

# *The integration strategy and effect analysis of ideological and political theories teaching in all courses in middle school art teaching*

Wang Zining

*Xi'an Binhe School, Xi'an, 710038, China*

**Keywords:** Middle school; ideological and political theories teaching in all courses; art teaching

**Abstract:** The purpose of this paper is to explore the integration strategy and effect of IPTTAC (ideological and political theories teaching in all courses) in middle school art teaching. At present, while pursuing subject knowledge, middle school education also needs to pay attention to students' ideological and political education. As an important field, art education is no exception. Firstly, this paper introduces the feasibility of integrating IPTTAC into art teaching in middle schools and expounds its importance. Then, the integration strategy is discussed, including the design of teaching materials, the choice of teaching methods and the role of teachers. Finally, the article evaluates the effects of these strategies, including the improvement of students' ideological literacy, the enhancement of comprehensive quality and the improvement of art teaching. Art education with IPTTAC can better cultivate students' comprehensive quality and promote their ideological and political consciousness. Therefore, the IPTTAC fusion strategy in middle school art education should be further promoted and developed to better meet the needs of contemporary education.

## 1. Introduction

With the deepening of China's educational reform, IPTTAC (ideological and political theories teaching in all courses) has become an important part of middle school education, aiming at cultivating students' core literacy and guiding them to form a correct world outlook, outlook on life and values [1]. As a special art course, art teaching not only has the function of aesthetic education, but also has unique ideological education value. How to effectively integrate IPTTAC into middle school art teaching and combine it with art teaching content and methods is a long-term problem we have been exploring.

Art teaching in middle schools is not only the teaching of skills and techniques, but also the shaping of emotions, aesthetics and values. Works of art themselves bear profound cultural and historical background, reflecting the spiritual outlook and value orientation of an era. Therefore, the combination of art teaching and IPTTAC is not only inevitable, but also has great potential and value [2-3].

Under this background, this paper attempts to explore how to integrate IPTTAC into art teaching

in middle schools, puts forward corresponding strategies, and analyzes the implementation effects of these strategies. I hope that through the study of this issue, I can provide useful thinking and reference for art education in middle schools. With the deepening of this paper, we will analyze in detail the current situation, challenges, possible strategies and suggestions of IPTTAC integration in middle school art teaching, and finally expect to provide some enlightenment and guidance for middle school art teaching practice.

## 2. Feasibility of integrating IPTTAC into middle school art teaching

With the deepening of socialist core values and the promotion of educational reform, secondary education has paid more and more attention to IPTTAC. As a subject that can cultivate students' aesthetic concept, innovative consciousness and humanistic feelings, art teaching has unique value [4]. Therefore, it is a beneficial exploration to integrate IPTTAC into middle school art education. Art, as a combination of tradition and modernity, can convey Chinese excellent traditional culture and socialist core values. Through art forms, students can understand and feel these values more deeply. Art teaching is not only skill training, but also cultivating students' emotion and consciousness. IPTTAC can guide students to develop in a positive and healthy direction.

Integrating IPTTAC into art teaching can stimulate students to think deeply and reflect on social phenomena and historical events, and cultivate their independent thinking and critical thinking. Encouraging students to combine the socialist core values for artistic creation can stimulate their innovative consciousness and cultivate their spirit of exploring and trying. The importance of integrating IPTTAC into art teaching in middle schools is self-evident [5]. It can not only strengthen students' ideological and moral construction, enrich their cultural and historical knowledge, but also cultivate their independent thinking and innovation ability. For the current middle school education, this is an educational method worthy of popularization and in-depth study.

## 3. Fusion strategy of IPTTAC in middle school art teaching

### 3.1. Content selection and design innovation of teaching materials

Choose themes related to current events, history and social development, so that students can have a deeper understanding of society, country and nation in the process of painting. In art teaching materials, we can add some contents about China's excellent traditional culture, great deeds or important historical events, so that students can have a deeper understanding of the country and nation while studying art. The teaching material content selection and design process of IPTTAC in middle school art teaching is shown in Figure 1:

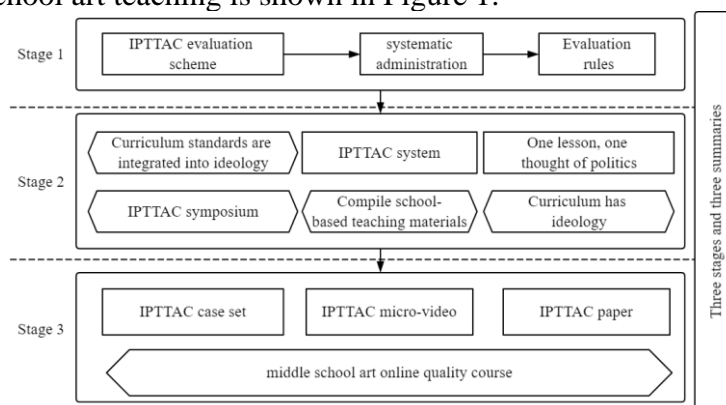


Figure 1: Content selection and design process of teaching materials

In art teaching in middle schools, the selection and design of IPTTAC teaching materials should follow the following principles:

