

Exploration of the Construction of the Model Course of Ideological and Political Education - Taking the Course of Digital Painting as an Example

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Abstract:

In order to realize the brand-new nurturing concept of China's higher vocational education to serve the construction of socialism with Chinese characteristics, it has distinctive characteristics of era, practice and innovation, and it is a kind of value-oriented nurturing activity that integrates the Civic-Political teaching resources in the teaching of professional courses. It explores the construction path of curriculum Ideological and political education demonstration courses, and provides reference value for other institutions to build model course of ideological and political education.

Keywords:

Ideological and Political Education, Model Course, Digital Painting

1. Introduction

Ideological and political education in higher vocational school curriculum is a brand-new nurturing concept based on China's higher vocational education to serve the construction of socialism with Chinese characteristics, with distinctive characteristics of the times, practice and innovation, and a value-oriented nurturing activity that integrates the resources of ideological and political education in the teaching of professional courses. 2020, the Ministry of Education issued the "Guideline for the Construction of ideological and political education in Higher Education Curricula", which has become the focus of the construction of higher vocational school curricula, and has helped students shape the fundamental task of cultivating moral integrity. Since the official implementation of the Guidelines for the Construction of ideological and political education in Higher Education Courses issued by the Ministry of Education in 2020, the construction of ideological and political education has become the focus of curriculum construction in higher vocational schools, and the implementation of the fundamental task of cultivating people with moral integrity requires the integration of the three elements of value

shaping, knowledge imparting and capacity cultivation, and the guidance of values in the teaching of knowledge and the cultivation of capacities, so as to help students to shape the correct world outlook, outlook on life and values. How to build a model course of ideological and political education? I will take a course as an example and do the following path analysis for you.

2. Basic Information about the Course

First of all, we choose the Digital Painting course, which is a professional core course in the talent training program for digital media technology majors, which is based on the development of digital technology, explores the new field of digital technology, and serves the new industry of digital Yunnan. The course mainly takes the advantage of digital technology to solve the problem of technical barriers in traditional painting, based on the task-driven teaching strategy, and creates the CDIO one-line, three-step, four-step teaching mode. Further improve the teaching content and methods to enhance students' learning effect. Combined with the college's creative hand-painting training room equipment Wacom digital screen for practical training teaching, to solve the problem of weak foundation of hand-painting ability of students in this specialty and the problem of unsmooth painting lines. In the teaching, students are trained to have strong design ability, drawing ability, practical ability and innovation ability.

With the deepening of the reform of the course's ideological and political teaching, the teaching content pays more attention to enhancing the ideological and political education of students, and impregnates the elements of ideology and politics in the course. We imported the real project of Yunnan Forest Fire Brigade Yunnan Wild Asian Elephants Returning from the North to the South Search and Monitoring Operation Memorial Exhibition Hall (hereinafter referred to as the Wild Elephant Hall) into the course, and in the project module, we organized students to carry out the design of digital IP images for the forest firefighters and soldiers, and we integrated the family and national sentiments into the course in order to cultivate students to set up a correct outlook on the world, life and values as the quality objective, and the course further centered on Xi Jinping's ecological Civilization Thought, telling the Chinese story of harmonious coexistence of man and nature, establishing the cultural identity of the Chinese nation, and craftsmanship are integrated with the digital painting course, guiding students to cultivate a sense of reverence for heroes and a sense of social responsibility, to set up correct ideals and beliefs, and to improve their vocational qualities and abilities, and ultimately to serve the development of socialism with Chinese characteristics in an innovative way.

3. Analysis of the Ideological and Political Education Elements of the Curriculum

The teaching content of the Digital Painting course follows closely, "General Secretary Xi Jinping pointed out that 'storytelling is the best way of international communication'. When stories are well told, China's image will naturally stand up, and China's voice will light up." The guiding ideology of the The selected teaching project is based on the "Guidelines for the Construction of Civic Policy in Higher Education Courses" document, "Key Points for Promoting the Construction of Civic Policy in Science and Engineering Professional Courses", and actively designs the path for the integration of ideological and political education elements into the curriculum, which is specifically presented in the teaching content of the four tasks in

the teaching implementation of the unit, so as to make the process of project nurturing visual and clear, and to achieve the effect of touching and nurturing people. It is clear that the program will have the effect of educating people in a silent way.

