

Research on Course Design and Teaching Mode of "Clothing Marketing" under the Background of Integration of Production and Education

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Abstract: *The integration of production and teaching provides a reform idea for the research on the teaching mode and design practice of "clothing marketing" course, and clearly points out the direction for the course construction and training objectives. This article firstly analyzes the necessity of curriculum reform according to the current teaching content and teaching status of "clothing marketing" course. Then the article analyzes the steps of teaching content design of clothing marketing course: introduction, exploration, acquisition and sublimation. Finally, according to the design of teaching content, the course model of clothing marketing under the background of integration of production and education is explored, which includes two parts: course content system and software and hardware guarantee system. Analyzing the present situation of teaching is helpful to grasp the difficulties and opportunities of teaching. The exploration of teaching content design and teaching mode is conducive to promoting the integration of production and education, thus improving the teaching quality of courses and cultivating compound talents suitable for social development and industry needs.*

Keywords: Integration of Production and Education; Clothing Marketing; Teaching Mode; Instructional Design.

1. INTRODUCTION

As the main strategy to promote the development of higher education, the integration of production and education should adapt to the new situation, achieve new development, have the courage to change and innovate, and carry out teaching reform boldly. On the one hand, the integration of production and education is an important way to train application-oriented technical and technical talents^[1]. On the other hand, the integration of production and education is an important way for professional teachers to improve their practical work ability, improve the teaching quality of courses, and help to train skilled talents with modern marketing consciousness to meet the needs of society^[2]. Therefore, under the background of the integration of production and education, teachers' professional skills and teaching quality should be improved to comprehensively improve the quality of education. "Clothing Marketing" is a highly practical professional course of clothing design and engineering, including clothing marketing theory overview, clothing environment analysis, target market positioning, product 4P strategy, price formulation, clothing marketing channels and other theoretical knowledge, with a high degree of comprehensiveness and applicability. It has laid the foundation for the research of "Fashion display design" and "Fashion brand design and planning". The core content of "Clothing marketing" course is how to accurately and timely grasp the needs of clothing consumers under the conditions of buyer's market, create better brand and product content, formulate corporate marketing strategies, let more users know the brand and product, and get more traffic. Through the study of "clothing marketing" course, students are required to master basic theoretical knowledge, so as to combine theory with practice; Be able to use the marketing theory knowledge to analyze business cases and solve the current communication problems facing enterprises and integrate theoretical knowledge into the practice of clothing market research, clothing planning, writing creative documents with pictures, sounds, short videos, etc., and finally improve their comprehensive ability to meet the development needs of enterprises and society.

2. TEACHING STATUS OF CLOTHING MARKETING COURSES

First of all, the teaching design of the existing "clothing marketing" course is still based on the classroom teaching mode. Although the training program and course content have been adjusted several times, the one-way infusing teaching mode of classroom teaching has not been changed.

Second, teaching content has failed to keep pace with The Times, and an unexpected COVID-19 pandemic has changed people's lifestyles and shopping habits, accelerating the spread of "digital marketing" while promoting the development of the digital economy. Merchants from the early store and other customers to the current broadcast and other customers, from the past marketing and purchase separate to the present see, brush to buy, demand and supply form a closed loop, time and space alternating transformation, network virtual scene into the world of consumers. This is not just a digital revolution, but a revolution in consumer perception and thinking.

Third, the teaching practice effect is poor. Clothing marketing is a highly practical course. In the previous teaching design of clothing marketing, teachers often guided students to learn to analyze cases and find the key points of success or failure of cases through case teaching. Moreover, due to the arrangement of teaching plans or the mere formality of corporate temporary positions, teachers lack real practical experience in enterprise projects and cannot provide students with practical industry information.

Fourth, the assessment method is relatively single. Clothing marketing course is a very practical course, but the current course assessment mainly focuses on theory assessment, although there will be some data analysis questions in the process of theory examination, which seems to be practical application. However, most of them are common problems in the course of teachers' curriculum presentation considering the passing rate of students (there is also a small amount of practice application to improve students' grades). In addition to the theoretical examination, the usual attendance and homework submission also form part of the final score. It can be seen that the proportion of group project practice and class discussion is relatively low.

