

# Research and Practice on Teaching Reform of Art Courses From the Perspective of Curriculum Ideology and Politics

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**Abstract:** As the majors and students of art courses have their own unique characteristics, the ideological and political construction of the courses is more prominent and important under the inherent advantages of both aesthetic education and moral education. Art courses should give full play to the hidden educational function of ideological and political courses, run through the course moral education and aesthetic education, strengthen the people's standpoint of socialist art creation, implement the fundamental task of morality and cultivating people in colleges and universities, and promote the high-quality connotative style of socialist art colleges and universities. Develop and cultivate artistic talents who will make unremitting efforts for the socialist modernization drive.

**Keywords:** Course ideology and politics; Art; Teaching practice; Educating people

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In 2020, the Ministry of Education issued the "Guidelines for the Ideological and Political Construction of Courses in Colleges and Universities", proposing that the ideological and political construction of courses should be comprehensively promoted in all colleges and universities and all disciplines in the country. We should improve the quality of personnel training in colleges and universities, give full play to the educational role of each course and improve the quality of personnel training in universities.

## 1. The significance of ideological and political teaching in art majors

The ideological and political construction of courses is an important exploration of the reform of education and teaching in colleges and universities in the new era. Ideological and political education courses in colleges and universities play an important role in the world outlook, outlook on life and values of college students, and are the main channel for students to improve their thinking. The significance and role of ideological and political education and artistic aesthetic education have an essential connection, which is an effective way to further improve the comprehensive quality of art. Art major courses focus on professional development, with the main goal of cultivating high-level artistic talents. It has the characteristics of aesthetic education and cultivating students' artistic level, and it should cultivate students' artistic accomplishment. The so-called artistic accomplishment is reflected in the spiritual realm and value pursuit of artistic talents. It is the artistic accomplishment reflected by a high-level artistic talent. In the cultivation of art talents, the ideological and political construction of art courses is more prominent and important under the inherent advantages of both aesthetic education and moral education.

## 2. The status quo of ideological and political education in art majors

### 2.1 Insufficient ideological and political cognition of teachers and students

Along with the new idea of constructing a whole-course education system, colleges and universities across the country have carried out the education and teaching reform from "ideological and political courses" to "course-based ideological and political

courses”, so as to realize ideological and political education and various disciplines “in the same direction and in the same direction”. Row”. Teachers and students of art majors have a common hobby for innovation in professional learning and practice, but often have poor ideological and political theoretical literacy. In the classroom, teachers generally pay attention to the improvement of professional knowledge and practical ability, but do not fully realize the importance of ideological and political education and practice. The importance of the combination of teaching, while neglecting the learning of ideological and political theory and the formation of values, has not yet transformed the national spirit, craftsmanship, and professionalism into resources for educating people and cultivating morality, and has not comprehensively put ideological and political education into “salt into water” integrated into teaching practice. For students, the interest in learning the knowledge of art major courses is far greater than that of ideological and political courses. In the ideological and political courses set up by schools, the interaction between teachers and students is not ideal, which makes it difficult for ideological and political education to show its true achievements.<sup>[1]</sup>

## **2.2 The construction of art curriculum system is not connected enough**

From the perspective of the curriculum system, ideological and political courses are compulsory courses in traditional college teaching, but the learning methods are more inclined to the mindset of high school. Art students do not pay enough attention to current affairs, which leads to the practice of ideological and political theory in art majors. Insufficient influence, the integration of ideological and political education and professional teaching is not enough, and it needs to be strengthened both in theory and practice.

## **2.3 The ideological and political teaching assessment system for art design majors needs to be improved**

Judging from the current curriculum operation of art majors in various colleges and universities, the integration of ideological and political courses and professional courses has been carried out, but the degree of integration is not ideal. On the one hand, it is the subjective problem of teachers and school leaders, and on the other hand, due to the lack of a systematic and scientific teaching evaluation system, the ideological and political teaching mode of the curriculum needs to be improved. All of these have led to the fact that art professional teachers have not really integrated ideological and political education into teaching content, teaching objectives and teaching evaluation indicators. The pace of advancement of political education.<sup>[2]</sup>

# **3. Path exploration and practice of ideological and political education in art majors**

## **3.1 Improve teachers’ ideological and political cognition and teaching and research ability**

Art teachers should not only strengthen their own political learning awareness, but also broaden their personal horizons, and fully realize their responsibilities and mission as a teacher, that is, to teach professional courses well, and to be a qualified educator.” Teachers”, while teaching students professional knowledge, they should also teach students how to be a person, how to do things, and how to become a young man in the new era with ideals, responsibilities and missions.<sup>[3]</sup>

## **3.2 Adopt the education-oriented curriculum construction**

Taking the graphic design course as an example, this course mainly cultivates students’ creative design thinking ability and visual language expression ability. It can explain the origin of symbols, self-confidence of national culture, graphic semantics, poster language design, and the rules of formal beauty. International design approach. On the other hand, based on the foundation of traditional culture, emphasize the organic development of national culture and traditional culture, cultivate students’ appreciation of their own national style, guide students to conduct in-depth understanding and research on the composition and cultural connotation of traditional graphics, and use modern Creative thinking and creative design methods, redesign and re-create graphic symbols with traditional cultural connotations, and form collaborative innovation design capabilities with design creativity and cultural innovation.

