

Integrating Ideological and Political Elements into Art and Design Teaching in Universities

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Abstract: After the promulgation of the “Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum”, under the framework of “Three Comprehensive Education”, ideological and political education with the fundamental task of “cultivating morality and talents” can run through the entire talent cultivation process of universities. However, in university art teaching, the role of “ideological and political education” still needs to be further strengthened. The subjectivity of teachers in “ideological and political education” is not strong, and students lack initiative in conducting art ideological and political education. This is a problem that needs to be solved in university ideological and political education. This article started from the application teaching of university art courses, integrating ideological and political factors into various aspects of art courses. In the process of learning professional knowledge for students, it also provides them with ideological and political education. The main research methods used in this paper are: literature analysis, questionnaire, mathematical statistics, and logical analysis. According to a survey on the teaching mode, resources, and effectiveness of ideological and political courses among students from different levels and majors in Jiangxi universities, it was found that about 60% of schools attached great importance to integrating ideological and political elements into art education, accounting for 62% of the total number. The remaining 40% of universities did not pay much attention to this. 49% of teachers only occasionally incorporated ideological and political factors into art education, indicating that the intensity of ideological and political education for students is still far from sufficient. Therefore, the practice of integrating ideological and political elements into art education in universities still needs to be increased.

1. Introduction

In the new era, with the change of major social contradictions and the influence of various ideas and values in society, college students have an increasing need for spiritual and cultural aspects. Therefore, it is necessary to establish the educational purpose of “cultivating morality and cultivating talents”, improve the effectiveness of ideological and political education, and meet the diverse spiritual and cultural needs of students. This is a major issue that current university education is facing [1]. At present, the environment faced by college students not only has a profound impact on the formation and development of their values, but also brings new challenges to the education work of universities, especially the ideological and political work of universities. Integrating ideological and political elements into art courses, forming a unified teaching model between art courses and ideological and political education, and forming a synergistic effect, can improve the overall quality of college students and promote their comprehensive development.

1.1. Literature Review

Although the term “ideological and political education” is unique to China, activities related to ideological and political education have already been widely carried out in various countries around the world. Thambu N, a scholar, believed that through active learning, discovering various intelligences existing in moral education students, and stimulating the maximum potential of intelligence in moral education can shape students’ personality and character in social life, which can enable students to achieve success in their studies and future career [2]. Liu H F believed that there were still many problems in ideological and political education in terms of educational concepts, content, and models. Therefore, it is necessary to clarify the goals and concepts of ideological and political education in agricultural universities, strengthen the cultivation of students’ awareness of rural revitalization services, innovate ideological and political education models, and strengthen the role of ideological and political education in promoting rural revitalization [3]. Chen T put forward reform requirements for “sense of the times” and “attractiveness” in ideological and political education in universities, and the bidirectional transformation combining the two is the era requirement for traditional ideological and political education in the era of big data [4].

From the research of the above scholars, it can be seen that scholars have realized that moral education has a significant promoting and enhancing effect on the comprehensive development of people, but there is little research on integrating ideological and political elements into aesthetic education.

1.2. Concept Definition

I. Ideological and Political Elements

The elements of ideological and political education are centered around “ideals and beliefs”, centered around the main line of “patriotism, love for the party, love for socialism, love for the people, and love for the collective”, and the goal of “cultivating morality and cultivating people”. They also include the ideological and political concepts, contents, carriers, functions, and resources of various disciplines in the teaching system, content, process, and methods [5-6]. The ideological and political elements of art courses refer to the ideological and political concepts, content, carriers, functions, and resources contained in the art teaching system, content, process, and methods.

