

# Management in the innovation of teaching method module Production technology of industrial sewing 2 - Hanoi Industrial Textile Garment University

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**Abstract:** Preparation for production in industrial garment manufacturing is one of the crucial stages that significantly contributes to determining the productivity and quality of products. The module Production technology of industrial sewing 2 focuses on teaching a part of the production preparation process. Therefore, innovating teaching methods for this course has always been a priority for the department, faculty, and the institution. In recent years, lecturers teaching this module have consistently updated their teaching methods, incorporating practical knowledge and the latest research into the curriculum.

**Keywords:** Preparation for production, innovative teaching methods, manufacturing technology.

## 1. Introduction

The Fourth Industrial Revolution has profoundly impacted all aspects of social life, including education. This raises the critical question of how to improve teaching quality to meet the demands of the new era. Therefore, innovating teaching methods has become a key priority to enhance the quality and effectiveness of education in today's context.

However, many teachers still rely on traditional teaching methods, characterized by one-way interaction between the teacher and students. Teachers deliver lessons and share knowledge, while students are expected to simply listen. The main drawback of this approach is that it limits students' ability to develop critical thinking and fosters the assumption that the teacher is always right. As a result, students often lack the skills to ask questions or engage in critical thinking. Additionally, this method tends to make students passive learners. They become overly dependent on the knowledge provided by their teachers and rarely seek out new information on their own. This dependency limits their understanding and intellectual growth. Such passivity leads to stagnation, reluctance to explore new ideas, express opinions, or engage in active thinking. Consequently, students often struggle with presentation skills and lack creativity. Given these shortcomings, it is essential to innovate teaching methods to make them more scientific and effective.

The module Production technology of industrial Sewing 2 plays a crucial role in teaching the production preparation process. Therefore, innovating teaching methods is essential to help students actively and effectively acquire knowledge. This not only enhances the quality of student learning but is also a regular responsibility of the Production Preparation department in particular and the Garment Technology Faculty of the Hanoi Industrial Textile Garment University in general.

## 2. Research Content

### 2.1. Current situation of current approach in teaching method in the module Production technology of industrial sewing 2

#### 2.1.1. Current situation in the Improved teaching method in the module Production technology of industrial sewing 2

The module "Production technology of industrial Sewing 2" is taught by the Department of Preparation for Production and is responsible for teaching students about the preparation of technical documents for industrial sewing production. The course provides students with knowledge and skills about the process of preparing technical documents, including: Building technical standards, Color charts, Material and Component norms, Sewing line design.

Content and teaching plan: As a mandatory module for students majoring in garment technology,

this module consists of 30 theoretical sessions and 60 practical sessions scheduled over 15 weeks. The prerequisite for taking this course is that students must have completed the module “Garment technology 2” and “Processing and Finishing of garment products.”

Attendance and Participation :Attend at least 80% of theoretical evaluationBof: Recognition(understanding),Participation in discussions, Attendance and punctuality (10%), Regular quizzes (30%); Final exam (60%).

Teaching methods applied to Production technology of industrial sewing 2: Lecturing method, Discussion based, Group – based learning, case study, Problem - base based learning.

Table 2.1. Summery of Teaching methods applied to Production Technology of Industrial Sewing 2 in overall learning module.

No	Courses	Teaching method				
		Lecturing method (100%)	Discussion based (40%)	Group – based learning (20%)		
1	DH- K4	Lecturing method (100%)	Discussion based (40%)	Group – based learning (20%)		
2	DH- K5	Lecturing method (100%)	Discussion based (30%)	Group – based learning (20%)	Case study (10%)	
3	DH- K6	Lecturing method (100%)	Discussion based (30%)	Group – based learning (20%)	Case study (10%)	Problem - base based learning (10%)
4	DH- K7	Lecturing method (100%)	Discussion based ( 25 %)	Group – based learning (20 %)	Case study (15%)	Problem - base based learning (15%)

Through the table, it is clear that the system of teaching methods at the university module “ Production Technology of industrial sewing 2“ has undergone changes in terms of methods and frequency of use. Specifically, 100% of all classes by all instructors use the lecture/large group instruction method. During the teaching process and experience sharing among classes, there has been an addition of active teaching methods that focus on the learner, with a higher frequency of use.The three most frequently used teaching methods by instructors, in decreasing order of frequency, are: lecture-discussion method, discussion method, and group learning organization. For students of K6 and K7, instructors have also applied additional methods such as case study research and problem-solving research.

