

## **Innovation of Practical Teaching Mode of Ideological and Political Theory Course in Art Education**

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**Abstract:** Lack of pertinence, single teaching method and low interaction between teachers and students are the main problems that affect the quality of practical teaching of Ideological and political theory course in art education. From these problems, we can find the reasons from three levels: society, school and individual. Through the analysis of the causes and the analysis of the problems, this paper puts forward some suggestions from the aspects of teaching subject, education orientation, quality training and evaluation mechanism, so as to improve the quality of Ideological and political education.

### **1. Introduction**

At the forum of teachers of Ideological and political theory, general secretary Xi Jinping stressed that “promoting the reform and innovation of Ideological and political theory courses, and constantly enhancing the ideological, theoretical, affinity and pertinence of Ideological and political courses.” In order to implement this requirement, it is necessary to permeate the ideological and political theory course in the art education, change the thinking and method of the former ideological and political course, innovate the practical teaching mode, help the students to improve their ideological and political awareness, and make the art education more practical and theoretical value.

### **2. Problems and Reasons of Practical Teaching of Ideological and Political Courses in Art Education**

#### **2.1 Problem**

In the art education, the following problems exist in the practice teaching of Ideological and political courses: first, lack of pertinence. In the process of Ideological and political teaching, teachers are still teaching in the traditional way, not combined with the characteristics of students to carry out targeted teaching, which makes it difficult to improve the quality of teaching. Art students have the characteristics of loving music and active thinking. If they accept the ideological and political content quietly, it is obviously difficult to achieve the teaching effect. Second, the teaching method is single. With the development of teaching technology, hybrid teaching method is gradually applied in teaching practice, but “indoctrination” teaching method still exists, which will inevitably affect the quality and effect of teaching. Third, the interaction between teachers and students is low. Teaching and learning are the embodiment of teaching quality. However, in practice, there are many problems, such as “teachers teach and students constantly”, “teachers ask questions and students don't respond”. This kind of teaching interaction between teachers and students is less, so it is difficult to mobilize the initiative of students, which will inevitably affect the quality of teaching. Fourth, the teaching evaluation is unreasonable. The unreasonable evaluation of Ideological and political course teaching is mainly manifested in the aspects of “emphasizing results over process”, “emphasizing scores over synthesis”, “emphasizing theory over practice”, etc. the evaluation is too one-sided, so it is difficult to ensure that the evaluation is reasonable and scientific. Fifth, the professional quality needs to be improved. Teachers' professional quality needs to be improved mainly in the aspects of “lack of practical experience”, “lack of training platform”,

“limited professional knowledge”, which makes the ideological and political education curriculum not comprehensive.

## 2.2 Reasons

There are many reasons that affect the effect of Ideological and political teaching, mainly from the perspectives of society, school and individual (as shown in Figure 1). From the perspective of society, with the increasing trend of global integration, global culture also presents the trend of multiple integration and integration. Western bad thoughts such as money worship, individualism and utilitarianism infiltrate into China in an attempt to shake the youth In, the belief in socialism, in addition, the negative information in the network society prevailed, seriously affecting the correct outlook on life, values and the world outlook of contemporary people. How to strictly control the network society is also an urgent problem to be solved. Of course, there are also bad information of art and culture celebrities that are maliciously spread by the media, distorting people's values and morality. From the school's point of view, in order to save investment cost, limited capital investment and incomplete purchase of equipment, this will inevitably lead to the aggravation of theoretical teaching and the reduction of practical teaching. From the personal point of view of students, due to the large number of training courses, the lack of understanding of the theoretical courses, the weak subjective initiative, and the lack of active learning of Ideological and political theory, this is one of the reasons why the teaching quality of Ideological and political courses is difficult to improve in art education.