At the same time, “insisting on the harmonious coexistence of human beings and nature” is an issue re-emphasized in the report of the 20th Party Congress. It is also the essence of Xi Jinping’s thought on ecological civilization. The 11th issue of the magazine *Qiushi* 2022 published an important article by General Secretary Xi Jinping, “Striving to build a modernization in which human beings coexist harmoniously with nature,” which pointed out that China’s construction of socialist modernization has many important features, one of which is that our modernization is a modernization in which human beings coexist harmoniously with nature, focusing on the simultaneous advancement of the construction of material civilization and the construction of ecological civilization. The article once again profoundly reveals the conceptual basis, practical direction and action guideline of why, what kind of and how to build an ecological civilization from the standpoint of Marxist ecological philosophy. It highlights the necessity of learning Xi Jinping’s thought on ecological civilization.

To sum up the above theoretical guidelines, this course is based on the concept of “ideological and political education in the Curriculum”, analyzes the nature and characteristics of the course and the learning situation of the students, formulates the subsequent teaching objectives on the basis of the results of the analysis of the learning situation of the students, and then formulates the teaching content of the course on the basis of the formulated teaching objectives. Digging deeper into the elements of the course and the function of political education, redesigning and organizing the teaching content around the idea of three-pronged parenting. The course organically introduces the theme of the construction of a beautiful China in which man and nature coexist harmoniously, implies the philosophical thought of “Taoism and nature, the unity of heaven and mankind”, and describes the concept of building a community of human destiny put forward by General Secretary Xi Jinping, which organically combines Marx’s theory of ecological philosophy with Xi Jinping’s idea of ecological civilization. It will strengthen students’ ideal beliefs and effectively enhance the effectiveness of cultivating morality and educating people.

Scenario 1: Forest firefighting officers and soldiers stand firm day and night, rain or shine, to protect the safety of wild Asian elephants on their journey north and back to the south, which demonstrates that forest firefighting officers and soldiers are not afraid of hard work or fatigue. Such excellent quality is worthy of every college student’s study, so as to cultivate the students’ sense of heroism and social responsibility.

Scenario 2 of Ideological and political education Element Integration: Through the Wild Elephant Exhibition Hall, students observed through the naked-eye 3D video that the wild Asian elephants are surrounded by lush forests wherever they go. The teaching video profoundly embodies the essence of the two mountains theory put forward by General Secretary Xi Jinping, “when forests and grasslands flourish, ecology flourishes, and when ecology flourishes, civilization flourishes”. It further highlights the scientific assertion that green and rich will flourish together.

Through situational teaching, combining the teaching content with political thought, traditional culture, Party history and national conditions, current affairs and hotspots, adopting project-based teaching methods, focusing on the autonomy of students’ learning and the cultivation of their ability to use, through the teacher’s guidance,

students' independent learning, thinking, training (including the collection of various types of theme-related materials, practice, discussion, demonstration), etc., and enhancing students' understanding of the software graphic while learning to draw graphics. Through teacher-guided learning, reflection and training (including the collection of materials related to various themes, practice, discussion and demonstration), students learn to draw graphics with the software while enhancing their understanding of the situation and policy, national culture and the cultivation of patriotism and humanism.

4. Course Instructional Objective Development

Teaching objectives are formulated according to the three objectives required in the curriculum standard, which are knowledge objectives, ability objectives and value objectives, of which the value objectives are what is usually called quality objectives. It serves as the key objective of the content of the course Civics, and we refine the paper-cutting objective into four modules: ideological and moral value, psychological and behavioral value, professional cultivation value, and humanistic cultivation value, so as to make the students more specific and clear about the connotation of the course Civics and understand the specific meaning of the course Civics better.

(i) Knowledge objectives:

- a. Creative thinking and creative skills in digital painting;
- b. Master the creative principles of facial features and body dynamics.

(ii) Capacity objectives:

- a. To be able to master the law of character drawing, form drawing;
- b. Be able to have the ability to practice and develop the design of digital cultural and creative products;
- c. Be able to master the principles of drawing techniques, scene application principles and drawing processes.

(iii) Value objectives:

a. Ideological and moral values

(1) To revere Marx's theory of ecological philosophy and Xi Jinping's thought on ecological civilization;

(2) To develop a sense of patriotism and a correct outlook on the world, life and values.

b. Psychological and behavioral values

(1) Understand the theory of harmonious coexistence between human beings and nature and the unity of mankind;

(2) A sense of social responsibility.

c. Value of professional training

(1) Have a spirit of craftsmanship;

(2) Ability to work and communicate in a team, think creatively, and learn independently for lifelong learning.

d. Value of humanistic training

- (1) A sense of community of human destiny;
- (2) To establish a sense of cultural identity, inheritance and promotion of Chinese traditional culture.

