VIRTUAL ENVIRONMENT FOR THE DEVELOPMENT OF THE SKILLS
OF THE STUDENTS IN THE GARMENT INDUSTRY

Nour Abdel Hadi Al-Subayani[*]

*Faculty of Home Economics - King Abdul-Aziz Universit*y, City and Postcode, Country

Abstract

The objective of the research is to plan a virtual environment and determine how effective it is to develop the skills of female students in the garment industry by providing them with the knowledge and skills of the garment industry, as well as identifying the basic requirements for building virtual learning environments in higher education institutions.

The research sample consisted of (15) female students of the Faculty of Home Economics at King Abdul-Aziz University.

The research tools were:

- A virtual learning environment for developing the skills of female students in the garment industry.

- A questionnaire listing the actual needs for building a virtual learning environment.

- Achievement test (Pre/ post) to measure the knowledge contained in the virtual environment.

- Practical application test (pre/ post) to measure the skills involved in the virtual environment.

- Note card to evaluate the results of the students to measure the skills contained in the virtual environment.

The research reached the following result:

- The virtual environment is successful in achieving its goals and already learning the basics it contains for knowledge and skills.

- The research recommended the following:

- The need to design alternative virtual learning environments for traditional education.

- Planning virtual environments for other courses in the field of clothing and textile.

Keywords

Virtual Environment- Garment Industry- Virtual learning environments-- Clothing and textiles

Introduction

The modern era is witnessing a scientific revolution and an explosion of knowledge, science and technology, where the accumulation of statements and theories, and technological applications in a way never seen before in this era of information, which carries many changes in all aspects of life, as a result of these changes, it was necessary to respond to them through the development of all the institutions of the society through the use of technological innovations in them. The institutions of education in any society are the first to develop in order to cope with the nature of the age and to respond to the transformations that encompass different areas of life (Assaid, 2005).

* *Corresponding author*: nalsubyani@kau.edu.sa

Especially that it can be said that the general goal of educational institutions and the educational process is to produce students with rich information, rich knowledge, characterized by an organized memory, and valuable ideas, and have different scientific skills to employ them in the service of themselves and serve their community, and through quality education, good quality of education is provided, and through the provision of quality education, society is developed and flourished (Darwaza, 2000).

In order for the education process to be effective, attention must be paid to the two aspects of the communication process (teacher and student). As a follower of educational thought, traditional education focused on the teacher and made him the main element in the educational process, as he was responsible for teaching the learners without considering their abilities and readiness (Assaid, 2005). It can be said that the student does not learn what he does not understand, especially if it is necessary to use his thinking in criticism, analysis, conclusion and other mental skills, and this is evident in the investigations that require such skills as science researchers where Al-Omaria (2004) indicates that the student does not learn what he does not understand, and if the student memorize something he doesn't understand he will forget it immediately. Science education must be based on a conscious understanding of everything taught in scientific content (Al-Omaria, 2004).

Hence, there is a difficult equation that needs to change education systems and teaching strategy so that we can achieve the goals of education. One of the most important things we need to achieve this change is to follow the method of self-learning, while providing multiple learning methods for both students and teachers (Sharaf al-Din, 2000).

Piaget believes that education is not easy. It needs planning and understanding the concepts that a student can study at a certain age, thus creating and identifying the activities

he can do, and allowing himself to discover the information and focus in the teaching process on experimentation and exploration, not indoctrination And Conservation (Zeitoon, 2002).

Modern virtual learning environments and their multimedia content are an effective alternative to verbal presentations (i.e., using images and words together). Recent developments in communication and graphic technologies have stimulated efforts to recognize the potential of using multimedia as a means of enhancing human understanding (Mayer, 2001), Nabelsi, 2004) These multimedia-based technologies (Virtual Learning Environments) have proven to be effective in teaching various disciplines, including natural science. This detective, which most students and teachers have learned, is not easy (Shaqour, 2007), where interactivity in multimedia represents the great democratic victory of informatics so that the machine can respond to us and achieve our desires, and the form of interaction depends on the type of medium (Enola, 2004).

