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Current Situation and Analysis of Classroom Learning of Ideological and Political Courses for Art Teachers in Local Universities in Shaanxi Province——Taking Weinan Normal University as an Example

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Abstract: *Cultivating qualified art normal students with high political qualities is one of the important tasks of normal universities. There is a gap between the systematic theory and fragmented learning methods in the ideological and political classroom teaching of art teacher education majors in local universities in Shaanxi Province. The current situation of weak learning atmosphere but strong hands-on ability makes it difficult to integrate ideological and political theory with professional courses and practical needs; The reasons for this situation were analyzed in terms of students' insufficient basic teaching literacy. Provide a basis for the reform of ideological and political education classroom teaching in Shaanxi Fine Arts Normal University.*

Keywords: *Art Teacher Trainees, Ideological and Political Courses, Current Situation of Classroom Teaching*

1. Introduction

The ideological and political education in foreign countries has started to develop rapidly, and each country has basically formed a fixed model. Regarding educational goals, we should jointly highlight the cultivation of national spirit. Similarly, in the US, the “American spirit” is based on cultivating primary and secondary school students into citizens with patriotism, qualities, and abilities. [1] In Singapore, they emphasize education on national identity in primary and secondary education. [2] In terms of educational models and methods, we should highlight the guidance and social practicality of ideological communication. [3] Although the national systems are different, we should learn from and focus on practice to strengthen the integration of ideological and political education with reality, so that ideological and political courses have practical vitality. Research on the diversification of classroom teaching modes for ideological and political courses. This is a significant improvement and enhancement of the traditional ideological and political education classroom indoctrination teaching model. [4] Innovative teaching methods for ideological and political courses. New media, short videos and other means are widely used in the teaching of ideological and political courses, enhancing the sense of reality and three dimensions of ideological and political courses. [5] At the same time, integrating certain resources and elements of ideological and political education into the teaching of art majors can help to fragment and spread ideological and political concepts in professional courses, achieving the effect of educating students in small ways. [6,7] However, there are currently few research results on new ideas for classroom teaching reform of ideological and political courses in art teacher education majors. It can be seen that academic researchers have drew low attention and slow follow-up. [8] Therefore, the teaching reform of ideological and political courses in art teacher education needs to be comprehensively studied. Given this article mainly investigates and analyzes the current situation of ideological and political education classroom learning among art normal students in local universities in Shaanxi, providing a practical basis for further in-depth research.

2. The current situation of ideological and political classroom teaching in art teacher education majors

In the 2022-2023 academic year, four main courses of ideological and political education in the art teacher education major at Weinan Normal University have been taught, including "Morality and Law",

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"Outline of Modern Chinese History", "Basic Principles of Marxism", and "Introduction to Mao Zedong Thought and the Theory of Socialism with Chinese Characteristics". The current situation of classroom learning was surveyed among students through Questionnaire Star, with a total of 470 questionnaires distributed and 460 collected, resulting in an effective rate of 98.87% (see Table 1).

Table 1 Survey on the Current Situation of Classroom Learning of Ideological and Political Courses for Art Teachers in Local Universities in Shaanxi Province

Investigate students' basic information	Curriculum	Grade	Professional Class	Number of people	Proportion
	Morality and Law	2022	Art major	87	18.9%
	Outline of Modern Chinese History	2022	Art major	95	20.7%
	Basic Principles of Marxism	2021	Oil painting direction	136	29.6%
	Mao Zedong Thought and the Chinese Characteristics Society Introduction to the Socialist Theory System	2021	Traditional Chinese painting	142	30.8%
Basic information of the investigation content	Content entry	Option Content		Number of people	proportion
	What are the main contents of Browsing online and short videos during break time?	Current affairs, major domestic and international events, legal cases, etc		60(2022)	13%
				97(2021)	21%
		Entertainment news, fitness, health preservation, lifestyle events and other major domestic and international events, legal cases, etc		90(2022)	19.6%
				15(2021)	32.8%
		Read related books		25(2022)	5.1%
				11(2021)	2.4%
		Other content		7(2022)	2%
				19(2021)	4.1%
	What difficulties do you think there are in learning? (Multiple Choice)	Very little is known about historical events and literary knowledge		302	66%
		Difficulty in understanding theory		289	63%
		Lack of flexibility in opinions, viewpoints, and practical applications		435	95%
		Difficulty in classroom discussions and completing assignments		298	65%
	What is your attitude towards learning this course?	Very upright and serious		117	25.5%
		Relatively upright and serious		91	19.8%
		Attitude is average		204	44.3%
		Indifferent		48	10.4%
	Do you have the following behaviors during class?	Fiddling with the phone		136	29.6%
		Sleep		37	8%
		Chat		65	14.1%
		Complete other course assignments		74	16.1%
		Listen attentively in class		148	32. 2%
	Would you be willing to improve your hands-on ability in ideological and political courses with professional knowledge	Be willing		356	77.4%
		Unwilling		104	22.6%

