

Some Thoughts on Ideological and Political Teaching in Product Design Courses under the Perspective of New Liberal Arts

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Abstract: According to the requirements of the Ministry of Education “Guidelines for the construction of Ideological and Political courses in Colleges and Universities”, based on the school direction after the transfer of the school, this paper summarizes the experience and lessons of ideological and political teaching of product design courses in the school, and puts forward some ideas on the ideological and political teaching research and reform of product design courses based on the technical courses of product design in the college of art and design. This paper analyzes the current situation and achievements of the ideological and political construction of product design courses in the school over the years, especially the experience in practical teaching and promoting teaching by competition. It also reflects on some problems existing in the ideological and political course of product design, and further puts forward the reform method of the ideological and political course of product design and innovative teaching methods. Finally, the ideological and political achievements and experiences of craft courses are extended to the construction of other professional courses, to promote the development of ideological and political courses in the school, and to meet the development needs of the school after the transfer.

Keywords: Ideological and political courses; Product design; Reflection

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1. Current situation and improvement of ideological and political teaching of product design major in the school

The ideological and political education concept of the curriculum was put forward as early as 2014, which requires integrating ideological and political in various courses to form a synergistic effect to realize the fundamental task of “cultivating morality and cultivating people” education and teaching through the form of full-staff, whole-course, and whole-course education pattern^[1].

1.1. Ideological and political concepts in the curriculum

The concept of curriculum ideological and political education is mainly understood from two aspects. The first is a broad understanding of curriculum ideological and political education. As long as the teaching content and

teaching method adhere to the guiding position of Marxism, adhere to the socialist education development path with Chinese characteristics, adhere to the socialist school direction, based on the basic national conditions, follow the education law, and adhere to reform and innovation, to unite people, improve personality, develop manpower, cultivate talents, and benefit the people as the work goal, cultivate socialist builders and successors with all-round development of moral, intellectual, physical, and labor, and strengthen all education and teaching words and activities to promote education modernization, build an education power, and do well in education that the people are satisfied with ^[2].

In the narrow sense of curriculum ideological and political education, starting from the teaching perspective of product design professional courses, teachers should help students master scientific research methods in course teaching and guide students to deeply understand socialist core values and consciously carry forward Chinese excellent traditional culture, revolutionary culture and advanced socialist culture combined with professional knowledge education ^[3-4]. The ideological and political construction of craft courses should integrate the advanced theory of the party into the teaching of folk craft theory, practical teaching inside and outside the school, and homework ^[5].

1.2. The goal of ideological and political education is not comprehensive

The training goal of product design specialty for many years is that the teaching idea is integrated with the colorful ethnic culture of Yunnan minorities, the regional characteristics of ethnic folk crafts and the design and development of modern creative products, and the coordinated and comprehensive development of students in both theory and practice. Students are equipped with the professional requirements of serving the local relevant product design industry and post docking. Relying on the cultural structure and background of Yunnan ethnic minorities represented by the Lijiang area, and with the advantages of the regional tourism industry, the students are trained to meet the needs of Yunnan, especially the tourism industry in Lijiang area, and adapt to the needs of cultural industries such as tourism product consumption market and technical skills product design professionals ^[6].

At the same time, the ideological and political education objectives are detailed in the talent training plan, and the specific teaching methods and systems of curriculum ideological and political education are formulated ^[7]. In the teaching syllabus, it is also necessary to reflect the specific and hierarchical education objectives. For example, the ideological and political teaching objectives of craft courses are as follows.

1.2.1. Knowledge objectives

Students are required to understand the outstanding folk cultural heritage of various ethnic groups in China and to be able to master several characteristic folk arts and techniques, such as Yunnan tie-dyeing, Miao batik, Nantong blue calico printing, Chinese print, lacquer craft, Mosuo weaving, folk embroidery, and other traditional crafts. Students are required to master the arts and techniques for manual performance of related folk arts, which is also the basic requirement of this course.

1.2.3. Ability goal

The ability to design cultural and creative products and develop cultural and creative services through the knowledge of national culture learned.