## 3. Effective Ways to Innovate the Practical Teaching of Ideological and Political Courses in Art Education

### 3.1 Return to the Standard of Teaching Discourse Right

The development of Ideological and political course teaching should change the previous teaching ideas, attach importance to the students' humanistic quality, improve the students' teaching subject status and return the teaching discourse right to the students. First of all, we should implement the requirements of quality education, respect students, love students, treat students equally, and carry out teaching activities around students. In other words, all activities of Ideological and political teaching should be carried out with students as the main body of teaching, focusing on the active participation of students in teaching practice activities, mobilizing the initiative of students to learn Chinese knowledge, so as to promote the overall development and progress of students. Secondly, we should treat every student equally, respect the differences of every student, teach students according to their aptitude, apply teaching games, inquiry activities, cooperative learning and other hybrid teaching methods, mobilize students' initiative, guide students to actively participate in teaching practice, so as to ensure the quality and effect of teaching. Finally, teachers should play an active role in guiding students to lead teaching activities, so as to improve the quality and effect of teaching.

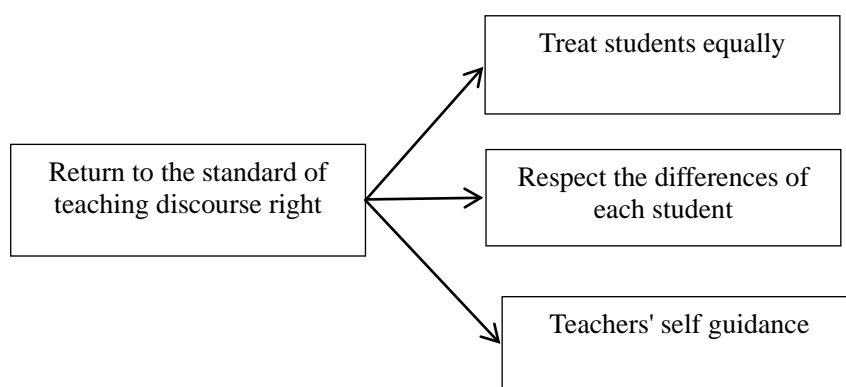


Fig.1 Return to the Standard of Teaching Discourse Right

### 3.2 Grasp the Guidance of Education

As an important part of college education, art education belongs to the category of professional courses, while ideological and political courses belong to the basic subject courses, which are the basis of various courses teaching, and art education is no exception. In the art education, to carry out the ideological and political education reasonably and scientifically, first of all, we should fully grasp the education aspect, adhere to the leadership of the party, adhere to the literature and art policy of “literature and art is to serve people and society”, establish the people-centered creative direction, and create art works that reflect social life and meet the public taste. In other words, art students should go deep into the grassroots, life, society and people's livelihood. Secondly, the government should strengthen the examination of bad literary works, put an end to the appearance of these works of art, increase the strength of rewards and punishments, and eliminate the literary environment, so as to convey the correct ideological and political information for art students, so that art students can better develop and progress. Finally, we should strengthen the education of patriotism and professional ethics, take “patriotism, serving the people, advocating morality and art” as the core values of the literary and art circles, constantly improve the professional ethics and cultivate their sense of social responsibility.

### 3.3 Enrich Teaching Methods

In the process of art education, how to carry out the practical teaching of Ideological and political courses is a problem that front-line teachers need to ponder. In order to improve the practical teaching quality of Ideological and political courses, teachers should change traditional concepts, innovate teaching mode, and actively integrate with students in the practice of Ideological and political courses, so as to effectively improve the teaching quality. To innovate the practical teaching of Ideological and political courses, the following ways can be adopted to enrich the ideological and Political Teaching:

The first is project oriented teaching method. The key to the application of project-oriented teaching in Ideological and political courses lies in how to analyze the ideological and political courses with small projects, divide each knowledge point, each problem, each inquiry point, etc. one by one, and hand them over to students to complete separately, so as to effectively improve the effect of students' participation in Ideological and political education. In the art education, to carry out the ideological and political education with the project-oriented teaching, we need to take the problem as the guide and the project as the means. This problem is the problem of Ideological and political course discussion, which helps students to understand themselves and improve themselves, so as to achieve the goal of Ideological and political teaching. Micro project refers to the teaching of the relevant content of teachers, divided into several parts, one by one to form learning tasks, by different students for research and analysis, to complete this part of knowledge and skills and other aspects of learning, in order to promote the overall development and progress of students.

