

Research on Ideological and Political Education of Art Design Based on Visual Teaching

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Abstract: Based on the visual teaching mode, we should thoroughly sort out and find the combination point of ideological and political elements and courses, focus on cultivating students' political quality, design talent training programs under the concept of visual education according to students' psychological characteristics, excavate ideological and political elements in professional courses through various ways and methods, integrate ideological and political education into professional courses, and organically combine teaching and educating people.

Keywords: Major in art design, Visual teaching, Curriculum Ideological and Political.

1. Introduction

At present, there are relevant discussions on curriculum reform and thought politics construction in art design majors, but the problems of being able to combine visualization concept and curriculum elements in the professional courses of applied colleges and universities are not enough, and the effective output and assessment cannot be carried out from the visualization perspective, so it is necessary to conduct specific exploration on the design and implementation path of curriculum thought politics teaching in professional courses of colleges and universities based on the visualization concept. Based on this, the author takes the concept of curriculum thinking and visualization as the basis for teaching reform and practice of professional courses, based on the general background of art design professional development, focusing on students' innovation, practice and other ability cultivation and ideological ideology enhancement, providing support for cultivating innovative talents of applied art design professionals and providing guarantee for improving the quality of talent training in colleges and universities.

2. Main Problems of Teaching Civics in Art and Design Courses

2.1. Perceptual thinking always dominates

Many art and design students are more inclined to sensual elements in terms of logical thinking, they are sensitive and delicate in mind, more active in logical thinking, but compared with other professional students, such art and design students appear to be more selfish, such as scattered, individualism and other issues, making them rarely involved in history, current affairs and politics and other related fields, more focused on the special learning and understanding of art knowledge, so many art and design students appear relatively weak in ideological and political concepts^[1].

2.2. There is an imbalance in the overall development of students

Art and design majors in the enrollment process for individual culture and ideological and political education theory classes exist more or less neglected, many art students

in the cultural foundation is too weak, in the development of art creation and art design learning, pay more attention to the artistry and connotation of the work, but in the actual content and the life of the work and other aspects of the problem of the lack of connotation, it is difficult to truly achieve the overall development of students. In the long run, it will also lead to students' future professionalism never being effectively improved.

2.3. Students are influenced by negative perceptions and values

Nowadays, university students, as the main body receiving the most mainstream and novel information in society, are often influenced by various values and ideological trends in the network and daily life and study, for example, individualism, money worship and other bad social trends are more likely to affect students with relatively weak comprehensive level of ideology and morality, coupled with the fact that schools do not pay sufficient attention to the ideological and political construction and the construction of curriculum thinking and politics, and the absence of ideological and The absence of political education leads to students' behavior deviation and distortion of values under the influence of bad social culture and values, which is not conducive to students' future development and employment^[2].

3. Strategies for Teaching Civic Visualization in Art and Design Courses

3.1. Constructing a perfect curriculum training objective system

First of all, in terms of knowledge objectives, it is necessary to combine the existing visualization course content and teaching system of art and design majors to clarify the actual teaching value and level of design concepts, etc. The teaching objectives can clarify the main design methods, design tools and design processes that need to be understood by students, etc., to ensure the fit between the knowledge objectives and the current social environment and industry needs.

Secondly, in terms of ability objectives, the teaching of visualization course in art design needs to realize the effective

integration between rationality and sensibility, and the two ways of thinking need to be controlled simultaneously, so the ability teaching objectives of two dimensions of students' rational thinking ability and sensible thinking ability can be set separately, with the current industry development and enterprise demand as the center setting, setting students' design ability, design expression ability, innovation ability and The objectives of teaching students' rational thinking ability and emotional thinking ability can be set separately.

Finally, in terms of thinking and political objectives, it is necessary to truly recognize the inevitable connection between curriculum thinking and political and professional teaching in art and design, to actively integrate various types of thinking and political education elements, to break the single use of traditional culture in the traditional teaching process of art and design, to dig deeper and draw on the thinking and political elements contained in existing professional courses, and to carry out hierarchical sorting and research.

3.2. Active integration and assimilation of multiple teaching methods

In order to effectively improve the visualization teaching effect of Civics in art and design courses, we need to focus on integrating and absorbing multiple teaching methods. The art design course places equal emphasis on theory and practice, and mainly adopts a combination of lecture, practice, demonstration and contextual method to cultivate practical skills. Adopt diversified teaching methods and means and make full use of online teaching platform, use online and offline mixed teaching mode, and adopt the infiltration teaching means of embedding the content of Civic and Political Education into the teaching of professional courses in a silent and drip-through-stone manner. The research-based teaching mode is carried out to improve students' learning initiative, guide them to think independently and explore themselves, and improve their independent innovation ability.