In view of this, this paper believes that in order to adapt to the current marketing situation and the needs of the development of the textile and garment industry, as well as to meet the needs of the new curriculum reform under the background of the integration of production and education, the course content and teaching design of "clothing marketing" are in urgent need of reform and innovation, and strive to cultivate innovative talents who meet the needs of society and have modern marketing skills to meet the needs of the development of the textile and garment industry.

3. REFLECTIONS ON COURSE DESIGN OF "CLOTHING MARKETING" UNDER THE BACKGROUND OF INTEGRATION OF PRODUCTION AND EDUCATION

Marketing course teaching content design is the focus of teaching practice, mainly around the course teaching objectives, from knowledge, ability and value elements, and combined with OBE results-oriented teaching concept to carry out topic content design. Taking "Clothing marketing Channel" as an example (Figure 1), following the four steps of "introduction → exploration → acquisition → sublimation", through the explanation of each module of the course content, students can understand that the essence of marketing channel is to obtain traffic and the way to obtain traffic, and accumulate rich professional knowledge for future innovation and entrepreneurship through the explanation of multiple cases. (Figure 2).

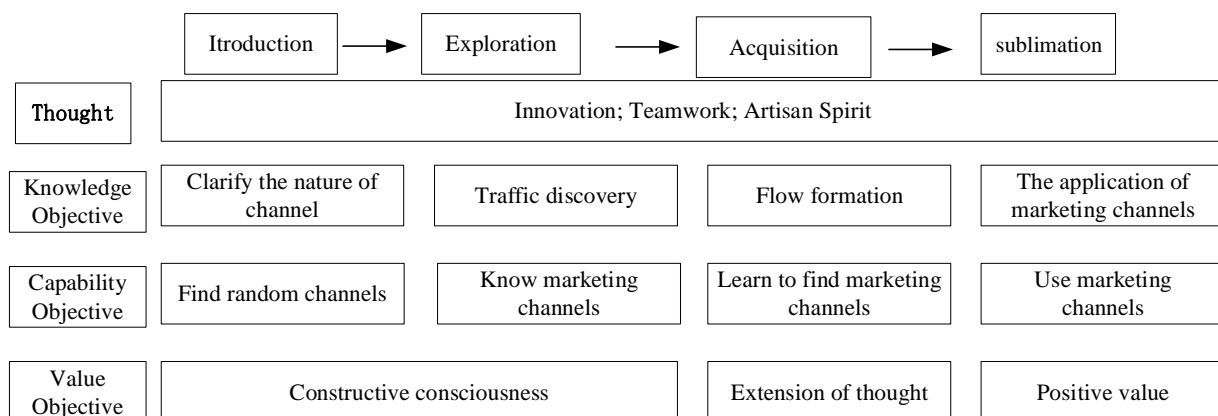


Figure 1: Step design of teaching implementation of "Clothing marketing Channel"

