
**EXPLORATION OF IDEOLOGICAL AND POLITICAL TEACHING REFORM OF
CHINESE ARCHITECTURAL HISTORY BASED ON SENSE OF RESPONSIBILITY AND
MISSION**

Duan Yapeng and Yan Liangqing

School of Urban Construction, Jiangxi Normal University, Nanchang, China

DOI: <http://dx.doi.org/10.37500/IJESSR.2020.3619>

ABSTRACT

Curriculum ideological and political education is a new teaching mode that integrates ideological and political education and professional theoretical courses, and it is also a new trend in current college education. The ideological and political course aims to teach students professional knowledge and at the same time cultivate their ideological and political value system. This article takes the compulsory course Chinese Architecture History as an example, analyzes the significance of introducing the curriculum ideology and politics into the Chinese architecture history classroom, and proposes specific measures for teaching design accordingly, using the student's "perception-experience-sublimation" teaching experience model to The combination of "theory and practice" expresses the professional characteristics of the course itself, realizes the teaching goal of integrating professional courses and ideological and political education, and roots Chinese cultural genes in students' social outlook, values, outlook on life and world outlook.

KEYWORDS: Chinese architectural history, curriculum ideology, responsibility, sense of mission.

INTRODUCTION

Ideological and political education (hereinafter referred to as ideological and political education) should run through the entire process of educating people, focusing on the fundamental issue of who to train, how to train and for whom, and strengthen and improve the ideological and political work of colleges and universities [1]. In order to respond to and implement the spirit of General Secretary Xi at the National Conference on Ideological and Political Work in Colleges and Universities, the author explored the intersection between Chinese architectural history and ideological politics, actively explored and practiced various educational reform methods, and strived to achieve ideological and political work throughout the entire process of education and teaching The direction of efforts to promote the integration and synergy of the Chinese architectural history curriculum and the ideological and political curriculum, so as to achieve the goal of full education and all-round education[2].

The course "History of Chinese Architecture" is a professional basic theoretical course for architecture majors. The teaching content is mainly based on the historical development of ancient Chinese architecture, starting from the time axis, unfolding and sorting out the development context of ancient Chinese architecture, and in-depth analysis of various main building types, architectural features, aesthetic features, design techniques, etc. The teaching goal is to enable students to master basic

professional theoretical knowledge, cultivate the ability to appreciate the beauty of Chinese architecture, establish students' pride in Chinese traditional architecture and architectural culture, and enhance their sense of mission and responsibility for traditional Chinese architecture and culture. The design of the curriculum relies on the hybrid teaching model of "theory-perception-practice and sublimation" to encourage students to combine theory with practice. The historical theory courses and the architectural design training courses are coordinated to guide students to use traditional Chinese architectural vocabulary in architectural creation to exercise their practical ability. Encourage students to participate in extracurricular themed activities with the theme of ancient architecture and village protection. While further learning traditional knowledge, they cultivate their love for traditional culture, stimulate their sense of social responsibility and a sense of mission for the protection of Chinese cultural heritage, and become a collective A compound talent with professionalism and ethics.

President Xi Jinping emphasized that my country has a unique history and unique culture. We need to cultivate students' national and cultural self-confidence, and root cultural genes in their social outlook, values, outlook on life, and world outlook [3]. Therefore, the ideological and political reform in the classroom of "Chinese Architecture History" is not only to bring ideological and political theory into the professional class, but also to integrate the ideological and political spirit into the teaching, so as to create a multi-dimensional, multi-faceted and multi-level thinking Political teaching.

1. The significance of introducing curriculum ideology into the classroom of "History of Chinese Architecture"

The course "History of Chinese Architecture" is not just a course on the history of architecture. It is actually the embodiment of the traditional culture and history of the Chinese nation in architecture. It is a fragment and part of the traditional Chinese culture. The report of the 19th National Congress of the Communist Party of China pointed out: "The socialist culture with Chinese characteristics originated from the excellent traditional Chinese culture nurtured by the civilization of the Chinese nation for more than 5,000 years, and was cast in the revolutionary culture and society created by the party leading the people in revolution, construction, and reform. The advanced culture of socialism is rooted in the great practice of socialism with Chinese characteristics." From this passage, we can see that Chinese traditional culture is crucial to the construction of socialism with Chinese characteristics. Therefore, the introduction of the "History of Chinese Architecture" course in the curriculum ideology and politics can help cultivate students' correct value orientation, lofty political beliefs, selfless social responsibility, and improve students' ability to seek truth from facts, combine theory with practice, and a sense of mission to inherit history and culture.

1.1 The correct value orientation of students is the basis for establishing self-responsibility and sense of mission.

There was no career as an architect in ancient China, and the relationship between craftsmen, architects and designers was vague, and therefore it was difficult to have a systematic architectural theory. my country's architecture theories and modern teaching models are derived from the study and extension

of Western architectural culture and teaching systems, and have strong Western characteristics. Therefore, the development of Chinese modern architecture is deeply influenced by Western architectural culture, and less closely related to traditional Chinese culture. Merge and adapt. Secondly, due to the materials and other reasons, the remains of traditional Chinese buildings are relatively small, and the writings on architecture in ancient China are also very scarce. Therefore, compared with the history of Western architecture, the academic data of Chinese architecture history is not abundant, which has led to many current Students blindly worship Western architecture, believe that Chinese architectural culture is inferior to Western architectural culture, and even lack or misunderstand Chinese architectural culture. Ideological and political intervention helps to guide students to correctly understand the traditional culture of their country, and treat the strengths and weaknesses of Chinese traditional culture with an objective and correct attitude.