Second, flipped classroom teaching method. The key to the implementation of flipped classroom teaching lies in how to realize the conversion of teaching subject in the whole teaching activity. Teachers are no longer the teaching subject, but students. Students design the whole teaching process. In other words, the three links of pre class preview, class discussion and after class summary are all completed by students themselves. Before class, students use learning network equipment to preview and master the learning materials shared by teachers, complete the designed learning questions and record the questions they can't answer; in class, a discussion group is formed to interpret and analyze each question, and the group is represented in the whole. In the class, the results are reported by different groups and students, which can effectively enrich the way of students' learning ideological and political content and expand their learning horizons; after class, the results are reported by self-evaluation, group evaluation, others' evaluation, etc., so that the implementation of flipped classroom is further improved.

The third is cooperative learning. Cooperative learning teaching is mainly based on the principle of “homogeneity among groups and heterogeneity within groups”, to clarify the responsibilities of each group member, to help each other, to study and solve problems related to learning together, in

which the teacher acts as the corresponding guidance, and the learning results are constantly improved through classroom display, to realize learning sharing, and to mobilize every student So as to improve the quality of Ideological and political education.

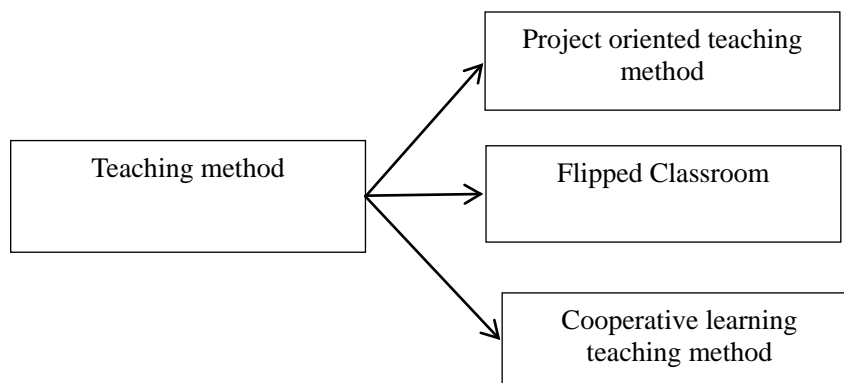


Fig.2 Teaching Method

### 3.4 Strengthen the Comprehensive Quality of Teachers and Students

First of all, improve the comprehensive quality of teachers. As the forerunner and practitioner of teaching and education, teachers' comprehensive quality is related to the quality of Ideological and political education. Colleges and universities should fully understand the importance of teachers' comprehensive quality in the practical teaching of Ideological and political courses, provide training opportunities and platforms for teachers to improve their comprehensive quality, and improve their comprehensive quality by means of various ways such as in school training and out of school practical training. In the school training, through the development of art appreciation, art book reading, teachers and students concert, professional skills training to improve the comprehensive quality of teachers, in order to better carry out ideological and political course teaching. In order to bring new features to the practical teaching of Ideological and political courses, we should improve teachers' professional level and ideology through school enterprise cooperation and foreign advanced studies.

Secondly, carry out classic reading activities. In order to improve the ideological and political awareness of art education students, the reading activities of classic ideological and political books are carried out according to the characteristics of students. In other words, through the reading activities of Ideological and political classics, we can correct students' bad habits and improve their cultural quality. Classic books on Ideological and political education, such as Marxist anthology, Maoist thought and Deng Xiaoping theory, are helpful for students to understand the guiding ideology of Ideological and political education and the role of Ideological and political education in China. Of course, in teaching practice, students are not excluded from using new media to understand ideological and political information, improve ideological and political education awareness, and regulate their own words and deeds.

