

Visual Analysis of Ideological and Political Teaching Research of Fine Art Curriculum in China Based on CiteSpace

Xu Jia^{1,a,*}

¹*Institute of Humanities and Arts, Macau University of Science and Technology, Macau, China*

^a*xujia_2021@163.com*

^{*}*Corresponding author*

Abstract: *This study selected the literature on fine art curriculum ideological and political teaching in CNKI database as the data source, and used CiteSpace software to quantitatively analyze the research status, hot trend and future development direction of fine art curriculum ideological and political teaching in China in recent years. The study results show that the ideological and political teaching of art curriculum has become a research hot spot in the field of higher education in China. The topics of this study include the ways of integrating ideological and political elements into fine art curriculum, the teaching goal and content design of fine art curriculum, and the evaluation of teaching effect of art curriculum. Based on this, the key directions of the future art curriculum ideological and political teaching research was put forward, including strengthening the combination of theory and practice, building a scientific and reasonable evaluation system, promoting interdisciplinary integration research and so on.*

Keywords: *CiteSpace; Fine Art; Curriculum Ideological and Political Teaching*

1. Introduction

With the continuous development of fine art education and the deepening of educational reforms in China, curriculum ideology and politics, as an innovative educational concept, is gradually being integrated into the field of fine art disciplines, becoming an important way to improve the quality of fine art talent cultivation and fulfill the fundamental task of cultivating students with moral integrity. Fine art courses, as important subjects for cultivating students' aesthetic appreciation, innovative abilities, and humanistic qualities, possess unique advantages and potential in the construction of ideological and political education within the curriculum. In recent years, the state has attached great importance to ideological and political education as well as aesthetic education in schools, and has successively issued a series of policy documents, providing policy support for the research and practice of ideological and political teaching in fine art courses and pointing out the direction for its implementation. In 2020, the General Office of the CPC Central Committee and the General Office of the State Council issued the "Opinions on Comprehensively Strengthening and Improving the Work of Aesthetic Education in Schools in the New Era" ^[1], which clearly pointed out that aesthetic education should be included in the whole process of personnel training in schools, throughout all sections of school education. This policy further emphasizes the important role of aesthetic education in personnel training, and also provides new development opportunities for ideological and political teaching in art courses. Art curriculum can not only improve students' artistic quality through aesthetic education, but also imperceptibly influence students' ideological and political education through the ideological and political elements in the works, so as to realize the organic integration of aesthetic education and ideological and political education. In this context, the research and practice of ideological and political teaching of fine art curriculum in China has gradually sprung up, and achieved certain results. This paper adopts quantitative research method combined with literature analysis to reveal the hot issues and urgent problems to be solved in this field, in order to provide theoretical reference and practical guidance for the further development and improvement of ideological and political teaching in fine art curriculum.

2. Data Sources and Processing

2.1. Data Sources

This study takes China knowledge Network (China National Knowledge Infrastructure) as the main database. Through advanced retrieval, the subject words are limited to "art" and "curriculum ideology and Politics teaching". The search time is September 22, 2024, and 405 results are obtained. In order to further ensure the effectiveness and representative of the research literature, 386 valid samp documents were selected through three screenings.

2.2. Data Processing

CiteSpace, as a visual analysis software of knowledge graph, which is widely used in academic field, can visually show the development context, research hot spot and evolution trend of a certain research field by drawing keyword co-occurrence graph, time series diagram and so on^[2]. Therefore, this study used CiteSpace visual analysis technology to systematically and scientifically sort out the current situation of ideological and political teaching of fine art curriculum in China. Firstly, 386 articles are exported in Ref Works format, and then the literature data are imported into CiteSpace software, and the parameters are set. Finally, the keyword maps of co-occurrence, cluster and mutation are analyzed by CiteSpace software.

3. Map Interpretation and Analysis

3.1. Keyword Co-occurrence Analysis

Table 1: Key words co-occurrence frequency table of "fine art curriculum ideology and politics".

equence number	Keyword	Co-occurrence frequency	Centrality	Sequence number	Keyword	Co-occurrence frequency	Centrality
1	Curriculum thinking and politics	264	1.22	10	Primary school art	12	0.08
2	Fine arts education	32	0.25	11	Teaching	11	0.09
3	Ideological and political education	25	0.19	12	Instructional design	11	0.08
4	Reform in education	19	0.16	13	Colleges and universities	11	0.11
5	Art course	17	0.11	14	Aesthetic education	10	0.03
6	Cultivating virtue and fostering talent	14	0.11	15	Teaching practice	10	0.06
7	Preschool education	14	0.17	16	Junior high school art	7	0.06
8	Art teaching	12	0.09	17	Thinking about politics	7	0.04
9	Ideological and political elements	12	0.06	18	Teaching mode	7	0.10

