

Teaching exploration and reflection on the integration of curriculum ideology and politics into the basic course of environmental art under the background of new liberal arts

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Abstract: At present, the construction of the new liberal arts has vigorously promoted the reform of the construction of various majors in colleges and universities, and personnel training has changed from the traditional imparts of knowledge to the direction of parallel cultivation of knowledge and values, and the ideological and political reform of applied university curriculum has become an important research field. Based on the needs of the new liberal arts era, this paper explores the basic courses of environmental art design major as the starting point, analyzes the necessity of ideological and political thinking in first-year courses, summarizes daily classroom problems, collects relevant cases, and puts forward a task-driven teaching model of "cross-border talent cultivation", focusing on the intersection of disciplines and fundamentally reshaping students' professional values. This will better lay the foundation for the study of subsequent professional courses and provide more reform ideas for related basic courses.

1. Introduction

Since 2019, the eyes of the education community have focused on the "new", the construction of new engineering, new medical science, new agriculture, and new liberal arts has become a hot topic, and has also provided new opportunities for innovation for colleges and universities. In June 2020, the Ministry of Education issued a notice on the "Guidelines for the Ideological and Political Construction of Higher Education Curriculum",^[1] which pointed out that: The ideological and political education should run through the personnel training system, promote the ideological and political construction of college curriculum in an all-round way, give full play to the educational role of the curriculum, and improve the quality of college personnel training. In order to help the construction of the new liberal arts, applied universities should give full play to their professional advantages, play the role of educating people in the practice of knowledge, enhance professional self-confidence, and train professional talents with Chinese characteristics. Environmental art design, as a practical major in the art field, has strong comprehensiveness and practicality. It is necessary to learn from practice and apply the knowledge to practice, and ultimately serve people's life ideal. Knowledge learning in the basic course stage has the same weight as knowledge of professional courses, and even brings the "first cause effect" to students. Combining the content of the basic course of this major with the ideological and political elements of the course: First, integrating the ideological and political elements in the teaching content can make the knowledge clearer and the knowledge system more three-dimensional; Second, the integration of ideological and political elements in after-school practice is more conducive to improving students' innovation and entrepreneurship ability.^[2] Ideological and political courses enrich the basic course system and help the development of design disciplines.

2. Overview of basic course of environmental art and teaching reform background

The basic course is mainly aimed at freshmen, who have just entered the university and do not have enough understanding of their major. Therefore, the basic course plays a role of connecting the preceding and the following. The course content will be designed by integrating the knowledge

students have before entering the university, so as to help students complete the transition from knowledge learning in high school to professional practice from the perspective of cognition and thinking. The basic course of environmental art includes sketch, color, plane composition, color composition, three-dimensional composition, hand-painted performance, etc. ^[3]At present, our university mainly focuses on media majors, forming a disciplinary professional system with cross-penetration and coordinated development of art, literature, management, engineering and other disciplines. The main training direction is based on applied talents supported by multiple disciplines, which is in line with the needs of the new liberal arts construction.

Under the guidance of the construction of new liberal arts, combined with the talent training direction of application-oriented universities, the teaching orientation of basic courses of environmental art major has been relatively mature, but it is often ignored in the curriculum system, and it needs to be timely adjusted to meet The Times, and can not be limited to traditional ideas and models. In course teaching, it has always been difficult to integrate ideological and political elements with course content. The application of ideological and political elements is superficial, and it is not deeply involved in teaching objectives and teaching methods, and it is difficult to reflect the effect brought by ideological and political elements in teaching results. In addition, the teaching level of teachers also determines the effect of curriculum ideology and politics. Teachers of environmental art courses have strong professional ability and rich design experience, so they are more likely to focus on the teaching of professional knowledge, and tend to ignore curriculum ideology and politics. Therefore, in the past, basic courses paid more attention to knowledge and mainly focused on academic knowledge, but more attention should be paid to the value of learning knowledge, in-depth exploration of the ideological nature of knowledge, and the value connotation brought by professional knowledge through the training of basic courses. The traditional intangible cultural heritage should be integrated into the education of basic courses, so as to enhance the cultural and creative value of students' works and reshape students' professional ideals and beliefs. ^[4]At the same time, the basic curriculum of environmental arts covers a wide range, which is more conducive to the cross-penetration between disciplines and courses, which is conducive to the development of curriculum ideology and politics. The reform of basic courses can provide a path for the reform of other design courses, better help the construction of majors and even schools, and has far-reaching significance for cultivating professionals with "Chinese discourse power".

3. Problem-oriented ideological and political elements of basic course teaching innovative design

The basic course of environmental design plays an important role in cultivating students' drawing skills and design expression ability. However, in the actual teaching process, we are faced with a series of teaching pain points, these problems affect the students' overall grasp of drawing skills and deep understanding of design concepts. The following is an in-depth analysis of these teaching pain points.

3.1 The practical operation lacks significance and the transformation of results related to the course

Traditional basic courses show polarization, for example, design drawing courses pay too much attention to theoretical teaching, and ignore the practical operation opportunities of students in real projects. Some other sketch color courses focus on practical operation, but ignore the value connotation, and the connection with the subsequent course content is not close enough. The theoretical knowledge students learn on paper is difficult to apply to the actual design scene. Theoretical knowledge on paper cannot be fully translated into innovative results, so that students may feel overwhelmed in practical work or competitions.

3.2 Teaching methods are too traditional and lack of innovation

Professional basic courses generally rely on slide presentations and theoretical explanations, and lack diverse teaching methods. This makes students' understanding of design stay on the surface and

it is difficult to stimulate creative thinking. A single teaching approach makes it difficult for students to understand and apply skills from multiple perspectives. Classroom interactive links lack practical significance, and it is difficult for students to form a comprehensive understanding of design in the course.