II. Course Ideology and Politics

The concept of “curriculum ideological and political education” can be said to be derived from “ideological and political education”. With the development of the discipline of “ideological and political education”, it has gradually become the mainstream in the education field, and the

extended concept of “curriculum ideological and political education” has also attracted the attention of many scholars. Curriculum is a carrier, and both ideological and political courses and curriculum ideological and political education have the common feature of using the classroom as the carrier and educating people according to the requirements of the country and society [7-8]. The purpose of both courses is the same, but the way they are presented is different. Curriculum ideological and political education is a comprehensive teaching theory that, guided by the core socialist values, excavates the ideological and political education contained in each discipline by constructing a comprehensive, all-round, and comprehensive ideological and political education for all personnel. It regards moral education and talent cultivation as the basic task of ideological and political education in schools.

1.3. Methods

① Literature analysis method

In the literature analysis method, this article analyzes the ideological and political aspects of art major courses by consulting relevant literature materials. The purpose is to understand the current academic research status of ideological and political courses in university art majors, and to incorporate valuable viewpoints and content while organizing arguments and identifying problems, in order to serve as the basis for this study.

② Survey questionnaire method

Using the “Questionnaire Star” software, a survey is conducted on students with different levels of education and majors in Jiangxi universities from the aspects of “ideological and political courses” teaching mode, teaching resources, and teaching effectiveness. The current situation, existing problems, and causes of the integration of ideological and political elements into art education in universities were analyzed, in order to explore the reform path of combining ideological and political education with university art education.

③ Mathematical statistics

This article uses SPSS (Statistical Package for Social Science) statistical software to organize and organize the collected data, laying a quantitative foundation for future research.

④ Logical analysis method

Induction, analogy, induction, and other methods are used for logical analysis.

2. Necessity and Feasibility of Integrating Ideological and Political Elements into Art Teaching in Universities

2.1. Necessity

1) Internal requirements for promoting ideological and political education in universities

Ideological and political education plays a crucial role in university education. In today’s open and free society, college students are facing more and more new things, their ways of thinking are constantly changing, and they have a strong ability to accept new things. However, their judgment is not good enough, which also brings great difficulties to ideological and political education. Therefore, relying solely on ideological and political courses is difficult to achieve the purpose of ideological and political education [9-10]. Ideological and political education in aesthetic education is an important way to provide ideological and political education to college students. As a teaching method of aesthetic education, art education can cultivate one’s temperament, warm the soul, and bring pleasant aesthetic enjoyment, opening the valve of one’s emotions. Integrating ideological and political elements into art education can enhance the moral cultivation and spiritual realm of college

students [11-12].

2) Necessary requirements for promoting the comprehensive development of college students

In the constantly deepening teaching reform, the basic issues of education work are also important content in the cultivation of art education professionals. Implement the requirements of cultivating morality and talent, integrating with value shaping, knowledge imparting, and ability cultivation [13-14]. This is not only a requirement for the construction of art education majors in various universities, but also a fundamental requirement for the comprehensive development of contemporary art talent cultivation [15]. Therefore, art education in universities should strengthen the ideological and moral guidance of art teachers, make them have certain social value, and improve their artistic media literacy. Art creation requires both superb craftsmanship and beautiful ideas. Excellent works of art are a concentration of perfect form and ideological spirit, which can express profound ideological and moral connotations. In the new era, it can serve as a banner and play an important role in promoting the core socialist values.

3) Realistic need for strengthening the cultural confidence of contemporary college students

The influence of culture can extend to have a profound impact on the development of the entire society, and cultural confidence is a significant manifestation of national and ethnic cohesion, an internal spiritual driving force for promoting social progress, and a key to achieving the great rejuvenation of the Chinese nation. Therefore, strengthening the cultivation of cultural confidence among college students is of great significance for promoting the internalization of socialist core values [16-17]. However, the formation of cultural confidence is not natural, but requires continuous cultivation and cultivation. Currently, there is a phenomenon of “emphasizing theory over practice” in ideological and political education in universities, which in turn leads to a lack of understanding and identification of culture among students. It is necessary to establish a collaborative education system that organically combines ideological and political elements with art teaching, always adhering to culture as the medium, culture as the educational object, and excellent art and culture as the cultural carrier. In the process of ideological and political education, outstanding culture and art are actively promoted. In the process of promoting cultural inheritance and innovation, college students’ perception and identification with culture are strengthened. At the same time, in the process of collaborative education, college students’ high cultural consciousness and confidence are cultivated.

