

Discussion on a Task-Driven Approach Integration of “The Course of Ideological and Political Education” into the Reform of Art Design Curriculum in Colleges and Universities:

A Case of Plane Composition*

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Abstract—Taking the course of Plane Composition in art design major course as an example, this paper puts forward to integrate "the course of ideological and political education" into the teaching of art design major course, and puts forward the possibility of plane composition curriculum task-driven teaching by analyzing the concept and significance of task-driven teaching and the course nature of plane composition curriculum. In this paper, it discusses the integration of "the course of ideological and political education" into the curriculum based on task-driven, tries to draw up the course tasks from four aspects, namely, detail, interest, reality and emotion, and effectively improves the learning of the course of plane composition and ideological and political education effect.

Keywords—task-driven teaching; "The course of ideological and political education"; plane composition; teaching reform

I. INTRODUCTION

A. Presentation of "The Course of Ideological and Political Education"

Written by Jiang Peng in October 2016, "Shanghai University: Ideological and Political Course transfers into Course of Ideological and Political Education" was published in Wen Wei Po. In this paper, the "China Series" course offered by many universities in Shanghai is taken as an example to narrate the opening of a new model course to explore ideological and political education "in the form of elective". The course of ideological and political education is defined as "incorporating content in professional courses that can guide students to establish correct values and world

views. [1]" In December of that year, an article entitled From "Ideological and Political Course" to "Course of Ideological and Political Education" was published in Guangming Daily, which put forward that "the establishment of the system of ideological and political education of the whole people and the whole course "should stand high and hold firm. [2]" At the National Conference on Ideological and Political Work of Universities in December, General Secretary Xi Jinping pointed out: "we should insist on taking 'strengthen moral education and cultivate people' as the central link, running the ideological and political work through the whole process of education and teaching, realizing the whole process of educating people and educating people in an all-round way, and trying to create a new situation in the development of higher education in China." On March 18, 2019, General Secretary Xi Jinping put forward in a seminar on the teachers of the ideological and political theory course in the school that "we should increase the study of students' cognitive law and acceptance characteristics, adhere to the unity of instillation and enlightenment, adhere to the unity of explicit education and implicit education, excavate the ideological and political education resources contained in other courses and teaching methods, and realize all-round education."

From which we are not difficult to understand, "the course of ideological and political education" in colleges and universities is a process for cultivating "morality" and surrounds the cultivation of what kind of person? How to train? For whom? Three questions. First of all, the "strengthen moral education and cultivate people" should be taken as the basic point to guide and respect the students' self-development; secondly, the teacher should grasp the overall planning and design of the curriculum and guide the students to establish a good outlook on life and value to achieve "to moisten things in silence". Thirdly, it not only makes students establish their short-term professional curriculum learning loyalty but also helps to establish long-term career planning to achieve the realization of self-value and to cultivate students' sense of responsibility and

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historical mission by implementing the omni-directional "course of ideological and political education".

B. Presentation of "The Course of Ideological and Political Education"

According to the *Directory of Degree Grant and Talent Training (2018)* issued by the Ministry of Education, design science is the secondary discipline of art, and its involved major subjects are visual communication, environmental art, as well as product design and so on. As the production and living materials are enriched constantly, there are more and more people began to value the design, and moreover, the designed products cover all aspects of people's daily life. "Design is the creative activity of human beings to change, gain, renew, as well as develop the original things. Design is the process of conception and problem-solving. [3]" The current art design is both aesthetic and practical, it is the practice of science and aesthetics, with the time-consuming and comprehensive characteristics.