3. Result analysis

(1) There is a gap between systematic theory and fragmented learning methods.

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With the rapid development of the internet and information technology, students born after 2000 have a strong awareness of online learning. From the main content that students browse through the internet, short videos, etc. during break time, students are most interested in entertainment, fitness, and life events, with 52.4% of students in both grades showing great interest in these areas; Secondly, there is a greater emphasis on studying current affairs, major events both domestically and internationally, and legal cases, with a combined proportion of 34% across the two grades. This indicates that the main way for students to obtain learning information in their daily lives is through online push and search, and this networked information Itself ha the characteristics of fragmentation, and individuality. Students who use mobile phones and computers extensively to obtain this information will inevitably learn fragmented learning methods. On the contrary, ideological and political courses in universities have a strong theoretical system dominated by understanding, learning, and mastering Marxist theory, patriotic education, and legal education. Overall, it is difficult for students to use fragmented learning methods to understand and fully grasp the main theme and essence of ideological and political courses; This makes it difficult for students to develop a strong interest in the theory of ideological and political courses.

(2) The theoretical foundation of cultural courses for art teacher trainees is relatively weak.

From the results of the option 'What difficulties do you think there are in learning ideological and political courses?', it can be seen that students have a relatively weak theoretical foundation in cultural courses. Due to the relatively low requirements for cultural courses in the college entrance examination for art students, their mastery of corresponding cultural courses is relatively lacking in the basic education stage. 67% of students have little knowledge about the occurrence, results, and historical impacts of major historical events in modern Chinese history; In addition, there is also a lack of literary accumulation and cultivation. The lack or absence of these basic knowledge is very detrimental to the learning of some ideological and political courses. Courses such as "Basic Principles of Marxism" and "Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics" both require a combination of history and theory for teaching. However, the theoretical foundation of students' cultural courses is weak, leading to unclear historical events and insufficient understanding of the theory. In the item "Opinions, viewpoints, and practical applications of ideological and political courses are not flexible enough", up to 95% of students find it difficult; More than 60% of students have difficulties in theoretical understanding, classroom discussions, and homework completion.

(3) The learning atmosphere of ideological and political courses for art teacher trainees is not strong.

A survey found that students are not very motivated to learn due to the influence of smartphones. The proportion of students who play on their phones during ideological and political classes is the highest, nearly 30%. The second highest proportion is completing other homework and chatting during ideological and political classes, with these three items accounting for over 60%. Only 32.2% of students listen attentively in class. It can be seen that the classroom learning atmosphere is not strong. This is related to students' subjective lack of emphasis on the course. Most students believe that ideological and political courses are public courses and not specialized courses, therefore, they do not attach enough importance to them. In the option "What is your attitude towards learning ideological and political courses?", it is evident that 54.7% of students have a "moderate attitude" or "indifferent", indicating that it is difficult for students to study ideological and political courses seriously.

(4) The advantage of art teacher trainees - strong professional hands-on ability.

