

Discussion on the Course Teaching of Textile Economics

Congcong Pu*

Lutai School of Textile and Apparel, Shandong University of Technology, Zibo, Shandong, 255049, China

ARTICLE INFO

Article history

Received: 6 May 2021

Revised: 13 May 2021

Accepted: 24 July 2021

Published Online: 30 July 2021

Keywords:

Textile economics

Textile majors

Course teaching

ABSTRACT

Textile economics is a discipline that uses the basic principles and methods of economics to study textile production, sales and international trade. Learning the course is conducive to training applied senior engineering and technical personnel who understand both technology and management. There are problems such as students have no foundation in economics, students have no enthusiasm for studying textile economics, not enough teachers in textile economics, unreasonable textbook layout, single teaching methods and means, lack of teaching experience, teaching resources and teaching conditions, etc. Therefore, the teaching of textile economics is in urgent need of reform.

1. Introduction

Under the socialist market economic system, the production of textile enterprises has been closely linked with the market, and all the economic activities of enterprises are centered on the market. In a word, production is market-oriented. The market is the result of production development, and it is also the condition of production development. With the high development of commodity production, it will inevitably become more and more prominent in the guiding role of the market. Because the purpose of socialist industrial production is to satisfy the people's consumption, and the basic task of the textile industry is to fully satisfy the social consumption needs of mankind. The ability and scope of product development is the first factor that restricts the market. The development of my country's textile industry must take the market as the axis and establish a scientific product structure, so that in the entire process of textile economic activities, it always reflects the market development of textile products^[1-2]. Textiles are an important export commodity of our

country. In 2020, textiles and clothing, as a key export commodity, withstood the huge impact of the epidemic. Driven by masks and other anti-epidemic materials, exports have achieved unexpected growth throughout the year, which has become an important driving force for the growth of national trade in goods. In 2020, China's textile and apparel foreign trade totaled US\$319.88 billion, an increase of 8% year-on-year, accounting for 6.9% of all trade in goods, of which exports were US\$296.23 billion, second only to the historical peak of US\$298.49 billion in 2014, an increase of 9.1% year-on-year. 11.4% of the country's exports of goods trade, imports of US\$23.65 billion, a decrease of 4.1%. The accumulated trade surplus was 272.58 billion US dollars, accounting for 51% of the national goods trade surplus, a year-on-year increase of 10.4%, driving the overall export of goods trade in the country to increase by 1 percentage point^[3]. The textile economics course is mainly for students in the textile college. Starting from the concept of modern textiles, combining the main economic management theories with the

*Corresponding Author:

Congcong Pu,

Lutai School of Textile and Apparel, Shandong University of Technology, Zibo, Shandong, 255049, China;

Email: 14948962@qq.com

development of the textile industry, combining theoretical teaching with specific case analysis, and using different perspectives to analyze the characteristics of the textile industry, the development of China's textile industry, the characteristics and the situation of international trade. The course requires a mastery of basic economic principles and international trade theories, and an understanding of the development of the world textile industry and the status quo and characteristics of the development of China's textile industry, as well as the development trends of major domestic textile and garment enterprises^[4-5].

2. Teaching Status of Textile Economics Course

Textile economics is a discipline that uses the basic principles and methods of economics to study the economic relations, laws of economic activities and their applications in textile production, sales and international trade. In the past, in the training of textile students in colleges and universities, the emphasis was on technology and scientific theory, while the education of economic management and other content was ignored, and it could not meet the demand for talents under the conditions of the socialist market economy. Textile economics requires students to master basic economic principles and international trade theories, understand the development status and characteristics of the international textile industry, and play an important role in the cultivation of talents. As a newly developed discipline, textile economics has many problems in the teaching of courses.

2.1 Students Have no Foundation in Economics

In order to meet the needs of talent training under the conditions of market economy, many textile colleges and universities have successively added courses such as textile economics in talent training programs. In essence, textile economics is an applied economics subject. The prerequisite for learning textile economics is to have a relatively good economic foundation. However, textile students do not have a foundation in economics, and it is difficult to understand economic theories and methods. From the perspective of teaching practice, the common problem of textile students is that it is difficult to understand many economic problems involved in the course, and it is difficult to consider, analyze and solve problems with economic thinking. Some basic concepts of textile economics, such as the time value of money, risk analysis, investment and depreciation, economic evaluation, and long-term investment decision-making analysis methods, are relatively unfamiliar to textile students. Due to

the teaching reform, some courses related to textile economics, such as international trade theory, economic and technical management, have also been cancelled, which has brought more difficulties for students to study textile economics well.

2.2 Students Have no Enthusiasm for Studying Textile Economics

The development of the textile industry urgently needs a large number of construction talents with both professional skills and economic consciousness. Because no matter what the specific major is, it will serve economic construction in the future. Since science and engineering students have almost no courses of basic knowledge of modern economics, the serious lack of economic awareness directly affects their understanding of social and economic activities. However, strengthening the cultivation of economic awareness for science and engineering students is still a weak link. To solve this weak link, it is necessary to educate science and engineering students on the basic knowledge of modern economics^[2]. In many professional training programs of textile colleges and universities, textile economics is often offered as a professional elective course. Since it is not a professional backbone course, the status is relatively marginal, and the students' enthusiasm for learning is not high, and they will not spend more time studying. The study requirements are relatively low, as long as the pass is good. In many textile colleges and universities, because the students number of electives for this course is too small, it may not be offered to students in the end.

