

On the integration of ideological and political education into art courses in higher vocational colleges under the background of "ideological and political theories teaching in all course"

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Abstract: Carrying out the construction of "IPTTAC" (ideological and political theories teaching in all course) in art colleges is conducive to the implementation of the fundamental task of moral education, the promotion of IPE (ideological and political education) literacy of students and the inheritance of Chinese excellent traditional culture. At present, there are some problems to be solved urgently in the construction of "IPTTAC" in art design major at the guarantee level, the school level and the teacher level. Accordingly, this paper puts forward the implementation countermeasures for the construction of "IPTTAC" in art design major: constructing the guarantee mechanism of "IPTTAC", doing a good job in the top-level design of "IPTTAC", relying on specialized courses to carry out IPE, improving teachers' teaching ability of "IPTTAC" and establishing a mechanism for integrating resources of "IPTTAC".

1. Introduction

Art design major cultivates high-level technical and technical talents who have higher professional ethics, master the basic theory, knowledge and skills of art design, and can engage in art design work. Art and design graduates are the main force to carry forward the socialist core values, bearing the important mission of cultural communication.

According to the current research situation at home and abroad, the educational reform of "IPTTAC" (ideological and political theories teaching in all courses) in China is still in the initial stage, and most of them can only be preached by rote. Only a few of them integrate the theoretical IPE (ideological and political education) content "gene type" into art skill-based professional courses to achieve the same direction and achieve synergy [1-2]. Therefore, to strengthen the exploration and research on the construction of "IPTTAC" for Art majors, we must take "IPTTAC" as the carrier and take the path of "combining knowledge transfer with value guidance" to lead students to truly understand and adhere to the socialist core values in the teaching process of various environmental arts majors, so as to realize the whole process and all-round education of environmental arts majors. Create the training characteristics of professional applied talents guided by "IPTTAC".

2. Meaning of "IPTTAC"

"IPTTAC" refers to the teaching system, which integrates the IPE into all dimensions, links and aspects of curriculum teaching and reform, so as to realize the moral cultivation of people. Therefore, the IPE is particularly important, and it is the gatekeeper to establish and cultivate its outlook on life and values. Only rigid theoretical education in ideological and political courses can't meet the needs of "moral education" and "strengthening ideological and moral construction" in the new era [3-4]. Therefore, all kinds of art and design majors also shoulder the important responsibilities of cultural propaganda and cultural dissemination.

According to the past experience, there are some problems in teaching, such as neglecting the study of political culture and being indifferent to the study of curriculum politics, which lead to the lack of professional ethics and values of students after employment. There are two main reasons:

First, the school does not pay enough attention to the construction of "IPTTAC", and teachers fail to correctly combine "knowledge transfer" and "value guidance" in teaching; Secondly, students' awareness of autonomous learning is weak, and they lack of understanding of the important role of ideological education in professional learning. Therefore, based on the professional background of art design, this paper explores the implementation ways of "IPTTAC" construction in higher vocational colleges [5].

3. The dilemma of IPE for art college students

3.1. The existing IPE work flow is formal

The object of IPE is people. The aim of sticking to IPE for art college students is to enable them to form ideas and moral qualities that conform to the norms of social development. The IPE work of art college students focuses on the formation, change and development of their ideological concepts, political views and moral qualities. In middle school of higher arts, a total of 500 people from six departments of drama, drama, variety arts, art, dance and music were randomly selected as samples, filling in the questionnaire. There are 589 valid questionnaires.

Table 1 Investigation on the development of IPE theory course

subject	content of courses	teaching method	social environment
Think that the key to IPE	15.39%	28.1%	56.51
Do art students need to set up IPE?	need	not indispensable	unwanted
	70.2%	19.7%	10.1%

Learning IPE-related courses well can not only help us establish a correct outlook on life and the world, but also help us maintain a good mental health condition, so that we won't be frustrated in our future work and life. According to the analysis of the data in Table 1, most art college students realize the importance of offering and learning IPE-related courses, and 15.39% of art college students think that the teaching content is the key to IPE. 28.1% of art students think that the key to IPE lies in teaching methods. Adopt more diversified teaching forms to attract the attention of art college students, so that the IPE of art college students can be carried out more effectively.

3.2. IPE work team construction failed to meet the job requirements

Although the number of IPE work teams of art college students has reached or even exceeded the prescribed requirements, compared with this special group of art college students, the current IPE work teams need to be improved in terms of quality structure, function and specialization. In the new media environment, higher requirements are put forward for the quality of IPE staff. Art college students generally pursue new things, and they are very sensitive and avant-garde to the development and application of new media, which almost makes a great contrast with IPE staff.