The keyword node selection in CiteSpace can realize the visual analysis of high-frequency key words in the fields related to the ideological and political teaching of fine art courses, and draw the scientific knowledge graph. Then, it is sorted according to the keyword co-occurrence frequency and centrality (As shown in table 1). As can be seen from Table 1, in addition to "curriculum ideological and political teaching", the top five key words in terms of common frequency are "art education", "ideological and political education", "teaching reform", "art curriculum" and "establishing morality and cultivating people". However, high-frequency keywords are not necessarily central, so it is not accurate to determine the direction of mainstream research hot spots only by high-frequency sub-keywords. When using CiteSpace software to analyze, the inflection point of word frequency knowledge graph often appears in the node keyword with high centrality (Centrality words 0.1)

location, to some extent, can reflect the hot research direction^[3-4]. Among all the keywords, the highest centrality is "art education", with a centrality of 0.25, followed by "ideological and political education", "preschool education" and "teaching reform", with centrality of 0.19, 0.17 and 0.16 respectively. By comparing the frequency and centrality of key words, we can draw the following conclusions: "art education", "ideological and political education" and "teaching reform" are the topics that researchers pay most attention to.

3.2. Keyword Clustering Analysis

In the drawing of the map, CiteSpace judges the rationality of the map according to the clustering module value (Modularity Q) and the clustering average profile value (Weighted Mean Silhouette S). Modularity Q measures the rationality of keyword clustering network, and Weighted Mean Silhouette S can reflect the average homogeneity of the whole clustering network. In general, when $Q > 0.3$ means that the clustering structure is significant and reasonable, and the closer S is to 1, the higher the homogeneity of the network^[5]. One year is sliced by CiteSpace software, and the keyword clustering map in this field is generated by using logarithmic likelihood algorithm (Log-Likelihood Rate, LLR), the clustering graph has 219 nodes and 285 lines, and the module value is $Q = 0.6468$, $S = 0.921$, indicating that the clustering linearity of the literature data is high and the reliability of the cluster structure is high. Judging from the name of the cluster figure, the key words of art curriculum research are mainly grouped into 10 clusters, which are "Chinese art history", "art education in secondary vocational schools", "primary school art", "preschool education", "teaching reform", "photography", "method", "virtue training people" and "innovation". It shows that the ideological and political research of art curriculum is mainly carried out around these 10 clusters. Through the vocabulary analysis of the first four key words of each cluster, the keyword clustering analysis results of art curriculum ideological and political research are obtained, as shown in Table 2. The number of clusters reflects the quality of clustering. The clustering average profile value represents the content similarity of the cluster. The size and outline of the 10 clusters in the ideological and political research of art curriculum are very high, indicating that the clustering quality is high and there is a close relationship between the clustering keywords (As shown in table 2).

Table 2: Keyword co-occurrence cluster table of "fine art curriculum ideology and politics".

Cluster number	Cluster label	Cluster size	Clustering profile	Main clustering (top 4)
#0	history of Chinese art	45	0.986	curriculum thought and politics, red culture, middle school art, cultural confidence
#1	fine arts education	25	0.953	art major, higher vocational colleges, ideological and political teaching, implementation path
#2	art in secondary vocational school	22	0.867	ideological and political elements, teaching, teaching design, art appreciation
#3	primary school art	22	0.958	ideological and political education, art education, professional courses, aesthetic talents
#4	preschool education	21	0.915	junior high school art, ideological and political construction, practical research, primary school
#5	reform in education	17	0.829	higher vocational education, integration, practice, path
#6	photography	16	0.885	teaching mode, fine arts, curriculum and curriculum reform
#7	method	15	0.816	aesthetic education, Sanquan education, art academy, evaluation
#8	cultivating virtue and fostering talent	12	0.915	collaborative education, theme creation, values, traditional culture
#9	innovate	5	0.994	ideological and political courses, college art, moral education, college students

Through the interpretation of the atlas and the reading of the literature, from the perspective of the research content, at present, the research on "fine art curriculum thought and politics" should focus on the teaching methods and strategies of curriculum thought and politics, the teaching material

construction and resource development of fine art curriculum ideology and politics, the construction of teachers of fine art curriculum ideology and politics, and the practical effect of fine art curriculum ideology and politics. In a word, the current ideological and political research of art curriculum covers many aspects from theory to practice, from content to method, from teaching materials to teachers, etc., which aims to promote the deep integration of fine art curriculum and ideological and political education and realize the fundamental task of establishing morality and cultivating people.