Teachers should ensure that all the teaching materials are in line with the goals and policies of national education, and promote the all-round development of students and the cultivation of national ideology. Choose classic works that can reflect the excellent traditional culture and art history of the Chinese nation, such as calligraphy, painting and sculpture. For example, students' ideological education can be strengthened by showing some paintings depicting revolutionary history or works related to socialist core values. Teachers can also choose themes that are closely related to the current social reality and teenagers' lives, so that the content of art teaching has more practical significance. At the same time, art should be combined with other disciplines such as history, geography and literature, so that students can understand and experience art from multiple angles and enhance the depth of ideological education. Encourage students to compare and criticize various artistic styles and schools, and cultivate their independent thinking ability. By appreciating all kinds of art works, we can cultivate students' aesthetic vision and aesthetic values, thus affecting their thoughts and behaviors. In addition to theoretical teaching, teachers should also pay attention to students' practical operation, so that they can experience the charm of art through creation and enhance the effectiveness of ideological education.

Teachers should ensure that there are a large number of images in teaching materials to help students understand and feel more intuitively, introduce some representative works of fine arts and deeply interpret the history, culture and thoughts behind them, design some discussion questions, small experiments or creative tasks, encourage students to participate actively, and cultivate their thinking and practical ability. In addition to the traditional examination evaluation, students' learning effect can be comprehensively evaluated through works display, group discussion and other forms [8].

IPTTAC teaching materials for art teaching in middle schools should pay attention to the integration of cultural heritage and modern ideas, not only carry forward the tradition, but also keep pace with the times to ensure that students can get a good ideological education while enjoying art.

### **3.2. Innovation of teaching methods**

Art works are not only visual enjoyment, but also carry emotions and thoughts. Teachers can guide students to go deep into the works, explore the feelings and thoughts expressed in them, cultivate students' meticulous taste in works of art through discussion and writing, and guide them to think about the artist's creative motivation and the social background behind them, so as to cultivate the integration of students' aesthetic feelings and thoughts and feelings.

Art teaching can let students choose themes related to social problems through projects, and express their concerns and thoughts on these issues through art. For example, students can express their views on environmental protection, social inequality, cultural inheritance and other issues through painting and sculpture, so that they can participate in social thinking and disputes more deeply.

Art teaching can be combined with historical and cultural background, so that students can better understand and appreciate works of art. Teachers can guide students to study the works of art in different times and regions, and analyze the social thoughts, values and political atmosphere reflected in them, so as to help students understand the interactive relationship between art and society more deeply.

Art education in middle schools should encourage students to cultivate the ability of independent thinking and creative expression [9]. By providing open creative tasks and encouraging students to choose their own themes and expressions, students' creative thinking can be stimulated, and at the

same time, they can express their thoughts and emotions with art, thus achieving the goal of IPTTAC.

It is a challenging but meaningful task to integrate IPTTAC into art teaching in middle schools. Through the innovation of the above teaching methods, students can better understand the relationship between art and society and cultivate their ideological quality, so that art education is not only the teaching of technology, but also the cultivation of students' all-round quality, laying a solid ideological foundation for their future development. Therefore, art education in middle schools should continue to explore and practice, so as to better integrate into IPTTAC and cultivate art talents with more social responsibility and creativity.

### **3.3. Educational evaluation and feedback innovation**

The evaluation should be more diversified by integrating IPTTAC into art teaching in middle schools. In addition to the traditional examination and work evaluation, the following methods can be introduced:

Student self-evaluation: encourage students to reflect on their own works and think about the relationship between works and IPTTAC.

Cooperative evaluation: students can evaluate each other's works and learn different views from them.

Teacher feedback: teachers should provide timely feedback to guide students how to better integrate into IPTTAC.

Student presentation: students can share their understanding of IPTTAC by presenting their works.

In order to ensure the effectiveness of integrating IPTTAC into art education, it is necessary to establish a good feedback mechanism. This includes: regular teaching evaluation, schools and education departments can regularly evaluate the quality of art courses and the integration of IPTTAC. Teacher training, teachers need to receive relevant training to better understand and implement the method of integrating IPTTAC. Student participation and feedback should also be taken into account to ensure that their needs and expectations are met.

It is a beneficial educational method to integrate IPTTAC into art teaching in middle schools, which is helpful to shape students' core values, improve the leap of disciplines and cultivate innovative and critical thinking [10]. In order to ensure its effectiveness, it is necessary to adopt diversified evaluation methods and establish a good feedback mechanism. Through this method, we can better cultivate thoughtful, moral and creative middle school students and make contributions to social development and progress.

