



The Integration Strategy of Curriculum Thinking and Politics in Animation Professional Courses

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Abstract: With the continuous development of the new curriculum reform, the education and teaching industries are using moral education as the educational background to cultivate students' ideological and political culture and improve their core literacy. The article mainly describes the importance of the integration of curriculum thinking and political education into the animation professional curriculum and puts forward the problems existing in the teaching process. It also analyses and studies the various problems and formulates corresponding solution strategies. In this way, animation majors and curriculum thinking and politics can be perfectly integrated and a new quality education model can be established.

Keywords: curriculum civics; animation major; integration strategy; problem analysis

Under the background of the new curriculum reform, the teaching method of curriculum Civics has been widely attached to higher vocational education. The integration of the teaching concept of curriculum thinking and politics in the teaching of the animation major and its close integration makes this course of animation major adapt to the teaching requirements of the new era. The integration of curriculum thinking and politics into the animation major can better cultivate students' comprehensive quality and meet the goal of establishing moral education. In the teaching of animation courses, we should not overemphasise the learning of professional skills but focus on the overall development of students, with the goal of cultivating core literacy and implementing moral education to promote quality education for comprehensive development.

1. The importance of integrating curriculum thinking and politics into the professional curriculum of animation

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1.1 It helps students to establish correct values

Students at the stage of tertiary education are gradually maturing in their minds and personalities, and each of them has independent thinking and ideas. In this important period, ideological and moral education is particularly important. Correct ideological education can lay the foundation for students' later life. By integrating the teaching of curriculum thinking and politics into the teaching of animation, and by providing students with effective thinking and politics education, students can improve their own professionalism and at the same time establish a correct outlook on life and values.

1.2 Benefit students' subsequent development and employment

In the new era of social development, employment opportunities for students are scarce, especially for their counterparts. Although the current economic environment is more demanding for animation professionals, it is not only limited to the professional skills and professional ability of talents but also to assess the overall quality of talents. Therefore, in the school learning stage, the

curriculum Civics is integrated into the animation professional curriculum to help students establish a correct social outlook and cultivate their sense of responsibility. The development of ideological and moral education can continuously improve the students' ideological and moral level, but also enhance the student's employment competitiveness, so as to provide strong help for students to the subsequent development and employment.

1.3 It is conducive to enhancing students' humanistic qualities

Animation is an art discipline, which includes not only art and music but also digital media and many other art disciplines. Therefore, the requirements of animation majors are high, not only do students have certain artistic expression abilities, but also a certain degree in humanities. Therefore, the effective integration of the animation course with the course Civics can improve the students' artistic connotation and also enhance their ideological and moral levels. The development of curriculum thinking and politics can enable students to constantly discover beauty, appreciate the beauty and create beauty, adding soul to students' animation works and making them more strongly artistic and rich in humanistic qualities.

2. Problems in the integration of curriculum thinking politics into the curriculum of animation majors

2.1 Insufficient attention is paid to curriculum Civics

In most colleges of higher education, schools and teachers are overly concerned with students' professional learning ability and take academic performance as the only criterion for constant student specialization. Under the influence of the utilitarian mentality, teachers' teaching only revolves around professional skills, and they do not pay excessive attention to ideological education at all. Therefore, in the process of teaching animation, teachers do not teach the concept of thinking politics in the actual teaching classroom, nor do they design targeted teaching of thinking politics in the animation course.

There are also some schools that integrate the teaching of Civics into the animation professional classroom, but most teachers carry out Civics teaching with a negative education mentality. This teaching method, not only fails to effectively combine the course Civics with the animation profession, but also makes students resist Civics education if the education method is not right, which will affect the teaching effect of the animation course in the long run. In this teaching environment, the students' ideological and moral level is not significantly improved, and the students' comprehensive literacy cannot be cultivated.

2.2 Lack of a complete integration plan

There are more professional subjects in higher education institutions, and each subject has its own unique teaching style. Animation is a kind of artistic discipline and involves a wide range of fields, which include various majors such as art, writing, digital network and photography, so the school should arrange professional thinking education in order to improve the comprehensive quality of students. However, in the actual teaching process, teachers do not make a complete teaching plan, let alone integrate the course Civics with the animation major, and still follow the original traditional teaching method to carry out theoretical education for students.

Teachers do not combine the characteristics of animation courses to make a complete teaching plan of Civics, resulting in the teaching mode of the course itself being too arbitrary, completely does not reflect the real meaning of Civics teaching, and also letting students gradually lose interest in Civics teaching.

2.3 Lack of practical activities in the course of thinking and politics

Some higher vocational schools have integrated curriculum thinking and politics into the classroom of animation majors, but in the actual operation process, they still keep the thinking and political education in the theoretical stage, without carrying out practical teaching activities. In this situation teaching environment, students only grasp the basic theoretical knowledge of thinking and politics, which

simply cannot be applied in the future learning process, which will reduce students' learning enthusiasm and is not conducive to the cultivation of students' humanistic qualities.

