

Research on the Practice Strategy of Middle School Art Teaching from the Perspective of “Curriculum Ideology and Politics”

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Abstract: This paper takes the middle school art teaching as the research object under the view of “curriculum ideological politics”, analyzes the importance and feasibility of the integration of curriculum thought and politics into the middle school art, through visiting and investigating and discussing the problems of “curriculum ideological politics” integration into the junior high school art, and provides a reference path for the ideological and political thinking of middle school art course with the practice of art teaching. In order to better play the role of Ideological and political education in the ideological and moral education and patriotism education of junior high school art.

1. Introduction

In recent years, with the concept of “Ideological and political education of curriculum” put forward, how all kinds of courses and ideological and political education in the same direction has become an important issue to be discussed. The middle school stage is an important stage for students to form a correct outlook on life and values. Integrating Ideological and political education into middle school art teaching is an effective way to implement the fundamental educational task of moral education.

2. The Importance of Integrating Ideological and Political Education into Junior High School Art Teaching

On the one hand, based on the requirements of art curriculum standards, the Ministry of education clearly pointed out in the “compulsory education art curriculum standards” in 2011 that “art curriculum is guided by the socialist core value system, promotes excellent Chinese culture, and strives to reflect the requirements of quality education.” [] On the other hand, it is based on the requirements of the fundamental educational task of “Building Morality and cultivating talents”. It can be seen that integrating ideological and political education into junior high school art teaching is of great significance to carry forward the socialist core values.

3. The Feasibility of Integrating Ideological and Political Education into Middle School Art Teaching

On the one hand, ideological and political education and art teaching complement each other. Under the requirements of the fundamental task of moral education, ideological and political education provides value guidance for art education and teaching. At the same time, Mr. Cai Yuanpei said: “art can complement morality.” Art teaching as a carrier of Ideological and political education can promote the smooth implementation of Ideological and political education. On the other hand, Chinese and Western educators have actively explored ideological and political education. For example, Confucius, an ancient Chinese educator, put forward moral education thoughts such as benevolence, courtesy, wisdom and honesty; Comenius, a Western educator, believes that one of the basic tasks of education is to form human virtues.

4. Problems of Ideological and Political Education in Junior High School Art Teaching

3.1 TEACHERS DO NOT PAY ENOUGH ATTENTION TO THE IDEOLOGICAL AND POLITICAL EDUCATION OF THE CURRICULUM, AND THEIR IDEOLOGICAL AND POLITICAL ABILITY IS NOT STRONG

On the one hand, due to the lack of popularization of Ideological and political knowledge in the curriculum, the lack of systematic training planning and guidance for teachers, the ideological and political awareness of the curriculum has not yet formed. On the other hand, teachers' Ideological and political awareness of the curriculum is indifferent, and their own political theory literacy is poor, which makes the ideological and political education in the art classroom become a mere formality.

4.1 The Exploration of Ideological and Political Resources in Art Textbooks is Not Enough

On the one hand, the elements that can be used for ideological and political education in art teaching materials have not been fully and reasonably developed and utilized; on the other hand, educators only attach importance to the content and teaching methods of art education in the national designated teaching materials, so that the local personalized ideological and Political Education resources with distinctive regional characteristics are separated from the teaching of art courses, and their educational value has not been truly reflected.

4.2 The Teaching Method is Lack of Innovation, the Content is Boring, and the Training Program Needs to Be Improved

On the one hand, schools rarely carry out practical teaching activities of Ideological and political education, art teaching stays in watching PPT and watching videos, and the teaching content is empty and boring. On the other hand, the content of Ideological and political education that students receive is mostly fragmentary, mixed in Chinese, politics and other courses, and has not yet formed a systematic and complete curriculum ideological and political knowledge system. Art teachers let students simply draw after explanation, which is lack of innovation in teaching methods. Simple knowledge indoctrination makes students have the psychology of exclusion, and it is difficult to accept new knowledge.

