

# A Rational Thinking Research on the Integration of Art Education in Universities with "Curriculum Ideology and Politics"

Zhenyu Wu

School of Digital Media, Chongqing College of Electronic Engineering, Chongqing, 401331, China

**Keywords:** Art education; Curriculum thought and politics; Aesthetic ability

**Abstract:** Art education can help students to establish a correct aesthetic concept, cultivate noble moral sentiments and shape a beautiful mind, which has the value of "curriculum ideology education". Ideological work should run through the whole process of education and teaching, so as to truly realize the whole staff, whole process and all-round education. Under the brand-new educational situation, art education in universities needs to be effectively combined with ideology courses. On the one hand, it can further promote the better combination of students' life values and knowledge education, on the other hand, it is also the further integration of socialism with Chinese characteristics and art education. The practicality and flexibility of the art classroom should be integrated into the curriculum ideology education, and the ideology education in universities should be combined with art to stimulate university students' interest in curriculum ideology education. Under the subtle influence of art and ideology education, university students' ideological and theoretical level and artistic aesthetic ability can be improved. This paper takes curriculum ideology education as the teaching orientation, deepens the teaching reform of art curriculum, clarifies the value of curriculum ideology education on the basis of profoundly grasping the connotation of curriculum ideology education, and discusses the implementation path of curriculum ideology education from three aspects: concept change, practical exploration and resource construction, so as to enhance the value of art ideology education and effectively enhance the effectiveness of art education.

## 1. Introduction

The ideology education of art students in contemporary universities is very important. Teenagers are in the "joint and booting stage" of their life stages, and their outlook on life and values have initially formed [1]. Art education can help students establish correct aesthetic concepts, cultivate noble moral sentiments, and shape a beautiful mind. It has the value of "curriculum ideology". Therefore, the curriculum ideology construction in the practice of art education is realistically necessary [2]. The "Curriculum Ideology" theory is characterized by a high political position, strict theoretical requirements, and core target standards. It not only emphasizes the implementation of the fundamental task of establishing morality in universities, and cultivating newcomers of the era with the major mission of national rejuvenation, but also enhances the curriculum of various subjects. In-depth excavation and benign extension to enhance collaboration between courses [3]. Under the new educational situation, art education in universities needs to be effectively integrated with ideology courses. On the one hand, it further promotes the better integration of students' life values and knowledge education, and on the other hand, it is also the further integration of socialist ideology with Chinese characteristics and art education. The significance of the curriculum ideology construction is very significant.

## 2. The significance of art education for University Students

### 2.1. Art education is an important way to cultivate university students' artistic literacy

Due to the particularity of art majors in universities, art education in universities faces various difficulties from "ideology course" to "curriculum ideology course" [4]. Art education is an

important component of art education in universities, which plays a vital role in cultivating the core values of university students and improving their aesthetic level. Besides, in the history of world development, there are a hundred schools of thought contending in the Spring and Autumn Period and the Warring States Period and the Renaissance movement rising in the 14th century, all of which show that art plays an important role in national development [5]. Art education can guide students to form a correct understanding of external beauty and spiritual beauty, and then help them understand the essence of things [6]. The concept of art education also plays an important role in improving students' comprehensive quality. Art education can promote students' innovative thinking. Art itself is an important manifestation of art and pays more attention to the application of thinking in images. Therefore, the basic project of art education is to cultivate thinking in images. The most important thing in art education is the rendering of art and the experience of beauty. Students constantly perceive and observe life in the process of art education, so as to have a comprehensive understanding of the development of things [7]. After being influenced by art, students will get along with society and nature better, which is of great significance to the improvement of university students' artistic accomplishment.

## **2.2. Art education is closely related to the background of the new era**

Art education emphasizes the improvement of appreciation ability and appreciation ability. In the process of appreciation, the era style of the work is fully experienced, and the use of art works to promote emotional communication among students, which plays an important role in the improvement of students' inner quality [8]. Art education and teaching attach great importance to beauty, and curriculum ideology are combined with it, guiding students to observe life with a beautiful vision and correct cognitive thinking, perceive life, and perceive the actual development of things. Art resources can not only reflect the objective reality of life, but also reflect the rich influence of ideology education [9].

"University Fine Arts" is a public basic course in universities, which plays an active and important role in understanding basic fine arts knowledge, forming aesthetic literacy and aesthetic judgment for university students. In the course construction of university fine arts, attention should be paid to integrating Chinese excellent traditional culture, national sentiment, political identity, moral cultivation and other ideology contents, so that moral education and aesthetic education can go hand in hand in the classroom, and the educational philosophy of "educating people by aesthetic education and cultivating people by virtue" in universities can be practiced. Ask questions in teaching, let students learn independently through the Internet, books and other inquiry, and then conduct a comprehensive discussion in the form of a group, analyze the purpose and significance of art appreciation and the categories and main features of art works, let students participate in it, and stimulate interest in course learning. To achieve effective teaching, students' acquisition is the criterion [10]. The education and teaching under the ideology concept of curriculum enables teachers and students to have a strong sense of mission and responsibility, adhere to the mainstream ideology, effectively promote the construction of social spiritual civilization, and stimulate students' national pride and self-confidence, so as to better serve the society with professional discipline study and high political literacy. It is necessary to break the old mode of traditional ideology education, give full play to the edifying role of "the second classroom" activities, replace classroom preaching with innovative practice, enhance aesthetic ability in university students' favorite cultural and artistic activities and strengthen the ideology education function of art education.

