



Exploring the Path of Art-Enabled Curriculum Civics

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Abstract. With the rapid development of society and the globalization of economy, China's ideology and culture have shown a diversified development, and at the same time, it has brought the impact of various values and concepts to contemporary young people. On this basis, the construction of ideology and politics in art professional courses is facing new requirements. In the face of such challenges, art majors must continue to promote the idea of “educating people with beauty and culture”, organically combining art education and course ideology and politics, so that art can serve the course ideology and politics, so that the political quality of students can be continuously improved. At present, the introduction of artistic creativity in the teaching of ideology class has become a feature of many art majors, which has made a useful exploration of the mode of course ideology of art majors and created a new way of education.

Keywords: curriculum thinking; art; empowerment.

1 Introduction

At present, the construction of curriculum ideology and politics in China has entered a new period of development, which is an all-round leap. Curriculum Civics and Politics is a comprehensive concept of education, which aims to ensure the fulfillment of the basic educational task of establishing morality and educating people through the establishment of a complete, whole-process, whole-course educational model, so that various courses and ideological and political theory courses can be combined with each other to produce a strong synergy and ensure the fulfillment of the basic educational task of establishing morality and educating people. At present, with the in-depth development of course ideological and political work, art majors have made more and more achievements in course ideological and political education, but in some university art majors, there are very few practical summaries and theoretical research results on the reform of course ideological and political reform.

2 Feasibility of art-assisted curriculum civic politics

Art majors have a great potential for integration due to their own characteristics and the art-assisted curriculum civic politics mode. At present, China is methodically promoting the “three-round education”, and as an important carrier for the work of course ideology, it has opened a red film and television material library for art colleges and universities, and has opened high-quality model courses. At the same time, art majors also have the resource base to carry out the innovation of course ideology and politics, which opens up a brand-new path for “art + ideology and politics”. This has certain reference significance for the integration of teaching of art majors and fine arts teaching, the inheritance of red genes, and the dissemination of China's story. The National Culture and Art Vocational Colleges and Universities “Learning the 20th Congress, Forging Souls and Nurturing New People” is a national program of “Learning the 20th Congress, Forging Souls and Nurturing New People”, which is carried out under the guidance of the Department of Science and Technology Education of the Ministry of Culture and Tourism in culture and art vocational colleges and universities nationwide. “Learning the 20th, casting the soul and educating new people” course ideology display activities, fully demonstrated that China attaches great importance to the ideological education of colleges and universities and art education, the introduction of this series of initiatives, but also make the art empowered course ideology mode possible. With the rise of short videos on the Internet, there are more and more artistic forms of expression to support course ideology, which provides technical support for realizing the transformation of course ideology into artistry.

3 The current situation of the arts major course on ideology and politics

3.1 Curriculum design is not perfect

At present, in the process of building the Civics course for art majors, there are many problems of imperfect and unreasonable course design. Many art majors still follow the traditional way in the teaching process of civic politics classroom, and fail to actively innovate. Some schools have the phenomenon of sticking to the old rut and lack of innovation. Art majors do not give full play to their characteristics in the civic education, failing to integrate the advantages of art into the course of civic teaching, resulting in the imperfect design of professional course content. On the one hand, the current art majors are not innovative enough, many teachers lack the spirit of innovation, and the initiative and creativity to fully explore the elements of ideology and politics are insufficient, resulting in the course of ideology and politics in the form. On the other hand, for a long time, some courses have been taking the traditional teaching mode of reading from the book, ignoring students' feedback, resulting in the rigidity of the teaching mode and classroom design, and the lack of innovation and scientific research [1].

3.2 Outdated teaching methods

In recent years, most of the graduates of art majors are born after 2000, they are the generation that seamlessly connects with the Internet information age, and show more flexibility in learning and in life. However, traditional teaching methods are difficult to meet this generation of students' demand for innovation, which has caused the current lag in the construction of curriculum ideology in art majors. On the one hand, because of the backwardness of teaching methods, nowadays, teachers in many art vocational schools still rely on PPT to give explanations, and in the classroom, they seldom use some innovative forms, such as game competitions and speeches. However, the current construction of curriculum Civics is still in the transition stage, and there are still few good examples. Given the characteristics of curriculum Civics itself, too much flexibility will reduce its seriousness, and too much seriousness will make it difficult to be popularized. This leads to the fact that it is difficult to get in-depth development of the current art vocational school's curriculum ideology, which hinders the innovative changes in vocational education, and also buries the advantages in the art vocational school's own artistic characteristics and expressions.