2.3 Not Enough Teachers in Textile Economics

Textile economics is an interdisciplinary subject, which requires teachers to have knowledge backgrounds in multiple subjects such as economics and textile engineering. Many teachers who are engaged in textile economics courses in universities do not have a background in textile economics, but are transferred from economics or textile engineering majors, and their knowledge structure is not comprehensive; many teachers also lack experience in textile business management or textile international trade, Teaching according to the textbook, can not arouse the enthusiasm of students, and can not give students practical experience guidance.

2.4 Others

Textile economics is a new subject, and its course itself has the characteristics of marginal and comprehensive. Therefore, in teaching practice, there are problems such

as unreasonable textbook layout, single teaching methods and means, lack of teaching experience, teaching resources and teaching conditions, etc. Therefore, the teaching of textile economics is in urgent need of reform.

3. Teaching Reform Measures of Textile Economics Course

The construction of students' economics foundation is a long-term process. Under the background of education and teaching reform and class time reduction, it is difficult to solve this problem in the professional training plan. Therefore, in teaching practice, on the one hand, teachers usually encourage students to learn basic knowledge of economics through general education courses, national quality course websites, etc. On the other hand, according to the content and needs of the lectures, the teacher supplements students economic theory and methods in the course of lectures. There is an overall shortage of teachers in textile economics, especially teachers with practical experience in business management and foreign trade. Some teachers have insufficient teaching ability and lack of professional practical experience, which makes it difficult to meet the practical needs of students and the improvement of their theoretical level. Strengthening the construction of the teaching staff can also promote the integration of school-enterprise teachers and help comprehensively improve the level of the teaching staff. At the same time, strengthen the construction of the practical teaching system, explore new models based on school-enterprise cooperation, and promote in-depth integration and coordinated development with industry associations and brother colleges, which will help promote the integration of curriculum construction; From the perspective of the development of textile economics textbooks, the publication time of textbooks is relatively early, and many of them are not suitable for the current social and economic development background and industry characteristics. Therefore, it is necessary to actively update the textbooks and introduce new theories and knowledge; In recent years, with the emphasis on textile economics teaching, many textbooks have been published. The teacher is the leader of the teaching process, and the students are the main body of the teaching process. At present, the education model of most colleges and universities is still based on the traditional teacher-centered classroom teaching. This model ignores the interaction and communication between teachers and students, leaving students completely in the passive learning state can't give full play to students' enthusiasm and initiative, and can't cultivate students' comprehensive analysis and judgment ability, poor practical ability, and it is not conducive to forming students' professional identity

and professional loyalty. Through curriculum teaching reform, improve teaching methods and means, establish a three-dimensional classroom body composed of teachers, students and teams, with pre-class student preview, data collection, teacher pre-class guidance, classroom lectures, and teachers comments and joint discussions, after-class tests, and teacher's effect evaluation, which consist of flipped classrooms, split classrooms and group collaborative inquiry learning. At the same time, based on different characteristics of the course content, dynamic selection of specific teaching modes and teaching methods. This teaching mode helps to mobilize students' enthusiasm and improve teaching effects; it helps to cultivate students' comprehensive analysis and judgment ability and practical ability; it helps to form career attraction and improve students' professional recognition and career loyalty^[6-8].

4. Conclusions

Textile economics is a professional course for textile majors. Through the study of the course, students can master the basic concepts, theories and methods of textile economics and get due exercise in practical operation. Learning through the course is conducive to training applied senior engineering and technical personnel who understand both technology and management. The thesis puts forward solutions in textile economics teaching to the current problems such as students have no foundation in economics, students have no enthusiasm for studying textile economics, not enough teachers in textile economics, unreasonable textbook layout, single teaching methods and means, lack of teaching experience, teaching resources and teaching conditions, etc.

References

- [1] Xiandeng Guo, Outline of Modern Textile Economics[B], China Textile Industry Press, 1994.
- [2] Xiandeng Guo, Regional Textile Economics[B], China Textile Industry Press, 1994.
- [3] <http://www.sjfzxm.com/hangye/202102-25-581867.html>.
- [4] Wang Mingyou. Attention should be paid to cultivating the economic consciousness of science and engineering students[J]. Social Science Information of Colleges and Universities, 1996, (3):26-48.
- [5] Changming Yang. 1992. Theoretical Aspects of Mineral Resource Economics. Journal of Hebei College of Geology, (06):632-638. (in Chinese).
- [6] SHU Siqu, ZHANG Hongtao, PEI Rongfu, et al., 2017. Quaternary model for sustainable exploration and development of mines. Geological Bulletin of

- China, 36(8): 1476-1482.
- [7] XIAO Keyan, XING Shuwen, DING Jianhua, et al., 2016. Division of major mineralization belts of China's key solid mineral resources and their mineral resource potential. *Acta Geologica Sinica*, 90(7):1269-1280.
- [8] MA Cheng, ZHANG Fuliang, LEI Xiaoli et al., 2019. Study on environmental management policies of green exploration: a case study of Queensland, Australia. *China Mining Magazine*, 28(6):77-80.
- [9] Lei Zhang, Junci Liu, Wanxia Qi. Research on the Path of Integrating Jing-Chu Textile Intangible Cultural Heritage into Ideological and Political Education in Colleges and Universities[A]. *International Informatization and Engineering Associations. Proceedings of 2019 2nd International Conference on Financial Management, Education and Social Science (FMESS 2019)[C]. International Informatization and Engineering Associations: (Computer Science and Electronic Technology International Society)*, 2019:4.
- [10] Helena Britt. Utilizing Archives and Collections: Textile Education, Industry and Practice[J]. *Journal of Textile Design Research and Practice*, 2019, 7(2).
- [11] A Study on the Direction of Maker Education in Clothing & Textile Area of Practical Arts Education in Elementary Schools[J]. *Journal of Korean Practical Arts Education*, 2019, 32(4).