As a part of Chinese traditional culture, Chinese traditional architecture is also the cultural heritage of society. The history of ancient Chinese architecture reflects the characteristics of Chinese architecture, the cultural characteristics and cultural continuity of the Chinese nation in various periods. The five thousand years of Chinese culture has accumulated a solid foundation for the branch of traditional Chinese architecture. Chinese traditional architectural culture is like a vast ocean, and the study of Chinese architectural history leads students to open the door to the vast ocean of traditional Chinese architectural culture. Although the boundaries of architecture theory are blurred, and the large number of deficiencies in the spread of architectural culture are the shortcomings of Chinese architectural culture and teaching, the application of Western architectural teaching models to the curriculum of Chinese architectural history shows that there are problems of incompatibility and misleading. Therefore, in addition to actively exploring a teaching model that matches the traditional architectural culture of the country, and fully demonstrating the connotation and charm of traditional Chinese architectural culture, it is also necessary to introduce ideological and political education into the course of "History of Chinese Architecture", taking traditional architecture as an opportunity to guide students to pay attention Traditional culture, guiding students to establish a correct view of history, nation, country, and culture is an immediate measure.

To study this course, you must not only understand the development and evolution of architecture and the architectural characteristics of various regions in history, but also understand the various factors that affect the development and evolution of architecture. It can guide students to understand the close relationship between architecture and society, politics, economy, and culture, understand the law of development and evolution of architecture, and correctly understand the relationship between the essence and form of architecture. Teachers should allow students to master the use of certain methods, understand and evaluate architecture through their own speculation, so as to gradually establish a healthy view of history and independent architectural values.

1.2 It helps students build interest and pride in Chinese architectural culture and even Chinese traditional culture, and stimulates students' initiative and conscious sense of responsibility in learning.

For decades, Chinese architectural design and teaching have been flooded with "Gothic, Renaissance, Baroque, Rococo" and other Western architectural design ideas and concepts. Nowadays, with China's rising international status and rapid economic development, Chinese architectural culture It has also shown an increasing momentum. Traditional Chinese architectural cultural elements have been integrated into modern architectural culture, and architectural styles such as Chinese style and new Chinese style have emerged, and have been actively recognized by the people and the learning direction of the construction of various local characteristics. Also pay more attention. The "History of Chinese Architecture" course is an ideal platform for students to popularize Chinese architectural culture. It combines "History of Chinese Architecture" with ideological and political education, guiding students to love their own country's architecture and architectural culture in the process of learning, and inspiring them Their pride encourages them to actively think, explore, and then inherit and carry forward. Therefore, the curriculum design emphasizes the synergy between theory and practice. Under the guidance of curriculum ideological and political thinking, the quality of students will be improved from the inside out, and the problem of "full teaching" in classroom teaching will be changed, and students will be encouraged to study independently and seek truth from facts, thereby strengthening Students are interested in and culturally confident in Chinese traditional architectural culture, and enhance their internal literacy and aesthetics, so that Chinese ancient architectural culture can be inherited and continued.

1.3 It is helpful for students to enhance their national cultural protection awareness, establish a sense of national mission and responsibility, and inherit and carry forward Chinese culture.

Today's architectural education basically follows the Western model. It is easy for students to lose their coordinates. Because they do not have enough historical knowledge, they lack a correct understanding of China's thousands of years of precious architectural heritage, and often do not know much about historical traditions. Under the premise of ignoring tradition and arrogantly underestimating oneself, it is not easy for students to establish a sense of responsibility and a sense of mission in this situation. Therefore, in the process of teaching architectural history, students need to develop a positive attitude and self-confidence to understand their own culture.

2. Specific measures to integrate ideological and political into the "History of Chinese Architecture"

2.1 In the teaching of Chinese architectural history, we try to connect historical cities with relevant architectural figures for in-depth analysis and comprehensive excavation.

Going back to the historical background at that time to explore the city's ideas, urban construction methods and the image of the city created, inspire students to love the great rivers and mountains of the motherland. In the teaching of modern architectural history, while explaining the buildings that record humiliating history such as Old Summer Palace and Lugou Bridge, we help students review the

historical stories that happened behind them through video, audio and image methods, and stimulate students' patriotic enthusiasm and sense of struggle.

2.2 Facing the “One Belt One Road” policy in today's country, we can appropriately add content from Chinese and foreign architectural cultural exchanges and mutual learning and absorption in our teaching to cultivate students' sense of mission and responsibility.