## **3.3 Use ideological and political works for practical teaching development**

In the teaching of art majors, practice teaching is carried out in a task-driven manner, cases are integrated into the core socialist values, and the classroom is extended through the practice of ideological and political works, so as to cultivate the unique aesthetic ability, innovation ability, teamwork ability and self-cultivation of art students. Through the presentation of ideological and political works, the technical standards, management norms and professional emotions of the industry are integrated into the teaching content, so as to cultivate students’ professional pride; by allowing students to participate in activities such as “cultural benefits” and “intangible cultural heritage” entering campus, students The social service awareness and the sense of mission of cultural inheritance; students directly transform the course ideological and political work into ideological and political works by participating in red projects, such as red theatrical performances and stage design, poster design for the 100th anniversary of the founding of the Communist Party, and

red-themed short video production, etc. Let students consciously form family and country feelings and value shaping in the process of practice. Taking the poster design of marine cultural creative design as an example, this is one of the contents of the “World Ocean Day and National Ocean Publicity Day” series of activities. It is a public welfare event with the theme of marine cultural creativity. The proposition is to “popularize marine knowledge, spread marine culture, meet people’s needs for a better spiritual culture, and create a better life”. As a design practitioner, we should consider more about serving human life and environmental protection from design. Strictly abide by professional ethics, do not ignore human health and safety in pursuit of interests, and do things that violate the law or harm others. Through case sharing and discussion on design, the students realized that caring for marine resources and maintaining ecological balance is everyone’s business. Can serve life and living environment. Through the creative process of design ideas, we warn everyone not to abuse resources for profit, and not to ignore the safety of others. As a design practitioner, we must abide by the moral bottom line, abide by scientific ethics, and use the right to speak professionally to warn and infect everyone.

### **3.4 Build a long-term mechanism for collaborative education:**

To build a long-term mechanism for collaborative education, we must first do a good job of top-level design, and integrate the essence of “cultivating people with morality” into professional teaching, professional research, professional construction, and professional practice, so as to form professional education and morality tree. A big pattern in which people promote each other, rely on each other, and work together to educate people. Especially in professional teaching, it is necessary to give full play to the advantages of art education, dig deep into the ideological and political context, run through the theme of ideological and political education, highlight the humanistic and artistic feelings of Chinese excellent traditional culture, and work together to write a good chapter of educating people. To build a long-term mechanism that integrates ideological and political education and artistic education, it is necessary to continuously optimize the training system for art professionals. It is necessary to focus on the teaching operation system, leadership management system, talent evaluation and incentive system, and gradually create and improve the overall pattern of professional ideological and political joint education. Constantly explore and promote the deep integration of ideological and political education and art education, and implement the fundamental task of morality and talent cultivation in colleges and universities.

Schools should clarify the overall thinking of teaching reform, put forward clear goals and requirements, and adopt relevant measures such as point-to-face, key breakthroughs, and professional leaders’ demonstration and leadership, so as to drive all teachers to gradually promote the overall goal of educating all students in the classroom. For example, the demonstration role of professional leaders, such a group of highly respected academic backbones, through professional lectures such as collective lesson preparation and training, demonstration classrooms, excellent ideological and political teaching cases, etc., drive young teachers to devote themselves to the discussion and practice of ideological and political courses, creating a full-staff professionalism Ideological and political atmosphere; another example is the integration of assessment methods such as course ideological and political effects and student evaluation into the teacher performance assessment and professional title promotion mechanism. Improve the curriculum ideological and political quality monitoring system, improve the construction of the teaching supervision system, and supervise the content, methods and effects of the curriculum ideological and political education in an all-round way and the whole process; The teaching evaluation results are used as an important indicator to assess whether teachers fulfill their ideological and political responsibilities in the curriculum. This will also play a great role in stimulating the enthusiasm of teachers and improving the integration effect of ideological and political courses.

## **4. Enlightenment from the ideological and political construction of art professional courses**

The ideological and political construction of art courses is unique and challenging. Our colleagues engaged in teaching in this field need to continue to dig deep into ideological and political theoretical knowledge in professional teaching, improve the content of ideological and political teaching, and constantly identify ideological and political At the same time, art educators need to continuously strengthen self-improvement, keep pace with the times, actively combine traditional art teaching with modern ideological and political activities, combine professional ethics, socialism Core values and Chinese excellent traditional culture and other aspects of education, in the practical teaching guidance to improve students’ professional quality, patriotism and other comprehensive quality. In addition, it is recommended that the school or college management build a scientific and reasonable ideological and political assessment system, and guide the integration of ideological and political and art design teaching through assessment methods; only by fully mobilizing teachers’ enthusiasm for participating in curriculum ideology and politics can the art design major in colleges be truly promoted. Form a complete ideological and political teaching model.

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