1.2.4. Education objectives

The education objectives include cultivating students' ability to deal with business independently and united; firmly establishing the students' service consciousness to train the successors of the socialist cause with both

moral and artistic qualities; cultivating students' love for the outstanding culture of the motherland, and firmly establishing confidence in the path, theory, system, and culture of socialism with Chinese characteristics.

1.3. The ideological and political knowledge foundation is not enough

The problem of the ideological and political knowledge foundation in the course is mainly highlighted in the inability to establish the connection between knowledge and ideological politics. Due to the lack of current and political materials, the ideological and political content of knowledge cannot be diffused. Teachers accumulate ideological and political materials through watching the news, reading newspapers, ideological and theoretical learning, political practice, and other aspects, and selecting suitable materials to connect with the course knowledge^[8-9].

In the construction of ideological and political teaching knowledge in the course of product design, taking the course of ethnic folk craft as an example in the theoretical teaching, students' cultural confidence in the excellent culture of the motherland is cultivated, and students' confidence of consciously carrying forward the advanced socialist culture is established^[10-11]. In the process of practical teaching, students are required to cultivate a craftsman spirit that should be possessed by the process and skill performance.

2. The significance of ideological and political education in product design courses

The significance of ideological and political education in product design majors is reflected in the student level, teacher level, teaching level, and evaluation level.

2.1. Student level

At the student level, ideological and political education can cultivate students' love for the ethnic culture of the motherland, feel the charm of the spirit of the Chinese working people, establish the mission of inheriting the excellent ethnic culture of the motherland, promote the improvement of students' internal beauty, greatly promote the interest in learning, cultivate students' skills to develop the cultural and creative market, and ultimately better cultivate the builders and successors of socialism^[12].

2.2. Teachers' teaching level

From the teacher level, the ideological and political construction of the curriculum helps teachers to better guide the teaching management work, make professional courses and ideological and political theory courses go together, form a synergistic effect, and finally realize the fundamental task of moral education. At the teaching level, a teaching framework based on professional core knowledge and ideological and political elements as the upper layer can be formed^[13]. This is so that students can truly bring the ideological and political content of the course to practice outside the classroom, and gradually cultivate students' feelings of love for home and patriotism both inside and outside the industry^[14].

2.3. Evaluation level

In the education and teaching of ideological and political courses, the evaluation of curriculum education effect by combining quantitative statistical questionnaires and consultation interviews is helpful to find shortcomings and move the method of ideological and political education back to the correct track in time. According to the problems and opinions feedback from teachers, students, and supervisors, the teaching methods should be corrected in time to form a scientific and effective curriculum education evaluation mechanism, which in turn can promote the improvement and perfection of curriculum education methods^[15].

3. Innovative methods of ideological and political teaching in product design courses

The ideological and political teaching methods of product design courses should reflect the requirements of whole-course education, mainly from five aspects of teaching content, teaching method design, course assessment, usual homework and scoring standards, and final homework content and requirements. The following content is the summary made in the teaching stage. This paper mainly summarizes the ideological and political teaching methods and experience of the chapter on tie-dye art design of ethnic and folk crafts.

3.1. Teaching content

3.1.1. Tie-dye theory teaching

This module is very important so that students understand the rich theoretical knowledge of tie-dye is the premise of undertaking later practical learning. The main steps of tie-dye theory teaching are divided into the following contents.

Development history and current situation of tie-dye art in China (master); Cases of tie-dye “intangible heritage” inheriting in China: national, provincial and municipal level (mastered); the development history and current situation of tie-dye in foreign countries, and the cases of famous tie-dye artists (understanding); learning the tie-dyeing skills of Yunnan Province (mastering); Learning (mastering) the theory of ethnic tie-dyeing design and production technology.

3.1.2. Practical teaching

Based on the previous study of tie-dye theory, according to the requirements of the course proposition, students can comprehensively apply the knowledge of ethnic culture to the design and production of works. The practical assignment is the design and production of a tie-dye shawl of Bai ethnicity. The assignment is divided into three steps.

The first is printing the design. The teacher asks students to hand-draw or software design homework high-precision drawings and teaches students the design method of textile printing drawings.

The second is a demonstration of ethnic tie-dyeing techniques. Although students have learned tie-dyeing techniques in theory, it is difficult to transform the theory into practice. Teachers should demonstrate tie-dyeing techniques with their own hands and try to do one-to-one demonstrations to ensure that students fully master stitching and techniques.