The professional education of art design should master the features of art design and train the successors who serve the society. The trained talents should be scientific and artistic, with design nature. Scientific quality requires students not only to master the direction of scientific and technological development, but also to master the scientific way of thinking and set up the correct outlook on life and values; artistic quality is mainly acquired by the cultivation of humanistic qualities; and the cultivation of design abilities should be improved by grasping the current materials, skills as well as techniques. Art is the expression of emotion, and design is the transmission of reason. The course of art design is highly practical and applied, and it needs to be guided by correct ideas. "To guide young students to pursue truth, to climb the scientific peak, to sow and ignite the dreams of young students, to arouse their sense of historical responsibility and mission, so that young students dare to dream, to pursue dreams, and to work hard for the dream. [4]"

C. The Significance of "The Course of Ideological and Political Education" in Art Design Major

The "ideological and political" education of art design major can be effectively complemented and the effect of "ideological and political" education can be improved by integrating the art design courses and "ideological and political" education. The traditional "ideological and political education" starts from the big point of view to solve the direction of the problem, namely, the problem of cultivating for whom? "The course of ideological and political education" of art design major begins from the small point of view and guides students to feel the development of the motherland from the subject, so as to define their own development direction. From the perspective of the distribution of curriculum volume, "ideological and political education" curriculum volume is smaller than the curriculum volume of students' professional disciplines, if we want to let students be more clearly about the direction of development, it requires more professional courses to participate in "ideological and political education". From the perspective

of the student's acceptance, the traditional "ideological and political course" is highly theoretical and easy to make the student have the distance sense. "The course of ideological and political education" of art design major can be practiced through professional courses. Starting from life, discover small problems in life and solve problems, and thus students are guided imperceptibly in the process of solving problems. "The course of ideological and political education" of art design major can be an effective complement to the "ideological and political" education theory whether from the distribution of class work or from the student's acceptability.

II. TASK-DRIVEN TEACHING AND PLANE COMPOSITION COURSE

A. The Concept and Significance of Task-driven Teaching

Task-driven teaching method is mainly to integrate the concept, principles and skills of subject knowledge into the separate learning tasks respectively based on the teaching objectives, surrounding the teaching content and according to the principle of step-by-step, to make the teaching content focused and positioning, to make the students know what to do, and to run throughout the whole teaching process by taking the completion of the task and the problem-solving as the main teaching activities [5]. It is easy for us to see that the task setting of the task-driven approach should be adapted to the teaching purpose and be carried out by decomposing the teaching purpose of the course into small teaching tasks firstly. Secondly, the principle of task-setting is step by step, not just to complete a single unit task. Thirdly, task-driven is a process of finding out problems and solving problems, students are clear about the study tasks, integrating the existing knowledge into the problem-solving process and finding new solutions in the problem-solving process.

For course teaching teachers, teachers are the dominant part of the curriculum task. On the one hand, the course teaching teachers are clearer about the purpose of the unit course, and moreover, the task setting is more practical by sorting out the course tasks. On the other hand, the diversity of student to solve problems makes teachers have a more inclusive attitude to accept the multi-form to create a relaxed learning atmosphere for students, and it is particularly important for innovative learning. As for the student, the student is the executor of the course task. On the one hand, students can not only develop the ability of self-study and problem-seeking, but also complete the establishment of a systematic system of new and old knowledge by completing tasks; on the other hand, students can gain the sense of accomplishment of successful progress through the completion of the decomposed tasks, which helps to increase students' participation in and satisfaction with the curriculum, so that students can be better inputted into the course of learning.

B. The Nature of the Course of Plane Composition

Plane composition, color composition and three-dimensional composition are called "three major bases" course of art design major. The purpose of the teaching is to familiarize the students with the method of making up the

foundation of design and cultivate the students' creative ability of design. The course covers a wide range of methods of artistic design thinking training, developing students' ability to observe things, to shape and understand space, to operate, to pay attention to society, and to work together as a team.

C. The Possibility of Task-driven Teaching in Plane Composition Course

First, from the student's self-development, as a basic course, plane composition course is generally opened in the first year of colleges and universities. Students have a strong sense of independence and good ability of self-study. In the new learning environment, students need a stage of self-presentation. Task-driven teaching well respects and meets the individual development of students. Second, from the fundamentality of plane composition course, the fundamentality of plane composition course enables the students to acquire and refine the content of the course from the real life, and through the guidance of the teacher's curriculum and their own knowledge reserves, the students can establish the logic of thinking about the design. Third, from the implementation of task-driven teaching method, task-driven teaching method requires that the realization of course objectives is accomplished through a series of subdivided tasks and that completion is done in a step-by-step manner. This not only conforms to the rule of the training process of human learning ability, but also coincides with the description of the contents of many design thinking methods in the plane composition. Therefore, it is feasible to implement task-driven teaching method in the course of plane composition.

