

New exploration of the teaching reform of art ideological and political courses in colleges in the new era

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Abstract: With the improvement of the current teaching work, it is rapidly impacting the work change in the education industry. Among them, when carrying out art teaching for college students, it is not only necessary to complete the task of teaching theoretical knowledge, but also to highlight the advantages of art professional teaching and improve the effectiveness of ideological and political education. Promoting the interconnection of art resources and ideological and political education can not only lead college students to explore art more deeply, but also use art works to more truly reflect the style and cultural traditions of our country in different periods, show visual cultural wealth, and comprehensively improve the pertinence, education and effectiveness of the teaching of art ideological and political courses in colleges.

1. Introduction

In order to make the art teaching work in colleges burst out more powerful benefits, art teachers in colleges must flexibly use red art resources, guide students to involuntarily enter the art learning situation, give full play to the guiding value of art ideological and political classroom teaching, and realize the unity of politics, knowledge and artistry. It can not only enhance the appeal of art teaching, but also inspire students' thinking, so that college students can realize the role of art learning from the bottom of their hearts, and complete the practical tasks of art creation with a more positive learning attitude. This paper mainly combines the actual situation of art ideological and political teaching in colleges in China, and discusses and analyzes the important issue of how to realize the integration of art and ideological and political teaching.

2. The Role of Teaching Art Ideological and Political Courses in Colleges

With the development of economy, society and culture, it promotes the progress of all walks of life. At the same time, it also brings new challenges to the education industry. When college teachers carry out education and teaching work for students, they must pay attention to teaching methods, enhance the linkage of various teaching content, and help college students form systematic learning thinking, so as to lay a solid foundation for students to enter the society in the later stage. Purposeful,

directional and targeted promotion of the integration and development of art and ideological and political teaching can not only change the cramming teaching mode, but also maximize the initiative of college students' knowledge learning, and guide students to be willing to explore, analyze and summarize. It can realize the self-education of college students and can produce certain social repercussions invisibly^[1]. Improve the aesthetic literacy, artistic cells and cultural taste of the student group, and realize the integrated development of practical education and aesthetic education communication. A steady stream of new ideas, new methods, and new ideas for college students. Using the Marxist concept of literature and art in the new era to guide students to complete their creative tasks not only meets the requirements of cultural development in the new era, but also helps students to look at national development and art construction with rational thinking. Strengthen the leading role of the teaching of art ideological and political courses in colleges, and enhance students' sense of identity, acquisition, satisfaction and achievement of their own national culture.

3. The Current Problems in the Teaching of Art Ideological and Political Courses in Colleges

Through the modern big data platform, the actual situation of the current teaching of art ideological and political courses in colleges in China, comprehensive information research and comprehensive data analysis, it is not difficult to find that due to the limitations of traditional teaching thinking, the teaching of art ideological and political courses in colleges is in a stagnant state of development. First of all, most art teachers try ideological and political teaching for the first time, lack the overall understanding of teaching work, usually adopt an explanatory teaching method, and teach students professional ideological and political knowledge unchanged, which will not only seriously curb the development of students' personality characteristics and independent personality, but also make teaching effectiveness poor. The content of ideological and political teaching is too rigid and the teaching method is single, which is not compatible with the growth characteristics of college students. Secondly, many students in the college art category have distinct personalities and active thinking, but their organizational discipline is relatively poor, which invisibly enhances the difficulty factor of college teachers to carry out teaching work. Compared to non-art students, art majors have a jumpy mind. Usually pursuing individuality and unwilling to be disciplined, the foundation of political theory learning is relatively weak, and the attention to national current affairs and political events is low. College teachers need to formulate appropriate teaching plans according to students' cognitive level, learning foundation, and personality characteristics, which strengthens the work intensity of college teachers^[2]. Finally, and most importantly, many teachers fail to form a correct understanding of the teaching of art ideological and political courses. Lack of coordinated management of art and ideology and politics, mistakenly believe that only need to teach students basic ideological and political knowledge, teaching depth is not enough, so that the teaching work of art ideological and political courses in colleges gradually tends to be superficial, formal, perfunctory, resulting in the final teaching benefits are very different from the teaching goals expected in the early stage, contrary to the original intention of teaching work, contrary to the teaching goals.

4. The Core Measures for the Teaching Reform of Art Ideological and Political Courses in Colleges in the new era

4.1. Create Teaching Situations to Strengthen Students' Emotional Resonance

College teachers must completely abandon the monolithic teaching model. Enhance the use of various new resources, while activating the classroom structure, drive students' learning emotions, promote the synchronous development of rational understanding and perceptual understanding of college students, and promote the transformation and upgrading of college art ideological and