3.3. Emergence of Keyword Mutation Analysis

Keywords, as an index to measure the significant change of keyword frequency in a certain period, is of great significance to reveal the development trend of ideological and political research of fine art curriculum in our country. With the help of the CiteSpace for keyword emergence analysis, the hot spots and changes of the ideological and political research of fine art curriculum from 2018 to 2024 can be seen. Through the in-depth processing of the sample data, 15 prominence words are selected and drawn for intuitive display(As shown in table 3).The starting and ending time of the mutated words in the picture is shown in bold lines, which clearly outlines the time context of the research hot spots.

In the ideological and political research of fine art curriculum, the theoretical and practical courses of "fine art" have always been the main battlefield for scholars to explore. In 2018, "art history", as the first prominent word, stood out for its unique academic value and research significance, with a protruding intensity of 1.14. Subsequently, "fine art appreciation" has become a new research focus since 2020 and lasted until 2021, and its emergent intensity was as high as 2.6, becoming the most eye-catching keyword in this period. At the same time, "arts and crafts" and "practical research" also came to the fore during the same period, with an emergent intensity of 0.86, which shows the in-depth exploration of art curriculum ideology and politics at the practical level.

"Ideology and politics", as the core topic of ideological and political research in fine art curriculum, has always attracted much attention. Among them, "ideological and political teaching" appeared significantly from 2019 to 2020, with an intensity of 0.68, reflecting scholars 'in-depth thinking and examination of ideological and political teaching methods and strategies.The emergence of "ideological and political elements" continues from 2020 to 2022, with an intensity of 1.29, which further highlights the importance of the integration of ideological and political content and fine art curriculum. In particular, the research on curriculum ideological and political evaluation has become an urgent problem to be solved in this field, which involves the construction of evaluation system, the formulation of evaluation standards and the optimization of evaluation process.

Since 2021, "reform" and "implementation strategy" have become new hot spots, and gradually subsided by 2022. During this period, scholars focus on the innovation and practice of ideological and political teaching methods in fine art courses, and actively explore teaching models that meet the requirements of the times. At the same time, with the successful convening of the 18th CPC National Congress, the study of curriculum ideology and politics in colleges and universities pays more attention to the group of "college students", and makes an in-depth study of the problems and countermeasures existing in curriculum ideology and politics. In addition, "MOOC", as the representative of the new teaching mode, has also received widespread attention, and its advanced concept provides a useful reference for the ideological and political reform of the fine art curriculum.

In 2022, "red culture", "values", and "overall education" have become new research trends that will continue until 2024. During this period, scholars will pay more attention to unearthing the connotations and values of fine art courses, and strive to cultivate talents with high moral character and profound cultural background through course ideological and political education. In order to thoroughly study and implement the essence of the 20th National Congress of the Communist Party of China, further strengthen school aesthetic education, and enhance its educational function, the Ministry of Education decided in December 2023 to fully implement the "School Aesthetic Education Immersion Initiative", with a particular focus on the group of "primary school students". Scholars, taking into account the age characteristics and interests of primary school students, have designed and offered various forms of aesthetic education courses such as painting, allowing children to enhance their aesthetic abilities and artistic accomplishments while appreciating and creating beauty. Through the influence of fine art, they are cultivated to become new-era successors with noble character, profound cultural heritage, and comprehensive qualities.

To sum up, from the changes of the starting and ending time and intensity of emergent words, the close relationship between the ideological and political research of fine art curriculum and the spirit of

national policy can be clearly seen. In the future, the in-depth exploration of the teaching reform of ideological and political courses and the diversified exploration of the practical paths of ideological and political courses.

Table 3: Emergence map of key words with the strongest citation bursts on "fine art curriculum ideology and politics".

Keywords	Year	Strength	Begin	End	2018-2024
Art history	2018	1.14	2018	2020	
Innovation	2019	0.92	2019	2020	
Ideological and political education	2019	0.68	2019	2020	
Art	2019	0.56	2019	2020	
Appreciation of fine arts	2020	2.60	2020	2021	
Ideological and political elements	2020	1.29	2020	2022	
Arts and crafts	2020	0.86	2020	2021	
Practical investigation	2020	0.86	2020	2021	
Ideological and political education	2021	1.13	2021	2022	
Implement strategy	2021	0.61	2021	2022	
Reform	2021	0.22	2021	2022	
Red culture	2022	0.66	2022	2024	
Values	2022	0.49	2022	2024	
Three all-round education	2022	0.49	2022	2024	
Primary school	2022	0.33	2022	2024	

4. Reflection and Prospect

Through the visual analysis of the scientific knowledge graph of 386 periodicals on the ideological and political research of art curriculum in China through the CiteSpace software, since the concept of "curriculum thought and politics" was put forward, the domestic fine art discipline has given enough attention, and the current achievements are quite fruitful, but because the research in this field has not been carried out for a long time, there are still some shortcomings worthy of our reflection. Based on the above research conclusions, this paper puts forward the following five prospects for the ideological and political academic research of fine art curriculum.

