

# Exploration and Practice of Ideological and Political Elements in the Course of Building Architecture

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**Abstract:** In recent years, the field of higher education has emphasized the integration of ideological and political education (IPE) into professional course teaching, aiming to cultivate socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, aesthetics, and labor. This article takes the course of building architecture as an example to explore ways to effectively integrate IPE elements and achieve the organic combination of professional knowledge teaching and ideological and political education. By analyzing the characteristics of the building architecture course and the requirements of IPE education, specific integration strategies are proposed, and the application effects of these strategies are demonstrated through practical cases.

**Keywords:** Building architecture; Ideological and political education; Curriculum integration; Teaching practice

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## 1. Introduction

In recent years, the education sector has continuously emphasized the importance of integrating ideological and political education into the curriculum reform of higher education, that is, incorporating IPE elements into the professional teaching process, aiming to cultivate students' socialist core values. This educational strategy recognizes that professional education is not only a process of imparting professional knowledge and skills but also an important period for shaping students' values and worldviews <sup>[1]</sup>. Especially for the course of Building Architecture, as the core component of the architectural discipline, requires students not only to master rigorous professional skills such as architectural design, structural analysis, and material selection, but also to deeply guide students to understand the profound connections between architecture and society, history, and culture <sup>[2]</sup>. This educational model encourages students to enhance their understanding and respect for social responsibility and historical culture while mastering professional knowledge, thereby cultivating architectural professionals with comprehensive qualities.

Building Architecture, as a highly comprehensive discipline, is characterized by its scientific nature in the pursuit of physical performance and environmental adaptability of buildings, its technical nature in architectural

design, construction technology, and material application, and its artistic nature in aesthetic value and cultural expression created through architecture. The combination of scientific, technical, and artistic nature makes Building Architecture not only a technical discipline but also a discipline full of philosophical thinking and cultural connotation <sup>[3]</sup>.

## **2. Exploration of ideological and political elements in the course of Building Architecture**

### **2.1. Establishing value: education and practice of socialist core values**

In the exploration of IPE in the course of Building Architecture, values education plays an important role. Through this course, educators are not only committed to imparting professional knowledge and skills in architecture but more importantly, through the unique perspective and practical cases of the architectural discipline, deepen students' understanding and recognition of socialist core values. This teaching process emphasizes architecture as an important carrier of human culture and social development, and demonstrates its role in carrying historical memories, promoting social progress, and cultural heritage. Educators guide students to realize that every building is an epitome of social culture, reflecting the social values and aesthetic standards of a certain period <sup>[4]</sup>. Through in-depth discussions on social responsibility, cultural significance, and respect for the environment behind architectural design, students are encouraged to form a deep understanding of public interests and social development, thus cultivating a strong sense of social responsibility and moral awareness.

### **2.2. Social responsibility: cultivation of civic awareness**

In combination with the architectural planning and design courses, the responsibility of architects in promoting social equity, protecting the environment, and improving the quality of human settlements is emphasized, while at the same time, students' sense of social responsibility and civic awareness are cultivated. For example, students can be taught how to contribute to society and the natural environment through environmentally friendly and sustainable architectural design. Through case studies and practical projects, students can understand how to balance economic benefits, social needs, and environmental protection, thus cultivating their sense of social responsibility and civic awareness. In addition, the curriculum can also emphasize the role of the construction industry in promoting community development and improving the quality of life, and encourage students to actively participate in social welfare activities in their future careers.

### **2.3. Innovation spirit: stimulate creativity and exploration**

The spirit of innovation not only is the core of architects' design of unique, functional and beautiful buildings but also an important driving force for social progress and development. Therefore, integrating the cultivation of the spirit of innovation into the Building Architecture curriculum is of great significance for students' professional growth and ideological development. The curriculum can stimulate students' curiosity and desire for exploration by introducing the latest architectural design concepts and technologies. Teachers can encourage students to pay attention to the cutting-edge developments in the field of architecture. Secondly, the curriculum should emphasize the combination of practice and innovation. By setting up practical projects, students can personally participate in the design and construction process, which can help them identify and solve problems in practice, thus cultivating innovative thinking and practical ability <sup>[5,6]</sup>. In addition, integrating the social responsibility and ethical concepts of architects can help students to deeply understand the impact of architecture on society, environment and culture while pursuing innovation, to pay more attention to sustainability and humanistic aspects in their designs.

