

خطة مقترحة عن إمكانية استخدام شبكة المعلومات كأحد نظم التعليم عن بعد في تنفيذ ملابس السيدات

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The Possibility Of Using The Information Network As a Distance Education Systems In The Design And Implementation Of Women's Clothing With Physical Objects

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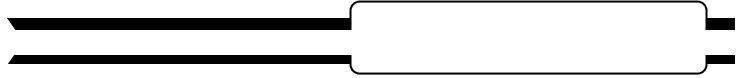
The abstract:

Is the clothing of the basic needs of an individual that can not be dispensed with , so the search cares that serve several categories of society, such as housewives or graduates of full-time and who do not suit them sizes available in the market while large-sized or inconsistency dimensions of their bodies and non-specialists in the field of cutting and sewing and learn the origins of knitting without resorting to training places for this , this discussion dealt with the steps the serial for the preparation and implementation (blouse - Dress) as one of the models Almbusah manufactured in small factories or medium by adjusting Pattern in order to fit the objects of defects physical or filled through the use of computers as a mediator of education through Internet job website registered on the pages steps serial methods of implementation and preparation Albatron **this research aims** to present a study of changes the physical and psychological integrity of women mast . put averages record for a woman's body mast . , modify the basic model flat to accommodate changes physical women's mast . , design , fashion and models for women mast matched industry garments . educational process and support specialized programs that take into account the serial steps of the implementation processes .

The importance of research to raise the level of women in the development of models match the garment industry for women and keep pace with technological advances in the preparation of garments descriptive approach demo

The research adopted analytic descriptive method **.The research instrument depended on field** visits for the interested of garment industry and a questioner for the presented plan. **The results found that** Ratio Alaramoavqh terms of the questionnaire for the first axis (goals) is ٧٨,٦% and ratio Alaramoavqh terms of the questionnaire the second axis (attention to the human element in the training) is ٦٥,٧% and ratio Alaramoavqh terms of the questionnaire for the third axis (objectives of the proposed plan) is ٧٦,٦%.

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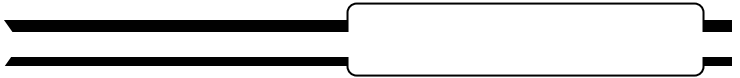
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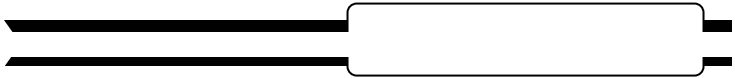
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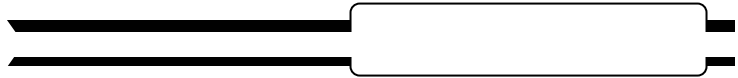
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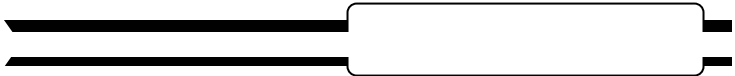
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...The Distance Learning Systems

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Windows edition

Windows V

System

Processor Intel (R) Core V Due

Memory (RAM) 1.14 MB

System type 32-bit Operating System

VGA Mobil Intel (R) 940GM Express

content management system (CMS) -

: Microsoft Office Front Page V.0.3 service pack3 (SP) -

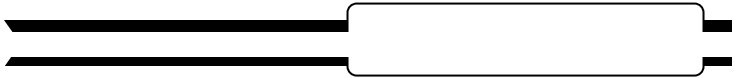
: Flash Slide Show Maker Professional -

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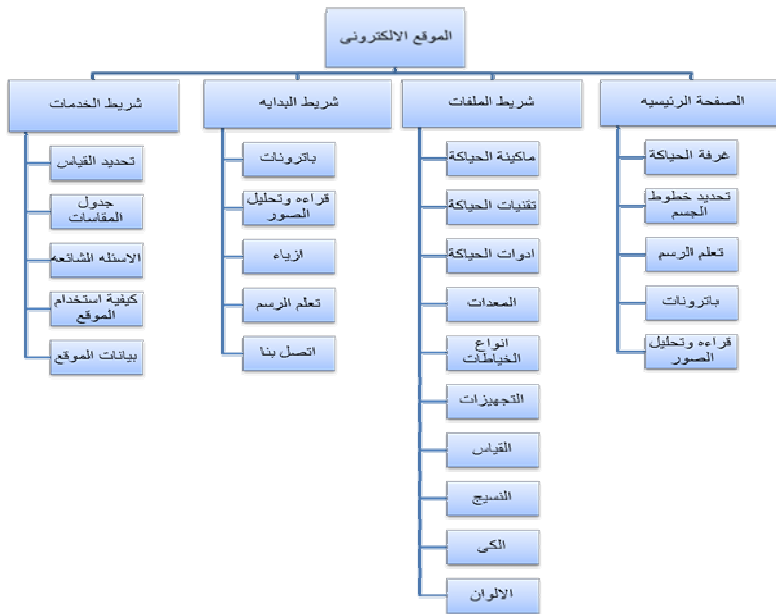
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Scanner

Adop Photo Shop

content management)

(system (CMS)



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شكل رقم (٢) يوضح شعار البرنامج

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شاشة برمجية رقم (٣)

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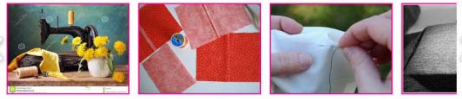


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قراءة وتحليل الصور

هل تستطيع ان تتعامل مع الصور كما تتعامل مع قطعة الخياطة . اذا ما قرأت أصبحت ذات معاني ولذات واضحة
هل تستطيع ان تعرف مفاهيم وأبعاد جدول من خلال مشاهدة صورة ؟
اذا وقت تتساقط ، والخطوات التالية تطبيقاً للأخلاق....

