

Exploration of Ideological and Political Education in Computer Software Courses for Industrial Design Majors

Yuxi Zhang

College of Mechanical Engineering Mechanical Engineering, North China University of Science and Technology, Tangshan Hebei 063210, China

ABSTRACT

Course-based ideological and political education, as a key measure to implement the Party's educational policy and fulfill the fundamental task of fostering virtue and nurturing talent in the new era, aims to incorporate value guidance into the main channel of professional course teaching. Deeply integrating the concept of fostering virtue and nurturing talent into the classroom can help students build a solid moral foundation and shape a correct scientific value system. The teaching content of computer software courses is relatively narrow, mainly focusing on technical aspects, with relatively insufficient attention paid to the moral value aspect. Therefore, under the guidance of the course-based ideological and political education concept, professional teachers need to take professional knowledge as the carrier, closely combine with the core values of the times, and organically integrate ideological and political elements into the entire teaching process. Through this approach, the deep integration of professional knowledge imparting and value cultivation can be achieved, reaching the goal of all-round education in engineering professional courses and helping students grow into high-quality talents with both professional technical literacy and moral sentiments.

KEYWORDS

Teaching of Industrial Design; Computer Software-related course; Curriculum Ideological and Political Education.

1. INTRODUCTION

Education is the foundation of a century-old plan. Comprehensively promoting the integration of ideological and political education into all courses is a strategic measure to fulfill the fundamental task of fostering virtue and nurturing talent. On May 28, 2020, the Ministry of Education issued and implemented the "Guidelines for the Construction of Ideological and Political Education in College Courses", which proposed to focus on enhancing the ability to cultivate talents, deeply explore the ideological and political educational resources contained in various courses and teaching methods, and strengthen students' ideals and beliefs. With the main thread of loving the Party, the country, socialism, the people, and the collective, it aims to optimize the supply of ideological and political education content in courses by focusing on political recognition, patriotic feelings, cultural literacy, constitutional and legal awareness, and moral cultivation. It systematically conducts education on socialism with Chinese characteristics and the Chinese Dream, socialist core values, rule of law, labor, mental health, and excellent traditional Chinese culture.

Since the implementation of the Outline for more than a year, universities across the country have been actively promoting it in terms of overall planning, exemplary guidance, faculty development, and theoretical research. They have carried out a large number of teaching and practice activities integrating ideological and political education into courses, and explored the integration and

innovation of ideological and political education in various disciplines. The construction of ideological and political education in courses has achieved fruitful phased results.

Computer software-related courses for the Industrial Design major combine the characteristics of both engineering and art disciplines. These courses aim to cultivate students' spirit of striving for excellence as great craftsmen and their sense of patriotism and dedication to serving the country through science and technology. Designing and implementing ideological and political education in these courses, integrating the value system into the knowledge system, is an important task in implementing the national course-based ideological and political education in engineering disciplines. It holds research significance for how to incorporate ideological and political elements into engineering education practice.

2. ANALYSIS OF THE CURRENT SITUATION OF THE COMPUTER SOFTWARE-RELATED COURSES

The ideological and political goals of computer software-related courses are not well-defined. Firstly, the integration of ideological and political education goals with professional teaching content is rather forced. Some teachers simply "tag" ideological and political elements into their courses without considering the intrinsic logical connection between them. They insert patriotic education content in a forced way, resulting in a disconnection between ideological and political education and professional knowledge teaching, and failing to achieve the subtle and imperceptible educational effect. Secondly, the ideological and political goals lack specificity and system aticness. The ideological and political goals of the courses are often too general and vague, failing to integrate the professional characteristics of computer software-related courses and formulate specific and operational ideological and political goals in response to the ideological issues and value conflicts that students may encounter during their professional studies. Thirdly, there is a lack of scientific evaluation methods for achieving ideological and political education goals. During the teaching process, there is a widespread phenomenon of emphasizing professional knowledge assessment while neglecting the evaluation of ideological and political education goals. A complete evaluation index system for ideological and political education goals in the curriculum has not been established, making it impossible to accurately measure students' development and improvement in terms of values, professional ethics, and other ideological and political aspects.