2.2. Feasibility

1) Conforming to the inherent laws of college students’ growth and development

In today’s society, with the progress of the times, the rapid development of science and technology, and the continuous updating of knowledge, there is an increasing demand for high-quality talents. The ideological concepts and value orientations of college students are continuously impacted by changes in the times. This development and change is more prone to ideological confusion, cognitive bias, and value loss for college students in the current transitional period of ideological concepts [18]. As an important way of social and moral construction, ideological and political education in universities plays a very important role in correcting ideological biases among college students, guiding them to establish correct ideological values, and cultivating high-quality talents in the new era. Art aesthetics not only requires a certain level of aesthetic ability, but more importantly, it also requires a correct aesthetic concept and a heart of perfection, which is also an important educational goal of art education.

2) New media creates conditions for various forms of art dissemination

With the rapid development of network technology, the speed and scope of art dissemination have undergone unprecedented changes, and have shown unprecedented breadth and convenience

[19-20]. At the same time, new media has also expanded channels for collaborative education, providing a contemporary education platform for students in the “art+ideological and political” collaborative education system, and maximizing the coordination and comprehensiveness of online and offline collaborative education.

3. Investigation and Issues on the Current Situation of Integrating Ideological and Political Elements into Art Teaching in Universities

In order to better understand the degree to which ideological and political elements are integrated into art education in current universities, a survey questionnaire on the integration of ideological and political elements into art education in universities was designed and quantitatively studied, targeting graduate, undergraduate, and vocational college students from Jiangxi universities.

3.1. Questionnaire Survey Design

The survey and research in this article is divided into four parts for questionnaire design. The first part is the basic situation of college students, mainly including gender, professional category, and educational background; The second part is to investigate the current situation of ideological and political education in universities, as well as the curriculum, teaching content, and teaching mode of ideological and political education in universities; The third part investigates the ways, methods, gains, and expectations of college students accepting ideological and political elements in school art education, in order to understand their understanding and current situation of integrating ideological and political elements into school art education; The fourth part is about the prospects of integrating ideological and political elements into art education. Through the investigation of the first two parts, the views of college students on ideological and political courses have been understood, and the opinions and problems in the investigation have been summarized and analyzed, resulting in the expectations and requirements of college students for integrating ideological and political elements into art education.

A total of 500 questionnaires were collected in this survey, of which 450 were valid, with an effective rate of 90%. The basic situation of middle school students in the questionnaire survey is shown in Table 1:

Table 1. Statistical table of the basic situation of the students in the questionnaire

N=500			
Project	Categories	Number of persons	Proportion (%)
Gender	Male	320	64%
	Female	180	36%
Professional Information	Specialist Department	175	35%
	Undergraduate	162	32.4%
	Graduate Student	163	32.6%
Educational Background Information	Literature and History	180	36%
	Science and Technology	190	38%
	Art and Sports	130	26%

This article used Questionnaire Star software to conduct a questionnaire survey and data entry.

Afterwards, statistical analysis was conducted on the input data using the SPSS statistical software included in the questionnaire.

