

# Challenges and Opportunities Faced by Contemporary Environmental Art Design Teaching Strategies

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**Abstract:** *This article explores the importance and implementation strategies of comprehensive educational reform in ideological and political theory courses in universities. The article points out that comprehensive education reform is not only an inevitable requirement to adapt to the development needs of the new era, but also a key to improving the quality of ideological and political education, promoting the development of the teacher team, and building a discourse system for ideological and political education with Chinese characteristics. Faced with challenges such as globalization and informatization, ideological and political courses need to update their teaching content, introduce current hot topics, strengthen practical teaching, adopt diversified teaching methods, and fully utilize modern information technology. At the same time, it emphasizes the student-centered teaching philosophy and focuses on cultivating student's learning ability and critical thinking. These efforts aim to make ideological and political courses more relevant to the times and students, and contribute to the cultivation of socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor.*

**Keywords:** Environmental art design, Curriculum ideology and politics, Opportunities and challenges.

## 1. Introduction

Environmental art design is a practical art that integrates the design of the indoor and outdoor spatial environment of buildings through art design. This discipline belongs to the emerging design discipline, focusing on the art design of human living facilities and spatial environment [1]. Different from general courses and other liberal arts and science courses, it belongs to the art design course. Due to the particularity of the subject, art design courses are generally taught in a mode that combines classroom teaching with practical teaching. Because it can provide students with diverse learning opportunities, environmental art education is becoming more and more popular in higher education [2]. In addition, with the development of the times and related industries, environmental art education is no longer based on the development of a single discipline, but is gradually developing in an interdisciplinary mixed manner. For example, in order to meet the diverse learning needs of students and improve design efficiency, computer-aided design (CAD) and innovative teaching methods are integrated [3]; as global environmental problems become more serious, people are trying to explore interdisciplinary methods that integrate art, science and technology to solve environmental problems [4]; in order to reflect the field's adaptation to digital technology and contemporary environmental problems, Internet thinking is being applied to environmental art design teaching [5]. It can be seen that interdisciplinary development is an inevitable trend that promotes the development of this discipline.

In June 2020, the Ministry of Education of my country issued the "Guidelines for the Ideological and Political Construction of Higher Education Courses", which pointed out that the ideological and political construction of courses should focus on comprehensively improving the ability to cultivate talents, comprehensively promote the development of colleges and universities and disciplines across the country, and promote a broad consensus on the concept of ideological and political

education in courses [6]. This policy outline puts forward requirements for all professional courses, incorporating ideological and political construction into the reform and construction of various professional courses. However, due to the particularity of art design courses, both teachers and students have the phenomenon that their logical thinking style tends to be more emotional, their minds are sensitive and delicate, their logical thinking is active, and they are selfish and individualistic [7]. In addition, in the past, teaching and learning rarely involved related fields such as history, current affairs and politics, but focused more on art-specific learning. The ideological and political concepts and related ideological and political thinking of professional teachers and students are relatively weak. In teaching and learning, teachers' teaching occupies the main position. Therefore, "the main obstacle restricting the smooth implementation of ideological and political education in courses is that some professional teachers lack the educational concept of ideological and political education in courses, as well as the awareness of integrating these concepts into the entire process of education and teaching" [8]. In order to meet the needs of the development of poor disciplines and respond to national policies, art design majors in colleges and universities must carefully analyze the current requirements and future trends of art design development, adapt to the new requirements of the times [9], and constantly innovate the teaching model of art design majors. While improving the teaching quality of art design majors, while strengthening the political ideological guidance of teachers and students, we must do a good job in art design major courses and provide correct political ideological and cultural value guidance for national talents.

## 2. Current Situation and Problems

At present, many colleges and universities have implemented a series of reforms in the art design major in order to develop in curriculum construction and student education. However, the teaching quality of art design majors still has problems, which can be roughly summarized as follows: the curriculum

system is imperfect and there is no personalized course; the importance of art design practice has not been properly recognized; and the construction of the teaching staff lags behind [10].

The main manifestations are: first, the art design majors of some colleges and universities have not formed their own curriculum characteristics. Due to the mobility of faculty and staff between colleges and universities, the mobility of teaching plans has been driven. Scientific teaching plans and teaching plans have not been formulated and evaluated based on the student characteristics of each college, the characteristics of the faculty composition, and the school's characteristics and concepts. Therefore, the relevant course planning lacks strong feasibility, the course structure is unreasonable, and the art design major lacks personalized courses, which affects students' employment and survival abilities, and cannot fully meet the needs of the development of the times [11].