III. THE CURRICULUM TASK REFORM MEASURES OF THE PLANE COMPOSITION OF ART DESIGN MAJOR

If school want to carry out "the course of ideological and political education" in professional courses, school must make students devote themselves to the course and participate in the course at first, and there is an old saying that students will not "trust their teachers' approach" only after they are "intimate with their teacher", so that students can not only obtain professional knowledge from the course, but also establish a correct outlook on life, and define their own development direction. The author tries to conduct a series of reforms based on task-driven approach, in which the task mainly refers to the task assigned by the teacher to the students in the course of teaching. The traditional curriculum task is mainly set up in accordance with the requirements of the syllabus and the teaching objectives, in the content, it inclines to the theoretical application but lacks of flexible and diverse practical operation. The students lack of the participation and the study enthusiasm in such kind of assignments, with poor study purpose and low attention to the social phenomenon, and therefore, there is the phenomenon that the students do assignments only for completing the assignments. The author attracts and guides students for the assignments of the plane composition course from four aspects including detail, interest, reality as well as emotion.

A. Detail

Detail, starting from the detailed record of the time and contents required for the completion of the course work of the students, and focusing on the cultivation of the students' virtue and conduct. For the cultivation of virtue, the completion time of assignment is specified in class practice, to enable students to submit effectively within the prescribed time limit by means of all-round presentation of the next class and cultivate students' concept of "punctuality and valuing effectiveness" and incorporate it into the record of usual performance. For the cultivation of "conduct", the detailed records of the practice process of the stipulated assignments are clearly defined. The students display the design thought process completely through drawing deduction and text description in the production process of assignment, and value the application of the knowledge points of the curriculum theory, the cultivation of creative thinking and the theme expression. Have detailed requirements on the assignments, train students' logical expression of design thinking and improve the ability to write design notes, develop good design behavior habits, so as to lay a foundation for writing design notes and lifelong learning. The meticulous cultivation of virtue lays a good foundation for "the course of ideological and political education".

B. Interest

Interest, start from the student's curriculum task requirements in line with the direction of students' self-expression and self-development, and focus on the training of the curriculum attraction to students. On the one hand, choose the open proposition requirement for the task protocol, and students can fully express themselves in the course assignments by starting from their own points of interest. Taking the practice of straggling and reconstructing in the course of plane composition as an example, the students choose their favorite "musical notes" pattern to be scattered with the guidance of the teacher, and design the innovative pattern by the method of reconstruction and the application of the form law ("Fig. 1"), the method teaching and the interest point are combined to make the students happy to participate; on the other hand, based on the basic and extensive application of the plane composition course to allow the students to become the design application user to design for themselves. Taking the monomorphic combination as an example, the task of the course is to design students' own LOGO by means of the monomorphic combination, and at the same time to teach the knowledge about the copyright. Students put their theoretical knowledge into practice by trying a variety of combinations through the understanding of the theoretical knowledge of the course in the process, and finally establish their own graphic LOGO ("Fig. 2"). It helps students establish their interest in the course and guide them to study deeply by making the assignments interesting and starting from respecting students' interests and hobbies, and it is the function and significance of the course of plane composition as a professional basic course, and also lays a good foundation for "the course of ideological and political education".

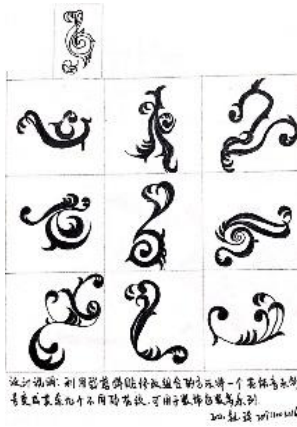


Fig. 1. The Work of Student Sun Yuling — "Musical Notes".



Fig. 2. The Work of Student Wu Zhongying — "Wu Zhongying" LOGO.