5. Approach to the Integration of Ideological and Political Education and Junior High School Art Teaching

5.1 Set Up the Ideological and Political Consciousness of Curriculum, Strengthen the Study of Ideological and Political Theory

Under the background of Ideological and political education, we should start from both schools and teachers to change ideas and strengthen the study of political theory. On the one hand, the school should publicize the ideological and political education into the campus through a variety of ways, often organize teachers of various disciplines to study the ideological and political theory, improve their ideological and political cultivation, and regularly carry out ideological and political education training for teachers and establish corresponding incentive mechanism. On the other hand, teachers should actively respond to national policies and design teaching from the aspects of pre class teaching design, in class teaching content and after class teaching reflection, so as to make the ideological and political consciousness of the course carry out the whole process of art teaching.

5.2 Explore the Ideological and Political Elements in Art Education Resources

On the one hand, teachers should excavate the ideological and political elements in art textbooks. For example, when appreciating Li Binghong's Nanchang Uprising and Zhan Jianjun's five heroes of Langya Mountain, teachers should excavate the truth, goodness and beauty in the works and analyze the social conditions at that time, which plays an important role in stimulating students' patriotic feelings and promoting the national spirit. On the other hand, teachers should seek the conjunction of Ideological and political education and local art resources. For example, shadow puppets and terracotta warriors in Xi'an are precious traditional cultural resources in China. To feel the national spirit and craftsmanship spirit can stimulate students' strong sense of cultural pride. It is of great significance to combine the spirit of hard work and pioneering spirit in the red cultural resources of Jiangxi, Hunan, Yan'an and other places with art courses to stimulate students' patriotism.

5.3 The School Takes Effective Measures to Promote the Smooth Implementation of the Ideological and Political Affairs of Art Courses

On the one hand, schools should open art classes in strict accordance with the national curriculum standards, which is an important premise to promote the integration of Ideological and political education into art courses. Only by actively responding to the call of the state and constantly increasing the attention to aesthetic education, can the school mobilize the enthusiasm of teachers to actively promote the integration of Ideological and political education and art curriculum. On the other hand, schools should create a learning atmosphere in which ideological and political education can enter the campus. For example, the newspaper column, blackboard newspaper and other places of the school can display students' excellent paintings or calligraphy works, and change them regularly, so that every student can have the opportunity to display them. By organizing recitation, drama performance and art exhibition, students' interest in participating in art and cultural activities can be stimulated, and the ideological and political education goal of art education can be realized.

5.4 Promoting the Teaching Reform of “Ideological and Political Course” in Fine Arts from Multiple Dimensions

5.4.1 Clear Teaching Objectives and Strengthen Teaching Principles

Teachers should start from three aspects: preparing for class before class, teaching activities in class and homework after class, taking forming correct values as teaching objective, and penetrating ideological and political education through the whole process of art curriculum. The main teaching principle is to stimulate students' interest in learning, such as the scene teaching method integrated

into the art course in art appreciation class, and the learning situation is created through music, pictures, film and television; Art practice course highlights students' subjectivity and stimulates students' interest in learning by means of interest guiding students' group cooperation.

5.4.2 Combined with the Theme of Ideological and Political Education, the Teaching Content Should Be Combined with Practice

When teaching what one sees and hears, art teachers should actively guide students to discover the beauty of life and pay close attention to artistic themes. For example, in 2020, COVID-19 emerged a large number of people's Heroes fighting against epidemic diseases, and guided students to contact their own experience and hear the praise of Ying Xiong with their paintbrushes. 2021 is the 100th anniversary of the founding of the Communist Party of China. The teacher guides the students to draw a beautiful picture of the new era with the brush in their hands by leading them to watch relevant videos.

5.4.3 Innovate Teaching Methods and Pay Attention to Teaching Evaluation

Teachers should make use of modern teaching resources to flexibly apply micro class teaching, situational teaching, inquiry teaching and other methods to art courses, such as integrating Chinese folk art such as bamboo weaving and New Year pictures into art teaching, leading in scenes to enjoy relevant videos, taking problem-based learning methods as guidance and hands-on experience, Feel the immortal craftsman spirit in Chinese traditional culture and art. Art teachers should take the whole art learning process as the evaluation standard, and evaluate it from the aspects of ideology and morality, knowledge and skills, curriculum performance, creative practice, etc.

6. Conclusion

Under the requirement of the fundamental task of moral education, art teachers must be deeply aware of their responsibilities and missions in the new era, establish the ideological and political awareness of the curriculum, combine the knowledge system with the value system, improve students' aesthetic quality and moral quality, and actively promote the ideological and political construction of art curriculum.

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