5. Analysis of Course Content Design

In the course teaching content design, we reconstruct the course content by extracting the corresponding knowledge points from the demand of the post course competition certificate creation, analyze the teaching key points and difficulties, and solve the teaching key points and break through the teaching difficulties through the teaching process.

(i) Analysis of curriculum design ideas

This course is based on the construction concept of "Civics and Politics in the Curriculum", analyzes the nature and characteristics of the course and the learning situation of the students, formulates the teaching objectives based on the analysis of the learning situation, and develops the teaching content based on the teaching objectives. The course analyzes the nature and characteristics of the course and the students' learning situation, formulates teaching objectives based on the analysis of the learning situation, and develops teaching contents based on the teaching objectives. Focusing on the principle of "five education", the elements of ideology and politics are infused into the teaching content, so that the ideological education of students can achieve the effect of silencing.

In order to comprehensively improve all aspects of talent cultivation, according to the requirements of the post course competition certificate creation, through the study of student learning conditions, teaching objectives and teaching content, redesign teaching modules, organic integration of the concept of harmonious coexistence of man and nature, the unity of heaven and man in the Taoist law of nature, the reverence for the heroic consciousness and sense of social responsibility, the establishment of a correct outlook on life and values, the consolidation of the Chinese national culture sense of identity, the solid inheritance and promotion of the excellent traditional Chinese culture. culture, cultivate the ability of teamwork and communication, sense of service, innovative thinking, the ability of independent learning lifelong learning, the ability of in-depth exploration, and craftsmanship, etc., to strengthen the students' ideals of cultural self-confidence, and to effectively enhance the effectiveness of the establishment of morality and nurture of human beings.

Through the CDIO one-line, three-step, four-step teaching mode, combining the teaching content with political thought, traditional culture, party history and national conditions, current events and hot spots, adopting the task-driven teaching strategy, focusing on the cultivation of students' knowledge, ability and value (quality), through the introduction of the project (including theme-specific pavilion picking study for the collection of materials on the ground), the conceptualization of the idea, the design of the positioning, and the realization of the training (software practice) Through the methods of project introduction (including learning for the theme pavilion, collecting materials in the field), conceptualization and creativity, design orientation, realization training (software practice, discussion of difficulties, key demonstration), etc., the students not only learn the ability to use the software and

tools, but also enhance their understanding of the situation and policy, the national culture and the cultivation of patriotism and humanistic qualities. (Figure 1.)

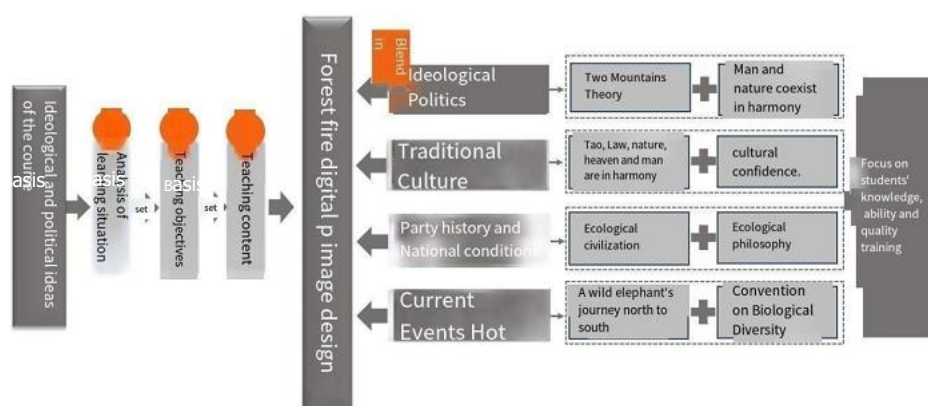


Figure 1. Course design idea.

(ii) Teaching priorities

- Brush drawing cartoon image;
- The rules of drawing figures and their forms;
- The laws of drawing animals and their forms;
- Principles and methods of digital IP image design;
- Drawing of facial features and body dynamics.

(iii) Teaching difficulties

- The rules of drawing figures and their forms;
- The laws of drawing animals and their forms;
- Drawing of facial features and body dynamics;
- Principles and methods of digital IP image design;
- The ability to innovate and design digital creative products.

6. Analysis of Course Organization and Implementation

The process of classroom implementation is the place where the course's Civics is concretely grounded, and the content of the course's Civics design will be demonstrated in the teaching and learning implementation process from the following tasks.

