

Deep Integration of Ideology and Politics in Fine Arts Courses in Colleges and Universities -- Taking Chinese folk Art as an Example

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Abstract: The deep integration of ideology and politics in college fine arts courses is one of the important means to improve the lack of impetus for the development of college fine arts education. This paper takes Chinese folk art as an example, discusses how to combine ideological and political education with fine arts education, and how to integrate traditional arts such as folk art and intangible cultural heritage paper-cutting into fine arts courses. Through the analysis of relevant literature and empirical research, this paper puts forward some concrete educational strategies and methods, aiming at promoting the deep integration of ideological and political thinking in fine arts courses in colleges and universities, and improving students' ideological and moral quality and aesthetic ability.

Keywords: College art major; Curriculum ideological and political; Folk art; Intangible cultural heritage paper-cut; Deep integration

Introduction

Art education plays an important role in college education, and ideological and political education is an important way to cultivate the comprehensive quality of college students. Combining ideological and political education with art education can not only improve students' ideological and moral quality, but also cultivate their aesthetic ability and innovative spirit. At the same time, as a unique cultural heritage of China, traditional art forms such as folk art and intangible cultural heritage paper-cutting should also be fully valued and applied in fine arts courses.

1. The significance and value of ideology and politics in Fine arts courses in colleges and universities

1.1 The integration value of art education and ideological and political education

Art education aims at cultivating students' artistic creativity, aesthetic ability and artistic expression ability. Ideological and political education is an important way to cultivate students' ideological and moral accomplishment, social responsibility and national consciousness. Combining art education with ideological and political education can realize the following values:

First of all, art works are often an important medium to express ideas and values, and art education can help students better understand and express their thoughts and emotions. Ideological and political education can guide students to establish a correct world outlook, outlook on life and values, so that they can transmit positive thoughts and value orientation in artistic creation.

Secondly, fine arts education can cultivate students' aesthetic ability and art appreciation ability, so that they can appreciate and understand different artistic styles and traditional cultures. Ideological and political education can deepen students' understanding of the social and historical context behind artistic works and improve their cultural consciousness and cultural self-confidence.

Finally, fine arts education focuses on cultivating students' innovative ability and creative thinking, so that they can face the complex and changing social environment and artistic challenges. Ideological and political education can guide students to establish a correct sense of innovation and innovative spirit, so that they can continue to explore and break through in artistic creation, and make contributions to social development and progress.

1.2 The educational value of folk art and intangible cultural heritage paper-cut

Folk art is an important part of Chinese traditional culture, which has rich aesthetic significance and cultural connotation. Intangible cultural heritage paper-cutting, as one of the traditional art forms, has been included in the national intangible cultural heritage protection list. The integration of folk art and intangible cultural heritage paper-cutting into the fine arts courses of colleges and universities has the following educational values:

First of all, folk art and intangible cultural heritage paper-cut, as traditional art forms, carry rich history, culture and national emotions. By studying and researching these art forms, students can better understand and inherit traditional Chinese culture and enhance cultural self-confidence.

Secondly, folk art and intangible cultural heritage paper-cut have unique aesthetic style and artistic skills, which are of positive significance to the cultivation of students' aesthetic ability and artistic creativity. Studying these art forms can broaden students' artistic horizons, enrich their aesthetic experience, and stimulate their artistic creative potential.

Finally, folk art and intangible cultural heritage paper-cut reflect the wisdom and spirit of traditional Chinese culture, and have the role of promoting the national spirit and strengthening the sense of social responsibility. By learning and inheriting these art forms, students can develop a sense of social responsibility and cultural consciousness, so that they can actively transmit positive energy in art practice and contribute to the development of society and the nation.

It is of great significance and value to deeply integrate ideology and politics in fine arts courses in colleges and universities. By combining art education with ideological and political education, as well as integrating traditional arts such as folk art and intangible cultural heritage paper-cutting into the fine arts major curriculum, students' ideological and moral quality and aesthetic ability can be improved, their cultural consciousness and innovative spirit can be cultivated, and the comprehensive development of fine arts education can be promoted.

2. Deep integration strategy of ideology and politics in fine arts courses in colleges and universities

2.1 Integration of educational objectives and curriculum

In order to realize the deep integration of ideology and politics in fine arts courses in colleges and universities, it is necessary to integrate educational objectives and curriculum Settings. First of all, make clear the ideological and political education objectives of fine arts courses, such as cultivating students' ideological and moral accomplishment, social responsibility and cultural consciousness. Then, according to these goals, the core courses of fine arts major are adjusted and optimized, and the content and requirements of ideological and political education are integrated into the course design to make it more thoughtful and social.

