

Ideological and Political Education of College Students Majoring in Art from the Perspective of Art Practice

Yuan Yuan

Qiannan Normal University for Nationalities, Duyun, Guizhou, China 558000

Abstract: Exploring characteristics and current situation of ideological and political education of college students majoring in art, this paper puts forward the strategies to further strengthen the ideological and political education of art majors. Art practice is an effective way to carry out ideological and political work according to the characteristics of art majors, which is helpful in promoting the substantive content and reforming the form of ideological and political education. Art practice plays an active role in strengthening students' sense of identity to ideological and political education, and optimizing the allocation of teachers.

Keywords: Art major; Art practice; Ideological and political education

Art major students are an inseparable part of college students, who have both the common characteristics of non-art major students and their own unique characteristics. The ideological and political education of art major students should be carried out on the premise of taking account the characteristics of art major students in the new era. Based on the investigation of 483 art majors in comprehensive universities, this paper discusses how to strengthen the ideological and political education of art majors from the perspective of art practice.

1. Characteristics of art majors in the new era

1.1. Characteristics of art majors before going to university

In the recruitment, art candidates must have got the minimum scores of the entrance examination set for them. And they will be enrolled according to the scores of art unified examination within the enrollment quota assigned to the universities. The minimum scores are generally lower than those set for non-art examinee. Taking Guizhou Province (2017-2021), where the author lives, as an example, universities eligible for admission in the second batch require 105 scores lower in arts department and 83.7 scores lower in science. Most of the students apply for the art major out of love, but a number of students take applying for art major as a shortcut to study in university due to their weak cultural foundation and low score requirements.

1.2 Psychological characteristics

Psychology is the function of brain, and human psychology is the subjective active reflection of human brain to objective reality (Huang & Zheng, 2015). The survey showed that the most extroverted students were majoring in music, dance and broadcasting, who are cheerful, sociable and open to new things, which help to improve their acceptance of art and artistic expression, and form their own artistic taste and style. Most of the introverted students are majoring in fine arts, who are more observant, sensitive and relatively calm, which help to stimulate their perception, understanding and creativity of art, and help them carry out in-depth exploration, thinking and practice of art. The research group also found some students had faced such problems as weak tolerance, poor ability to repair frustration, and inability to properly deal with negative emotions.

1.3 Ideological and political characteristics

The survey shows that most art majors pay much attention to the construction of the country and the overall development of the nation, and recognize the achievements the CPC has made in uniting and leading Chinese people of all ethnic groups in building socialism with Chinese characteristics. They have a strong sense of patriotism and national honor. They actively respond to the call of the Party and the country, and contribute to the country in its time of need. Most of them have a correct political view, rational thinking ability and judgment ability, and a relatively clear understanding of the development law of things. They can objectively evaluate and analyze the overall situation at home and abroad, can honestly and correctly express their political views. A few students have weak political awareness and insufficient comprehensive view of things, but these problems do not only exist in art majors.

1.4 Characteristics of professional learning

The research group found that the majority of students took an active attitude towards the study of major courses, whether due to active or passive factors. For the love of the profession and the huge amount of time and effort spent on it, art students naturally attach great importance to academic achievement and even regard professional achievement as the sole criterion for growth and future success. Due to the need of learning effect, specialized courses are mostly carried out in the form of small class, or even one-to-one teaching. Gradually, students and their specialized course teachers forge a "mentoring" relationship that other teachers do not have. In the process of getting along with the teachers, students are more dependent on their teachers, and teachers' opinions, ideas, words and deeds have a profound influence on them in all aspects.

1.5 Characteristics of cultural learning

A lot of time and energy spent on the learning and training professional skills, art majors have formed the "habit" of neglecting cultural learning and attaching importance to professional skills training, which result in a weak cultural foundation. After entering

the university, specialized courses are set up with emphasis on professional skills. Art majors have to invest a lot of time and energy in training rather than in the study of cultural courses, so that their academic performance of cultural courses is quite unsatisfactory. The data show that the majority of students have a correct attitude towards other courses except specialized courses, and think that it is necessary to strengthen comprehensive cultural literacy. However, these courses are not targeted and attractive enough.

1.6 Characteristics of practical activities

Art majors have slightly stronger social adaptability and more practical experience than those of other majors. As they are exposed to the society in their early age when their minds are not mature yet, they are more likely to be affected by negative social factors. If their outlook on life and values are not firm enough, it is easy to breed the idea of chasing fame and wealth. Some students with weak self-restraint ability put the cart before the horse, delay their learning time for part-time jobs, and eventually abandon their studies. Apart from part-time jobs, art majors are also active in various cultural activities inside and outside the campus, and are the main force of campus cultural activities.

2. Analysis on the current situation of ideological and political education of art majors

2.1 Ideological and political atmosphere is not strong

In recent years, universities attach great importance to creating ideological and political atmosphere, but most of them are carried out by ideological and political courses, activities under the National Flag, Party and League day activities, thematic classes, or special lectures. The approach of education is monotonous and the content is superficial. Although it has extensive coverage, ideological and political education lacks depth and recognition, which is hard to impress the students and even give students the impression of formalism. In such an atmosphere, students are mostly passive participants, which makes the art majors with relatively “unique” personality treat the ideological and political education with resentment. They are not willing to participate such education activities and reluctant to appreciate the profound meaning of it.

