The Transformation and Practical Path of Teaching Reform in Universities from the Perspective of "Curriculum Ideology and Politics"

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Abstract: Curriculum ideological and political education (IPE) is an important way to cultivate morality and cultivate people in the new era. In the context of IPE courses, various professional courses in universities should have educational functions, go hand in hand with ideological and political theory courses, and form a synergistic effect. Teaching reform should always keep up with social needs and continuously optimize course structure and content. From the perspective of IPE in the curriculum, the course content is decomposed into corresponding ideological and political elements, and the feasibility of path construction is verified through specific classroom practice and implementation effect evaluation. The teaching reform of computer-aided design courses from the perspective of IPE has made teaching concepts more valuable, teaching forms more diverse, and course objectives clearer. It not only enables students to learn professional knowledge, but also silently cultivates and shapes students' values. Carrying out IPE reform in university courses can play a guiding role in comprehensively improving students' overall ideological and political landscape, and cultivating talents with both ideological and political and professional qualities. This article takes the packaging design course as an example to explore the direction and practical path of teaching reform in universities from the perspective of IPE.

1. Introduction

As a core course in the field of visual communication, packaging design is a comprehensive, practical, interdisciplinary, and innovative course. It should leverage its own advantages and characteristics, combine the characteristics of art design, and integrate traditional culture, advanced technology, and social needs [1]. The education plan and curriculum outline of packaging design in universities need to be constantly adjusted, and the education and curriculum education of packaging design are full of opportunities and challenges. Therefore, it is of great practical significance to carry out teaching reform of packaging design courses from the perspective of IPE in the curriculum. By enhancing the systematization of teaching models and comprehensively improving teaching quality, universities can make packaging design course teaching more adaptable to social growth, and organically integrate classroom reform, knowledge transfer, value guidance, and ability enhancement, thus cultivating comprehensive design talents with strong comprehensive qualities [2].

The packaging design course, as a compulsory and core course for senior students majoring in visual communication design, puts forward high requirements for students' comprehensive qualities and professional abilities. The teaching reform and practice of IPE in the course are worth researching and exploring. Disciplinary and professional courses occupy a high proportion in university courses. By exploring the ideological and political elements in professional courses and forming a synergistic effect with professional course teaching, students can understand patriotism, cultural confidence, and socialist core values in the learning of subject knowledge. This not only enriches the content of subject education, but also enables subject education to ultimately return to the true purpose of "educating people" [3]. According to the requirements of society and enterprises for talent moral education and comprehensive quality, professional course teaching needs to

strengthen students' IPE, and fully play the role of professional courses in IPE. Carrying out IPE reform in packaging design courses, guiding students to establish correct artistic and creative views, is of special significance for achieving talent cultivation goals, disseminating excellent culture, and leading social values [4]. Integrating IPE content into the teaching of packaging design courses can further enrich the reform system of IPE in university courses, continuously improve students' ideological and political literacy, and achieve the goal of collaborative education between packaging design professional courses and ideological and political courses. The course of IPE in the field of visual communication design aims to guide students to pay attention to the excellent traditional culture of their own nation, promote national spirit, naturally integrate ideological and political work with art and design education, play the role of IPE in professional courses, comprehensively improve students' aesthetic and humanistic literacy, and enhance cultural confidence in the packaging design classroom [5].

In the context of IPE in the curriculum, teachers not only need to pay attention to the theoretical system of professional knowledge, the breadth and depth of knowledge, but also need to use the temperature of artistic design and the power of design to enhance product value, organically integrating classroom reform, knowledge transmission, value guidance, and ability enhancement.

2. Problems in the Construction of Packaging Design Curriculum

2.1. The Integration of Courses and Disciplines Needs to be Strengthened

At present, the core knowledge points of the packaging design course are concentrated in the field of graphic design, but the systematic design of the course should include knowledge points of visual design, packaging materials, container modeling design, printing technology, marketing, design psychology, user experience and other disciplines, reflecting strong interdisciplinary and comprehensive knowledge [6]. The packaging design course has comprehensive characteristics and requires a certain theoretical and practical learning foundation. However, teachers of packaging design courses in universities usually only engage in teaching activities for the course for a long time, which can easily lead to relatively fixed teaching content for teachers. Over time, the classroom teaching of the course will lack new ideas, new content, and new technologies. With the growth of modern technology, a large number of new technologies have emerged, which will affect the growth trend of packaging design.

