

# Exploring Curriculum Ideology and Politics and Its Construction Based on the Origin of Education -- Taking Architecture Major as an Example

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**Abstract:** Curriculum thought and politics is a kind of comprehensive educational idea which aims to build all kinds of courses and ideological and political courses in the same direction, form synergistic effect, and take “cultivating morality and educating people” as the fundamental task of education. Based on the origin of “teaching” and “education” in China and abroad and the analysis of the relationship between learning and curriculum setting, the paper puts forward that curriculum teaching should have its own ideology and politics. Professional courses are the basic carrier of curriculum ideological and political construction. Taking architecture courses as an example, this paper explores the ideological value of curriculum knowledge through system integration and sets up a suitable ideological and political entry point. The ideological and political requirements of the course are implemented through course classification such as professional introduction, professional courses, practice and joint design, and students are guided to establish correct values and design concepts.

**Keywords:** Curriculum ideological and political; Architecture; Holistic learning

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## 1. Introduction

At the National Conference on Ideological and Political Work in Colleges and Universities, Dec 8, 2016, the General Secretary proposed that “We should make good use of classroom teaching as the main channel, and ideological and political theory courses should be strengthened in the process of improvement to enhance the affinity and pertinence of ideological and political education, so as to meet the needs and expectations of students’ growth and development. Other courses should keep a good channel and cultivate a good field of responsibility, so that all kinds of courses and ideological and political theory courses can walk in the same direction and form a synergistic effect.”<sup>[1]</sup> By tracing the concept of education and the concept of higher education to its source, and analyzing the “holistic learning” in western education and the curriculum structure of in-class teaching, extracurricular activities and recessive curriculum in our country, it is helpful for us to understand that “educating people” is the essence of education theoretically, and ideological and political education conforms to the law of education. “Architecture” is the core course of architecture major in universities, which contains rich ideological and political elements. Teachers should organically integrate the spirit of the General Secretary’s series of important speeches, the excellent traditional Chinese culture, the architectural master’s rigorous spirit of learning, profound feelings of home and country, and the pursuit of excellence of craftsman and other ideological and political elements to achieve the goal of cultivating the growth of young college students. In order to adapt to the new normal of vocational education in the new era, it helps students to set up lofty ideals and train more socialist builders and successors with all-round development of moral, intellectual, physical, aesthetic and labor<sup>[2]</sup>.

## 2. Education tracing source: curriculum teaching has its own ideology and politics

The “instrumentality” or “rationalization” of education has brought about a crisis in education. After all, the “instrumental” or “rationalization” of education cannot completely solve the problem of professional education. Education promotes the growth of personality. In the process of personality growth, students will naturally develop passion and skills for a certain industry. Led by the Department of Architecture, the university carries out general teaching (teaching system in the classroom) and whole-person education (training mode outside the classroom), namely the so-called all-round teaching. General teaching is when one or two teachers are responsible for teaching all the subjects in a class. At present, this teaching mode has been implemented for many years in the United States, Finland, Denmark and other developed countries, and has achieved good results. Take architecture as an example, the whole course teaching is to take architectural design as the main task, fully integrate the teaching of architectural technology, architectural history theory and social humanism, and help students establish a comprehensive knowledge system of architecture through teaching methods such as experience and discovery, analysis and representation, training and application, and combination of theory and practice. To enable students to have comprehensive and solid basic knowledge and skills, and have a strong ability to transform, apply and innovate these knowledge and skills<sup>[3]</sup>. Whole-person education refers to understanding students’ psychological needs, ability, experience, character, willingness and other subjective conditions during teaching, and cooperating with them in teaching activities, so as to stimulate students’ thirst for knowledge and learning motivation, so that they can learn happily. Through various activities outside the classroom, students can cultivate skills beyond their major, improve their ability of discovery and creation, and then let students use their professional skills to contribute to the society, and gradually form an independent, upward and complete personality in this process<sup>[4]</sup>.

The Guiding Outline of Ideological and Political Construction of Curriculum in Colleges and Universities points out: “To carry out the fundamental task of cultivating virtues and cultivating people, we must integrate the three aspects of value building, knowledge imparting and ability training into one, which cannot be separated. “To comprehensively promote the ideological and political construction of the curriculum is to combine the guidance of values in knowledge imparting and ability cultivation, and help students to shape the correct world outlook, outlook on life and values, which is the due meaning of talent training, but also a necessary content”<sup>[5]</sup>. Colin Lo, the famous architectural theorist and educator, once said, “The purpose of architectural education, like all education, is not merely a vocational training, but, above all, to promote the spiritual and intellectual growth of the student, to develop his intellectual talent, and to enable him to grasp the essence and meaning of architecture”. Therefore, professional education should have its own ideology and politics. To comprehensively promote the ideological and political construction of the curriculum is to combine the guidance of values in knowledge imparting and ability cultivation, and help students to shape the correct world outlook, outlook on life and values, which is the due meaning of talent training, but also a necessary content.” Colin Lo, the famous architectural theorist and educator, once said: “The purpose of architectural education, like all education, is not only a kind of vocational training, but the first thing is to promote the spiritual and intellectual growth of the student, develop his intellectual talent, and enable him to grasp the essence and significance of architecture”<sup>[6]</sup>. Therefore, professional education should have its own ideology and politics.