In the teaching of computer software-related courses, the problem of monotonous and outdated teaching methods is rather prominent. In traditional computer software-related courses teaching, taking the Photoshop course as an example, the main approach is for teachers to demonstrate operation steps on the podium through projectors while students imitate and learn from their seats. In class, teachers follow the fixed procedures in the textbooks to show the software functions step by step, and students mechanically repeat the operations, lacking opportunities for independent exploration and innovative practice. After-class assignments often limit students to completing similar case models, where they merely replicate existing design outcomes, making it difficult to truly cultivate design thinking and the ability to solve practical problems. Under this teaching model, the classroom atmosphere is dull, and it is hard to stimulate students' enthusiasm and initiative for learning, significantly reducing the teaching effectiveness. Moreover, teaching resources are relatively scarce and outdated. Many institutions use textbooks that are updated slowly, failing to incorporate the latest software version features, industry design standards, and cutting-edge design concepts in a timely manner. Additionally, there is a lack of diverse teaching tools and platforms in the teaching process, which cannot provide students with immersive and interactive learning experiences.

Although the course of computer software focuses on imparting professional technical knowledge, it also contains abundant elements of ideological and political education. How to deeply integrate ideological and political education with the professional knowledge of this course and achieve

seamless connection between ideological and political education and knowledge imparting is an important topic worthy of in-depth exploration.

3. REFORM APPROACHES FOR INCORPORATING IDEOLOGICAL AND POLITICAL EDUCATION INTO CURRICULUM

The teaching reform of ideological and political education in the computer software-related courses can be studied from the aspects of teaching objectives, teaching content, teaching methods, evaluation and incentive mechanisms.

In addition to specific goals such as cultivating software operation knowledge and skills, the teaching objectives of computer software-related courses should also be mainly guided by ideological and political education in the curriculum, and adhere to the awareness of "all-round education for all". Centering on the core point of comprehensively enhancing the ability to cultivate talents, a teaching objective that organically unifies curriculum teaching and ideological and political education in the curriculum should be established.

Integrate ideological and political elements into the teaching content. In light of the characteristics of the industrial design major, seek the connection points in the course content to cultivate students' spirit of striving for excellence as great craftsmen of the country and their sense of patriotism and dedication to serving the nation through science, as well as to promote the fine traditional Chinese culture, and establish an organic connection to form a course-based ideological and political education content system.

Integrate ideological and political concepts into teaching methods. The teaching content should be a unified and systematic knowledge system with professional content as the main body and incorporating ideological and political elements. In light of the characteristics of computer-assisted applications and hands-on practice, explore teaching methods that combine learning and thinking, as well as knowledge and action in practical courses. Encourage students to learn independently and cultivate their innovative spirit and practical application abilities. Through the reform of teaching methods, achieve the goal of fostering virtue and nurturing talent. The multi-modal teaching method is helpful in enabling students to gain a sense of achievement and stimulating their interest and enthusiasm for industrial design and manufacturing.

Incorporate considerations of ideological and political elements into the evaluation and incentive mechanisms. This is the most challenging part. Ideological and political education does not have a standard answer sheet and cannot be measured by a definite and unique answer. It is necessary to establish diversified and personalized evaluation and incentive mechanisms. Strive to see the progress and highlights of each student in the evaluation, which reflects the diversity of education.

4. CONCLUSION

In view of the current situation of the computer software-related courses, which focuses on skill imparting but neglects value guidance, in order to fulfill the fundamental task of fostering virtue and nurturing talent, it is urgent to promote the teaching reform of integrating ideological and political education into the course. By deeply exploring the elements of moral education in the knowledge points of each chapter of the course, ideological and political education can be organically integrated into professional teaching.

Integrate ideological and political education with the cultivation of professional skills, emphasizing both the imparting of professional knowledge and the strengthening of value guidance to help students establish correct value pursuits. Ultimately, achieve the overall goal of "all-round education for all",

and strive to cultivate high-quality technical talents who not only master solid professional skills but also care about society and have a sense of responsibility for their times.

By deeply exploring the ideological and political elements contained in this course, ingeniously designing ideological and political cases for the course, and identifying the connection between professional knowledge and ideological and political education, ideological and political teaching can be naturally integrated into classroom teaching activities. This can make the originally flat teaching content more rich and three-dimensional, increase the appeal of the classroom, guide students to think, mobilize their learning initiative and participation, and promote the improvement of teaching quality.

Enriching the course content through ideological and political education enables students to receive nourishment from art and culture and shape their values while learning professional knowledge. This, in an imperceptible way, improves students' mental outlook, corrects their learning attitudes and career aspirations, enhances their humanistic and moral qualities, and boosts their confidence in national culture. Integrating value shaping, knowledge imparting and ability cultivation into classroom teaching practice, the ultimate goal of fostering virtue and nurturing talents through all-round education is achieved.

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