Table 2 Survey result

	often	sometimes	seldom	never
The professional teacher talked to you about how often you should insist on looking at problems from a comprehensive and developing point of view	20.3%	41.5%	22.1%	16.1%

As can be seen from Table 2 above, full-time teachers have more opportunities to talk about the content of IPE with students. Most colleges and universities put the burden of IPE mainly on students' working system personnel, followed by IPE theory teachers. In art colleges, they turn a blind eye to the role of professional teachers who are closest to students and have the most extensive and far-reaching influence on students' outlook on life and values, and the positive influence of full-time teachers has not been effectively mobilized.

4. Ways to integrate IPE into Art courses

4.1. Change the concept of curriculum teaching

The combination of IPE teaching and specialized courses can help students to improve their interest in learning, and at the same time, they can develop the habit of active learning, instead of relying on the urging of teachers. If students' learning changes from passive to active, they will hunt for knowledge points more widely, which is conducive to further enrichment of knowledge points [6-7]. Schools need to encourage IPE teachers to carry out research on the combination of art and IPE, and implement certain reward policies, so that teachers' research work in this area can be further deepened, and IPE and art education can develop simultaneously. Through the implementation of the reward policy, teachers' confidence in research can be greatly increased. For teachers' research results, schools need to evaluate them accordingly. For better ways and methods, they can be used as a model for comprehensive promotion in the whole school [8].

With the continuous holding of the IPE work conference in colleges and universities all over the country, it is more clear that "all kinds of courses and IPE theoretical courses are going in the same direction to form a synergistic effect", and efforts are made to combine professional knowledge education with values education, so as to construct a pattern of "all-round education" of all staff, whole process and all directions. Therefore, the art design major course should take professional skills and knowledge as the carrier to play the role of educating people, and implement the goal and responsibility of cultivating people in an all-round way (Figure 1).

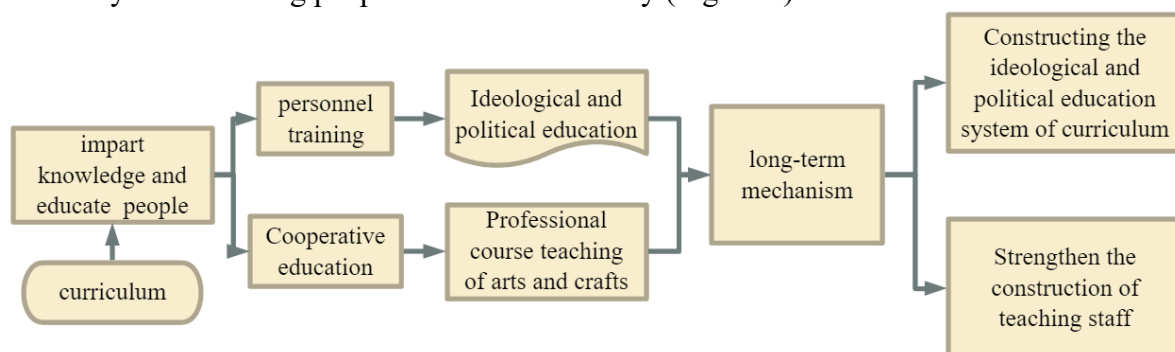


Figure 1 Art design major curriculum education and IPE collaborative education mechanism framework

Under the background of "IPTTAC", it is the new requirement of current education to insist on the effect of cultivating people with virtue as the fundamental standard to test all the work in schools, and to earnestly enhance students' sense of social responsibility, legal consciousness, innovative spirit and practical ability. Improve professional quality (observe public order and good customs, learn to respect others, cultivate excellent qualities such as cooperation, tolerance and friendliness, guide students to improve their personal words and deeds, and develop good professional behavior habits), cultivate patriotic feelings (establish overall situation awareness, safeguard national image and interests, enhance patriotic feelings, cultivate patriotic feelings, understand China's etiquette culture, and enhance cultural self-confidence), etc., and realize the concrete goal of moral education [9].

4.2. Establish "IPTTAC" safeguard mechanism

First, build a scientific and effective "IPTTAC" guarantee mechanism to ensure that the construction of "IPTTAC" can advance steadily, orderly, efficiently and benignly. Under the unified guidance of the Ministry of Education, the provincial education authorities have formulated and promulgated the overall planning and corresponding policies and systems for the construction of "IPTTAC", and defined the leadership system and working mechanism for the construction of "IPTTAC" in colleges and universities.

