

Exploration of Ideological and Political Education in Architectural Design Teaching

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Abstract: Taking the basic course of architectural design as an example, the teaching design of architectural courses is deeply explored, and the mixed teaching method is adopted to incorporate it into classroom ideological and political education, so as to promote the organic coordination between courses and architectural teaching, thus realizing the purpose of ideological and political education of architectural courses and laying a solid foundation for future teaching and comprehensive quality of talents.

1. Introduction

How to make college students become qualified builders and successors of socialism with good quality is an important responsibility faced by current university education. It is necessary to build a teaching platform of “ideological and political education through courses”, and combine the subject course teaching with ideological and political education through courses. At the same time, it also reflects the advancement and innovation of college teaching. Doing a good job in ideological and political work of courses has a glorious mission and a great responsibility.

2. Importance of Ideological and Political Education in Architectural Design Course

2.1 Curriculum Standards Lack of Ideological and Political Teaching Objectives

Architectural design is committed to cultivating high-quality professional and technical talents, and architectural decoration design is an important course of this major. For a long time, the “curriculum standard” of this course focuses on imparting knowledge and cultivating skills, but there is no relevant goal of ideological and political teaching at present. When teachers teach in class, according to the “curriculum standards”, they generally pay attention to teaching and cultivating architectural professional technical training, while neglecting the guidance and cultivation of values. Therefore, after entering the design job, some students will have some problems such as employment confusion, lack of responsibility and weak psychological quality.

2.2 Characteristics of Students Majoring in Architecture

Most students majoring in architecture have quick thinking, rich imagination, team spirit and strong learning ability. However, in the teaching of architectural design, there are often situations

such as “lost ambition”, avant-garde ideas, procrastination in homework and perfunctory things. To change this situation, we should combine political education with professional courses, integrate ideological and political resources, and put the task of moral education into practice.

2.3 There is a Certain Gap between Talents and the Needs of Enterprises.

Joint running of schools, industries and enterprises is a common practice to meet the needs of society. In the joint running of schools between schools, enterprises and banks, most companies think that most graduates' architectural expertise and operation ability are in line with the requirements of the company. However, some students' professional attitude, rigorous work attitude, conscientious and responsible, striving for excellence and innovation are far from the actual needs of the actual industries and enterprises. Therefore, in the comprehensive employment competition of college graduates, the comprehensive quality of professional ethics has become an important influencing factor.

3. Design of Ideological and Political Teaching Content of the Course

3.1 Teaching Content Design Ideas

Architecture is a basic discipline of civil engineering, which uses the basic principles of mechanics to study the stress law, bearing capacity and structure composition law of components and structures under load. This is a course for freshmen. Freshmen have all gone through the intense college entrance examination, entered a relaxed college life, and are in the embryonic stage of their outlook on life and values. At this time, it is necessary for the timely intervention of ideological and political education in colleges and universities. The basis of mechanics lies in exploring the materiality of objects, and the phenomena and principles of machinery can be explained by the basic principles of Marxism. To sum up the above characteristics, the content design idea of ideological and political course is: through the ideological and political elements corresponding to the knowledge points of the course, and using some teaching methods, the subject knowledge and ideological and political elements are combined, and the ideological and political education is also carried out while imparting architectural professional knowledge.

3.2 The Curriculum Knowledge Integrates Ideological and Political Elements to Complete the Overall Teaching Design.

Ideological and political education by curriculum is not “ideological and political education” plus “curriculum”, but to combine curriculum and ideological and political education, and turn addition into multiplication. To implement the ideological and political course, we should grasp the characteristics of disciplines and architecture majors, firmly establish the educational ideas of “imparting knowledge” and “guiding value”, give full play to the role of ideological and political education in the new curriculum, and combine it with subject knowledge, so as to achieve targeted and precise policy, and make classroom teaching moist and silent.

3.3 Reconstruction of Knowledge System of Course Content

On the training plan of architecture professionals, the course system is analyzed, the relationship between the courses before and after is understood, the ideological and political factors are organically combined, the knowledge points of this course are analyzed, and the contents are reorganized. The content system of this course includes: reading engineering geological survey

report, foundation pit construction, foundation engineering construction, tower crane foundation safety calculation, pile foundation construction, foundation treatment, acceptance of branch engineering, etc. The content of this course is very complex, with a wide range of knowledge. Each unit is independent and interrelated, forming a complete system. After the content reconstruction, according to the corresponding ideological and political elements in the Outline, the ideological and political knowledge points are determined^[1].

3.4 Focusing on Moral Education, Do a Good Job in the Top-Level Design of Ideological and Political Curriculum Standards.