First of all, we can actively apply hybrid teaching means, under the influence of the existing teaching mode to create a good offline and online integrated development of the current situation of course teaching, give full play to the advantages of a variety of teaching modes, so that students can communicate and interact effectively at multiple stages before and during and after class, and improve the comprehensive teaching level^[3]. For example, in teaching, we focus on the objectives of the course Civics education, before, during and after class, the Civics content of targeted design and activity arrangements, and throughout the teaching process, to achieve the purpose of silent education.

Secondly, we can actively apply project-based teaching methods. We rely on the professional practice course system to promote learning and teaching through competitions. In addition to organizing students to participate in "Student Advertising Art Competition", "Anhui Excellent Public Welfare Advertisement", "Anhui Industrial Design Competition" and other discipline competitions every year, the group also organizes students to actively participate in various innovation and entrepreneurship competitions. "In addition to the "Sanlian Cup" product packaging design competition, the group also organizes students to actively participate in various innovation and entrepreneurship competitions to stimulate students' learning enthusiasm, improve their comprehensive practical ability and innovation ability, and cultivate their team spirit and collaboration ability

through various competitions.

In addition, contextual teaching method, flipped classroom teaching method and other teaching methods are also the main ideas of course teaching method innovation. In teaching, we make full use of micro-class, catechism, live broadcast and other forms, and realize the organic integration of online and offline teaching through flipped classroom. At the same time, we also make full use of the network platform to organize various teaching activities and competition training and coaching, the flexible application of a variety of means. Among them, "Social project integration into classroom teaching method", "Application of 'three-dimensional interactive' model in teaching of advertising", "Based on discipline After years of practice, the research projects of teaching reform, such as "the integration of social projects into classroom teaching method", "the application of 'three-dimensional interactive' model in the teaching of advertising" and "the research of innovative practice teaching of design majors in higher education institutions based on the mechanism of discipline competition", have achieved good teaching effect and the innovation ability and professional skills of students have been significantly improved.

4. Optimize Course Assessment and Evaluation Methods

Based on visual teaching can take a combination of process and summative assessment, theoretical and practical assessment, etc., which can better test the degree of achievement of students' learning outcomes. And to strengthen the course Civics assessment standards, focusing on the moral quality of students to develop. The assessment of students' moral education level in each link of the course learning is highlighted in the evaluation system, and the assessment weight of the Civic and Political Education in each link is strengthened to achieve the unity of academics, morality and concern for society. More diversified and hierarchical course evaluation criteria can be applied on top of the current learning outcomes to objectively and effectively assess the actual learning outcomes of students, to boost their personal progress, and to avoid the direct application of multiple evaluation forms such as exams for balanced comparisons between students. Based on this, art design course instructors need to establish a perfect two-way assessment mechanism when designing and planning the course assessment and evaluation system, with students and teachers as the main assessment subjects, and carry out assessment work at different levels.

First of all, the existing course lecture content can be multi-dimensional planning of theoretical knowledge assessment, practical ability assessment and Civic Education assessment. Specific assessment content can be set according to different students' basic level and classroom lecture objectives, and in the theoretical knowledge assessment, classroom tests, student assignments and other forms can be applied for real-time feedback on learning effect evaluation, and the proportion of student classroom interaction, attendance, order, classroom seminars and other aspects can be appropriately increased in this dimensional assessment content. While the practical ability assessment is more focused on the assessment of students' practical operation, in the visualization teaching, students should be encouraged to visualize their own design thinking, actively apply their own creative thinking and design concepts, and improve their comprehensive design

ability and planning level; students can also be encouraged to actively participate in various types of design competitions to test their personal learning achievements.

On the other hand, students can apply the existing teaching evaluation system when they conduct reverse assessment of teachers, and establish a visual evaluation system, so that students can effectively evaluate the reasonableness of classroom satisfaction, satisfaction with teaching materials, satisfaction with homework assignment, classroom organization form, and classroom feedback assessment method. For teachers, they can reasonably optimize the teaching objectives through the existing course assessment and evaluation system, continuously improve the scientific level of their teaching ability, and focus on strengthening the teaching characteristics. In particular, in the teaching of art design professional courses, we should actively integrate the content of thinking and political education to achieve the improvement of the level of thinking and political visualization education; at the same time, we should actively apply various types of teaching modes and education methods to guarantee the relevance and timeliness of teachers' own teaching ability, promote the overall improvement of students' comprehensive ability and quality, and let students gradually grow into the much-needed talents in the future industry field.

5. Conclusion

Based on the concept of visualization, the two can effectively improve the quality and level of all aspects of the course thinking and politics, and achieve the effect of "silent". Make full use of classroom teaching, practical teaching, online learning and other forms, so that in the process of learning course knowledge and skills, students can deeply

integrate and reflect the characteristics of the course thinking and politics. Improve the course implementation process and course assessment and achievement evaluation to form an output-oriented education system with distinctive professional characteristics and significant nurturing effect, and promote continuous improvement of course teaching while enhancing students' professional skills, knowledge and political literacy.

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