## 3. Implementation strategy: system integration and multiple measures

In the process of building the architecture curriculum system, the school emphasizes the organic integration of relevant courses and architectural design courses. For example, it attaches importance to the combination of architectural history courses and architectural design courses, and arranges the timing of architectural technology courses and architectural design courses carefully, so that all courses are interspersed, organically integrated and complement each other. What lies behind the course is a way of looking at the world. While teaching professional knowledge, teachers combines teaching modules such as architectural history, urban and rural environment, social investigation and art ethics with main design courses and design support courses, so that students can timely change their identities, jump out of the original framework, and constantly improve the way of looking at the world and thinking, so as to deeply integrate the teaching system and design courses with ideological and political education. The Department of Architecture also digs deeply into the ideological value and spiritual connotation contained in the curriculum knowledge system, enhances the knowledge and humanity of the curriculum from the national, social, historical and other perspectives, and enhances the openness, leading and epochal nature of the curriculum. The architecture course of the school is centered on the basic cognition and discipline characteristics of human settlements<sup>[7]</sup>. Combining with numerous engineering practices and theoretical basis in national economic construction, it introduces teaching materials with the characteristics of The Times and humanistic feelings, such as historical evolution, times changes, feelings of home and country and international vision, to enrich the course content.

The course analyzes China's urban and rural construction achievements and cultural heritage in a disciplined way. Its main contents and ideological and political elements include: long architectural history, unique architectural system, great construction achievements, rich cultural heritage, outstanding targeted poverty alleviation, revitalized beautiful countryside, sustainable ecological protection, diverse cultural inheritance, etc. The course content is enlightening, intersectional and informative, with both historical depth and realistic breadth. From the popularization of basic knowledge, to the cross-integration of disciplines, constantly seek innovation points, and guide students to aspire to "write papers on the land of the motherland, apply scientific and technological achievements in the great cause of realizing modernization". Through teaching designers' contribution to human beings, indomitable spirit and devotion of home and country, students are cultivated to pursue truth, perfection, perfection and strength. In the process of promoting the ideological and political construction of curriculum comprehensively, it is the primary task to build a "main force" of teachers with excellent quality<sup>[8]</sup>. First of all, the majority of teachers should deeply understand that comprehensively promoting curriculum ideological and political construction is a strategic measure to implement the fundamental task of moral cultivation and cultivating people, and is an inevitable requirement to improve the quality of talent training. Secondly, it is necessary to construct the "main battlefield" and "main channel" of ideological and political teaching in an all-round way. The ideological and political elements are integrated into the course of "Architectural Design", so that the professional theory course and the curriculum ideological and political courses are in the same direction, so that students' values, ways of thinking and innovation ability have been significantly changed: from admiring Western architectural forms in the past and liking grotesque shapes to focusing on traditional culture and regional characteristics. In line with the principle of "the past serves the present and the foreign serves the Chinese", we build a local modern architectural style. In the past, we only focus on the local planning and design of the construction site to start from the environment, and actively practice the development concept of "Lucid waters and lush mountains are gold and silver mountains". We should think more from the perspective of urban space pattern and texture, strive to achieve a livable ecological environment of "seeing mountains, seeing water and remembering homesickness", and design green and sustainable buildings. From a more impetuous attitude towards creation and a lazy style of afraid of changing drawings in the past, I have changed to be able to concentrate on careful deliberation and repeated revision, strive for innovation and change, and initially possess the spirit of perseverance and excellence. Therefore, strengthening the ideological and political construction of "Architectural design" course, promoting the deep integration of professional theoretical teaching and ideological and political education, providing students with all-round, whole-process and multi-link education, enhancing the effectiveness of professional theoretical teaching of students, not only improving their professional quality and professional level, but also enhancing their ideological and moral level and cultural quality.

#### **4. Conclusion**

The ideological and political work of college students is a huge systematic project, inseparable from the guidance and cooperation of the general Party branch and Party branch, inseparable from the integration of ideological and political and curriculum. Taking architecture major as an example, this paper combines in-class teaching, extracurricular activities and hidden courses according to the specific conditions of the school and college, based on the discipline characteristics and the concept of "holistic learning", deeply integrates the teaching system with ideological and political education, so that students can timely change their identities, jump out of the original framework, and constantly improve the way of looking at the world and thinking about problems. Guide students to form correct design concept and values.

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