Curriculum standard refers to the process from the development of a course to practice. According to the talent training plan, it clearly depicts the knowledge, skills and attitudes that students have mastered in a specific learning stage. As the basis of managing and evaluating courses, it is the basis of textbook compilation, teaching quality evaluation, teaching evaluation and learning achievement evaluation. When formulating the syllabus of the ideological and political course, first of all, we should “educate people with moral education and culture, constantly improve students' ideological, political, moral and cultural qualities, observe public morality, be bright and virtuous, and be strict with private morality.” As a benchmark, focusing on the professional knowledge of architectural engineering construction, the in-depth excavation of the ideological and political elements of the curriculum, and condensing the purpose of ideological and political education of the curriculum, the emphasis is placed on observing rules and regulations, quality, safety, sense of responsibility, hard work, hard work, professionalism, craftsman spirit, unity and cooperation, and obedience to arrangements. Then, combined with the specialized knowledge structure of the course, under the guidance of ideological and political course teachers and architectural professionals in business circles, the group members discussed repeatedly, revised the teaching objectives, determined the teaching content of ideological and political course, improved the ideological and political assessment system, and gradually formulated the curriculum standards of ideological and political education to guide the curriculum construction of ideological and political education.

4. Ideological and Political Teaching Methods of “Building Construction” Course

4.1 Practical Teaching Method

In the introduction of each chapter, students are the center, and students are guided to read relevant literature through libraries, Baidu and other websites. With the rapid development of knowledge and information, this is a valuable learning ability and an important method to cultivate four ways of thinking. On this basis, debate or speech contest will be held, so that students can actively participate in the study of this course. For example, starting from the construction of environmentally-friendly houses, designing debate themes, reasonably introducing environmental protection measures for architectural decoration projects, and introducing the ideological and political education point of “Jinshan Yinshan is green water and green mountains”; From the point of view of “steel structure is a new type of green and environment-friendly building”, by collecting specific steel structure materials, learning, absorbing and sorting them into lecture materials, some important engineering projects are introduced in class, so as to strengthen students' efforts to promote green development and the formation of life style.

4.2 Case Teaching Method

With regard to the task setting of each chapter, it is necessary not only to teach the knowledge in

textbooks, but also to introduce cases, projects and social hotspots, strengthen students' architectural professionalism, shorten the gap between study habits and work quality, link the knowledge in books with practical technology, narrow the distance between students' ego and social ego, and promote students' transformation from school to job. Around the traditional buildings in our country, such as the Forbidden City, the Great Wall, and the wooden tower in Yingxian County, for example, watching videos such as Super Project, we can learn about the development and present situation of building technology in our country, and cultivate and strengthen students' cultural self-confidence. Taking Wenchuan earthquake as an example, the seismic damage of reinforced concrete structures is studied. Let students find out the causes of earthquakes from earthquakes, understand what construction methods are to ensure quality and safety, need to take such construction measures, and the role of construction quality management in engineering construction.

4.3 Teaching Methods

The state has explicit provisions on “foundation and foundation engineering”, “concrete engineering construction”, on-site dust reduction measures and transportation requirements of transportation vehicles. Teachers should convey the latest needs to students, and when they directly impart this knowledge to students, they should not let students search for information on the Internet. Because some rules have been cancelled, it is difficult to distinguish the information on the Internet^[2].

5. Practical Research on Integrating Ideological and Political Elements into the Training of Architectural Professionals.

5.1 To Carry out Effective Curriculum Ideological and Political Education

The implementation of curriculum ideological and political education should pay attention to methods, which should not only conform to the inherent laws and logic of discipline construction. At the same time, we should conform to the change of students' thoughts and ideas, combine the eastern and western civilizations and cultures, and incorporate the most urgent problems that need to be solved in the country, society and the world into the course teaching. As China's economy enters a new normal, its economic growth slows down and the process of world integration accelerates. The training of architectural professionals also needs to keep pace with the times, and the design theme should adapt to the new trend. This paper introduces the old city renewal, rural construction, community development, green building, international competition and other topics, and should strengthen the transformation, transformation and reuse of existing buildings. Pay attention to the curriculum teaching of urban-rural integration development, and establish the sustainable development concept of environmental protection and energy conservation; Cultivate international vision and promote cultural exchanges between people of all countries. Based on the concern for national development, we should make appropriate adjustments in practice and practice, keep pace with the times, broaden our horizons and implement effective curriculum ideological and political education.

5.2 Innovative Ideological and Political Teaching Content Design

The design of teaching content is the overall planning of curriculum knowledge in teaching. Excellent design can perfectly combine professional knowledge with ideological and political factors. The teaching content of architecture major courses is relatively fixed, but the scope of ideological and political factors is very wide. In teaching, we should comprehensively analyze the

characteristics of teaching content, correctly grasp the key of organic combination of ideological and political education and teaching content, and introduce vivid and diverse cases into architecture major teaching, so as to achieve a subtle effect. Architectural design courses are divided into two categories: theoretical knowledge and classroom practice. In imparting theoretical knowledge, innovative thinking should be combined with classroom teaching content, so that students can learn the theory of architecture while observing the essence of things, and timely add ideological and political elements. For example, when introducing “Introduction to Architecture”, thinking elements such as professional awareness and behavior habits can be integrated into the teaching content, so that students can develop a good sense of norms, love their work and be brave in innovation. In practice teaching, students should be encouraged to practice with a serious and meticulous attitude and innovative ideas, in addition to acquiring basic knowledge and operating methods. In this course, examples of engineering projects can be used as the carrier of teaching, students can be arranged to participate in the design of projects, and the skills of using specialized technologies can be strengthened to find their professional sense of belonging and develop a strict working attitude. Moreover, before each class begins, students are organized to carry out a “five-minute ideological and political class” according to the current political situation. Before class, the teacher assigned homework to the students, and chose an ideological and political element as the theme, so that the students could seriously consider and prepare for the speech. Teachers can randomly select students to give lectures in class. The five-minute ideological and political course can be conducted in many ways: industry news reports, industry real-time reports, and biography exchanges of industry celebrities. Every student can add his own thoughts and opinions to the “ideological and political story” and express them in his own way.