3.3 Inadequate teaching evaluation system

Comprehensively promote Xi Jinping new era of socialism with Chinese characteristics into the teaching materials into the classroom into the minds of students, is the current top priority of the ideological and political education in colleges and universities, according to the Ministry of Education in 2022 issued the "guidance for the construction of higher education curriculum ideological and political," the art of professional courses should adhere to the aesthetic education of human beings, to beautify the human being, and actively carry forward the spirit of Chinese aesthetic education, guiding the students to consciously inherit and carry forward the excellent traditional Chinese culture. Comprehensively improve students' aesthetic and humanistic qualities, and enhance cultural self-confidence. However, because the relevant documents have just been issued, at present, the art majors have not yet developed a scientific and complete assessment system for the art empowerment course civic mode, and the teachers have not yet realized the special advantages of this mode, nor can they make timely adjustments to the students' feedback. In addition, the lack of assessment system also limits the innovative development of art empowerment course civic education under the framework of criticism and self-criticism, restricting the in-depth development of this model [2].

4 Exploration of the path of art-enabled course civic politics

4.1 Create art and political thinking courses

To give full play to the nurturing role of excellent works and products, building a curriculum system combining art and ideological-political elements with distinctive

characteristics will help to enhance the effect of curriculum ideology and politics in art vocational schools ^[3]. First, the elements of ideology and politics are introduced into the art professional courses, so that students can obtain ideological and political education in art teaching; Chinese red songs and traditional music are interspersed in classical music teaching, so that students can explore the beauty of excellent traditional Chinese culture and enhance their cultural self-confidence in the process of exploring the rhythms of music, so as to realize the closed-loop of the “course of ideology and politics”. This will realize the closed loop of “Curriculum Civics and Politics”. Secondly, Civics teaching can be carried out in the art education classroom or Civics content can be presented in the form of art in the classroom of curriculum Civics. This way can guide students to better understand the connotation of art knowledge with the perspective and ideas of ideology, thus prompting the school to carry out the artistic change of curriculum ideology, and better integrate the elements of ideology into the art majors, thus ensuring the education of people-centered view of art, and guiding the students of art higher vocational colleges and universities to set up a correct worldview, outlook on life and values, so that art talents always adhere to the people-centered creative direction. people-centered creative direction ^[4].

4.2 Innovative teaching mode

Teachers are the key to realizing art-enabled course contemplation. Teachers of art majors need to change their teaching concepts and innovate their teaching modes, make good use of the combination of explicit and implicit teaching methods, and better integrate art presentation methods into course contemplation, so as to promote the development of the art-enabled course contemplation mode. From classroom design to implementation to classroom feedback, teachers should incorporate artistic expression in the course of Civics. In the teaching process, we can use multimedia to carry out ideological and political education and combine it with art design. For example, we can use the advantages of art majors to create a “red film and television resource library”, so that students can scan the QR code and other ways to independently learn the spirit of the revolution, and deepen their understanding of red history.

4.3 Improvement of course evaluation system

The establishment of a robust assessment system requires university arts faculty to collaborate with other institutions to create a common assessment system. This system should make a comprehensive assessment of the course design, presentation and students' feedback, so as to have a deeper understanding of the way art empowerment is utilized in the course Civics, find out the deficiencies, and make continuous corrections and absorptions, so as to further improve the assessment system. At the same time, the teacher of the Civics course should work together with the full-time art teacher to conduct a survey of the students to understand their understanding of the art teaching empowering curriculum Civics and listen to the opinions of their peers ^[5].

5 Conclusion

Promoting the combination of Civic and Political courses and art can not only innovate the presentation of Civic and Political courses, but also integrate the correct ideology into the art classroom. This initiative, on the one hand, helps students of art higher vocational colleges and universities to establish a correct worldview, outlook on life and values; on the other hand, it can also promote the innovation and transformation of the Civic and Political Classroom, enhance the interest and presentation effect, effectively create a model Civic and Political Course, so as to promote it in the whole university or even nationwide, and jointly create a new situation for the development of ideological and political education in China.

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