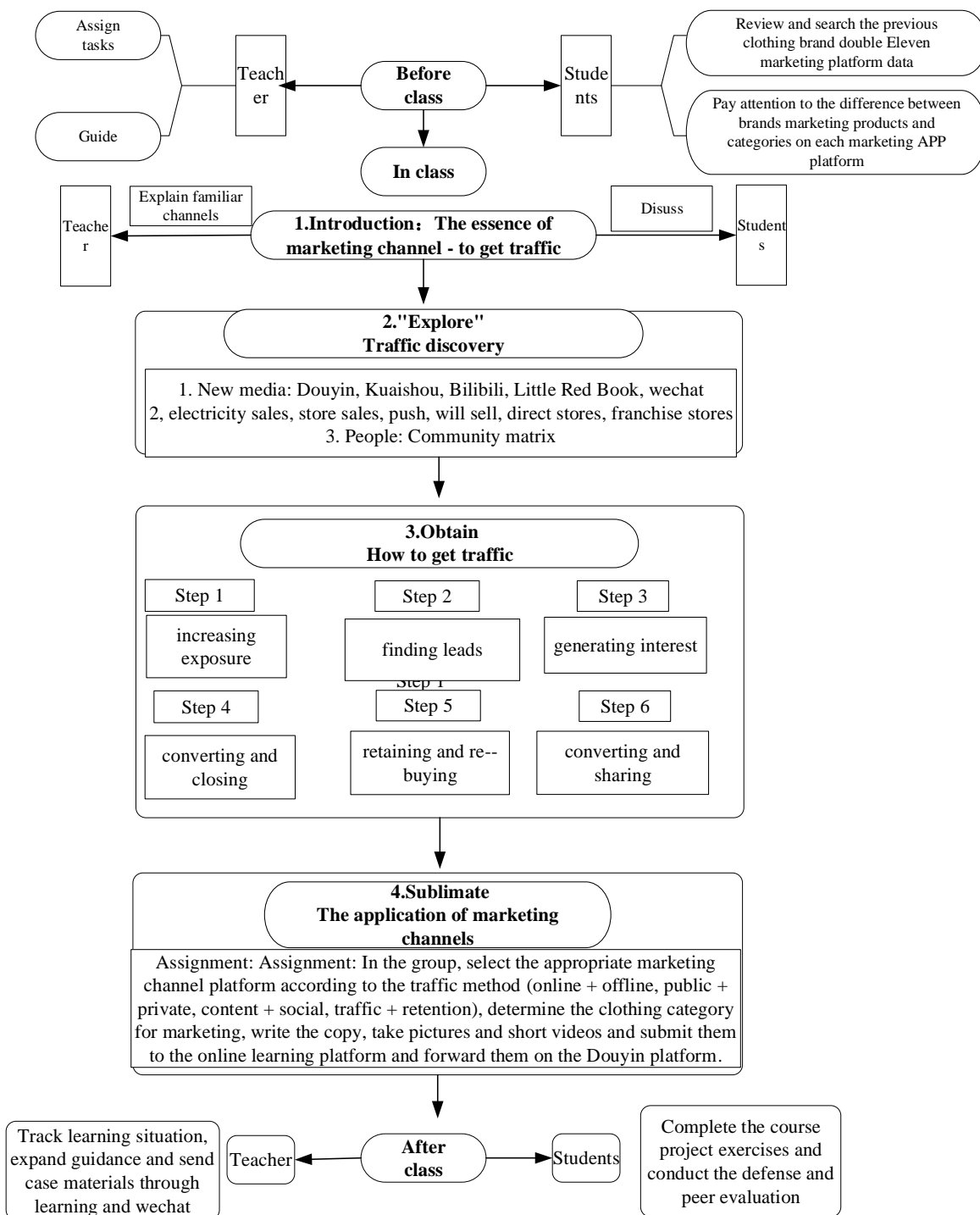


Figure 2: Teaching content design of clothing marketing channels

First, before class, teachers assign tasks to students and guide them to understand the diversity of marketing channels. Students should take the "Double Eleven" activity as an example, review and search the platform sales data of typical clothing brands, and summarize the different marketing products and programs of these brands on various APP marketing platforms. Secondly, after listening to the students collect and sort out the information in the class, they make a summary of the marketing channels that everyone is familiar with. Through some current events, they summarize the main uses and consumer groups of various platforms such as TV media, e-commerce, Tiktok, wechat and Weibo, thus leading to the essence of marketing channels is to obtain traffic.