5.3 Teachers Take Themselves as a Model, and Ensure That Ideological and Political Education in the Curriculum is Effective.

In order to ensure the development of education, teachers shoulder the historical mission of spreading knowledge, ideas and truth, and carry the mission of the times of shaping souls, lives and people, which is the primary resource for developing education. To ensure the effect of ideological and political education, architecture teachers should do these three aspects. First, we should understand the significance of ideological and political education from our own perspective. Starting from self-awareness, actively study ideological and political knowledge, guide students to stand firm, improve their consciousness, and learn architectural professional knowledge at the same time. Teachers should also study in depth Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and General Secretary Xi Jinping's important thoughts on education, and strengthen the construction of political quality. Second, we should change the concept of “ideological and political affairs are not our own business”. Ideological and political education is the responsibility of every teacher. It is necessary to break the misconception that vocational teachers ignore the teaching function when teaching architecture. It is necessary to solve the disjunction between ideological and political education and vocational education in colleges and universities, integrate ideological and political education with vocational education, strengthen vocational quality education, and realize the dual functions of teaching and educating people. Third, pay attention to one's own moral cultivation, and train one's excellent architectural professional skills. Highly respected as a teacher, being a model. Teachers should set an example for students with their own moral cultivation, scientific research spirit and architectural professionalism. Vocational teachers should constantly strengthen their professional knowledge, go deep into practice, pay attention to technological progress, attach importance to the development of projects, integrate the most cutting-edge knowledge and subject knowledge into their minds, and combine

them with teaching, so as to establish students' correct work, life and values by cultivating their sense of national honor and social responsibility [3].

5.4 Guide Ideological and Political Education through Practice.

Before, during and after class, the elements of ideological and political education should be integrated into practice and discussion, providing students with a space for active exploration, active research, repeated practice and constant perception, so as to slowly digest and absorb what they have learned and form a higher level of knowledge. In the chapter of teaching building stone, contrary to the traditional way of teachers' lectures, the chapter arrangement before the course starts is optimized, and they are divided into different groups, so that everyone can establish and understand the knowledge of the chapter completely, and send representatives to explain. When classmate A talks about the radiation of stone, it is unscientific to judge the radioactivity of stone by color. The actual experiment shows that the color of stone can't fully prove its radioactivity. The number of samples is not enough to prove that light colored stones have higher radiation, and the radioactivity of rocks cannot be judged by the color of samples alone, but should be based on scientifically tested samples. A classmate summed up these knowledge points: we can't just look at superficial things, and the definition of people or things can't be generalized. Finally, both teachers and students agree. In this teaching, students look up information by themselves, analyze and demonstrate the teaching content in the form of group collaboration and division of labor, including making PPT, etc., which not only learns more knowledge, but also understands it more thoroughly, and can also draw some ideological and political elements from knowledge points, which is the best evidence that the expected teaching effect has been achieved in teaching practice [4].

5.5 Building a Scientific, Reasonable and Operable Teaching Evaluation Method.

Teaching evaluation is a process of judging whether educational activities have achieved or may have an impact. Whether students understand, recognize and accept the ideological and political elements conveyed by teachers in class is an important indicator to measure the effectiveness of ideological and political education in the curriculum. Curriculum ideological and political education is a kind of "hidden" teaching combined with architecture courses. Teachers should be evaluated scientifically and reasonably, and students' feelings, attitudes, values, abilities and other training objectives should be known. In the course of Architectural Environment, teaching can construct a perfect evaluation system of ideological and political education from the aspects of curriculum schedule, lesson plans, lectures, quantitative questionnaires, teaching feedback and student evaluation, which covers the whole teaching process. Actively feedback and adjust the teaching of the course.

6. Conclusion

Comprehensive curriculum planning is the fundamental way to achieve the goal of ideological and political education. In order to take the course construction of architecture major in colleges and universities as an effective teaching carrier, teachers should fully realize the strategic importance of promoting ideological and political work in the course, establish the goal of ideological and political education, carefully explore the ideological and political factors contained in the course, give full play to the role of the main channel of teaching in class, constantly improve the educational methods and strengthen the effect of ideological and political education. Taking the ideological and political education of architecture course as an example, this paper discusses the ideological and political education mode of this course, which provides a certain reference value for

the ideological and political education of architecture major.

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