

# Discussion on the Integration of Moral Education into the Curriculum of Environmental art Design under the Background of “Five Education Simultaneously”

Yeling Li<sup>1</sup>, Xinyu Wang<sup>2</sup>

1. College of Creative Design, Jilin Institute of Building Science and Technology, Changchun, Jilin 130000

2. Jilin Province Economic Management Cadre College, Changchun, Jilin 130000

---

**Abstract:** At present, environmental art and design education is facing a historic transformation, in which the strategy of “five education simultaneously” has brought new challenges and opportunities to the education field. With the rapid development of society, art design education not only pays attention to the cultivation of technology and aesthetics, but also attaches more importance to the shaping of students’ moral character and the cultivation of social responsibility. The change of education mode requires educators to re-examine the status and role of moral education in environmental art design curriculum, and explore more effective teaching methods and strategies to adapt to the comprehensive requirements of contemporary society for art design talents. In view of this, this paper deeply discusses the integration of moral education in environmental art design curriculum. By analyzing the challenges and opportunities under the current education system, this paper puts forward the practical path of moral education in the teaching of environmental art design, aiming at providing guidance for educators and course designers to cultivate art design talents with social responsibility and innovative spirit.

**Keywords:** Simultaneous development of five children; Environmental art design course; Integration of moral education

---

## Fund Project:

Research on the construction of the “Five-education Integration” education system for environmental design major of Jilin Province’s Key self-funded project of Higher Education Research in 2022 (JGJX2022C127).

## Introduction:

With the deepening of education reform, “five education simultaneously” has become an important direction of education in the new era, among which moral education, as a key part of cultivating students’ comprehensive quality, plays an increasingly important role in environmental art design education. The purpose of this paper is to explore how to integrate moral education elements into environmental art design curriculum effectively in order to promote students’ all-round development under the current educational background.

## 1. “five education simultaneously” and environmental art design education

### 1.1 Moral Education

Moral education is related to the traditional moral and ethical norms of our country, and in the environmental art design education, it involves the social responsibility and environmental ethics of designers. In this field, the purpose of moral education is to develop students’ sense of responsibility, integrity, cooperation and a deep understanding of society and the environment. For example, through the Environmental Arts program, teachers can lead students to explore the importance of sustainable design, how to create aesthetic value while considering its long-term impact on society and the environment. In addition, moral education also includes cultivating students’ respect and understanding of cultural diversity, as well as ethics and fairness in design practice.

### 1.2 Intellectual Education

Intellectual education in environmental art design education is mainly related to knowledge imparting and understanding ability

training. In this field, students learn about space design, color theory, materials science, history and cultural background.

Intellectual education is not only about memorizing and understanding facts, but also about developing students' ability to think critically and solve problems creatively. For example, through case studies and design projects, students are able to learn how to analyze environmental problems and propose innovative design solutions. The purpose of intellectual education is to enable students to understand and apply relevant theories and translate these theories into practical design projects to solve real-world problems.

### **1.3 Sports**

Physical education has little relevance to environmental art and design education, but as one of the teaching concepts of the fifth education, it is equally important to the overall development of students. Physical education helps to improve students' physical fitness and endurance, which is very important for long hours of design work and field practice. Sports activities can enhance students' teamwork, competitive spirit and ability to cope with pressure. For example, team sports not only exercise the body, but also develop leadership and teamwork - all key elements of successful design projects.

### **1.4 Aesthetic Education**

Aesthetic education is closely related to environmental art and design education. Through aesthetic education, students learn how to appreciate and create beautiful and harmonious Spaces, understand and apply elements such as color, form, texture and light. Aesthetic education is not only limited to the training of artistic skills, but also cultivates students' deep understanding of beauty and innovative thinking. Through the study of classic and modern design works, students are able to understand the aesthetic principles of different cultures and historical periods, which is conducive to the development of students' innovative design concepts. In addition, aesthetic education is concerned with how to apply aesthetic principles to solve practical design problems, and how to express personal or social aesthetic ideas in design.

### **1.5 Labor Education**

Labor education is the training of technical skills, and it is also about respect for work, emphasis on practice and recognition of the results of labor. In the field of environmental art design, labor education representatives, teachers can involve students in every part of the design process, from the conception of the concept to the actual production and installation. This educational approach allows students to understand the whole process of designing a project and understand the labor intensity and skills required for physical production. Here, students gain a better understanding of the properties of materials, the limitations of processes, and the possibilities of realizing designs.