Then we need to know where the traffic comes from, by enumerating cases to clarify the traffic from online new media, offline stores, exhibitions and other online and offline integration of the community. New media refers to various platforms such as Douyin, short video, industry vertical media, wechat, Kuaishou, and Bilibili. Offline stores include electricity marketing, local promotion, brand dealer system, and directly operated stores. Online and offline communities refer to people. Online, Tiktok, short videos, wechat, video numbers, etc. solve the problem of information dissemination through a variety of social media. In addition, the lecture emphasized that short videos have provided opportunities for small brands that could not afford huge advertising fees in the past, and that Tiktok Live broadcast has realized the integration of marketing and sales, communication and purchase, and communication and channels. The integration of online and offline is people, it is clear that consumers will split and share products and services based on two points of spiritual and material rewards, word-of-mouth or with the help of wechat friends to send a status can affect three or five people from the past to the present three or five hundred people. Third, to clarify the distribution of traffic, we must find a way to get traffic. Get more traffic through the six steps of increasing exposure, finding leads, generating interest, converting and closing, retaining and re-buying, and converting and sharing. Fourth, sublimate the use of "marketing channels". By means of online plus offline, public domain and private domain, content plus social, traffic plus retention, the group chooses the appropriate marketing channel platform according to the traffic method, determines the marketing clothing category, writes the copy, takes pictures and short videos and submits them to the online learning platform, then selects the appropriate consumer groups and platforms for forwarding, and grades are assessed by the number of views and likes. Finally, after class, teachers should track the learning situation, expand guidance and send case materials through learning and wechat. Students complete the course project practice and do live marketing and marketing planning for the transformation of offline clothing stores.

In addition, teachers will also discuss current typical cases on the Learning teaching platform, such as under the influence of everything can be co-branded, how students view the joint name of Fendi and Happiness Tea, Li Ning and Disney's Crazy Zootopia joint T-shirt, Adidas and Mickey's joint knitwear, etc. Brands can gain more market share and consumers by jointly creating different styles and categories of products. Can students see the underlying thinking and business logic behind marketing? Students can express their own opinions and read other students' opinions and learn from each other.

4. EXPLORATION OF THE COURSE MODEL OF "CLOTHING MARKETING" UNDER THE BACKGROUND OF THE INTEGRATION OF INDUSTRY AND EDUCATION

4.1 Jointly build the content system of clothing marketing courses

As an important base for cultivating application-oriented talents, application-oriented undergraduate colleges and universities need to build application-oriented undergraduate teaching curriculum system that conforms to social needs and industry development^[3]. For practical application-oriented courses, the most important thing is to cultivate students' practical ability and innovative spirit, so as to achieve the goal of undergraduate teaching training. At the same time, in order to ensure that the content system of applied clothing marketing course is more complete and reasonable, which can not be limited to traditional theoretical teaching, nor can it be one-sided in the form of case analysis or simple project teaching for practical training, it is necessary to build a comprehensive and reasonable content system of clothing marketing course and curriculum personnel training goals.

The course content system of clothing marketing needs to supplement the courses or contents related to marketing and digital marketing, such as consumer behavior/psychology theory, perceived value theory, digital operation and all-media marketing, etc. At the same time, feasible practical teaching links should be arranged according to the teaching contents in actual teaching. Figure 3 shows the basic framework of the clothing marketing course content system, which is based on the teaching objectives of the course and consists of content system and security system from three aspects: knowledge, ability and value. The content system includes the knowledge and abilities needed to learn this course, and the guarantee system includes the teachers, teaching methods and the hardware and software conditions of the school. In line with the idea of cultivating students' innovation consciousness, teamwork and craftsman spirit, we actively explore the integration of innovation and entrepreneurship education and course content, strengthen students' ability to master and apply the knowledge of various content modules of "clothing marketing", and then accumulate rich professional knowledge for future innovation and entrepreneurship. For example, students accumulate valuable experience for future entrepreneurship by writing clothing marketing plans,

summarizing the characteristics of digital marketing platforms and audience groups to carry out marketing creativity.