Secondly, as an art design major, environmental art design is highly practical, so it places high demands on students' practical ability. In specific teaching, it is necessary to combine improving students' theoretical knowledge level with cultivating their operational ability. However, some colleges and universities' art design majors focus more on theory and less on practice, resulting in poor practical ability of students. After employment, they are unable to apply theoretical knowledge to practice [12], which greatly affects the teaching effect of art design.

Thirdly, the art design major has low requirements for cultural subjects during the enrollment process, so students' ideological and political theories are relatively weak. This situation not only occurs among students but also extends to the current full-time teachers of art design majors. Because their cultural foundation is too weak, when carrying out art design creation teaching and learning, they pay more attention to artistry and lack practicality.

Faced with the development defects of the environmental art design course itself: the course setting lacks characteristics, emphasizes theory over practice, and the teaching staff is weak. According to the requirements of national policies for course construction, we can think about integrating ideological and political education into the environmental art design course to solve the problem of lack of characteristics of the course. From the perspective of curriculum ideological and political education, teachers and students should pay attention to the practical part of the environmental art course. From the perspective of education, teachers should be guided to actively improve their own practical ability to strengthen the teaching staff.

From the perspective of value guidance, students should be guided to establish a job-seeking concept to encourage students to pay attention to the practical learning part. While strengthening aesthetic education, students' creativity should be stimulated to improve their professional level. Actively cultivate college students' socialist core values, create a good campus cultural atmosphere, enhance students' cultural confidence, and achieve unity of knowledge and action, promote action with knowledge, and seek knowledge with

action.

### 3. Challenges of Ideological and Political Education in Courses

First, students majoring in art design generally despise or do not attach importance to the study of ideological and political content. Due to their strong self-awareness, they generally pursue the display of individuality and love to be different. At the same time, the environmental art major requires students to have a certain artistic thinking, and this kind of thinking mode is relatively divergent, which is inconsistent with the framework-type meticulous thinking required by the ideological and political discipline. Therefore, considering the characteristics of art design students and the contradiction of cross-curriculum integration, it is difficult to combine environmental art design courses with ideological and political courses.

Secondly, from the perspective of teachers' teaching, in order to meet the teaching requirements of each subject, it takes years to accumulate knowledge of professional subjects. Therefore, teachers of art design majors will specialize in professional knowledge and lack research on knowledge in other fields, especially ideological and political knowledge. The lack of ability affects the effectiveness of the implementation of the "curriculum ideological and political" teaching concept. At the same time, due to the particularity of art design students, the education and guidance of art students needs to pay more attention to methods. The design of teaching methods requires specific analysis and teaching according to students' aptitude, using artistic methods to attract students' attention to ideological and political knowledge and stimulate students' interest in learning.

From the perspective of the curriculum system, due to the differences in disciplines, interdisciplinary studies have certain difficulties. At present, many universities have begun to carry out ideological and political projects in art design courses, but they basically integrate some red culture or rural revitalization culture from the theoretical courses. For example, some researchers have studied the reform and innovation of landscape design courses from the perspective of ideological and political perspectives, and there are such phenomena [13]. The teaching design adds ideological and political elements to theoretical education, and through the model of leading visits, students can fully understand the excellent works of art related to the spiritual connotation of the Chinese nation, so as to connect their careers with the national spirit.

However, this method is superficial, and it is unknown whether students can connect the national spirit with their careers in the form of visits. At the same time, in art design teaching, it is common that when teachers lead students to visit and study, students are casual and mainly playful, and their cultural foundation is poor and their awareness of independent learning is low, so the learning efficiency is unknown. The one-way knowledge output is simply carried out from the teaching aspect, and the students' efficiency in receiving knowledge is low. In the case of combining teaching with practice, researcher Lin Fang, in her study of ideological and political education in art design courses, instilled relevant

political ideas in students by taking them to visit red bases and historical and cultural cities, and guided them in their ideological values. Then, she led students to participate in design competitions for practical guidance [14].

In this process, there is not only the problem of low efficiency of visiting learning, but also from the perspective of practical teaching, participating in design competitions is an honor for both teachers and students. Practical teaching guided by vanity is contrary to the correct value guidance in Chinese ideological and political education. When students create design works, it is unknown whether they can fully understand and explore the profound Chinese traditional culture and apply it to the design of their works.