C. Reality

Reality, start with the practicability and reality of the student's assignment. On the one hand, the curriculum assignment needs to have very strong practicability, and namely, the curriculum assignment needs to be related to the student's professional development, and the curriculum assignment should be distinguished aiming at the same teaching content of different majors. Taking the application of the composition method as an example, for the students of visual communication direction, an advertising poster for designing a commodity in the form of emission composition can be drawn up ("Fig. 3"). For students in the direction of environmental design, the design of a sunken space by means of composition can be worked out ("Fig. 4"). On the other hand, it is about the attention paid to the realistic theme, guide the students to pay full attention to the social hot issues via task-driven, and express them by the way of composition. China, a country with a long history and numerous nationalities, advocates national self-confidence, pays attention to the modern application of non-material heritage culture, and vigorously develops cultural and creative industries, and advocates precise poverty alleviation. These all provide the good design materials for the practice of design, and on the basis of these materials, the task-driven of the plane composition course is of more practical significance. The subject of the repetition composition practice is based on the Qiang's pattern ("Fig. 5"). By the design of practical and realistic curriculum assignment, the plane composition becomes a real bridge, and consequently, the students have a deeper understanding on the future

professional development and social reality, the course and "ideological and political" education will be closely integrated, so as to truly achieve the goal of "the course of ideological and political education".



Fig. 3. The Work of Student Wang Xintong (Visual Communication Direction) — "Mengniu" Publicity Poster.

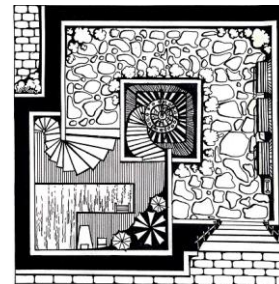


Fig. 4. The Work of Student Shen Luna (Direction of Environmental Design) — Sunken Space Design.

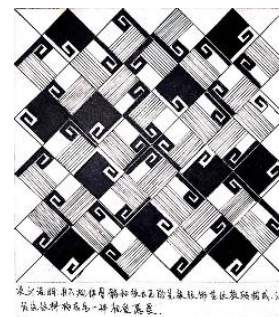


Fig. 5. The Work of Student Sun Yuling — Innovative Design of Qiang's Artistry.

D. Emotion

Emotion, start from that the assignment of students needs to satisfy students' emotional expression, correct world outlook as well as moral evaluation ability. On the one hand, value about the emotional needs of students, and give feedback to the individualized emotional expression of students in the course task. Taking the design of book cover by contradictory space composition as an example, choose to design the book cover by using the method of composition for the literary works of different subject read by the students. It not only can show students' cultural accomplishment, but also, teachers can timely learn about the emotional dynamics of students according to the student's own choice of literary works ("Fig. 6"); on the other hand, it guides students to pay attention to practical affairs and social welfare, and complete the project placement. Taking the specific composition

practice as an example, a public welfare newspaper design is completed by using the specific composition method and combining the social hot issues ("Fig. 7"). The student focuses on the ecological environment, carbon emission is a world-class research topic, and the severity of greenhouse effect has seriously threatened the living environment of polar bears. Integrate the emotion into the course assignment, mobilize the students' attention to themselves and to the social hot spot, which concerns about the value orientation of teaching contents, and abides by the unique experience of students in the study process, and moreover, it can also improve the social responsibility consciousness of students. Touching people by emotion is the final implementation point of "the course of ideological and political education".



Fig. 6. The Book Cover of Watchman's Distance by Student Zhang Hanrong.

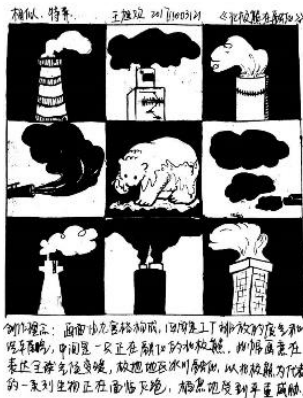


Fig. 7. The Public Poster of Polar Bear is Melting by Student Wang Xuhuan.

IV. CONCLUSION

Under the guidance of "the course of ideological and political education", the plane composition course of art design major puts forward the reform by curriculum task-driven, tries to draw up the curriculum task from the aspects of detail, interest, reality as well as emotion, and carries out the teaching reform, trying to cultivate the design new emerging forces who takes life-long learning as the goal with a sense of responsibility to the society in the new period and feelings and thoughts.

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