2.2 Integration of textbook content and teaching methods

In the process of deep integration, it is necessary to integrate the content of teaching materials and teaching methods. First of all, the content of the textbook should contain relevant theoretical knowledge and typical cases of ideological and political education, as well as related art works and artists' ideas. Secondly, the teaching method should pay attention to heuristic teaching and interactive teaching, guide students to think and discuss artistic issues related to ideological and political education, and cultivate their critical thinking and innovation ability.

3. An empirical study of Chinese folk art

3.1 Application of folk art in Fine arts courses

As an important part of Chinese traditional culture, folk art has rich artistic expression forms and cultural connotation, so it has a wide range of application value in fine arts courses. Through the study and research of folk art, the following goals can be achieved: First, learning folk art can help students understand the profound connotation of traditional Chinese culture and unique artistic style, so as to enhance their cultural consciousness and cultural self-confidence. Secondly, by learning folk art techniques and art forms, students can broaden their artistic vision, enrich their artistic expression, and cultivate their artistic creativity and innovation ability. Finally, learning folk art can enable students to better understand and inherit the value and significance of folk art, cultivate their awareness of respect and protection of traditional culture, and contribute to the inheritance and development of traditional culture.

3.2 Application of intangible cultural heritage paper-cutting in fine arts courses

As one of the traditional Chinese art forms, intangible cultural heritage paper-cutting has its unique aesthetic characteristics and artistic skills. Integrating intangible cultural heritage paper-cutting into fine arts courses can achieve the following goals: First, learning intangible cultural heritage paper-cutting can help students deeply understand the origin, development and inheritance of paper-

cutting, and understand the value and significance of intangible cultural heritage, thus enhancing students' identification and pride in traditional culture. Secondly, by learning the techniques and artistic expression forms of intangible cultural heritage paper-cutting, students can improve their artistic creation ability and aesthetic ability, cultivate their sensitivity to form and structure, and enhance their modeling ability and creative ability. Finally, learning intangible cultural heritage paper-cutting can cultivate students' patience and meticulousness, improve their hands-on ability and observation, and cultivate their aesthetic taste and artistic accomplishment.

4. Evaluation and prospect of deep fusion effect

4.1 Evaluation method of teaching effect

Evaluating the teaching effect of deep integration is an important link to ensure the realization of educational goals.

(1) Comprehensive evaluation of students: Through the evaluation of students' academic performance, work display, oral expression and other aspects, to understand their comprehensive performance in ideological and political education and fine arts courses.

(2) Expert review: Professional teachers, artists and other experts are invited to review and comment on students' works, and evaluate students' creative level and artistic performance from a professional perspective.

(3) Student feedback survey: Collect students' feedback on the learning experience and effect of the deep integration of ideological and political education and fine arts courses through questionnaires or interviews, so as to understand their learning motivation and effect.

(4) School-enterprise cooperation evaluation: cooperate with enterprises or social organizations to carry out practical projects to evaluate students' performance and practical application ability in practice.

4.2 Outlook and Suggestions

The deep integration of ideological and political education and fine arts professional courses is a challenging and innovative work.

(1) Strengthen teacher training: improve teachers' ideological and political education theory level and art education ability, so that they can better guide students to carry out the deep integration of ideological and political education and art.

(2) Encourage students to participate in practical projects: Provide more practical opportunities and projects through cooperation with social organizations, so that students can apply their ideological, political and art knowledge to practice.

(3) Strengthen cooperation between schools and society: Strengthen cooperation with all sectors of society, carry out art exhibitions, lectures and other activities, and provide more learning resources and exchange opportunities for students.

(4) Establish an evaluation system: Establish a scientific and comprehensive evaluation system to evaluate the teaching effect of deep integration and provide a basis for teaching improvement and optimization.

(5) Promotion experience and results: Summarize and promote successful cases and experiences, and promote the application of deeply integrated ideological and political education and fine arts courses in more universities.

Conclusion: Through the discussion of the deep integration of ideology and politics in fine arts courses in colleges and universities, taking Chinese folk art as an example, this paper puts forward some concrete education strategies and methods. By combining ideological and political education with fine arts education, and integrating traditional arts such as folk art and intangible cultural heritage paper-cutting into fine arts courses, it can promote the comprehensive improvement of students' ideological and moral quality and aesthetic ability.

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