التصيد



خدمات متنوعة

- *مدى الخدمات
- *نوع الخدمات
- *الإقامة المتاحة
- *كيفية استخدام الموقع

كوبى على اتصال

معاينة صور كوم برنج: بكل الأفرجات الخاصة بالموقع أو الاستفسارات الخاصة بالخياطة وسداد
تقديم الاستفسارات الخاصة

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الرئيسية قراءه وتحليل الصور آراء تعلم الرسم برفوت اتصل بنا

ماكينه الخياكه

ماكينه الخياكه هى اهم اداة يمكنك من خياكه ما تشاهين...وللتعامل معها أسرار وفنون يعرفن على بعضها مما





التحكم فى ماكينه الخياطه

طريقه ملئ المكوك

ماكينه الخياطه

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الرئيسية										الفرقة وتفاصيل الصور										أزياء										نظم الرسم										معلومات										اصول بنا																																					
جدول القياسات																																																																																							
52	50	48	46	44	42	40	38	36	34	المقاس	122	116	110	104	100	96	92	88	84	80	محيط	104	98	92	86	82	78	74	70	66	62	الصدر	128	122	116	110	106	102	98	94	90	86	محيط											الوسط											محيط											أكبر											حجم

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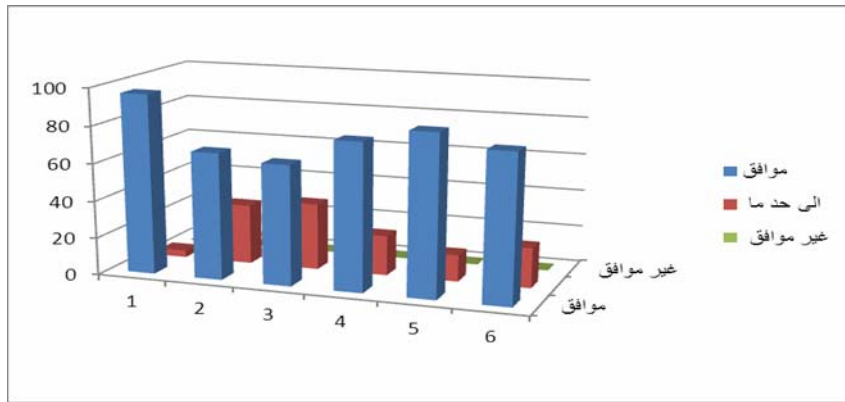
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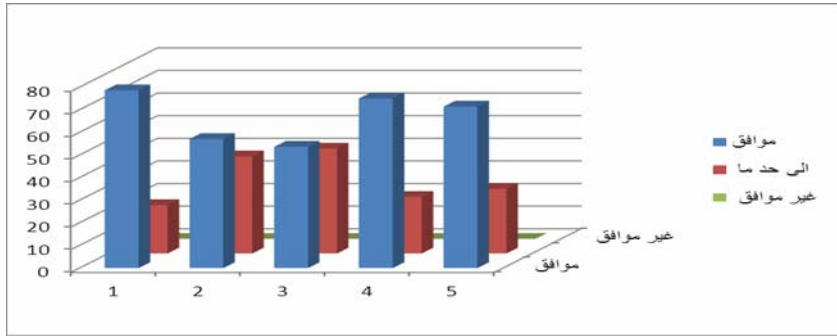
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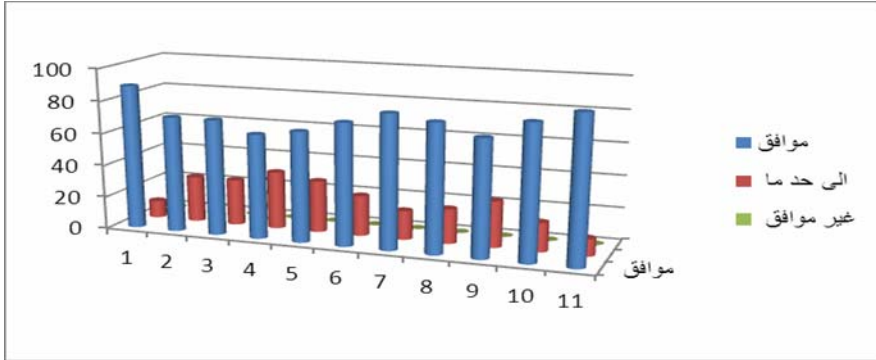
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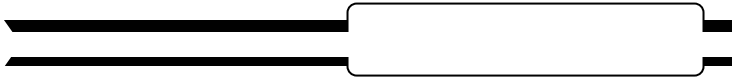
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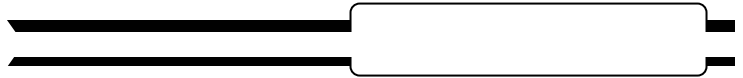
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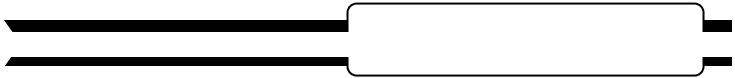
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