3.2. Current Situation of Integrating Ideological and Political Elements into Art Education in Universities

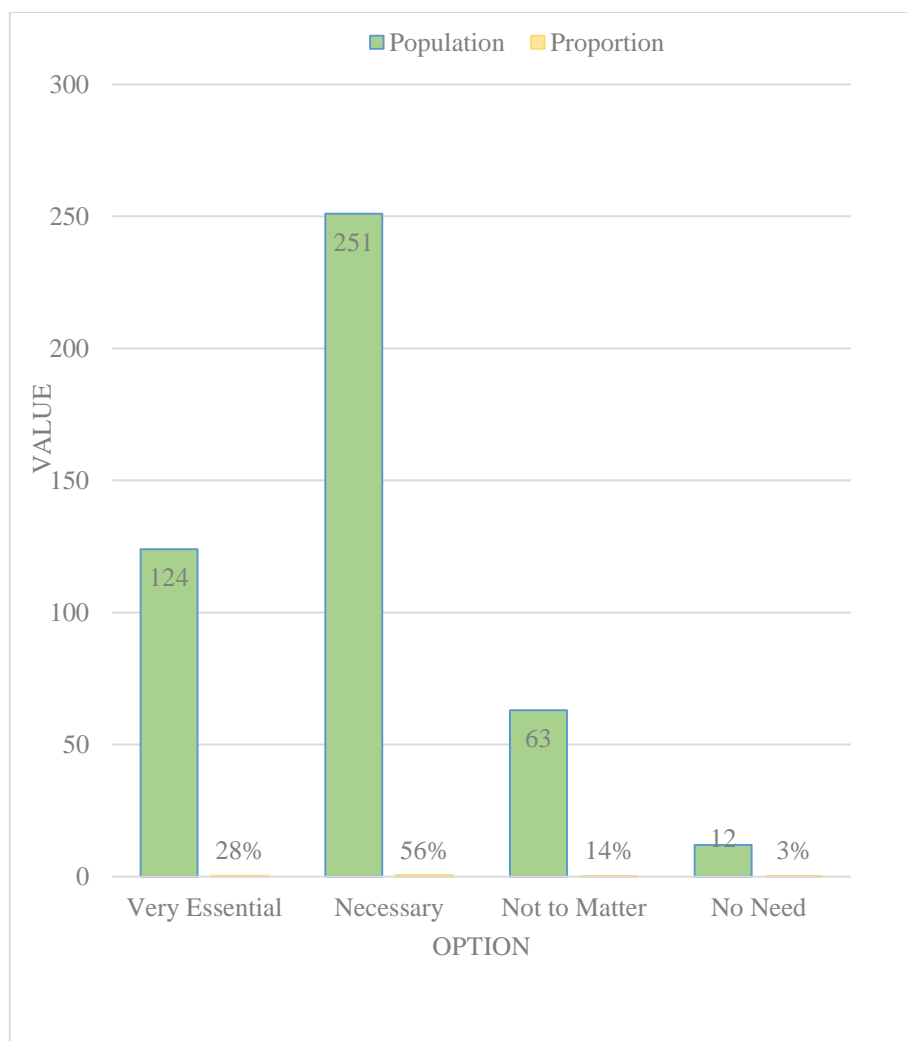


Figure 1. The necessity for teachers to integrate ideological and political elements into art education

From Figure 1, it can be seen that in the survey on the necessity of integrating ideological and political elements into art education among teachers, 251 students, accounting for 56%, believed it was necessary; 124 students, accounting for 28%, believe it is very necessary; 63 students (14%) expressed indifference; Only 12 students, accounting for 3%, believe that it is unnecessary. Based on the above analysis, 84% of students believe it is necessary. Therefore, it can be said that the concept of integrating ideological and political elements into art education has received the support of most students and has a high level of recognition.