Finally, in-depth study of Ideological and political content at the grassroots level. Practice is the only criterion to test truth. In order to improve the teaching quality of students' Ideological and political courses, colleges and universities should, according to the characteristics of students, carry out activities such as “heart to heart” and “cultural and artistic volunteer service”, so as to provide more practical opportunities for art students, let art students experience the life at the grassroots level, walk into the grassroots level, show their talents for the masses, further activate the atmosphere of literature and art, promote the spiritual and cultural construction at the grassroots level, and truly develop Play the role of practical teaching of Ideological and political courses. At the same time, we should actively encourage art students to participate in grass-roots teaching activities, to explore knowledge in practice, to temper will, to exercise ability, to improve comprehensive quality. For art students, entering the grass-roots level for corresponding learning will help them understand the society and provide more practical works for art creation. Because art

works come from real life and act on real life. It can be seen that the combination of Ideological and political practice teaching and grass-roots level plays an important role in art teaching.

### 3.5 Reasonable Construction of Teaching Evaluation System

In art education, the key to the effect of the practical teaching of Ideological and political courses lies in the construction of teaching evaluation system. The construction of teaching evaluation system should follow the following principles: first, the unity of theory and practice. Its evaluation system should not only pay attention to the assessment and evaluation of theoretical knowledge, but also pay attention to the verification of practical operation. In other words, the evaluation system should be evaluated from the perspective of theory and practice, so as to judge the specific performance of art students in the practical teaching of Ideological and political courses. Theoretical evaluation is to grasp and understand the actual situation of “Mao Zedong Thought”, “Deng Xiaoping Theory” and other theories for students. Practical evaluation is to analyze and solve problems by applying the ideological and political theory knowledge learned by students. The evaluation of the combination of theory and practice can truly reflect the students' learning of Ideological and political courses. The second principle is the unity of process and result. In the past teaching of Ideological and political courses, some teachers appeared to attach importance to examination results rather than learning process. It is obviously unreasonable and lack of basis to regard scores as the criteria for judging students' learning methods, learning attitudes, and dealing with others. Therefore, it is necessary to change this situation and achieve a unified evaluation index system of process and result. Process evaluation requires teachers to observe students' daily performance, such as learning attitude, ideological and moral, learning methods, the maintenance of teacher-student relationship, and so on. And the result evaluation is not only a theoretical score decision, but also a practical operation to ensure the comprehensive and specific evaluation system. Third, the unity of implementation and reflection. The evaluation of practical teaching of Ideological and political courses should not only focus on the implementation process, but also on the effect of implementation, pay attention to teaching reflection, and improve the pertinence, rationality and professionalism of teaching evaluation. Teaching reflection evaluation is to control teaching reflection and avoid teachers' formal teaching reflection, which is not conducive to improving the quality of Ideological and political teaching.

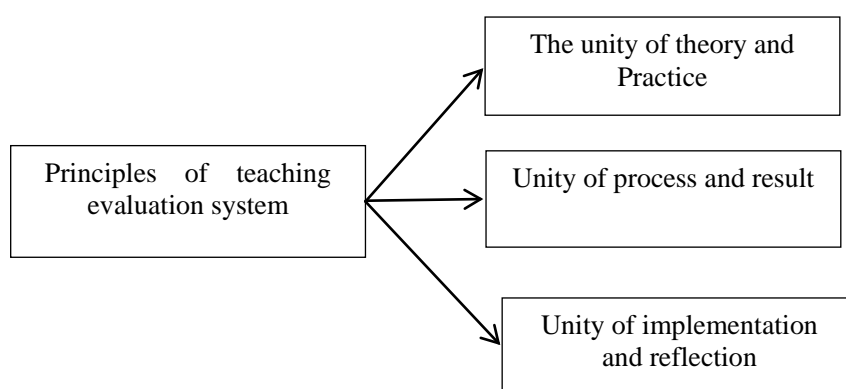


Fig.3 Principles of Teaching Evaluation System

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