3.3 Lack of implicit ideological and political elements

The construction of the new liberal arts emphasizes the openness and inclusiveness of disciplines, and the ideological and political integration of the curriculum has begun to shift to interdisciplinary integration, but the integration in the actual teaching is more blunt and more explicit ideological and political elements. For example, in the design sketch course, the writer's short story is shared in the section of appreciating the sketch works of famous artists, which reflects the interaction of the class and integrates ideological and political elements, but it is too explicit element, and students only finish the classroom tasks mechanically, which does not achieve the educational significance of ideological and political elements. In order to realize the educational goals of implicit ideological and political education and collaborative ideological and political education in the curriculum, we must first scientifically divide responsibility areas and set up courses with different subject attributes; In the structure system of talent training curriculum, different levels and different teaching modes should have different emphasis on the implementation of ideological and political elements, so as to avoid the compulsory implementation of ideological and political education. Secondly, we should fully realize that curriculum ideology and politics are not taught, but assimilated or understood under the influence of the environment, practiced and tempered in the process of task completion, and subtly developed under the guidance and management of teachers and in the state of equal communication.

3.4 Lack of application of technical tools

Students often do not know enough about the application of modern design tools in professional basic courses. The lack of training in tools such as digital software affects students' ability to adapt to the modern design industry. The modern design industry generally turns to the processing method of digital tools, and the lack of application of relevant technical tools makes students may face the trouble of technical shortcomings when entering the actual work, which reduces their competitiveness. The application of information technology to support classroom teaching has always been a subject that our teachers need to study constantly. Due to the rapid replacement of information technology, teachers do not know enough about the new technology and have not mastered and improved the new technology in time. Many rich teaching resources have not been well utilized and basically stay at the level of traditional teaching methods.

4. Explore the practical path of ideological and political teaching in the basic course of environmental art

4.1 Introduction of "project-based teaching" mode

The form of Workshop can gather people from different roles to explore and discuss solutions together in a relatively concentrated period of time. If the company has important but not urgent problems to solve, Workshop is a good choice. Through some methods and tools of Workshop, we can expand our thinking, encounter inspiration and generate creativity. Creativity is not inevitable, creativity can actually be derived. Combine the course content with the competition project to form a fixed workshop theme, facilitate subsequent planning of course content. Students not only learn theoretical knowledge in the classroom, but also engage in practical operations by participating in real projects to better understand the practical application of the course content. Through the participation of practical competition projects, students can quickly apply the theoretical knowledge learned in class to practical work, and improve the ability of innovation and creativity.

4.2 Introduction of "Design Thinking Training Workshop"

Design thinking is not just the preserve of designers, but an interdisciplinary thinking, a problem-solving approach that can be applied in a variety of fields to improve processes, products or services. Through group cooperation, field trips and other diversified teaching methods, students' innovative thinking and problem-solving skills are cultivated. Each student plays a different role in a team and learns a wide range of design experiences. Through different teaching methods, students gain a more comprehensive understanding of the core concepts of knowledge and stimulate creative thinking. In addition, the workshop can focus on the topic selection of students' course work, and the basic course can also carry out effective field research. Site research is an extension of traditional teaching, allowing students to truly feel and experience the cultural and design elements in the space during the research, and to understand the theoretical knowledge more intuitively through the teacher's explanation. ^[5]

4.3 Introduction of "Digital Design Practice Workshop"

Through specialized practical courses, students are taught basic skills in using tools such as ChatGPT and AIGC. There are real cases in the course, and students use digital tools to complete real projects. Through the digital design practice workshop, students can not only master the use of design tools, but also carry out creative design more efficiently in practical projects. The workshop will connect with famous teachers and famous enterprises to form a curriculum education model that is in line with society. The basic curriculum with project design as its goal is more in line with the development of The Times. Applying research-based teaching and flexible management to the foundation curriculum, It focuses on cultivating students' practical ability and innovation ability, allowing students to transition from the traditional classroom to the studio environment focusing on design projects. Digitalization is integrated throughout the workshop teaching, and teachers regularly participate in learning-related training to learn digital technology. Through data-driven teaching, constantly improve their own knowledge reserve.

4.4 Introduction of "school-enterprise cooperation Project Platform"

Enable first-year students to work with industry companies ahead of time to introduce practical projects into the curriculum. Students have the opportunity to experience real projects, interact with corporate professionals, and gain practical project experience. Through practical project participation, students will organically combine theoretical knowledge with practical projects in the course to make full preparation for future career development. The implementation of these innovative designs and ideas will effectively enhance the ideological and political effect of the basic curriculum of environmental art major. Through the establishment of project-based teaching, design thinking training workshop, digital design practice workshop and school-enterprise cooperation project platform, students' learning is liberated from traditional theoretical teaching, and their practical operation ability, creative thinking and proficient application of modern design tools are improved. The combined effect of these measures will make the curriculum more practical and targeted, and better serve the improvement of students' comprehensive quality.

5. Conclusion

Under the background of the new liberal arts, the reform of curriculum ideological and political education requires the cultivation of application-oriented innovative and entrepreneurial talents with firm ideals and political convictions. This is the new requirements for students majoring in environmental art design in the new era, and it is also the requirement for students to adapt to the career development of The Times. Based on the professional characteristics of environmental design, which emphasizes application and strong practice. The basic course of environmental art should meet the needs of the national industry and focus on the diversified design of task modules, combine theory with practice teaching mode, give play to the overall advantages of the basic course teaching team, and students should "learn by doing" autonomous generative learning mode.

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