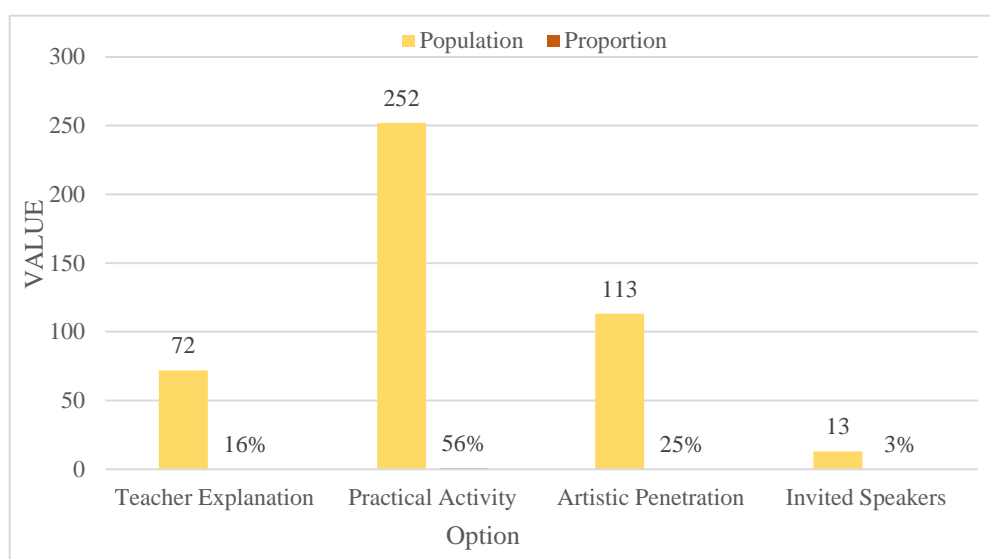


Figure 2. Students think that ideological and political education is the most effective way

From Figure 2, it can be found that when conducting a survey on effective ideological and political education methods among college students, the top two were 252 people engaged in practical activities; 113 people have artistic infiltration, accounting for 56% and 25% of the respondents respectively. However, practical activities cannot be carried out at any time or place due to their specific requirements for time, location, and practical design. However, the second ranked art penetration does not have so many limitations. As long as the teaching teachers design reasonably, they can fully leverage their advantages and carry out implementation.

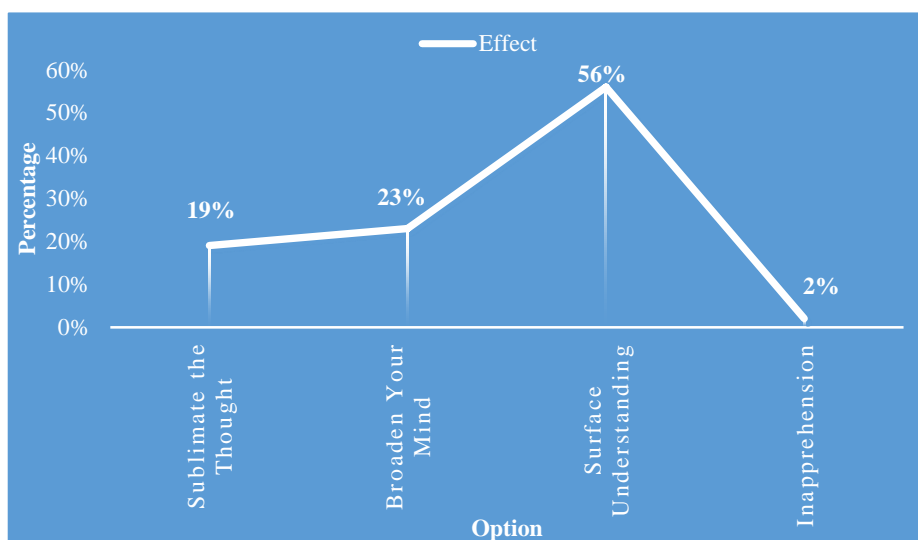


Figure 3. Students' understanding of the integration of ideological and political elements into the content of art education courses

From Figure 3, it can be seen that in the survey on the effectiveness of integrating ideological and political elements into art education in universities, 10 students, accounting for 2%, expressed their inability to understand; 252 students, accounting for 56%, expressed a shallow understanding; 103 students, accounting for 23%, believed that they can expand their thinking; There were 85 students, accounting for 19%, who believed that they can achieve the sublimation of their thoughts.

This shows that nearly 60% of respondents have only a superficial understanding of the integration of ideological and political elements into art education courses, and a small number of people still cannot fully understand. This indicates that the effectiveness of integrating ideological and political elements into art education in universities is not ideal, as most students only aim to pass exams and obtain credits without truly understanding. The future focus of universities on integrating ideological and political elements into art education is to enable students to have a deeper understanding of its essence, and better achieve self expansion and sublimation.