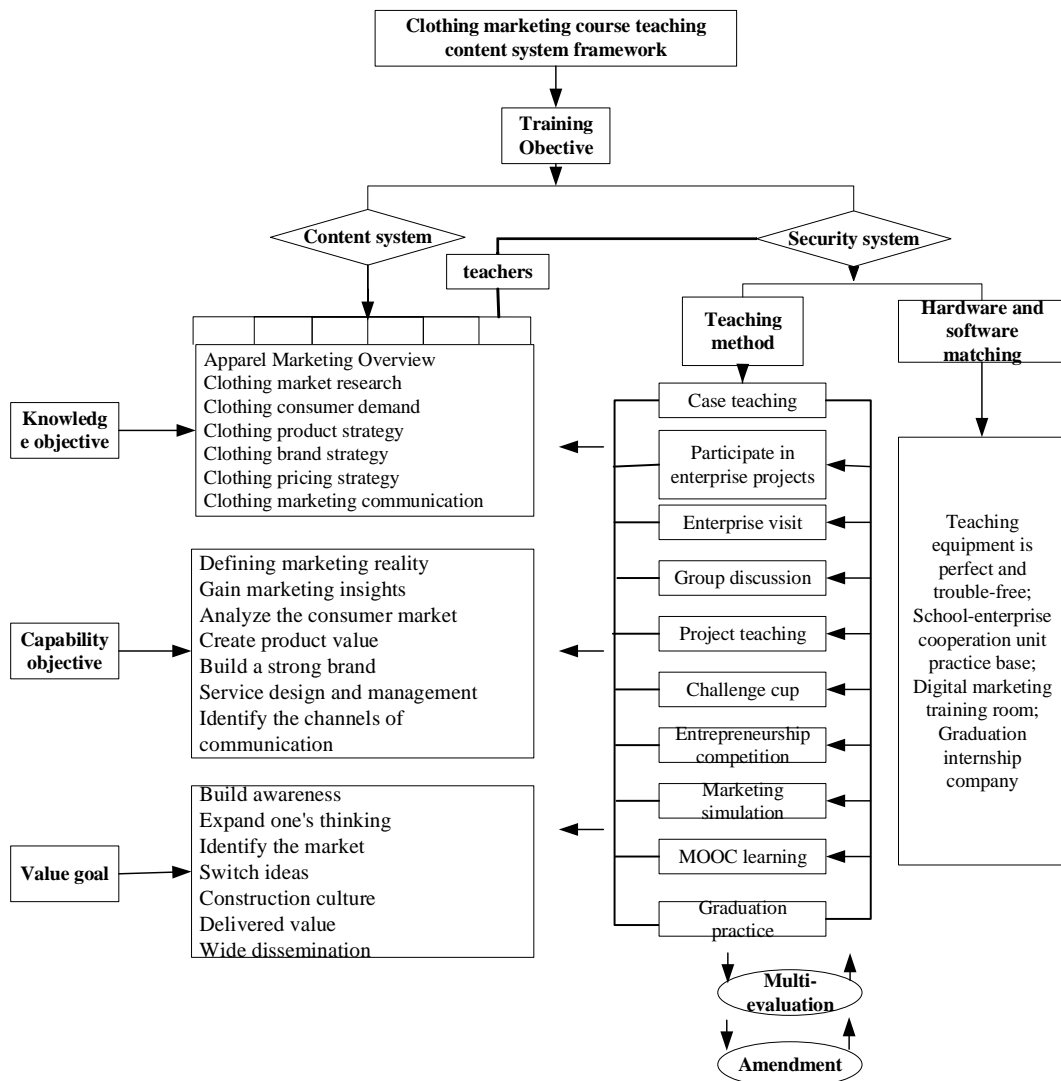


Figure 3: Framework of clothing marketing course content system

4.2 Build a teaching guarantee system coordinated with the course content system

In order to make the clothing marketing course content system run efficiently and achieve the teaching objectives, it is far from enough to only have a comprehensive and reasonable combination of course content. It is necessary to combine a variety of teaching methods and methods coordinated with the content, master a variety of modern marketing practice methods, and effectively compose students to complete the practice content easily and happily, so as to improve the classroom teaching efficiency and practical effect.