(a) In the introduction of the task one project, the integration of Xi Jinping's idea of ecological civilization, the idea of harmonious coexistence between human beings and nature, the theory of the law of nature and the unity of mankind, the sense of community, and the stance of Marxist eco-philosophy. Collecting materials to understand the knowledge related to forest firefighting, watching forest firefighting propaganda films, and field research in the Memorial Exhibition Hall of the Wild Asian Elephant Herd Searching and Monitoring Operation in the North and Returning to the South, which guided the thinking of forest firefighting officers and soldiers on the needs of the country and the mission of the nation.

(b) To integrate patriotism and heroism, correct worldview, outlook on life and values into the design of task 2 modeling. Through group cooperation, advocate

students to help each other, clear and coordinated division of labor, co-design the forest firefighting digital IP image, guide students to learn the excellent qualities of forest firefighting officers and soldiers, and inspire students to develop admiration for forest firefighting officers and soldiers, a sense of worship and a sense of responsibility to society.

(c) In the scenario design of Task 3, incorporate the concept of cultural self-confidence, establish the cultural identity of the Chinese nation, pass on and carry forward the excellent traditional Chinese culture, and enhance cultural self-confidence and pride. Through group cooperation, guide the use of the theme and elements of the story of forest firefighters monitoring Asian elephants around the clock, and design a digital IP image in line with the forest firefighting story scene.

(d) Incorporate the development of independent learning and lifelong learning skills in the Task 4 release exhibition and evaluation. Through summarizing and reflecting, it leads to reviewing and summarizing one's own learning experiences and gains throughout the project, analyzing one's own strengths and weaknesses, and proposing one's own learning goals and plans.

The whole process of teaching case implementation demonstrates the integration of the course's political thinking elements, and provides in-depth guidance on the enhancement of teaching quality objectives and the implementation of teaching programs.

7. Evaluation and Analysis of Teaching Effectiveness

In accordance with the relevant requirements of the Party and the State, we do a good job of teaching the ideology and politics of the curriculum and its evaluation, make professional education and ideology and politics education go in the same direction, explore effective ways to implement the ideology and politics of the curriculum, establish a mechanism for the convergence of the education of the knowledge system and ideological and political education, and the infiltration of ideological and political education into various majors, effectively tap the elements of ideology and politics, guide students to love their motherland and serve the country, and cultivate both virtuous and talented.

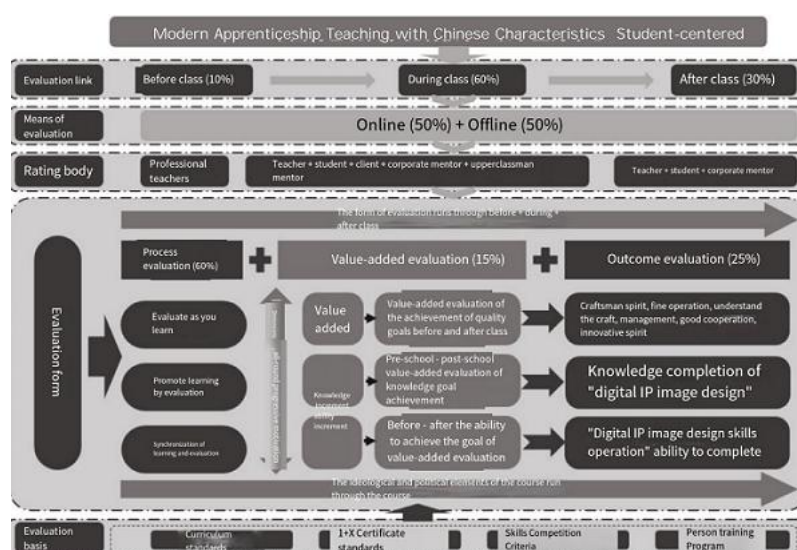


Figure 2. Teaching effectiveness evaluation system

We will continue to improve the relevance and effectiveness of talent cultivation. In order to more accurately grasp the policy requirements of the Party and the state on the Civic Government in colleges and universities, to evaluate and guide the continuous improvement of the effectiveness of the Civic Government in teaching and educating people, and to promote the Civic Government of the curriculum to realize the connotative development in the process of continuous improvement. This program creates a multi-dimensional evaluation system for teachers, enterprise tutors, senior tutors, students and customers. (Figure 2)