2.4 Weakness of teachers in thinking and politics education

The teacher's guidance effect is very important when integrating the curriculum thinking politics into the animation professional classroom. However, in the current teaching process, teachers' level of thinking and political education is limited, and most of them think that thinking and political education should be taught by professional ideological and political teachers, which is not much related to their own profession. This then leads to teachers working separately from each other, focusing on their own professional teaching and neglecting the development of ideological education. Some teachers also have low personal moral standards and are unable to set an example for their students, either in their daily teaching or in their lives, and in a subtle way, they can influence their students' thoughts and ideas. This teaching environment, not only can't integrate the course ideas into the animation profession but also will bring various bad influences to the students so that the students' ideology will produce errors.

3. Strategies for the integration of curriculum ideology in the animation major curriculum

3.1 Improve teachers' educational concept

In the teaching of animation professional courses, teachers as the guide and leaders of the profession, if the teachers' ideology is too old-fashioned, it will directly affect the effect of thinking and teaching. Therefore, in the process of integrating the curriculum of the professional course of animation into the course of thinking and politics, teachers should change their own teaching philosophy and deeply understand the importance of thinking and politics teaching(Wang, 2022). Teachers should constantly improve their own ideological and moral education level, but also constantly improve their own ideological and

political learning awareness, profoundly explore the ideological and political elements in the animation course, effectively integrate the animation major with the ideological and political teaching, and carry out the course ideological and political education and teaching in a scientific and reasonable way(Sun & Han, 2022).

3.2 Combine the curriculum of Civics with the professional content of the animation

In the process of carrying out the teaching of animation majors, the course thought politics is effectively integrated into the course teaching in order to effectively integrate the course thought politics with the animation majors, and can also reflect the importance of thought politics teaching. Teachers can try to unite ideological education with the content of animation majors, and continuously integrate various ideological and political teaching elements into classroom teaching to subconsciously influence students' thoughts and thinking, so as to improve the teaching effect of ideological and political teaching(Liu, 2022). With the continuous development of the level of science and technology, animation also has a good audio-visual effect, and excellent and perfect animation content, not only to have a certain degree of infectivity but also for people's lives to bring a different artistic experience, so by people's love. Animation is everywhere in people's lives, and it is presented to them through different media. In this kind of teaching process, teachers can effectively integrate curriculum thinking and politics into the classroom teaching stage, creating various teaching themes for students, such as public welfare themes, can be around the protection of the environment, protection of animals, respect for the elderly, love for children, helping people, etc.; Another example: patriotic theme, propaganda of the country's future development momentum, to cultivate a strong spirit of patriotism in the students; Another example: the cultural theme, will be the traditional culture of our country, the intangible culture of the use of animation for the presentation, etc. Through the effective integration of ideological teaching and animation, teachers

can cultivate students' awareness of social responsibility and also help them establish correct values and outlooks on life(Guo, 2021).

3.3 Carrying out practical activities of teaching ideology

In the teaching of animation professional courses, teachers cannot keep teaching only theoretical teaching but should pay more attention to practical activities, because practice is the best way to test the learning effect. Teachers should pay close attention to various topics about Civics in society and organise students to conduct research on various topics so that they can go out of school and into society, go into the economic market to carry out research and understand the current development trend and direction of the animation industry. It is also important to consult with the public to understand the various needs of people for animation. In response to the various needs and suggestions of people, students can produce targeted animation works, which not only have certain soulful creativity but also possess a certain commercial value(Xuan, 2021). Schools can also arrange to organise regular animation design competitions or animation exchange lectures, etc., so that students can constantly learn from the advice and skills of others, thus finding their own creative inspiration and improving their own animation design, as well as realising the real teaching effect of curriculum thinking (He, 2021).

3.4 Jointly carry out course thinking and politics education inside and outside the classroom

In the teaching of animation courses, teachers can make use of in-class and extra-curricular joint development, of course, ideological education. In the classroom, students can be taught the theoretical knowledge of ideological education, and at the end of the course, students can be organised to visit historical sites or memorials, so that they can experience the charm of Chinese culture and accumulate more animation creation materials and ideas for students. After having students visit, they organise them to create animation works on the topic of their feelings after the visit, and subsequently

present their works in class, while having to talk about their design ideas and design thoughts(Wang, 2021). The opportunity for students to present their work and exchange their work will allow them to identify any shortcomings in their own learning in time. Through the teaching method of linkage inside and outside the classroom, ideological and political education is carried through all aspects of teaching animation majors, helping students to build a sound personality and improve their ideological and moral quality.

3.5 Improving teachers' ideological and political education

High school students are in the stage of gradual maturity, for their own values and outlook on life are not yet determined, the correct guidance of teachers will play a key role in the growth of students. Therefore when integrating curriculum thinking and politics with animation majors, teachers should actively play the role of their own role models, establish good teacher ethics, pay strict attention to their own words and actions in the daily teaching process, and set the right moral benchmark for students(Liu, 2020). They should also discipline their own words and actions in life, and guide students to establish the correct outlook on life and values in a subtle way. Teachers should guide the teaching of Civics in a normal way of teaching, increase the opportunities for communication with students in teaching or life, maintain a good teacher-student relationship, and bring the role model of teachers to maximum effect, so as to provide powerful help for the teaching of animation under the curriculum Civics.

4. Conclusion

The effective integration of the animation major with the curriculum of Civic Science not only improves the teaching effect of students' major but also cultivates students' ideological and moral qualities and humanistic qualities. Let the students become highly skilled talents with both character and conduct, so as to reserve the reserve talents for the comprehensive development of society.

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Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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