three technical colleges. The sample selection adopts stratified random sampling technology to ensure its representativeness. In addition, the study also conducted semi-structured interviews with 15 course teachers to explore the feasibility of the integration strategy and its application in actual teaching.

Subsequently, in order to evaluate the effect of the integration strategy in actual teaching, this study designed and implemented a teaching experiment. Through the pre- and post-test design, the sample students were divided into an experimental group and a control group. The experimental group implemented the integrated course content, while the control group continued to use traditional teaching methods. By conducting questionnaire surveys on the two groups of students before and after the experiment, the study used statistical methods to analyze the changes in ideological and political literacy, professional ethics awareness, and learning participation of the two groups of students to evaluate the effectiveness of the integration strategy.

In addition, this study also explored the applicability and promotion value of the proposed integration strategy in different courses by comparing and analyzing the characteristics of other technical courses. In order to verify the application potential of the integration strategy in a broader educational context, the study also conducted in-depth interviews with a number of experts in the field of education to collect professional opinions and suggestions. The qualitative data analysis adopted the theme analysis method, combined with the quantitative analysis results, to comprehensively evaluate the actual effect and potential application scenarios of the integration strategy.

Finally, through the analysis of comprehensive quantitative and qualitative data, this study will comprehensively evaluate the effectiveness and promotion potential of the integration strategy, put forward specific suggestions on the application of ideological and political education and cultural elements in technical courses, and provide reference directions for future research.

### **Research Objectives**

This study aims to systematically explore ways to effectively integrate ideological and political education and cultural elements into the garment sewing curriculum of technical colleges through the following three objectives.

#### **Identify the key strategies for integrating ideological and political education and cultural elements into garment sewing courses**

This study will first identify the cultural elements and teaching strategies that can effectively integrate ideological and political education into the current garment sewing courses through a detailed literature review and field research. Through in-depth analysis of existing teaching methods, interviews with teachers and students, and empirical analysis of successful cases, this study aims to summarize a set of effective integration strategies. These strategies not only provide theoretical support for the curriculum design of technical colleges, but also provide guidance for their effective application in practice.

#### **Evaluate the impact of integration strategies on students' ideological and political literacy, professional ethics, and learning engagement**

Based on the identification of key strategies, this study will evaluate the application effects of these strategies in actual teaching by designing and implementing teaching experiments. The study will focus on the impact of integration strategies on students' ideological and political literacy, professional ethics awareness, and learning engagement. Through a comparative study of the experimental group and the control group, supplemented by questionnaires and in-depth interviews, this study will conduct quantitative analysis and qualitative evaluation of the effectiveness of integration strategies, in order to verify its feasibility and effectiveness in teaching practice.

#### **Explore the applicability and promotion value of the integration strategy in other technical courses**

The final goal of this study is to explore the applicability and promotion value of the proposed integration strategy in other technical courses. By comparing and analyzing the teaching characteristics of different technical courses (such as machinery, electronics, cooking, etc.), the study will evaluate the replicability of these strategies in other courses and make corresponding adjustment suggestions. In addition, this study will collect professional opinions through expert interviews to design strategy implementation plans suitable for different technical courses and explore its promotion path in a broader educational context.

By achieving the above research goals, this study will provide theoretical support and practical reference for technical colleges to effectively integrate ideological and political education in different courses, thereby contributing to improving students' ideological and political literacy and professional ethics.

### **Study Results**

#### **Exploration of the path of integrating ideological and political education into the teaching of technical colleges**

##### **Course Objective Design and Positioning**

Taking the clothing sewing course as an example, students are trained to master basic sewing techniques and craftsmanship and improve their practical operation ability; students are guided

to understand and respect traditional culture, cultivate their patriotic feelings and cultural confidence; students are encouraged to form a sense of teamwork and social responsibility, and cultivate their teamwork ability and social responsibility spirit. The course objectives should be specific and clear, and highly operational. The design of the objectives should be centered around the actual needs of students and the teaching content, and should be quantifiable and achievable (Fang, 2021). For example, it can be clearly stipulated that students should master specific skills and knowledge in the course learning process, as well as the ideological and moral performance they show, such as whether they can correctly understand and apply traditional cultural elements, whether they can actively participate in teamwork, etc.