## **3. On the innovative path of integrating art into "curriculum thought and politics" in Universities**

### **3.1. Based on the flexibility of the art classroom**

The art classroom is flexible, which can be flexibly changed according to the works of art, and the classroom atmosphere is active. Make full use of the flexibility of the art classroom, and balance the activity of art with the seriousness of ideology education. It is the main front of classroom art

teaching, and it should also be the main venue of ideology education. Therefore, in the art teaching, in order to realize the infiltration and deepening of curriculum ideology education, we must play an active role in the classroom. It is necessary to give full play to the ideological leading function of art courses, find out the combination point of ideology education and art professional knowledge education, and make systematic design, organic integration and seamless connection to realize the generative and "genetic" integration of the two.

We should strengthen the practical teaching of art education and improve university students' art professional skills and ideology quality in practice. It plays an important role and significance in improving students' aesthetic ability, stimulating young students to love Chinese excellent traditional culture and establishing cultural self-confidence, so as to achieve the goal of Ideology education. Pay attention to the important role of aesthetic education and moral education in students' development, integrate ideology objectives into classroom teaching, select ideology contents according to discipline characteristics, and select teaching methods suitable for teachers and students. Moral education and aesthetic education develop together to truly realize ideology teaching objectives. It plays a positive and important role in cultivating university students with all-round development in the new era. With the help of the convenience of network position and real-time communication, we can fully tap the ideological connotation of art, vigorously carry forward the national characteristics of art, and cultivate professional art talents with both political integrity and ability, which is inseparable from the daily ideology guidance. The construction of "curriculum ideology education" is intended to find a certain combination point of Ideology education and professional skill courses in the training objectives, so as to achieve organic unity and benign penetration, and cultivate artists with "both virtue and art".

### **3.2. Contact the comprehensiveness of art teachers**

The art classroom is student-oriented and supplemented by teachers, so we can contact the comprehensiveness of art teachers and improve the teaching ability of ideology classroom teachers. Training university teachers in "sideline", encouraging all-round development of teachers and attracting students by personal charm. In art education, the teaching concept should be changed, and art teachers should consciously carry out the educational practice of curriculum ideology education. On the one hand, art teachers should realize the necessity of carrying out ideology education in art teaching. We should realize our main responsibility in ideology education, scientifically and reasonably guide students to think about ideology education in the process of studying fine arts majors, and take moral education as the education orientation, so as to truly combine teaching with educating people. At present, most of the art teachers are trained, and their painting ability can basically meet the teaching requirements. However, the teaching ability is weak, the teaching method is single, they don't understand the teaching rules of non-major students, and the specialty taste is too strong, which seriously disconnects the classroom content from the actual situation of students and affects the effect of art courses. Although some teachers have carried out some ideology education in the process of art education, most of their stations stay at the primary level, mostly from the basic moral knowledge and conduct concept, and lack of systematic and in-depth research and Thinking on the scientific value of Ideology education, which will inevitably lead to the lack of deep understanding and ability to integrate ideology education into art education There are few methods. On the one hand, the school should build a platform for teachers to help them improve their professional ability, and organize more teaching and research activities and relevant seminars to further improve teachers' curriculum ideology ability. On the other hand, we should explore teaching means and constantly study diversified teaching methods, so as to better meet the actual needs of students.

## **4. Conclusions**

In general, the implementation of the ideology concept of the curriculum requires efforts from all aspects. The particularity of the art discipline makes the implementation of the curriculum ideology education feasible and necessary. It has the natural subject advantage of ideology teaching and

should become a learning subject. A major direction of curriculum reform. Art education in universities embodies unique aesthetic education functions under the background of "curriculum ideology", but to achieve rapid development, every educator needs to consciously improve ideology literacy, actively consolidate the professional foundation, and strive to strengthen the level of professional scientific research. The cultivation of comprehensive quality is forward-looking. Combine the aesthetic cultivation and quality improvement of art itself with the ideology education of people, and neutralize the flexibility and practice of art with the rigorous and standardized characteristics of ideology education, forming an infiltration type of curriculum ideology education and art education developing. Under the brand-new educational situation, the ideology courses in universities should be constantly innovated, and the ideology courses should be effectively implemented and promoted. The art education in universities should also be combined with the ideology courses in a timely manner, strengthen the educational flexibility and practicality of art education, strengthen the rigor of education, innovate the teaching mode and promote the combination of art education and ideology courses.

## References

- [1] Qu Zhiming. Analysis of the Application of Art Education in Ideology Education [J]. Literary Youth, 2020(2):1.
- [2] Wang Guirong. Discussion on the relationship between art education and ideology education [J]. New curriculum: Primary School, 2017(9):1.
- [3] Xue Ting. The role and strategy of art education in helping ideology classrooms[J]. Xueyuan Education, 2021(20): 2.
- [4] Xu Changwen, Yu Xintong, Liu Chengyue, et al. Art education and ideology education of university students go in the same direction[J]. Journal of University Counselors, 2019, 011(002):40-43.
- [5] Xu Changwen, Yu Xintong, Liu Chengyue, et al. Art education and ideology education of university students go in the same direction [J]. University Counselor Journal, 2019, 11(2): 4.
- [6] Liu Yuling. Curriculum Ideology Construction in University Art Education[J]. Hebei Pictorial, 2021(18): 2.
- [7] Zhang Linqin. On the "Three Comprehensive Education" of the Ideology Education in Primary School Art Courses[J]. Educational Research, 2020, 3(10):64-65.
- [8] Zou Jieting. Research on the integration of advertising design and production into ideology education from the perspective of "Curriculum Ideology"[J]. Packaging World, 2019(6): 2.
- [9] Zheng Yunpeng. Research on the Influence of Art Education on Ideology Education [J]. Beauty and the Times: Aesthetics (Part 2), 2018(4): 2.
- [10] Tao Mingzhu. Talking about the combination of art education classroom and ideology teaching [J]. People Pictorial: Second Edition, 2020(5): 2.