First of all, the allocation of course teachers should be reasonable. For a long time, the integration of industry and education is not in place, and enterprises and schools lack positive interaction. What teachers teach in the classroom may not be what enterprises need, and the knowledge and skills used by enterprises may not be what schools teach in the classroom. Therefore, in addition to the full-time teachers of the profession, the course teachers should also invite industry experts from enterprises to teach. The course attracts highly skilled talents from garment enterprises to campus, and teachers also go out of campus to enrich practical experience in enterprises, and build a platform for cultivating application-oriented talents. The knowledge reserve of teachers is very important, including not only the theoretical knowledge of professional courses, but also the practical knowledge of professional courses. At present, many college teachers take advantage of temporary positions in enterprises, winter and summer vacations to go to corporate social practice to have on-the-spot contact and understand the dynamics of enterprise

development and the latest information of the industry. They also continuously participate in training and study to arm themselves with knowledge, thinking and cognition so as to realize the integration of their theoretical knowledge and practical experience. It makes the teaching content more realistic and the class more interesting and efficient.

Secondly, strengthen the deep integration of information teaching and clothing marketing courses, integrate innovative teaching concepts into course teaching design, and improve classroom teaching efficiency. Through MOOC and Learning-through-teaching platform, students can master the teaching content from multiple angles and dimensions. Through the theoretical teaching of PPT courseware, appropriately interspersed with pictures, audio and other content, to help students understand knowledge more vividly. For example, in the process of explaining the knowledge of clothing marketing channels, the teacher will select the product display content of a clothing brand in different marketing channels such as red booklet, tik tok, bilibili, quick worker and other apps, and analyze the characteristics of consumers in each APP through the content released in different marketing channels. In addition, teachers can play short video cases of clothing brands in apps such as Tik tok and red booklet, so that students can deeply understand the short video marketing strategies of different brands and different products, as well as the influence of anchors' speech and background display on the selection of marketing channels in the live sales process. The teaching of "clothing marketing" course should use a variety of teaching methods to play their respective roles and improve the overall teaching effect. Through case teaching, students can understand the actual cases of enterprises, and apply the basic principles and theoretical knowledge of marketing to practice, so as to deepen knowledge understanding and understand the underlying thinking of marketing. Through project teaching, students can participate in enterprise projects or teachers can use what they have learned in virtual projects based on current events. Enterprises assign some tasks to students, such as writing planning plans, acting as short video anchors, live broadcast operation, etc. They may not be able to start at first, but students can find their own problems in time and adjust their own situation according to the actual situation. In addition, the enterprise teachers provide appropriate assistance to improve students' learning interest and learning effect. In the process of project implementation, through group discussion, each person expresses his own opinions and gathers wisdom, strengthens the team consciousness of students and makes students more cohesive. Through the situational marketing simulation method, create a real clothing marketing environment, let students play the role of anchors, and learn how to retain consumers and increase turnover through anchors' words. By forwarding wechat clothing industry marketing experts' articles and video explanations to students before or after class, students can understand the development of the industry, the development model of the head brand and successful marketing cases. Let the students never lag behind in thinking and cognition. Through participating in the "Challenge Cup", entrepreneurship competition and graduation practice, combining theory with practice, knowledge imparting and ability training, comprehensively improving the comprehensive knowledge quality, innovation ability, practical ability and will quality of individuals in the real experience.

Third, the development of course content and the application of teaching means need to be supported by perfect hardware and software matching inside and outside the school. This requires the school to be equipped with advanced laboratories, as well as internship bases related to the textile and garment industry and collaborative units that students can direct output after graduation. As an application-oriented major in application-oriented undergraduate colleges and universities, if these basic guarantees cannot be provided, practical teaching will become a dead letter. Although we invest a lot of time and money to build, but also need to continue to promote and maintain. First, the teaching equipment is perfect and trouble-free. Teachers are the main body of teaching, and teaching equipment is the main body of teachers' teaching. In the course of class, if the teaching equipment can not be complete and clearly show the content to be expressed to the students, the video picture is not clear, the audio is intermittent, and sometimes the opening of various digital equipment is a problem, which undoubtedly adds a problem to the teaching. Students have little knowledge of what the teacher wants to show, and the teacher needs to restate it through oral explanation, which wastes a lot of time. Therefore, the complete and trouble-free teaching equipment is a necessary condition for teaching. Secondly, the establishment of the campus laboratory. The laboratory is the main practice place for the students of the marketing course. In the era of digital marketing, the development of e-commerce, wechat business, and Tiktok live selling, students need to master more digital skills, and no amount of theoretical knowledge can replace walking into the training room to train the control of each link. Every student is a consumer, students can simulate various scenarios in the training room, and even cooperate with outside enterprises and shops to try to set up a college broadcast room, so that students can participate in the planning and operation, not only exercise students' management ability and team writing ability, but also understand students' needs in all aspects through live broadcasting, and expand the business scope of the broadcast room. At the same time, the continuous update and supplement of software system is also the focus of laboratory construction. On this basis, the content of the course content and course arrangements are adjusted to