With the development of the times and the changes in the industry, the course objectives need to be constantly updated and adjusted to adapt to the educational and social needs under the new situation. For example, in the clothing sewing course, in addition to traditional sewing techniques, attention should also be paid to cultivating students' sensitivity to fashion trends and innovative awareness, as well as their understanding and practical ability of environmental protection and sustainable development. The course objectives should be interconnected and mutually supportive with the course content, teaching methods and evaluation system. The design of course objectives should take into account the actual operation and implementation of the teaching process, and cooperate with the teaching content and teaching methods to form an organic whole (Yan Yucai, 2024). A scientific and reasonable evaluation system should be established to comprehensively evaluate students' learning situation and comprehensive ability to ensure the achievement of course objectives and the improvement of teaching effectiveness. Course objectives should highlight the combination of skill training and ideological and moral education, be specific and clear, in line with the development of the times and industry needs, and be interconnected and mutually supportive with course content, teaching methods and evaluation systems to achieve comprehensive training of students' ideological and moral character and professional ability (Sun, 2021).

### **Integration and extension of ideological and political education into teaching content**

In the teaching of technical colleges, the key to integrating ideological and political education into courses is to combine ideological and political education with professional and technical education, and to enable students to consciously establish correct ideas and moral values while learning professional knowledge through reasonable setting of teaching content. The design of teaching content should highlight the penetration of traditional culture (Ho, 2019). Taking clothing sewing courses as an example, students can be guided to understand and respect traditional culture and cultivate their cultural confidence and national pride by explaining the history, culture, national customs and cultural connotations behind traditional Chinese clothing. Teachers can combine specific cases, such as traditional Chinese Hanfu and Tang suits, to let students have an in-depth understanding of their design style, production process and the cultural significance behind them, so as to arouse students' love and respect for traditional culture.

In the process of clothing design, students need to consider the impact on the environment, social responsibility and professional ethics. For example, teachers can guide students to understand the selection and use of environmentally friendly materials, encourage them to consider the concepts of environmental protection and sustainable development in their designs, and cultivate students' sense of social responsibility and environmental awareness. Teachers can also introduce the professional ethics and industry norms of some successful designers

through case analysis, guide students to establish correct professional ethics, and cultivate their good professional quality and professionalism(Gopinathan, 2022). The setting of teaching content should focus on the depth and breadth of ideological education. In addition to traditional culture and professional ethics, it should also cover ideological and political theory, socialist core values and other contents. For example, in classroom teaching, students can be guided to read relevant ideological and political theory works, such as "Xi Jinping: The Governance of China", etc. Through discussion and interpretation, students can be guided to think deeply about the relationship between national development, social progress and personal growth, and enhance students' national consciousness and social responsibility.

The extension of teaching content should also focus on the cultivation of students' independent learning and practical ability. In addition to classroom teaching, students can also be organized to participate in social practice activities, visit clothing companies, etc., so that students can feel the power of ideological and political education in practice. For example, students can be organized to participate in social volunteer activities to understand the diversity and complexity of society and cultivate students' sense of social responsibility and teamwork spirit. Students can also be organized to visit clothing companies to understand the development status of the industry and the professional requirements within the industry, and inspire students' love for the profession and confidence in the future. Teachers should make full use of the course content, highlight ideological and political elements such as traditional culture, social responsibility and professional ethics, and extend the depth and breadth of ideological and political education through case analysis, practical activities and other methods, and cultivate students' ability and quality for all-round development(Mao, 2020).

### **Selection and practice of teaching methods and means**

Through heuristic teaching, teachers can guide students to actively explore, think independently, and cultivate their critical thinking and innovation abilities. For example, in the fashion design course, teachers can use case analysis to show students clothing works of different design styles, allowing students to analyze their design concepts, style characteristics, and audience groups, thereby inspiring students' design inspiration and creative enthusiasm. Through heuristic teaching, students can not only learn professional knowledge, but also cultivate aesthetic taste and creativity.