In general, the traditional teaching method - the lecture method is still the most commonly used

teaching method today. With the lecture method, the activities of the instructor are central, the instructor is the presenter, lecturing, and students are the listeners, memorizers, note-takers, and thinkers. Therefore, this may limit the active learning of students. To promote active and creative learning for students, instructors need to combine traditional teaching methods with active learning methods in a balanced way.

2.1.2. Curent situation of Management in Improving teaching method of the module of Production technology of industrial Sewing 2

*\*Development Plan for Innovative Teaching Methods*

At the beginning of each academic semester, the department’s faculty members develop a plan to innovate teaching methods, considered a yearly task in the university’s teaching activity plan. Specifically:

Identifying the purpose of innovating teaching methods as leveraging high-level active learning of the students to enhance teaching quality.

Establishing a roadmap for implementing innovative teaching methods for each stage within a year and in the following academic years.

Disseminating the university’s plan for innovating teaching methods to all administrative staff, teachers, and students throughout the university.

*\*Implementation of Teaching Method Innovation*

Head of department implements the school’s teaching method innovation plan within the department and develops a teaching method innovation plan for the department that is suitable for the department’s characteristics.

The subject department implements the department’s innovation plan and develops a teaching method plan for their subject department that is suitable for the nature of the course and the department’s situation.

Lecturers are primarily responsible for innovating teaching methods from lesson planning to implementation in the classroom and assessing students’ learning outcomes.

*\*Implementation of teaching method innovation*

The department head develops a plan for teaching method innovation in the department. The subject department develops a plan for teaching method innovation for the team as a basis for individual lecturers to innovate their teaching methods, with a focus on the direction of innovation, the roadmap for teaching method innovation at the team and

department levels, and recommendations to the school to ensure successful innovation in the subject department and department.

The subject department implements its teaching method innovation plan to individual lecturers in the subject department, discusses and reaches a consensus on the direction of innovation and the plan for teaching method innovation in the subject department. The department and subject department manage lecturer's teaching method innovation on class through regular and surprise observations, as well as simulation classes.

#### *\*Assessing, Evaluating, and Adjusting the Management of Teaching Method Innovation*

Evaluation of teaching method innovation and management of teaching method innovation for the module of Production technology of industrial sewing 2 reveals that faculty members have taken responsibility for innovating their teaching methods and have applied positive teaching methods and modern educational tools in their teaching. Additionally, departmental management staff and the school have closely supervised, guided, and monitored the teaching method innovation process. As a result, there have been certain changes in the teaching method innovation process for the module 'Production technology of industrial sewing 2'.

However, to further improve the quality of teaching for this module and other modules in the Department of Textile and Garment Industry, the author proposes the some solutions.

#### **2.2. Solutions in improving the teaching quality in the module of Production technology of industrial sewing 2**

Management of teaching method innovation for the module *Production technology of industrial sewing 2* requires the combination of theory and practice to meet the practical needs of the modern garment industry. Below are some specific solutions:

*First:* Develop a teaching method innovation plan that is suitable for the unique characteristics of the module. Include the latest knowledge on manufacturing processes, equipment, and modern production trends such as automation, artificial intelligence, and smart manufacturing.

*Second:* Actively innovate teaching methods by combining traditional teaching methods with modern teaching methods such as Project-Based Learning – PBL, Blended learning, Experiential learning.

*Third:* Enhance teaching aids and information technology to support teaching. Create digital lectures, simulation videos of production processes, and interactive exercises. Develop an online question bank and quizzes for quick assessment. Incorporate software and research findings from professors and businesses into teaching.

*Fourth:* Strengthen partnerships with businesses. Collaborate with garment manufacturing companies. Provide opportunities for students to intern, participate in real projects at companies. Seek feedback from businesses to improve content and teaching methods. Invite experts from the garment industry to teach or share their experiences at the school.

### **3. Conclusion**

Innovating teaching methods is essential and should be widely implemented to create the best learning environment for students. This environment will be the foundation for producing a young generation capable of deeply integrating into the world in this new era full of opportunities and challenges. For the garment technology industry, the production preparation phase is crucial as it determines the quality and productivity of the products. Therefore, the implementation of these solutions will enable better management of the process of innovating teaching methods for the *Production technology of industrial sewing 2* module, thereby improving training quality and enhancing students' adaptability to the practical demands of the garment industry.

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