In the teaching process, teachers should pay attention to strengthening the integration between disciplines, linking packaging design courses with other courses, and directly integrating various disciplines in the curriculum objectives, weakening the boundaries of disciplines, in order to better adapt to the current concept of cultivating interdisciplinary talents in the new humanities. The packaging design course should fully integrate the current political hotspots, ideological and political elements, and excellent traditional culture that contemporary college students are interested in, in order to achieve the educational goals of the course. However, in reality, the integration of IPE into packaging design teaching activities is not ideal. Although students have a sense of using ethnic cultural elements in packaging design creation, due to a lack of true mastery and understanding of them, the content of the designed works is usually superficial and cannot integrate excellent ethnic culture, national sentiment, etc. with packaging design [7].

2.2. The Teaching Content and Methods Need to be Improved

Although the diverse teaching models in the digital era have become popular, there are still certain problems in the mixed application process. The visual design, structural design, and material selection of packaging are closely related to people's aesthetic tendencies, folk customs, and design techniques. Packaging is a carrier of culture and has certain social and cultural value. The existing teaching mode adopts offline professional course teaching, equipped with textbooks and practical design content, and combined with online high-quality online courses for blended teaching. At present, different colleges have different talent growth plans, teachers have different cultural backgrounds, and the emphasis on packaging design courses is also different. Some teachers lack

curriculum design in the teaching process, and the teaching content and introduction they adopt lack innovation, resulting in some students feeling bored and uninteresting in the process of learning theoretical knowledge, ultimately leading to students' lack of solid theoretical knowledge framework. Some teachers in the course are driven by virtual practical projects, with the aesthetic of packaging design as the center, emphasizing the visual effect that packaging ultimately presents, namely the graphics and colors of packaging [8].

In the teaching process, teachers should follow the design trend of the design market to change the teaching objectives, content, etc. of the course, emphasizing both theoretical knowledge and visual artistic effects in the teaching content. At the same time, some of the cases presented by teachers have problems such as not keeping up with the times, outdated textbooks, and incomplete teaching of knowledge. Most teachers still lack the awareness and motivation to innovate teaching methods around teaching content, and there are situations such as being too far fetched or mechanically copying ideological and political cases. In addition to teaching students professional knowledge, teachers also need to let students master the basic laws of design thinking, develop students' potential, and improve students' innovation ability, so that students can better apply theoretical knowledge to design practice and serve for future professional design.

3. Thoughts on the Construction of Packaging Design Curriculum from the Perspective of Curriculum Ideology and Politics

3.1. Optimize Course Teaching Objectives

In the teaching process of integrating IPE into visual communication design, students are the main body and teachers are the key. Therefore, teachers should active learning and optimize the teaching objectives of the curriculum. Teachers should comprehensively update the teaching outline of packaging design courses based on the ideological and political concepts of the course, integrate ideological and political elements into professional course content, and fully explore the connection between packaging design teaching links and teaching content and ideological and political teaching elements. The entire course is project driven and guided by social needs for teaching. Teachers should guide students to start from analyzing real-life problem points through specific design projects, and explore relevant issues around the basic elements, thinking methods, and environmental impacts of packaging design, so that students' abilities can better meet the growth needs of the design industry (as shown in Figure 1).
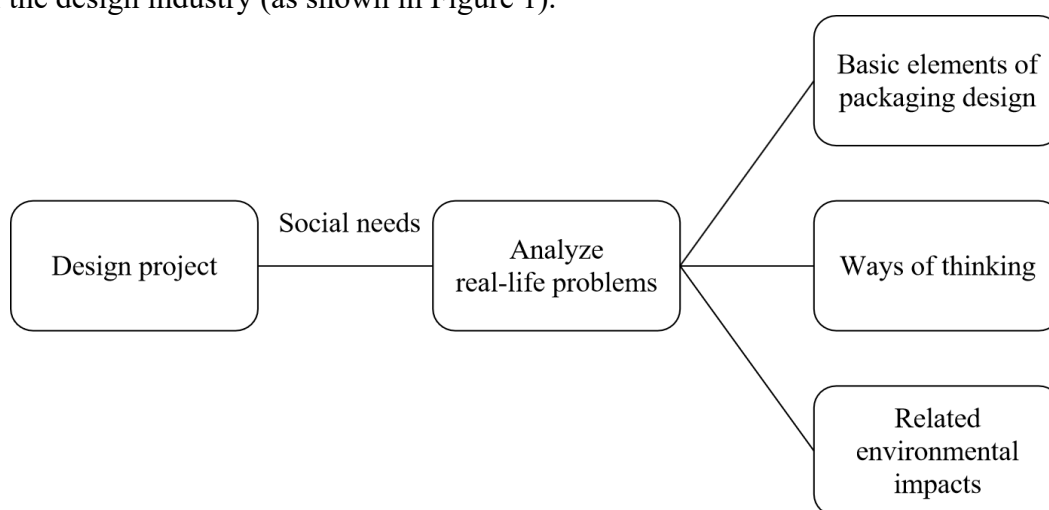