## **2.4. Aesthetic sentiment: aesthetic cultivation and improvement in education**

By teaching the basic principles and historical development of architectural aesthetics, students can learn about architectural styles from different cultures and historical backgrounds, and develop their ability to appreciate and aesthetic awareness of architectural beauty. At the same time, the course can emphasize that architectural design should not only pursue functionality and practicality, but also focus on aesthetic value and humanistic aspects so that students can fully consider the harmonious coexistence of architecture and environment, society, and culture in the design process <sup>[7]</sup>. Through case analysis, field visits, and creative practice, students can deeply understand the connotation of architectural aesthetics, cultivate their aesthetic sentiment, and lay a solid foundation for becoming architects with social responsibility and humanistic care <sup>[8]</sup>.

## **3. Integration strategy of ideological and political elements in the course of Building Architecture**

### **3.1. Practice innovation: case analysis oriented by social contribution**

In the Building Architecture course, teaching content can be combined with typical cases. For example, students can participate in a project to design low-cost and sustainable housing solutions suitable for poor areas. Through this project, students can not only learn the principles of environmentally friendly and affordable architectural design, but also gain a deeper understanding of the role of architects in promoting social equity and development. At the same time, this project-oriented approach to solving practical problems can also stimulate students' innovative thinking and social responsibility, enabling them to develop a sense of concern and contribution to national and social development during the learning process of professional skills. Such cases demonstrate the practical strategies for integrating ideological and political elements into Building Architecture courses and reflect the importance of education in cultivating architects with social responsibility and humanistic care.

### **3.2. Traditional inheritance: the value and practice of historical and cultural education**

In the process of integrating ideological and political elements into the Building Architecture course, historical and cultural education is a key aspect. Through in-depth study of the history and culture of traditional Chinese architecture, students can understand the development of architecture and also appreciate the profound cultural heritage and philosophical thinking embodied in Chinese architecture. For example, students can study the “feng shui” concept, the design idea of harmony between man and nature, and the uniqueness of material use and spatial layout in ancient Chinese architecture. Through these studies, students can cultivate respect and pride for Chinese culture, and also integrate traditional Chinese cultural elements into their architectural designs, creating works that are both modern and culturally rich.

### **3.3. The fusion of speculative thinking and discussion: reflection and discussion on ideological and political elements**

In the process of integrating ideological and political elements into the course of building architecture, reflection and discussion are effective teaching methods. By organizing regular discussion sessions and reflection activities, teachers can guide students to think about the role of architectural design in social development and the responsibility of architects in promoting social progress <sup>[9]</sup>. Students can share their design ideas and discuss how to integrate social responsibility and innovative spirit into architectural design <sup>[10]</sup>.

## 4. Analysis of practical cases

In the case of the course Building Architecture, the teacher divides the students into several groups, each responsible for designing a residential project with a specific theme, such as “environmentally friendly residential buildings”, “high-efficiency space utilization residential buildings” or “future technology residential buildings”<sup>[11,12]</sup>. This project starts with demand analysis, goes through preliminary design, detailed design, model production, and finally ends with demonstration and review.

Students are required to conduct online and literature research, collect relevant design cases and theoretical knowledge, and understand the challenges and opportunities facing the current architectural field. Next, based on the research results, each team determines their design direction and goals and writes a design proposal<sup>[13,14]</sup>. In the proposal, students need to detail their design concepts, target users, expected functions, and how to use new materials and technologies to achieve environmental protection and sustainability goals. Each group needs to produce a detailed architectural model and a complete design report. In the last week of the course, a public exhibition will be held. Students will present their design projects to the jury. The jury will select the winning project based on the innovation, practicality, sustainability, and clarity of the design<sup>[15]</sup>.

Through such a comprehensive and practical project, students can not only deepen their understanding and application of knowledge in building architecture, but also cultivate their teamwork skills, project management abilities, and confidence in public speaking and presentation. This case can greatly impact the cultivation of students' comprehensive qualities and future career development.

## 5. Conclusion

In the process of exploring and practicing the integration of ideological and political elements into the course of Building Architecture, we have come to realize that combining ideological and political education with professional subject teaching is not only a requirement of higher education but also an essential way to cultivate modern architects with a sense of social responsibility and innovative spirit. By integrating ideological and political elements into the course content, teaching methods, and practical activities, we can not only improve students' political awareness and sense of social responsibility, but also promote the cultivation of critical thinking and innovation ability. Therefore, future education in Building Architecture should pay more attention to the organic integration of ideological and political education with professional knowledge, while innovating educational models and cultivating more leading talents in the construction industry that meet the requirements of the new era. This is not only an optimization of educational practice, but also a positive response to the future development trend of the architectural discipline.

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