In addition to traditional classroom lectures, practical teaching, experimental teaching and other methods can also be combined to allow students to learn and master knowledge in actual operations. For example, in the fashion design course, students can be organized to carry out practical operations, such as cutting and sewing, so that they can make clothing works by themselves and experience the fun and challenges of design. Industry experts can also be invited to the school for lectures or workshops to share industry dynamics and practical experience, and expand students' horizons and thinking(Smith, 2023).

The teaching method should focus on interactivity and cooperation. Through interactive teaching, it can promote communication and interaction between teachers and students, and stimulate students' interest in learning and participation. For example, in classroom teaching, teachers can use forms such as question-and-answer interaction and group discussion to guide students to think and express their own views, cultivate their expression ability and team spirit. Students can also be organized to participate in design competitions or project cooperation, so that they can learn to cooperate, communicate and collaborate with others in practice, and cultivate team awareness and communication skills(Li, 2023). According to the learning

characteristics and needs of different students, flexible and diverse teaching methods are adopted to help them achieve personalized development and comprehensive improvement. For example, in classroom teaching, teachers can flexibly adjust the teaching content and difficulty according to students' interests and learning levels to meet the learning needs of each student. Personalized tutoring and small class teaching can also be used to pay attention to the learning situation of each student, discover and solve problems in time, and promote their all-round development. Teachers should focus on heuristic teaching, diversified and practical teaching methods, interactive and cooperative teaching methods, and personalized and differentiated teaching methods. Through various channels and means, promote the organic combination of students' ideological and political education and professional and technical education, and cultivate students' ability and quality for all-round development.

### **Establishment and optimization of evaluation and feedback mechanism**

Evaluation indicators should include knowledge level, skill mastery, ideology and morality, etc., and should not only examine the degree of students' mastery of professional knowledge, but also pay attention to the cultivation of students' comprehensive quality. For example, in the fashion design course, the evaluation indicators can include the creativity, practicality, aesthetics and other aspects of the design works, and at the same time, students' understanding and experience of traditional culture and social responsibility should be examined. The diversification of evaluation methods helps to evaluate students' learning situation comprehensively and objectively. In addition to traditional written tests, experimental reports and other methods, project evaluation, work display, oral defense and other forms can also be used to make the evaluation closer to actual work and professional needs. For example, students can be required to complete a fashion design project, and display their works and oral defense, so that students can show their design concepts and creative abilities, so as to comprehensively evaluate their professional level and comprehensive quality. Teachers should evaluate and give feedback on students' learning situation in a timely manner, guide students to find problems, improve methods, correct mistakes in a timely manner, and promote their continuous progress(Tian Jing, 2023). For example, teachers can comment on students' works, point out their advantages and disadvantages, and put forward improvement opinions and suggestions to help students improve their design level and comprehensive quality. Teachers should regularly evaluate and adjust evaluation indicators and methods based on actual teaching situations to improve the scientificity and accuracy of evaluation. They should also strengthen communication and cooperation with students and enterprises, make full use of external resources and professional talents, and provide more support and guarantee for the optimization of evaluation and feedback mechanisms(Yin, 2019).

### **Conclusion**

This study proposes a series of effective teaching strategies and methods by exploring the integration of ideological and political education into fashion design courses in technical colleges. In the Internet era, students' ideological consciousness has been impacted as never before, so it is of great significance to integrate ideological and political content into course teaching. By reasonably setting course objectives, designing teaching content, selecting teaching methods, and establishing an evaluation mechanism, we can promote the overall improvement of students' ideological cognition and professional qualities. Technical colleges should focus on cultivating students' sense of social responsibility and innovation ability, so that they can become outstanding technical talents with high ideological level and professional quality. Teachers should continue to explore and practice, and constantly improve teaching models and methods to adapt to the development of the times and changes in student needs. I



believe that through the joint efforts of all teachers, the ideological and political education work in technical colleges will achieve more significant results and make due contributions to cultivating socialist builders and successors.

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