

Research on the "Five Education" Integration of Art Practice Teaching from the Perspective of Great Ideology and Politics

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Keywords: Great Ideological and Political Horizon; Art Practice Teaching; "Five Educations" Integration

Abstract: From the previous five educations to the current five educations integration, it focuses on the deeper discussion of the relationship between students' five educations. It is believed that the five educations are not mutually independent, but interrelated and integrated. Especially in the current ideological and political perspective, the teaching work in colleges and universities should be discussed in depth from the perspective of the integration of five educations.

1. Introduction

As far as colleges and universities are concerned, "great ideological and political work" is to make full use of various resources and do a good job of ideological and political work for college students. To strengthen the ideological and political work of college students, we must follow the law of "Great Thought and Politics", improve the top-level design of "Great Thought and Politics", and jointly build a new situation of "Great Thought and Politics". It is an important way to guide college students to establish a correct outlook on the world, life and values by focusing on the construction of "unity of knowledge and action" ideological and political classroom in colleges and universities.

2. The necessity of combining art practice teaching with political education

2.1. The essential role of art education in ideological and political education

Art education is to enable the educated to continuously improve their understanding and appreciation of beauty through appreciation, creation, judgment and other forms, so that students can fully understand and appreciate beauty.[1] From an external point of view, the evaluation of aesthetics cannot be separated from the support and preparation of internal artistic ideas. On the one hand, artistic ideas originate from the accumulation of collective subconsciousness, from traditional or inert thinking, and on the other hand, from the evaluation of interests in real life. The impact and shock of beauty shown by a great work of art, as well as the infinite connotation it brings, make people inevitably improve their internal moral judgment at the end of each aesthetic activity. From an internal perspective, the process of aesthetic appreciation is first of all the direct perception of the image of beauty, that is, the overall grasp of things. In the process of aesthetic appreciation, it can cultivate

complete personality, noble sentiment and independent personality, thus laying a foundation for the formation of moral cognition and emotion.

2.2. The auxiliary role of ideological and political spirit in art practice teaching

The analysis of classical masterpieces shows that the creator's broad mind, broad realm and pure emotion make the works of art have lofty beauty. For example, behind Venus with Broken Arms is a just, symmetrical and comprehensive moral realm, which is a potential supplement of morality before creating beauty. Aesthetic creation is carried out under the influence of ethical, aesthetic and cultural psychological structure, which is derived from the accumulation of individuals, groups and countries in dealing with mutual relations, and its changes will inevitably have an impact on the other two aspects. It can be seen that the spiritual core of ideological politics can play an auxiliary role in literary creation by changing the influence of morality on the psychological composition of aesthetics and culture[2].

3. The practical basis for the combination of ideological and political education and art education

3.1. The content and methods of traditional ideological and political education need to be improved under the new situation

The ideological and political education in the new era is facing dual changes of individuals and society. From the perspective of learning psychology, the post-00 generation has strong interest in learning and extensive hobbies, but their attention, control and frustration are worse than those of the previous generation. Therefore, they lack patience in the serious and boring study of ideological and political theory, and the traditional instillation method is more likely to arouse their rebellion and escape. From the perspective of the initial value structure, the "post 00" is more based on personal interests, while the compulsory education form and unified moral code are actually difficult to change its inherent value structure. With the deepening of China's reform and opening up, a series of major achievements have been made in China, and the quality of people's life has been improving. Today, people's blind pursuit of material desire makes the outlook on life and ethics advocated by ideological and political education like a castle in the air, lacking the most fundamental persuasiveness. In the new era, ideological and political education in colleges and universities should innovate in content selection, methods and methods, and give full play to the value of moral restraint and shaping from the aspects of students' actual needs, psychological characteristics, emotional expression, etc. Beautiful things can open people's emotional channels to the greatest extent and let people enjoy the happiness of beauty, which makes up for the lack of only focusing on rationality and analysis in ideological and political teaching. Therefore, the way of thinking that combines art with ideological and political education is worth exploring and exploring[3].

3.2. The prosperity of the art world promotes the art education to play the role of ideological education

Marx was very prescient in pointing out that art is the bridge between economy and art, which determines and restricts the superstructure based on economy. The Central Committee of the Communist Party of China pays close attention to the development of the art industry, and takes the reality of China as the starting point to carry out in-depth interpretation and rational innovation of the theory of Marxist literary and artistic creation. The 19th National Congress has raised the positioning of cultural self-confidence, which is related to the great rejuvenation of the Chinese nation. Cultural

self-confidence is related to the rise and fall of a country, cultural security and national independence. Chinese art creation emphasizes the influence of art production on society and individuals. Artistic works are made through the mental and even physical work of artists, through the screening and refining of art and emotion. The production of art is a mode of production of ideas. We can realize that under the premise of achieving the great prosperity of literary and artistic creation, we must pay attention to the coordination of economic and social benefits in order to maintain the ideological and political security of the country. Literary and artistic works such as TV dramas, films, dramas, literature, animation, advertisements, etc. should give full play to their due functions. Art education is an important link in the cultivation of art talents, and its role in ideological and political education cannot be ignored.