Research Objectives

1- Planning a virtual environment for developing the skills of female students in the garment industry.

2- Determine the effectiveness of the virtual environment to develop the skills of female students in the garment industry by providing them with the knowledge and skills of the garment industry.

3- Identify the basic requirements for building virtual learning environments in higher education institutions.

Research Significance

1- Developing the knowledge and skills of female students to cope with the rapid technological development in the garment industry.

2- The research is a new addition in the garment industry through the transfer of traditional learning materials to the virtual learning environment.

3- The results of this research may contribute to providing institutions of higher education with a list of needs and requirements when starting to build virtual learning environments.

Research Terminology

Virtual Environment: A set of software that provides programs and curricula electronically via computer and the Internet. This software provides a range of teaching tools aimed at serving students and teachers and enhancing the learning process (Michale Inola 2004).

The virtual environment in this search is a group of processes related to the transfer and delivery of different types of knowledge to learners around the world using information technology.

Development: A process of social change planned to move the society to a better situation in line with its needs and economic and social potential (Al-Kallini: 2007).

Skill: A group of individual's consistent responses that develop by learning and practice until they reach a high level of perfection (Zaitoun: 2005).

What is meant by skill in this research is the performance of students in the skills of the garment industry through the virtual learning environment.

Industry: The craft of the manufacturer, which is all science or art practiced by man until he becomes proficient in it and becomes a craft for him (compound Arabic language: 2003)

Clothes Industry: Are the processes through which raw materials are produced for production since they were fabrics until they become finished garments and are ready for consumption during their production processes (cutting, knitting, ironing) (Zeinab Abdel Hafeez: 2006: 15).

Recommendations

1- Designing alternative virtual learning environments for traditional learning.

2- Planning virtual environments for other courses in clothing and textiles.

3- Take advantage of regional and global experiences of virtual learning environments in higher education institutions.

References

1- Al-Kallini, S. (2007) Media and Development, Dar Al-Nahda Al-Arabiya, Cairo

2- Al-Omaria, S. (2005) "Teaching Methods of Science". Arab Society Library for Publishing, Amman Jordan.

3- Assaid, A. (2005) "Educational technology and teaching aids". Dar Al - Israa Printing Press, Tanta. Egypt.

4- Darwaza, A. (2000) "Educational Questions and School Assessment" Vol,3., Nablus, Palestine

5- Enola, M. (2004) Multimedia and its Applications in Media, Culture and Education, Nasr Eddine Al-Ayadi, Dar al-Wa'ab al-Jami`, United Arab Emirates

6- Jabr, W. (2007) "The impact of using computer on the achievement of seventh grade students in mathematics and theirteachers' attitudes toward its use as an educational tool" Unpublished MA thesis, Graduate School of Economics, An-Najah National University, Nablus, Palestine

7- Shaqour, A. (2007) "Assessment of Teachers and Science Teachers in UNRWA Schools in Nablus Governorate for Virtual Labs Simulating Reality in the Educational Process", Unpublished Research, Al-Najah University - Nablus, Palestine.

8- Stewart, Barbara L., Ezell, Shirly, DeMartino Darrell, Rifai, Rana&,

1- Gatterson, Beverly (2006)."VIRTUAL TECHONOLGY and EDUCATION A COLLABORATIVE PILOT CASE" The Quarterly Review of Distance Education Vol.7, No, 4. Pp.377-385.

9- The Arabic Language Complex: The Wajeez Dictionary, General Authority of Emiri Printing Press, 2003.

10- Zainab Abdel Hafiz Farghaly: Ready-made garments between preparation and production, Dar Al-Fikr Al-Arabi, second edition, 2006.

11- Zeitoun, H. (2005) the Design of Teaching Systemic Vision, "The Series of Origins of Teaching", Volume Two, Volume 1, World of Books, Cairo.

_____