political course teaching. While cultivating students' artistic aesthetic ability and moral sentiments, it also cultivates high-quality art talents that are truly needed for social development. Starting from the two aspects of thinking and practice, we should do a good job in the dual education checkpoints, so as to play a positive role in promoting the comprehensive growth of college students. Shape students' values and fundamentally stimulate students' sense of art creation. At the same time, college teachers can use modern advanced Internet platforms to mine various useful information materials, introduce characteristic teaching elements, build a comprehensive teaching system, and strive to provide students with better teaching services. For example, when college students learn the knowledge content of "architectural shape and structure", in order to make students correctly understand the abstract knowledge content. College teachers can present students with pictures of the school gates of five key colleges: Peking College, Tsinghua College, China Academy of Art, Wuhan College, and Hong Kong Institute of Education. It not only represents the characteristics of different eras, but also reflects different regional cultural characteristics and shows different architectural styles. With a unique teaching method, while helping students understand the rules of formal beauty, it guides students to use various art materials to complete design exercises, and improves students' ability to create and practice space design. Feel the unique beauty of the college's shape, and learn about its history and cultural connotations. Taking the China Academy of Art as an example, as a building where classical and modern blend, details and atmosphere coexist, the overall building is integrated with the environment of West Lake. Art teachers can guide students to use pictures as examples to analyze the modeling characteristics, functional layout, and overall decoration of European classical architecture, modernist architecture, and Chinese classical architecture, which can not only realize the inheritance of traditional culture, but also help students master the learning focus of this chapter. At the end of the course, art teachers can encourage students to consult the historical stories of their favorite colleges after class, and use the method of drawing formal lines to complete design tasks based on historical background. Guarantee the harmonious design of contrast and unity, symmetry and balance, rhythm and rhythm. Comprehensively develop students' thinking, enhance college students' understanding and deep understanding of history and culture, and help students understand the inseparable connection between art learning and history.

4.2. Introduce Red Art Resources to Enhance the Appeal of Teaching

Art teaching shouldn't just stop at the surface. Art teachers in colleges must extend the breadth of teaching and enhance the intensity of teaching. Various art teaching resources such as paintings, sculptures, and slogans can be appropriately introduced, leading students to savor the unique charm of art works and painting scenes, and feel the intersection of history and concepts. For example, the intangible cultural heritage resources of Shanghai Red Art use the form of pictures to record the development of Shanghai's Red Revolution. It not only has a distinct revolutionary and political character, but also expresses the profound recognition of the Shanghai people with the new democratic revolution led by Chinese authorities, and has important historical and social value. Borrowing the forms of red month plaque annual paintings, red comic strips and red woodblock prints, it vividly shows the development of Shanghai in different periods ^[3]. As a precious cultural heritage, it is worthy of exploration and excavation by contemporary youth. Strengthen the promotion of red art resources, review the revolutionary story in Shanghai with students, and feel the important spiritual power contained in it. With rich visuality and vivid stories, it can not only quickly catch the attention of students, but also fully adapt to the cognitive development characteristics of college students, and implement the teaching goal of cultivating virtue and cultivating people. College teachers must transform their personal teaching thinking, borrow pictures, videos or art theory knowledge, appreciate the historical stories of various periods with students, understand the

characteristics of red classic art works, enhance students' sense of experience in course learning, and shock students' hearts and feel the immersion of art.

4.3. Carry Out Art Creation Practice and Tap Students' Learning Potential

In order to avoid students falling into the dilemma of dead learning, college teachers must play their guiding role, advocate students to dare to express their ideas, and adopt the right way to put their thoughts into action. According to the art teaching tasks, teaching objectives and teaching priorities at different stages, set art creation themes for students, and guide students to express their ideas in visual language. Students are required to actively promote positive energy while paying attention to the form of painting and the beauty of painting, so as to highlight the mainstream values of society. Taking students majoring in clothing and fashion design as an example, students are required to take the Winter Olympics as the background, have an in-depth understanding of the Winter Olympics, fully adhere to the design concept of "green, sharing and openness", show the vitality and passion of winter sports, convey the unique charm of Chinese culture, and realize the integration and development of Chinese culture, sports and Olympic spirit. Due to the particularity of this design, students are required not only to ensure the comfort and functionality of clothing, but also to reflect the cultural characteristics of our country and ensure the fashion function of the clothing itself. During the design process, students not only need to collect a large number of reference materials, but also need to deeply understand the purpose, significance, slogan, and location of the Winter Olympics, and enhance students' understanding of national current affairs and politics, which can not only reduce the teaching pressure of teachers, but also eliminate students' resistance to ideological and political learning.

4.4. Lead Students to Practice Art Mingling

If the learning place is only fixed in the classroom, it is not only detrimental to the development of students' thinking, but also difficult to trigger students' creative inspiration. In order to prevent the adverse impact of such problems on teaching work, college teachers can strengthen consultation with college management teachers. According to the lesson plan and teaching content, arrange the time and place of mingling for students, accumulate students' design materials, and immerse students in the magic of nature. For example, you can lead students to Hongcun, Anhui, which can not only awaken students' ability to feel life, but also bring students back to rationality. Feel the influence of traditional Chinese culture on modern design, and experience the perfect integration of traditional art and modern art. Advocate students to look at art learning from a new perspective, guide students to think deeply, take the inheritance of excellent traditional culture and art as the fundamental goal of their own learning, and experience natural scenery, cultural landscapes and customs in the process of practice. It can not only help students accumulate knowledge, but also enable students to refine better design methods, absorb the characteristics of folk traditional art, explore design elements, and construct their own design characteristics. At the same time, art teachers can advocate students to record their experiences and feelings in the process of mingling, summarize the national characteristics, customs, spatial environment, and decorative elements of the mingling place, so that students can continue to explore the richness of art culture, jump out of the inherent art learning mode, and improve the learning level.

5. Conclusions

Strengthening the research and analysis of the teaching of art ideological and political courses in colleges has become an important issue that cannot be ignored in the current social development. As

the coordinator, controller and manager of the entire teaching work, college teachers must deeply understand the importance of their responsibilities and stand in the perspective of overall development. Face up to the shortcomings in early teaching work, and mobilize students' thinking as the focus of curriculum development. Design teaching programs according to teaching laws and lead students into specific ideological and political learning situations. Enhance students' understanding of art and improve students' ideological standards. Create a new situation of combining ideological and political courses and art education, and complete the teaching work with high quality, high efficiency and high level.

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