The third is the practical operation of homework. This step is very important and directly determines the dyeing effect. Teachers often walk around during class, find the weak areas in students’ learning, and urge students to use experimental equipment safely, take the correct tying method and scientific dyeing process.

3.1.3. Leading students’ ideological and political education: The responsibility of contemporary young designers

The ideological and political construction of craft courses should start from the following aspects. Cultivate students’ pride and confidence in the excellent ethnic culture of the motherland, cultivate students’ overall awareness, and establish the concept of design for the people, so that students have the responsibility of contemporary young designers. For example, in the practical step, students are strictly required to follow scientific and rigorous technological processes, so that students’ meticulous craftsman spirit education is strengthened.

3.2. Design of teaching methods

This chapter adopts flexible and diverse teaching methods. The teaching methods of tie-dye art design are as follows.

3.2.1. Theoretical teaching

This chapter teaches a lot of tie-dye theoretical knowledge, aiming to enrich students' professional theoretical foundation and accumulate material for later works. The chapter talks more about the material students are interested in so that the knowledge is absorbed by students subtly.

3.2.2. Skills demonstration

Skill demonstration is very important in the training process. Teachers guide students to transform theory into practice. When students encounter difficulty in learning, teachers do more demonstrations, which helps students grasp the knowledge firmly.

3.2.3. Works display

Each student is required to display their works in the folk printing and dyeing training room, which is conducive to communication and learning between students, classes, and majors.

3.2.4. Independent creation

Teachers help to cultivate students' independent creation of learning methods and professional habits.

3.2.5. Teamwork

Training assignments can be completed in groups, requiring no more than two members, showing a clear division of labor, combined with the specific division of labor direction scoring. This teaching method helps cultivate students' team consciousness.

3.2.6. Different stages of teaching response

Teaching response is divided into three stages in students' learning, including the cognitive thinking stage, practical action stage, and reflection summary stage. Then, students were led to complete the internalization of ideological and political ideas in the course practice. Finally, conscientiously reflect and think, constantly revise the negative factors in students' professional learning behavior, strengthen students' positive ideological and political behavior habits, and help students timely self-summarize after class.

3.3. Usual homework and grading standards

The setting of daily homework reflects the requirements of easy to difficult, from point to surface, from theory to practical operation, from basic to application, no specific standard answer to multiple choice questions, and teaching students by their aptitude.

For example, the homework content is mainly set up by the four steps of the drawing design process, mastering physical product production market research, and development, and the level arrangement, and each level is closely connected. The scoring standards of usual work mainly include personal property rights, creativity, marketability, literature consultation, whether the study and work attitude are rigorous, and so on.

3.4. The final assignment content and requirements

The final examination paper of this course is optional. For example, it is divided into Topic A: Design and production of local ethnic cultural and creative products; Topic B: writing of business plan for cultural and creative services connected with majors; Topic C: school-enterprise cooperation proposition.

When students answer the paper, only one question can be selected to complete. The test paper only delimits a larger range, and the scoring standard is also diverse and flexible. Some student's practical ability

is weak and choose to do theory, which makes students give full play to their strengths, not only with their professional skills but also fully reflect the enthusiasm of students to create.

The design of the content of the test paper should be closely related to the teaching content, but also combined with social practice. The test paper is the first involved in the enterprise proposition, requiring students to complete the paper according to the needs of the enterprise, and then participate in the final work in the school-enterprise cooperation activities, and further implement the applied talents training program.

4. Reflection on the ideological and political teaching of the course

Schools should reflect on the teaching of the course of ethnic and folk crafts, and introduce the opinions of experts. In June 2023, Professor You Qiao, the leader of the product design major in the school, visited the students' achievements displayed in the folk printing and dyeing training room, and the teachers exchanged opinions on curriculum reform with Professor You Qiao. Professor You Qiao affirmed the students' work results and ingenuity and further pointed out that our course should reflect the ideological and political education of aesthetic education, enrich the content of ideological and political education in the classroom, carry out more teaching and research of patriotism, and fully implement it in students' work. Students' homework should reflect the characteristics of the brand, market, and service.

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