encourage students to start businesses, open online stores, community marketing, live delivery, etc., to cultivate students' actual marketing management ability and self-employment ability. Third, establish a variety of school-enterprise cooperation practice bases. In order to serve the purpose of local economic development, the school can establish long-term stable and sustainable cooperative relations with local clothing enterprises of different forms and sizes. In each semester of cognitive learning, teachers can take students to visit enterprises, learn lectures, so that students can truly understand the realistic environment of the garment industry.

At the same time, in the graduation internship stage, you can go to these enterprises to participate in the marketing planning, market research, sales and promotion of clothing enterprises. According to the needs of enterprises, two-way selection and arrangement of interested positions to serve enterprises well, or internship rotation system, so that students can fully understand the work content and intensity of each position in a short time, so that students have a clear goal for employment after graduation. Of course, students can also choose to continue to work in the internship unit, which plays a catalytic role in the smooth development of school-enterprise cooperation under the background of the integration of industry and education.

Fourth, strengthen the course teaching process assessment mechanism. The teaching content of marketing courses includes theoretical teaching and practical teaching, and the assessment of theoretical knowledge is usually through a paper or the submission of online homework after the course. However, the assessment of practical content includes a wide range, including online and offline discussions, marketing scenario simulation and market research or planning case writing.

The assessment of the practice content involves a lot of teaching equipment, system equipment, practice base construction and other problems, and there is no systematic evaluation. Moreover, the examination of the practical content takes a long time, and the existing teaching hours may not be able to meet the requirements. Therefore, in order not to cause huge waste, we have to consider how to solve this problem with no existing experience that can be adopted. Therefore, in order to check the design level of students' knowledge, on the one hand, in the process of formulating and designing exam papers for marketing courses, the topic design should be focused, and the blank filling and multiple choice questions should be based on basic theoretical questions and supplemented by practical questions, so as to check students' basic knowledge. Case analysis, scenario simulation and practical project planning are mainly practical questions to test students' practical ability. On the other hand, teachers need to explore other diversified evaluation indicators, classroom performance, group discussion results and other classroom interaction with teachers are included in the curriculum evaluation system.

5. CONCLUSION

Clothing marketing is a course integrating knowledge, practice and interdisciplinary integration. With the continuous development of digital new media, the training of marketing talents is also challenged. Through thinking about the curriculum design under the background of the integration of production and education, the exploration of the construction of the curriculum content system and the teaching mode of the guarantee system, the reconstruction of the thinking and positioning of personnel training, and the re-formulation of professional personnel training programs. Taking the clothing and clothing design major of Taishan University as an example, teachers timely adjust the teaching course content according to the needs of industries and enterprises for professional talent training, and conduct pilot tests on some classes to reconstruct the course content structure, so as to cultivate students' ability to engage in shopping guide, clothing display, online operation and other work in clothing enterprises and clothing retail terminals. And take into account the students' digital information marketing innovation ability, highlighting the network sales, video editing, content innovation and other professional technologies and skills to lay the foundation for students after graduation employment and entrepreneurship. At the same time, taking this opportunity to promote the combination of work and study and build a new integration mode, it is conducive to improving the teaching ability of teachers and cultivating high-quality compound marketing talents.

ACKNOWLEDGEMENT

This paper is supported by the Fund project: Taishan University Teaching Reform Project —Research on Innovation of Teaching Mode of "Clothing marketing" course Under the Background of the Integration of Industry and Education.

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