4. Specific Ways to Integrate "Five Education" in Art Practice Teaching from the Perspective of Great Ideology and Politics

4.1. Strengthen top-level design and promote the organic combination of art and political education

The core issue of art education is: guided by the core socialist values, based on the education concept of "building morality and cultivating people" and "people-oriented", absorbing and integrating the reasonable core of Chinese traditional culture and revolutionary red culture, "adhering to the position of Chinese culture, inheriting the Chinese cultural genes, and displaying the Chinese aesthetic style". We should respect the laws of art education, give full play to the role of art in shaping people, improving people and improving people's character, and carry out the construction of professional art talent training system accordingly. Schools should establish a holistic and holistic view, increase funding support and introduce talents to ensure the healthy development of art education. The ideological and political education should focus on the study of ontology, strengthen the organic combination with the hot spots of the times and people's life, and make the educational content have the role of grounding and touching people's hearts; The display of the beauty of ideological and political teaching should follow the principles of regularity and purposiveness, and deeply explore the beauty of thinking, personality and behavior in ideological and political teaching.

4.2. Optimize the curriculum system and make the curriculum of art and political education develop synchronously

Theoretically, "curriculum" is a process of knowledge and ability construction with classroom as the environment, textbooks as the carrier and teachers as the medium. Strengthen the reform of classroom teaching, strengthen the cooperation of practical activities, create a good network environment, and strive to achieve the coordination of theory and practice, professional courses and general courses, core courses and basic courses. At the level of macro planning, the curriculum of students' humanistic implications has been strengthened, such as the addition of professional art education such as Chinese and Western art history and music history. These courses naturally integrate the elements of ideological and political education, such as the relationship between art and the spirit of the times, the moral tradition, the life experience of artists, creative ideas, etc., so as to cultivate students' artistic morality imperceptibly. At the micro level of teaching, the aesthetic objects selected in the textbooks should be of outstanding moral character, such as "My Motherland" and "Nanjing Massacre".

The main content of art practice is to deepen the students' experience of art serving the times and the people, and to carry out art teaching in community enterprises and fields, so as to extend art education to remote areas such as the west. The teacher mainly introduces the concept of "potential

curriculum". The aesthetic activities in the art curriculum are explicit, while the ideological and political factors are implicit. The ideological guidance in the ideological and political teaching is dominant, while the art teaching is implicit. In the process of cultivating students, the school and the network environment are hidden. University education should correctly deal with the relationship between explicit and implicit courses, and strengthen relevant research to achieve the harmonious coexistence and mutual promotion of explicit and implicit courses.

4.3. Improve teaching quality and ensure the construction of high-level art and political education teachers

Training high-quality teachers with deep emotions is a prerequisite for the effective combination of art and ideological and political education. Focusing on the personal and professional development of art teachers, we have built a comprehensive vocational education platform, that is, the promotion of disciplines and moral education majors in school, outside school, before and after work. We will improve the mechanism and explore the practice modes of "famous teachers" and "young teachers" pairing, "art teachers' moral education discussion", which are based on famous teachers and proud of teaching. Establish professional research institutions to study the issue of "artistic virtue", coordinate and supervise the application of the whole school's projects, and promote the application of teachers in academic research and practice. Art and ideological and political teachers should adhere to the teaching method of guiding people with events, moving people with feelings and taking culture as the core in teaching, and form a unique teaching style. In the evaluation of art and ideological and political education, we should think from the perspective of students' quality development needs, promote the integration of five education, and give play to the incentive role of educational practice. Improve the evaluation education system from the perspective of matching the school's orientation, practice and talent cultivation, promote the reform of the education evaluation system from the perspective of overall and systematic view, truly evaluate the aesthetic level and ideological status of students, and clarify the future planning of students.

4.4. Grasp the links between disciplines and build a discipline teaching network

In order to realize the "integration of five educations" in subject teaching, we must grasp the relationship between subjects. The value factors of "five education" contained in each discipline are different, so the teaching process of each discipline is very critical. They must cooperate with each other to form a complete discipline network. In teaching, teachers should pay attention to the characteristics of disciplines and grasp the links between disciplines. Although disciplines are artificially divided into different categories, there are still similarities between the two, and there are also organic links and connections, that is, to jointly serve the ultimate goal of "educating people". Only through the cooperation between different majors and teachers in different majors can the comprehensive development of "Five Education" become possible. Teachers should pay attention to all subjects of the school, and should not be limited to the subjects they teach. The "five educations" cannot be the basis for dividing the school education work, nor can they be the basis for dividing the responsibilities of the subject teachers. Teachers of all majors should work together, because teachers of all majors are responsible for comprehensive education rather than a specific work. In fact, complexity is a prominent feature of contemporary education. It cannot be completed by only one teacher. Teachers in all disciplines must have a division of labor. However, even if division of labor and cooperation, it is not necessary to dismember five education and ignore "human development", but to achieve the task of comprehensive development of morality, intelligence, physical, beauty and labor. In their own teaching activities, teachers of all disciplines should not only pay attention to the links between disciplines, but also pay attention to the links between disciplines, carefully formulate

teaching plans, make the goal of "educating people" run through the whole teaching process, fully recognize the important factors that are lacking in this course, and work together with other professional teachers to form a discipline teaching network, and promote the "integration of five education" in the whole teaching process.

5. Conclusion

In summary, the thought of "integration of five educations" is an important thought of the Marxist thought of "all-round development of human beings", and it is also the embodiment of the thought of "connectionism", Cassirer's "human thought" and its symbolic theory. It emphasizes "integration", but also reveals its causes and methods. In specific teaching practice, to achieve the "integration of five education", we must rely on the characteristics of subject teaching and students' learning. To achieve the "integration of the five educations" in art practice education, it is necessary to grasp the relationship between the "five educations", clarify the teaching objectives, conduct in-depth analysis of the symbols of the disciplines, integrate the contents of the courses, grasp the links between the disciplines, and form a teaching network of disciplines.

Acknowledgment

Research on the integration of "five educations" in art practice teaching from the perspective of ideological and political education.

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