(i) Teaching effectiveness:

a. Through students' high focus on project content, students learn new technologies, techniques, and specifications through real projects, and all knowledge objectives are mastered;

b. Through information technology and self-developed hands-on platforms, students acquire specialized knowledge and develop competency goals;

c. Disseminate inside and outside the classroom, online and offline, expand the space of course teaching, improve the effectiveness of teaching inside and outside the classroom, and complete the promotion training of the post;

d. Through the integration of the elements of ideology and politics in the whole process of the project, students' strong interest in learning is stimulated, and students' various values (quality) goals are achieved; (Figure 3)



Figure 3. Stimulating students' points of interest in project-based learning.

e. Through project learning, the organization of students' strengths is stratified and classified to arrange for after-school expansion, and students who have the ability to learn organize practical training to prepare for competitions, so that top students can explore cutting-edge knowledge and skills in depth and cultivate students' awareness of independent learning. The content of the teaching project is integrated with the class competition, and the students won the first prize in the provincial selection contest of the National Industrial Design Vocational Skills Competition through learning;

f. The digital IP image design project completed by the students was well received by the Forest Fire Brigade. Teachers and students co-created the forest fire digital IP image design public welfare project to reproduce the vivid picture of Asian elephants returning from the north to the south, using Chinese stories to tell the story of harmonious coexistence of man and nature.

(ii) Evaluation and Reflection on the Teaching of Civics in the Curriculum:

a. evaluate ideological awareness and emotional attitudes by observing participation and feedback.

In the teaching process, through the classroom learning effect, the analysis of students can actively participate in teaching activities through the learning of teaching content. Through the learning of Xi Jinping's ecological civilization thought, it not only enhances the students' thought of loving nature and improves the quality of students' project completion, but also stimulates the students' interest in learning. Through the process of teaching implementation, students pay more attention to the learning of ecological civilization thought and the construction of ecological civilization.

b. Evaluate collaborative skills and responsibility by observing the process and results of collaboration.

Students to group teaching method to complete the teaching content, group students complement each other's strengths and weaknesses, and cooperate to complete the project results. It not only practiced students' teamwork spirit, but also enhanced their sense of team responsibility. In the inter-group mutual evaluation session, the students' competitive mentality was stimulated, so that the students' comprehensive evaluation results were all improved, and the value-added evaluation of students was explored.

c. evaluate cultural knowledge and cultural emotions by observing design work and the design process.

Through teaching and observing the design works and the design process, students improved their knowledge of Chinese outstanding traditional culture and enhanced their cultural awareness and cultural confidence in our country. Through understanding the touching stories of the forest fire officers and soldiers' hard work and perseverance for the wild Asian elephant herds on their journey northward and southward, it promotes students to establish a correct world view, outlook on life and values, and cultivates their sense of heroism and social responsibility.

d. Evaluate learning abilities and attitudes through observing the work exhibition session.

By analyzing the completion of each group's project, students not only improve their learning ability, but also correct their learning attitude. Teachers, enterprise tutors and senior tutors evaluate the works designed by students through the project acceptance system, accepting the results by enterprise standards, and positively promoting students' learning attitude and work attitude. The real project as a design case, greatly mobilized the students' enthusiasm for learning, in the teaching and implementation process, the students were deeply attracted by the naive image of the Asian elephants, but also more adoration for the day and night, rain or shine, the guarding of the elephants and elephant protection of the forest firefighting officers and soldiers. The results of the project stimulated the students' interest in learning the subsequent course tasks and enhanced their unlimited admiration for the forest firefighters.

8. Reach a Verdict

In summary, to build a course Civics classic case study class, it is necessary to start from the talent cultivation program, combine the curriculum standards, analyze the nature characteristics of the course and the students' learning situation, develop

teaching objectives based on the analysis of the learning situation, and develop teaching content based on the teaching objectives. Dig deeper into the elements of Civics and Politics contained in the teaching content module, and construct the idea of course design. Teachers need to take the concept of curriculum civics and politics, take the enterprise demand as the guidance, take the vocational ability as the lead, and establish a regular coordinating relationship in the aspects of job supply, resource integration, tournament organizing, project promotion, information exchange and technical support, etc. Teaching content with the carrier of real projects of the enterprise can effectively and positively promote the realization of the integration of industry and education and the school-enterprise cooperation projects, make clear the political standpoint of establishing morality and shaping the future of mankind, and build the long-term mechanism of the curriculum. The long-term mechanism of Civics and Politics can help the landing of modern apprenticeship system with Chinese characteristics.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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