## **4. Analysis of the effect of integrating IPTTAC into middle school art teaching**

IPTTAC is an important aspect of China's educational reform, aiming at cultivating students' ideological and moral quality and shaping a good outlook on life and values. Art education is not only an important way to cultivate students' aesthetic emotion and creative ability, but also an effective carrier of IPTTAC. Integrating IPTTAC concept into middle school art teaching will not only help to improve students' moral literacy, but also promote their creativity and comprehensive literacy.

### **4.1. Cultivate students' moral feelings**

Passing positive values through art works: Art teaching in middle schools can help students form positive moral feelings by teaching them to create art works that reflect positive moral values, such

as expressing friendship, environmental protection and social welfare. Guide the sublimation of students' aesthetic feelings: The aesthetic elements in art works can arouse students' emotional resonance and urge them to think about moral concepts such as beauty, goodness, truth and love in appreciation, thus improving their moral feelings.

#### **4.2. Promote the development of students' creativity**

Encourage speculative creation: integrating IPTTAC into art teaching can encourage students to think about social problems, stimulate their creativity, and express their thinking about social problems through art, such as reflecting environmental problems and social injustice. Providing creative themes: By introducing current events and social issues into art teaching content, students are provided with creative themes to help them better express their views and emotions.

#### **4.3. Improve students' comprehensive quality**

Integration of art and other disciplines: the integration of IPTTAC in art teaching can promote the integration of different disciplines, such as Chinese, history and society, and help students form comprehensive literacy. Improve students' comprehensive analytical ability: By creating and analyzing artistic works, students can cultivate critical thinking and improve their analytical ability of social and cultural phenomena.

Integrating IPTTAC into middle school art teaching can cultivate students' moral feelings, promote the development of creativity and improve their comprehensive quality. This kind of integrated education helps students to develop in an all-round way and lays a solid foundation for their lifelong growth. Therefore, it is a beneficial educational practice to integrate IPTTAC into art teaching in middle schools, which should be paid more attention and promoted by more educational institutions.

### **5. Conclusions**

By integrating IPTTAC strategy, middle school art teaching can better convey core values and socialist morality, and help students form a correct outlook on life and values. Reasonable integration strategy can improve the attraction of art teaching, stimulate students' interest in learning and encourage them to participate in classroom activities more actively. Art teaching with IPTTAC can significantly improve students' ideological and moral level, and make them have more social responsibility and socialist core values. The integration strategy of IPTTAC in middle school art teaching has achieved remarkable results in improving students' ideological and moral level, artistic achievements and interest in learning. These results emphasize the important role of art education in cultivating citizens with a high sense of social responsibility, and also provide useful experience and enlightenment for the integration of IPTTAC in other disciplines. However, further research is still needed in the future to continuously improve the integration strategy and better meet the needs of students and the requirements of social development.

### **Acknowledgements**

Shaanxi Province Education Science "14th Five-Year Plan" 2023Annual General Topics SGH23Y0046

### **References**

[1] Li Pingping. (2022). *The path of elements excavation and integration in China art history "ideological and political*

- theories teaching in all courses"-taking Chinese tea painting as an example. Fujian Tea, 44(11), 135-137.*
- [2] Zhang Yanmei. (2022). *Research on Integrated Ideologically and Politically Theories Teaching in All Courses in High School Geography Unit Teaching. Middle School Geography Teaching Reference (4), 4.*
- [3] Huang Qiuyi, Li Wenling. (2022). *The exploration of ideological and political theories teaching in all courses in high school geography teaching. Middle school geography teaching reference (12), 36-39.*
- [4] Zhai Zhiqiang. (2018). *Analysis on the integration of "professional going to the countryside" and practical teaching of ideological and political theory courses in art colleges. Party building and ideological education in schools (7), 3.*
- [5] Ma Jing. (2019). *Research on the integration mode of ideological courses in colleges and universities—Taking the printmaking course of Three Gorges University as an example. Fujian Tea, 41(6), 2.*
- [6] Peng Hui. (2020). *Thoughts on integrating ideological elements into clothing creative design teaching in higher vocational colleges. Fujian Tea, 42(4), 1.*
- [7] Song Ge. (2022). *On the path of the integration of aesthetic education and ideological education in higher vocational colleges from the perspective of ideological and political theories teaching in all courses-taking the public art course of "folk art" as an example. China Vocational and Technical Education, 38(26), 5.*
- [8] Mai Fayuan. (2021). *The integration of art education and ideological and political education of college students. Middle school political teaching reference (28), 97-97.*
- [9] Li Jing. (2023). *Academic and artistic from separation to integration: reflective reconstruction of ideological teaching in senior high school. Middle school political teaching reference (3), 5.*
- [10] Zhang Daifen. (2021). *Constructing the integration mechanism of artistic ideology and ideological art. Middle school political teaching reference (7), 1.*