## **2. Measures to integrate moral education into the course of environmental art design under the background of “five education simultaneously”**

### **2.1 Cultivate a sense of social responsibility through project-based learning**

Under the educational background of “five education simultaneously”, we can integrate moral education concept into environmental art design teaching through project-based learning. Through project-based learning, students acquire design skills and develop a deep understanding of its role and impact in society and the environment, thereby developing a strong sense of social responsibility.

First, project-based learning forces students to start with real social problems and design solutions. For example, teachers can guide students to focus on topics such as urban renewal, sustainable environmental design, and community participation, and stimulate students' attention to environmental and social issues. This approach encourages students to apply design thinking to real-world challenges, thereby enhancing their sense of social responsibility.

Second, this mode of learning emphasizes teamwork and multidisciplinary communication. During the implementation of the project, students need to collaborate with classmates from different backgrounds, including engineering, environmental science, sociology and other fields. Through teamwork, students not only learn to respect and listen to different points of view, but also understand the importance of teamwork in solving complex social problems.

Finally, project-based learning can involve collaboration with the community or industry. This external collaboration provides students with the opportunity to apply theoretical knowledge in a practical setting. For example, students might be involved in the design of a community park or an exhibit for an environmental organization.

### **2.2 Strengthen ethical education by combining case studies**

The combination of case studies can highlight and strengthen ethical education. Case studies can provide concrete, realistic situations to help students gain a deeper understanding of the complexity and importance of ethical decision making, as follows:

Case name: Community greening project

Case background: The community is an urban area with a long history but old facilities. The district government plans to carry out green renovation to improve residents' quality of life. As part of a design team, students are responsible for proposing environmental art designs <sup>[1]</sup>.

Ethical challenge: The design needs to balance historic preservation, ecological sustainability and the needs of local residents. For example, should certain historic buildings be preserved? How to ensure that the design will not cause damage to the local ecology? How to deal with the possible relocation of residents?

Through this case, students can learn the following:

Balancing history and modernity: Emphasizing the importance of introducing modern design elements while preserving the historical and cultural heritage of the community.

Ecological ethics: Discuss how to consider ecological sustainability in design, such as the use of native plants, promoting recycling of materials, etc.

Community engagement: Exploring ways to work with community residents to ensure that design solutions meet their needs and expectations.

Ethical decision-making process: Discuss ethical dilemmas that may be encountered in the design process and how to make fair and effective decisions <sup>[2]</sup>.

### **2.3 Use interdisciplinary cooperation to enhance multicultural understanding**

Under the background of "five education at the same time", the environmental art design course can cooperate with the Chinese subject, which can effectively enhance the students' cognition and understanding of multi-culture. This educational approach not only promotes the blending of knowledge between different disciplines, but also provides students with a way to explore and respect diverse cultures in depth, as follows:

Integration of literature and design: By delving into literary works in the language discipline, students can explore the cultural and historical elements contained therein. For example, the analysis of natural landscape descriptions in ancient poetry and social customs in folk stories can provide rich cultural materials and inspiration for environmental art design.

Cultivation of cross-cultural perspectives: Through the analysis of literary works from different regions and periods, students are able to construct a comprehensive multicultural perspective. To study the traditional literature of a specific region and understand its cultural characteristics and historical context is helpful to integrate the profound cultural connotation and symbols in the environmental art design.

The improvement of cultural sensitivity and innovative thinking: The systematic study and analysis of literary works not only improve students' cultural sensitivity, but also effectively activate students' innovative thinking. Here students can extract key elements from literary works and concretize these abstract cultural concepts into design languages and symbols.

### **Conclusion:**

To sum up, the integration of moral education in environmental art design education is the key link to achieve the educational goal of "five education simultaneously". By analyzing the necessity and implementation strategy of moral education in the current educational background, the author highlights the important role of moral education in cultivating innovative artistic design talents. In order to meet the needs of social development and educational reform, educators should constantly explore and innovate the combination of moral education and art design teaching to help students develop in an all-round way in technical skills and moral literacy.

### **References:**

- [1] Liu Bin. Study on Moral Education Value in Environmental Art Design Curriculum under the background of "Five Education simultaneously" [J]. University, 2021(16):158-160.
- [2] Zeng Qing, Han Xiaojuan, Peng Fang. The Origin and Teaching Practice of Ideological and Political Value of "Architectural Design" Course [J]. Chongqing Architecture, 2019, 21(5):27-29.

### **About the author:**

Yeling Li, born in 1980, is an associate professor with a master's degree in environmental art design, College of Creative Design, Jilin University of Architecture and Technology, Changchun City, Jilin Province

Xinyu Wang, 1980, male, Han nationality, Jilin City, Jilin Province, Jilin Economic Management Cadre Institute, senior engineer, bachelor degree, architectural design