Figure 1 Optimize course teaching objectives

Teachers can introduce the growth and changes of modern packaging materials, what are the current new environmentally friendly materials, and their usage areas. Finally, convey the concept of green and safe packaging design, establish research aspirations for green and environmentally friendly packaging materials, and advocate for the sustainable growth of human society to engage in design work [9].

3.2. Enrich the Teaching Structure and Methods of the Course

In the teaching process, universities should fully play the important role of the classroom in the education process, utilizing teacher-student interaction and student-student interaction to integrate the ideological and political elements of the curriculum, and implement the reform of IPE in a subtle and silent way, thus implementing the fundamental task of cultivating morality and cultivating people. To integrate the professional knowledge of packaging design courses with IPE content, it is necessary to innovate teaching models. In the course teaching, teachers should make full use of online and offline teaching resources, constantly improve their artistic cultivation, broaden students' horizons in the course of teaching, combine design tools, expand students' design thinking, and fully integrate and optimize teaching resources with project orientation and design competition [10].

By innovating teaching concepts, adhering to student-centered approach, unleashing students' subjective initiative, and constructing situational classrooms such as life, multimedia, and problem-based learning, students' interest in learning is stimulated, their learning potential is explored, and their knowledge practical application ability is improved. Actively mobilize the full participation of student group members, play a dominant role, enhance experience, exercise expression skills, provide pre class guidance from teachers, and provide post class feedback and supplementation, so as to achieve twice the result with half the effort for students' learning. By utilizing the close integration of courses with majors and daily life, we encourage students to participate in professional competitions, integrate theory with practice, fully mobilize students' learning enthusiasm, and make the integration of classroom IPE into course teaching methods effective. Students can start with design research, crowd analysis, user experience, and brand planning, find appropriate visual expressions and design symbols through design analysis, and complete the production and design evaluation of physical objects. In the project practice section, teachers can lead students to complete a series of packaging themed designs, allowing them to experience and absorb theoretical knowledge, design concepts, and work methods during this process, in order to find better solutions and complete corresponding design requirements and projects. According to the survey, the learning method that combines classroom and practice meets the satisfaction level of most students, as shown in Table 1.

Table 1 Students' satisfaction with practical teaching

Content	Satisfied	Quite satisfied	General satisfaction	Be less satisfied	Dissatisfied
Teaching design	22.5%	37.5%	33.6%	4.3%	2.1%
Teaching progress	28.3%	34.8%	32.4%	2.2%	2.3%
Teaching Form	27.4%	27.5%	39.8%	3.6%	1.7%

4. Conclusions

It is of great practical significance to reform the teaching of packaging design courses from the perspective of IPE. The integration of ideological and political courses with professional courses is to return subject education to the true purpose of human beings. This is an important step in steadily promoting the reform of IPE in the new era to form a comprehensive IPE system. The IPE of professional courses should be based on the characteristics and advantages of the subject, combined with social needs to study educational goals, and explore teaching mode reform. Curriculum reform can shape a group of comprehensive talents with morality, technology, sentiment, ability, ideals, and beliefs, which will be an inevitable requirement for cultivating talents with Chinese characteristics in the new era. The teaching reform of packaging design courses based on the perspective of IPE is of great practical significance. Only by conducting in-depth reforms in course content, teaching mode, teacher team, and assessment methods can professional courses and ideological and political courses be deeply integrated, and the goal of curriculum education can be

truly achieved. Curriculum IPE is the necessary path for the teaching reform of packaging design courses, and it is also a need for professional education to cultivate morality and cultivate talents. Through the reform of curriculum IPE, students' professional skills and ideological and political literacy are integrated and improved. The improvement of the ideological and political teaching ability and comprehensive teaching ability of the teacher team helps to combine ideological and political teaching with professional teaching, and is more conducive to achieving the overall goal of comprehensive education.

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