## 4. Opportunity

If Through analysis, there are certain challenges in the current ideological and political education of environmental art design courses: art students have weak learning ability, the construction of art teaching staff lags behind, the curriculum system is imperfect, and the ideological and political knowledge is not properly integrated and connected with the theory and practice of environmental art design courses. In summary, there are problems with weak teaching staff and curriculum setting. From the perspective of the development of environmental art design disciplines, the integration of ideological and political disciplines is an opportunity for the development of disciplines. However, there are still corresponding problems under this development opportunity. For these problems, corresponding improvements can be made, thereby creating more opportunities for the development of ideological and political education in environmental art design courses.

### 4.1 Improve Weak Teaching Staff

Through the study of the characteristics of art design students, it can be found that students generally focus on professional courses and neglect general courses. In addition, in their previous learning career, the requirements for cultural courses were not high, which made students show a phenomenon of scattered logical thinking and art-oriented. Under this circumstance, students majoring in environmental art design are more likely to accept the guidance of professional teachers. The theme of ideological and political education in environmental art design courses is professional teachers. Therefore, professional teachers are crucial to the overall growth of students. In the teaching process, professional teachers not only need to impart professional knowledge, but also need to understand students in all aspects and guide students to establish correct political ideas and values. In view of the fact that the full-time teachers who have also come from their student days have a relatively weak ideological and political knowledge system, it is necessary to start with improving the ideological and political knowledge and skills of full-time teachers. The college should strengthen the ideological and political theory learning and training of full-time teachers of environmental art design. Only when full-time teachers have corresponding ideological and political theoretical knowledge reserves can they effectively integrate ideological and political knowledge with professional knowledge theory in teaching design and solve

the problem of the integration of ideological and political theoretical knowledge from the link of theoretical teaching. We use the professional knowledge of environmental art design and the new attraction of professional classrooms to impart ideological and political theory knowledge to students in a gentle and persuasive manner, so that our students majoring in environmental art design can improve their overall cultural literacy. From the perspective of ideological guidance, we can promote students to pay attention to the practical part of environmental art design and establish a correct professional outlook.

### 4.2 Course Setting

The most important thing about setting up ideological and political content in art courses is to ensure the systematic nature of the courses. The art talent training system usually includes professional practice courses, quality development system, professional basic skills training and theoretical teaching, etc. [15]. In order to integrate ideological and political content into the environmental art design teaching system, systematic teaching is required to meet the basic requirements of talent training in the new era [16]. While enriching the theoretical teaching content, considering the particularity of the environmental art design discipline, it is also necessary to strengthen the penetration of ideological and political knowledge in the practical teaching part. When leading students to participate in relevant competitions, lead students to conduct in-depth research on Chinese traditional culture, explore the essence of traditional culture in the process, and then integrate it into the design works. For example, in some interior design competitions, the elements and characteristics of Chinese architecture can be integrated into the design, rather than rigidly giving the work the hat of ideological and political from the decorative design or from the text part when making design descriptions. The integration of ideological and political knowledge and professional knowledge needs to conform to the cognitive and development characteristics of environmental art design students, integrate correct social values into professional courses, enhance the penetration of national emotions, strengthen the cultural heritage of the course, etc., so as to form its own disciplinary characteristics. At the same time, the assessment part of the course needs to use certain assessment methods to enhance students' feedback on the knowledge they have learned, so as to understand the real situation of students' knowledge absorption. For example, in the hand-drawing class, the grading criteria for hand-drawing homework can include whether the work shows correct values and whether it has cultural connotations as the teacher's grading criteria for students' hand-drawing homework.

## 5. Conclusion

At the political theory level, we must adhere to strengthening and improving ideological and political education in a targeted and friendly manner to meet the needs and expectations of students' growth and development. In addition, each lesson is to guard a channel and cultivate a responsible field, so that all kinds of courses are guided by ideological and political theory to form a synergistic effect" [17][18][19]. Therefore, ideological and political education is an important part of the practice of art design education in colleges and



universities. It can solve many problems in the process of education and teaching in a targeted manner and effectively improve the effect of ideological education.

This paper studies the problems and challenges faced by the environmental art design major in the course development, analyzes the characteristics of teachers and students in this major, and explains that the integration of ideological and political education and art design courses is an opportunity for the development of environmental art design courses. It explains the many problems that exist in the process of cross-disciplinary integration, explores the path of effective combination and puts forward suggestions for solving related problems. It has a certain reference significance for the development of environmental art design courses.

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