Secondly, establishes incentive evaluation mechanism. Incorporate the implementation effect of "IPTTAC" in schools into the evaluation index system of level colleges, and conduct performance

appraisal every year: teachers' awareness and ability of "IPTTAC" should be taken as an important reference factor for job recruitment, assessment, job evaluation and reward, and teachers of specialized courses and ideological and political theory courses should be guided and encouraged to jointly carry out "IPTTAC" teaching reform.

Third, strengthen teachers' strength and cultivate moral education consciousness. Under the background of "IPTTAC" concept, physical education teachers should also cultivate moral education consciousness and give full play to the essential role of "IPTTAC" in moral education. Teachers should set an example, lead students to actively study IPE theory, set an example for students and create a good learning environment. Teachers of art courses should integrate IPE into the teaching process, but instead of simply preaching to students, they should organically combine IPE with the content of art courses so that students can accept it more easily and understand it more easily [10].

4.3. Relying on professional courses to carry out IPE

Pay attention to patriotism education in the teaching of specialized courses. A talented person who is truly beneficial to the society should have patriotic feelings, set up ideals and be determined to serve the country. Teachers should carry out patriotism education in the teaching process of art design course, integrate Chinese excellent traditional culture into the daily teaching process, and let students establish lofty ideals and beliefs, and understand who, how and for whom they grow up.

Pay attention to the education of values in the teaching of specialized courses. After art design students join the work in the future, their designed works will be presented to the public in various ways, such as posters, clothing patterns, handicrafts, etc., which will have a wide and far-reaching impact. Therefore, the education of socialist core values should be actively promoted in the teaching of specialized courses, so that students can form a correct world outlook, outlook on life and values, and create works with positive content and positive energy.

Pay attention to the education of social morality in the teaching of specialized courses. After graduation, art and design students join the work, go to the society and become real social people. Students should have good social morality, know how to respect and care for others, and develop good living habits, so that they can be well integrated into society and have the opportunity to display their talents and realize themselves. Therefore, teachers should try their best to cultivate students' awareness of social morality in the teaching process.

4.4. Establish "IPTTAC" resource integration mechanism

In order to improve the effectiveness of "IPTTAC" education for art design major, it is necessary to establish an "IPTTAC" resource integration mechanism, and constantly improve, update and optimize the ideological and political education resources of professional courses. For example, build IPE resource database, collect all kinds of "IPTTAC" elements, and screen the data according to the unified standard to ensure the scientificity and effectiveness of the resources needed for "IPTTAC" teaching.

At the same time, art design teachers should also develop "IPTTAC" teaching resources based on their own professional and actual needs of enterprises in related industries. And think about which teaching form is more conducive to reflecting the ideological and political education, and promote the socialist ideology with Chinese characteristics in the new era into textbooks, classrooms and minds.

4.5. Constantly optimize the IPE environment of art college students

Create a good social, school and family environment. It is also very important for the development of IPE work for art college students. The first is to create a good social environment. With the continuous improvement of the level, students can easily get a large amount of information through network channels after studying. It is inevitable that there are some distorted values, vulgar tastes and even illegal innovations, all of which have a negative impact on student groups.

To optimize the IPE environment of art students, we need to start from two aspects. On the one hand, we should create a good objective environment, popularize the education of humanities and

arts literacy, strengthen the communication between art students and non-art students, and strive to eliminate the prejudice of non-art teachers and students against art students; Strengthen the control of mass media, carry out media literacy education, and enrich the extracurricular life of art college students. On the other hand, efforts should be made to adjust the personality of art college students, so that they can properly connect with the environment, weaken opposition and eliminate conflicts.

Teachers should organize class activities, dormitory networking and other activities, carefully plan and make these forms become the norm and excellent products. In such activities, art students and non-art students can influence and edify each other, which can not only enhance the understanding of non-art students to art students, but also enhance their artistic accomplishment, killing two birds with one stone.

5. Conclusions

"IPTTAC", as an important starting point of art major "training new people of the times who are responsible for national rejuvenation", has a long way to go. At present, the construction of "IPTTAC" for art design major is still in its infancy. Teachers of art design major should earnestly improve their understanding of "IPTTAC", build a new model of "specialized courses +IPE courses" according to the actual needs of students of different majors in art design major groups, and strive to silently integrate IPE elements into specialized courses, so as to achieve multi-disciplinary integration, multi-subject co-construction and multi-resource sharing, and actively promote the education and teaching reform of art design major.

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