For example, the changes of ancient Chinese architecture under the influence of foreign culture, the influence of ancient Chinese architecture on Japanese and Korean architecture, and its position in the East Asian architecture circle, enable students to understand the architecture of a country or region, and have independent development and evolution within the system. The one-way continuity of, at the same time, there is the multi-directional communication of mutual influence and communication with the architectural system of foreign domains. When economic globalization has advanced the era to a stage of cross-cultural dialogue, when mankind is facing ecological, environmental, cultural and other crises together, when the Chinese construction industry and the architectural creation community are not only faced with foreign counterparts in China, When they are competing and have been continuously involved in Western construction projects, Chinese architects going to the world need a holistic exploration approach with the spirit of traditional Chinese architecture.

2.3 Use students' sense of experience to inspire humanistic feelings for traditional Chinese architecture.

By playing the documentary "Liang Sicheng • Lin Huiyin", interspersed with theoretical teaching, in the early stage, it presents to students Liang Sicheng's life style and learning attitude when studying architecture in his young age, in order to stimulate students' resonance and improve their learning of Chinese construction history. Motivation and interest. The documentary "World Heritage in China" can be described as an encyclopedia showing China's world heritage. Among them, Dazu Rock Carvings, Yungang Grottoes, Qufu Confucian Temple, Qin Shihuang Mausoleum, Beijing Temple of Heaven, Ming and Qing Palace, Suzhou Gardens, etc., are all important in the history of China Construction building. By selecting and playing documentary clips, it can help students to vividly and truly experience the profoundness of Chinese history and culture, triggering their interest in historical heritage, and at the same time realize the importance of cultural heritage protection, and strengthen the establishment of students' mission of building heritage protection and inheritance of architectural culture sense [4].

2.4 Trigger vision-led multi-dimensional perception to strengthen the teaching effect.

In today's generation of visual images, vision becomes the dominant perception. And architecture students need to cultivate pictographic thinking. Therefore, the use of two-dimensional images must be more intuitive than words. However, for important and complex knowledge difficulties, it is still necessary to transform two-dimensional images into three-dimensional forms. At the same time, the mass media has limited dissemination of traditional buildings due to their less entertainment. Even well-produced documentaries such as "The Forbidden City" and "The Lost Building", the number of

viewings and the speed of dissemination are also comparable to those of theaters. Entertainment film and television works cannot be compared [5]. However, film and television animation as a means of communication has a strong role in promoting culture, which can be used to increase students' interest in learning and strengthen teaching effects.

2.5 Practical research courses are matched with theories, and they are ready to use, which is conducive to self-improvement of students.

"It is better to see a hundred times", learning requires actual experience of its space, soul and atmosphere [6]. Today's architecture learning institutions organize a large number of offline "study tours" experience groups, allowing students to understand the city and architecture during travel observation. For the study of ancient architecture, the combination of field research and field teaching is an excellent classroom beyond textbooks, which is conducive to self-improvement of students.

3. CONCLUSIONS

Ideological and moral education is embodied in all links and aspects of teaching, and it is not the only course that can be effective. The penetration of ideological and moral education in the teaching of professional courses has an extremely important impact on students' overall quality, values, and work style. The penetration of ideological and political education in professional courses should be based on the principle of "perception-experience-sublimation", combined with the characteristics of subject professional education, and strive to tap the ideological and moral education resources in various courses of professional education to realize scientific education and ideology the organic integration of moral education has permeated ideological and moral education in professional education.

Under the guidance of classroom ideological and political guidance, the teaching of Chinese architectural history will no longer be limited to the teaching of theoretical knowledge. It will pay more attention to the cultivation of students' historical, national, national, and cultural views, and stimulate students to love and protect traditional culture. Responsibility and sense of mission enable students to look at the world while mastering knowledge and become inheritors and disseminators of Chinese culture.

4. REFERENCES

- Wenquan. The penetration and exploration of ideological and political education in professional courses——Taking the teaching of Chinese architectural history as an example [J]. Education Circle, 2017(30): 126-127.
- Xi Jinping. Xi Jinping emphasized at the National Conference on Ideological and Political Work in Colleges and Universities: Putting ideological and political work throughout the whole process of education and teaching to create a new situation for the development of my country's higher education [N]. People's Daily, 2016-12-9(1).
- Xi Jinping. Strengthen cultural self-confidence, build a socialist cultural power [J]. China National Expo, 2019 (13).

Ma Mengying. "Enlightenment, Knowledge, Action"-A Brief Talk on Multi-touch Teaching in the Teaching of Chinese Architecture History in Applied Universities[J]. Ju She, 2019(18): 189-190.

Gao Minhui. Analysis of the application and inheritance of traditional architectural culture in film and television animation works-Take the animated film "Big Fish and Begonia" as an example [J]. Art Education; 2017(17): 239-240.

Wang Ruisun. Comparative Ideological and Political Education[M]. Beijing: Higher Education Publishing House, 2001.

Supported by Jiangxi Social Science Planning Project: Research on the Activation of Traditional Villages in Jiangxi Province from the Perspective of Cultural Conservation -A Case Study of Fuhe River Basin (Grant No.17BJ16).

The First-class Curriculum 《Ancient Building Surveying and Mapping Practice Cultivation Achievements of "Shuangwan Project" in Jiangxi Normal University.