2.2 Ideological and political courses lack appeal

Current ideological and political courses are not attractive to art majors. The relatively conservative teaching content and teaching methods do not fully consider the characteristics of art majors’ interest, which cannot arouse their study interest. The teaching idea is backward, the way is outdated, and the theory is emphasized while the practice is neglected. Most art majors think that the content does not have practical significance and can not help them solve practical problems. The teaching method is outdated. Some teachers even speak from the beginning to the end of the class, with little interaction with students, which can not inspire students to take the initiative to learn, so that the students have an aversion to such courses, and thus subconsciously reject learning ideology and politics.

2.3 Ideological and political education is not targeted

On one hand, ideological and political courses in universities belong to the general education courses taken by all majors, which are almost the same in content and form, neglecting the particularity of art major and the various characteristics of art majors in the new era. As time goes by, students’ enthusiasm for ideological and political courses and other general education courses has been greatly reduced. On the other hand, the “second classroom” of ideological and political education is not targeted. The “second classroom” of art majors should be more colorful than those of other majors, but in practice, the students must carry out activities according to the unified deployment of the school, and they have few opportunities and energy to independently design and carry out the “second class”.

2.4 The ideological and political work team is not professional enough

Firstly, the teachers of ideological and political course have professional knowledge in ideological and political theory, but they lack the knowledge of art and the consciousness of studying the characteristics of art majors. They fail to teach students in accordance with their aptitude, resulting in unsatisfactory teaching effect. Secondly, As the main force of ideological and political work team, counselors which are the most front-line work team, does not meet the professional standards. Most of them do not major in ideology and politics, having little art learning or working background. Thirdly, other student management staff have the same problem as the counselors, who do not have professional background of ideology and politics or art.

3. Strengthen the ideological and political education of art majors via art practice

3.1 Art practice helps to promote the substantiation of ideological and political education

As people’s needs for a better life become more extensive, they have higher requirements for good quality of cultural products, including literary and art works (Publicity Department of the CPC Central Committee, 2018). It is imperative to strengthen the cultivation of art majors who are the reserve forces of literary and artistic undertakings. Universities should help the students establish correct concept of cultural learning and guide them to practice socialist core values on the premise of respecting and protecting their professional learning intentions. Artists express their thoughts through art works, and the audience interpret the art works into their own perception through the mapping in the brain of the works of art. The combination of art practice and ideological and political education is in line with the characteristics of art majors, which is conducive to students’ understanding of abstract theory and to the reification of ideological and political education. Students can easily understand the core content, improving the effectiveness of ideological and political education.

3.2 Art practice helps to promote the reform of ideological and political education

Art students are the new force to promote the prosperity and development of socialist cultural undertakings in the future. Whether they have good ideological and political accomplishment is the key to high-quality cultural life and positive social atmosphere in the new era. Universities should focus on the fundamental task of “establishing morality and cultivating talents”, aim at cultivating successors of socialist culture and art with both ability and morality, and carry out ideological and political work according to art majors’ characteristics. Art practice carries out immersion ideological and political education, which is helpful in stimulating art major

students to study actively. Art practice transforms ideological and political education into immersion education, which helps students explore the core of values in ideological and political education, inspires them to think positively, encourages them to spread ideology and politics in their art works, and effectively transforms students' passive learning into active exploration.

3.3 Art practice helps to strengthen students' sense of identity to ideological and political education

Cultivating students' sense of identity to ideological and political education is the premise of carrying out targeted ideological and political education. Carrying out ideological and political education via art practice takes account of art majors' diverse characteristics, narrows the distance between students and ideological and political education, and helps them deeply understand and think about the connotation and significance of it. Universities should timely respond to the psychological concerns of the students and actively help them to solve the psychological problems. Ideological and political workers should attach great importance to students' mental health, find out the psychological problems in time, give timely guidance and encouragement, help them regain self-confidence, guide them to devote themselves to the study and life in a positive spirit, so that they will identify with the work of ideological and political workers, and with ideological and political education from the bottom of their hearts.

3.4 Art practice helps to optimize the allocation of teachers for ideological and political education

Teachers of specialized courses can give full play to the role of ideological and political courses, help students to cultivate ideological and political literacy in the process of carrying out art practice, and enhance the ability of building socialist cultural cause with Chinese characteristics in the process of artistic creation. When combining the core of ideology and politics organically with the external expression of art, art practice works as the organic adhesive of ideological and political education and art specialty teaching. While cultivating talents, teachers of specialized courses also improve their ideological and political education level, which helps to alleviate the shortage of ideological and political work force. In this way, universities can achieve all-staff education, whole-course education and all-round education.

References:

[1]Huang, X. & Zheng, Y. (2015). Introduction to psychology. Beijing: People's Education Press.

[2]Publicity Department of the CPC Central Committee. (2018). Thirty lessons of Xi Jinping thought on socialism with Chinese characteristics for a new era. Beijing: Learning Press.