3.3. Problems in Integrating Ideological and Political Elements into Art Education in Universities

Table 2. Survey on the emphasis of universities on the integration of ideological and political elements into art education

N=450		
Degree of importance	Population	proportion
Attach great importance to	69	15%
Pay more attention to	213	47%
General situation	103	23%
Not paying enough attention	65	15%

From Table 2, it can be seen that 282 students' schools attach great importance to the integration of ideological and political elements into art education, accounting for 62% or about 60% of the total number. The remaining 40% of universities do not pay much attention to the integration of ideological and political elements into art education.

Table 3. The situation of teachers integrating ideological and political elements into art education

N=450		
Options	Population	Proportion
often	159	35%
Occasionally	221	49%
Never	70	16%

From Table 3, an understanding of the efforts of teaching teachers to integrate ideological and political elements into art education can be obtained. This article conducted a survey on the integration situation, and the results are shown in Table 3: 159 students chose to participate frequently, accounting for 35%; 70 students (16%) chose never accepted; 221 students, accounting for 49%, expressed occasional integration. From this point, it can be seen that most teachers only occasionally incorporate ideological and political factors into art education, and it is obvious that the intensity of ideological and political education for students is still far from enough.

3.4. Reasons for Investigation Results

i. Multidimensional Analysis of Students' Spiritual Needs

College students have strong emotional needs, and the pressure of learning and setbacks in life make their personalities more sensitive. Therefore, they need more emotional guidance and communication. However, due to the conservative way of education in colleges and universities, students' emotional needs are ignored in the process of ideological and political education, and

more of them are carried out in the form of boring words and theoretical education in the classroom, which is easy to cause students' aversion, even reverse psychology. Therefore, in universities, ideological and political education should not only grasp the main line of education supply, but also meet the diverse and multidimensional spiritual needs of students.

II. Teachers' subjective awareness of "ideological and political education" needs to be improved

In aesthetic education teaching, the level of "ideological and political education" ability directly affects whether aesthetic education teaching can proceed smoothly. Teachers' political theoretical literacy, awareness of ideological and political consciousness, level of ideological and political integration, and ability to assume ideological and political responsibilities all have an impact on the effectiveness of ideological and political education in the curriculum. Teachers in the art major generally possess professional artistic qualities, but the teaching concept of ideological and political courses is relatively weak, and the teaching objectives are also relatively vague, which makes college students only have a simple understanding of art knowledge in the learning process, without receiving ideological and spiritual influence, and without clearly reflecting the educational purpose and objectives of art education to play the role of ideological and political education.

III. Imperfect teaching mechanism for integrating ideological and political elements into art education

From the survey results, it can be seen that the understanding of integrating ideological and political elements into art education in universities is not thorough enough. There are not many schools that have uniformly deployed and implemented them at the school level, and most teachers have not consciously implemented them. For ideological and political education workers, they cannot effectively apply art education resources to teaching, and do not fully utilize the flexibility of art education forms and the diversity of carriers, thereby improving the effectiveness of classroom teaching and cultivating students' aesthetic level.

3.5. Countermeasures

(1) School level

Adjust course settings and increase internship time; Improve the evaluation system and create aesthetic education points; It also needs to strengthen ideological and political education and widely carry out ideological and political education; Actively introduce experts and scholars, and strengthen demonstration and guidance.

(2) Teacher level

The course content should keep up with the times and the course format should be diverse.

(3) Student level

Students need to fully play their main role and actively participate in ideological and political work in aesthetic education teaching.

4. Conclusions

At present, many universities focus their curriculum construction on ideological and political education. In current practice, each major combines its own professional characteristics with curriculum ideological and political education to achieve the effect of ideological and political education. This article started from the basic requirements of "cultivating morality and cultivating talents", and combined the implementation of "curriculum ideological and political" to conduct empirical analysis on the specific application of "ideological and political" elements in university art and design teaching. The following conclusions are drawn. Due to the diversity and permeability of art forms, art education plays an undeniable role in cultivating students' moral education and aesthetic awareness. The educational synergy formed by the combination of art education and

ideological and political education can provide value orientation, aesthetic enlightenment, and personality shaping for college students.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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