Firstly, deepen empirical research and promote the integration of ideological and political content in fine art curriculum. In order to have a more comprehensive and in-depth understanding of this integration process, future research should pay more attention to empirical analysis. Strengthen the research on the practice of ideological and political teaching in fine art courses, and explore teaching models and methods suitable for different groups of students and teaching environment. Through empirical research, verify the effectiveness of the teaching model, and provide a practical basis for teaching reform. Specifically, through rich case studies and detailed action research, we can carefully analyze how different teachers organically combine ideological and political content with fine art curriculum in actual teaching. This kind of research can not only reveal the successful teaching experience, but also face and explore the various challenges encountered by teachers in the process of implementation. On this basis, teachers further refine and summarize effective teaching models and teaching rules, and provide examples and references for other teachers. This will not only help to improve the teaching quality of art courses, but also effectively promote the extensive implementation and in-depth development of curriculum ideology and politics in the field of art education.

Secondly, strengthen the research on the evaluation of ideological and political teaching of art

curriculum, so as to implement the ideological and political effect of art curriculum. At present, the research on the integration of art curriculum into curriculum ideology and politics mostly focuses on the level of qualitative analysis, and the lack of scientific evaluation system has become a major obstacle to measure its implementation effect, which undoubtedly limits the pace of follow-up improvement and innovation. Therefore, it is particularly urgent to establish a set of scientific and reasonable evaluation system, in order to make a timely and accurate quantitative evaluation of the effectiveness of fine art curriculum ideology and politics, and provide strong support for teaching reform. For example, in the construction of art curriculum evaluation system, students' knowledge mastery, ideological and political literacy and artistic literacy and other dimensions should be fully considered to ensure the overall realization of the curriculum objectives. In addition to the traditional qualitative evaluation methods, quantitative research methods, such as questionnaire survey and experimental design, should also be introduced to obtain more objective and accurate data. At the same time, teachers should also pay attention to the application of interdisciplinary evaluation methods and comprehensively evaluate the ideological and political teaching of fine art courses from many angles.

Thirdly, carry out interdisciplinary cooperation to broaden the ideological and political vision of fine art curriculum and enrich its practical connotation. Future research should not be limited to fine art disciplines, but should actively explore cross-border integration with other disciplines, especially in-depth cooperation with psychology, sociology and other fields. Through the combination with psychology, teachers can better understand the characteristics of students' psychological development, thus design the content of ideological and political education that is more in line with the psychological needs of students, and improve the teaching effect. The combination with sociology can help us to examine ideological and political education from a broader social perspective, guide students to pay attention to social reality and cultivate their sense of social responsibility and civic awareness. This interdisciplinary cooperation can not only stimulate students' innovative thinking, but also promote the overall improvement of their comprehensive literacy. By integrating the knowledge and methods of different disciplines, teachers can increase new vitality into the ideological and political practice of fine art curriculum and cultivate more outstanding talents with interdisciplinary literacy and innovative ability.

Fourthly, provide learning resources for teachers and improve the ideological and political ability of art teachers. In order to enhance fine art teachers' understanding and attention to curriculum thought and politics, and teach them how to integrate it into daily teaching, it is necessary to strengthen the professional training of teachers. Specifically, we can provide a full range of learning resources for art teachers by organizing regular seminars, holding professional training courses and developing rich online courses. These training activities should focus on the core concepts, implementation strategies and successful case sharing of curriculum ideology and politics, in order to help teachers deepen their understanding and broaden their horizons. Only through systematic training, the professional accomplishment and ideological and political education ability of art teachers can be significantly improved, and better shoulder the important task of training students with noble moral character and excellent artistic ability. This will also lay a solid foundation for the in-depth implementation of art curriculum ideology and politics, and help train more artistic talents with both ability and political integrity.

Fifthly, policy support and resource integration to ensure the smooth implementation of ideological and political education in the fine art curriculum. With the continuous promotion of the ideological and political concept of curriculum, the policy support of the education sector and the effective integration of resources will play a vital role. In order to ensure the smooth implementation of ideological and political education in the fine art curriculum, the education department should issue relevant policies, clarify the guiding ideology and implementation path, and provide a clear direction and strong support for teachers. At the same time, by optimizing the allocation of resources, such as increasing teaching funds, providing advanced teaching equipment and rich teaching materials, etc., to create more favorable teaching conditions for teachers. In addition, the department of the education should also encourage and support the participation of schools, enterprises and social organizations to provide resources and support for the ideological and political practice of art curriculum. Integrating the resources of all parties and forming a joint force can provide more comprehensive and systematic support for fine art teachers, so as to promote the in-depth development of ideological and political practice in fine art curriculum and cultivate more talents with noble moral character and excellent artistic ability.

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