Art teacher trainees have advantages in painting, sketching, and other areas that cultural teacher trainees do not have. Professional learning enhances students' hands-on abilities. Most students believe that professional learning is the core, and their learning attitude is correct and they study seriously. However, the current attitude towards professional learning is completely opposite to that of studying ideological and political courses. Seizing the advantage of students' strong professional hands-on ability, strengthening their motivation to learn ideological and political courses during the production process, and clarifying their career direction are new ideas for reforming ideological and political classroom teaching. This can not only make use of students' professional advantages, but also enable them to interpret and apply the theoretical objectives of ideological and political courses in a professional manner. The survey results also respond to this point, with 77.4% of students willing to use their professional knowledge to improve their hands-on ability in ideological and political courses, and willing to integrate their major with ideological and political courses for learning.

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4. Analysis of the Reasons for the Current Situation of Ideological and Political Classroom Learning for Art Teachers and Student

(1) Theory is difficult to integrate with professional courses and practical needs, which can easily lead to the formation of "two skins" or pure theoretical learning.

The theories taught in ideological and political courses are all proven truths or effective methods through practice, such as the theory of "seeking truth from facts", which is closely related to interpersonal relationships and attitudes towards professional learning. However, students often forget to apply this theory when encountering problems. So, ways to integrate the theories and professional courses closely related to students' current learning and life in ideological and political courses are listed as follows: experience the practical role of theory; help students grow rapidly on the basis of understanding social laws; strive to cultivate teacher education graduates with both morality and talent. Thus, students' professional learning is more political, ideological, and contemporary; Experience the practical role of theory, help students grow rapidly on the basis of understanding social laws, and strive to cultivate teacher education graduates with both morality and talent.

(2) Students' career positioning is unclear, their sense of historical mission is weak, and their determination to devote themselves to basic education is not firm.

With the continuous development of China's economy and society, the importance of basic education is self-evident. The development of basic education requires a large number of qualified graduates from various normal universities to join. However, the employment options for art teacher education majors are diverse, including working as a teacher in primary and secondary schools, setting up one's own studio, and participating in some infrastructure projects. As a result, talents trained as normal students during enrollment may switch careers, which is a waste of our talent cultivation. Moreover, art teacher trainees have a relatively comfortable learning environment and have not yet developed a strong sense of comparison and competition; Some students are not clear about their career plans after graduation. It can be seen that students have not fully understood the career positioning and goals of devoting themselves to basic education, and their determination to wholeheartedly devote themselves to basic education is not firm enough.

(3) As a teacher training student, my basic teaching literacy is insufficient, and the teaching process and standardized expression still require a lot of practical practice.

In the teaching of ideological and political courses for the 2022-2023 academic year, a model of group preparation and practical classroom teaching for students was be adopted. During the two rounds of practical training, common issues in student teaching were identified. One is that students' corresponding teaching basic literacy is insufficient, such as daring to step onto the podium, generous teaching style, etc. However, the actual situation is not satisfactory. During the theme lecture, the main lecturer may not dare to give a lecture, speak nervously with trembling voices, dare not look up at the students present, stand on the podium and always speak sideways, and even speak in front of the courseware; Secondly, there is a problem of not being able to create and use courseware on one's own; Some students directly download other people's courseware from the internet and read it aloud, but they do not quite understand the content being taught. Thirdly, there is a lack of practical teaching exercises, and students' familiarity with the teaching process is insufficient, resulting in poor performance in standardized expression and presentation during the teaching process. For example, students like to frequently use catchphrases during the teaching process. Therefore, ideological and political courses can be utilized to improve students' basic teaching skills.

5. Conclusion

The OBE philosophy is student-centered and adopts a reverse thinking approach in order to achieve better results. This article investigates and analyzes the current situation of ideological and political classroom teaching in the art teacher education major at Weinan Normal University. In summary, in spite of many difficulties in teaching interaction and management brought by their weak theories and incomplete theoretical systems, art teacher education students have strong professional hands-on ability. Therefore, based on the OBE concept, we adhere to the student-centered approach in ideological and political courses, adopt a reverse thinking approach from professional characteristics, take students' professional knowledge as the starting point, integrate ideological and political theories into professional learning through the use of professional skills, and use students' familiar professional knowledge to understand and explain ideological and political theories, achieving a close integration of ideological and

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political theories with professional theories, enhancing the interest and practicality of ideological and political courses, and improving the teaching effectiveness of ideological and political courses.

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