

Research on the "dual-stage" education mechanism of the walking ideological and political course in art colleges

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Abstract: Against the backdrop of the in-depth advancement of the "Great Ideological and Political Course" initiative, traditional ideological and political teaching in art colleges faces practical dilemmas such as inadequate adaptation of education paradigms, separation between ideological and political education and professional training, and formalized red practice. Taking Long March-themed on-site research practice as a sample, this paper constructs a dual-stage collaborative education model consisting of the "professional art cultivation stage" and "life value shaping stage", and establishes a full-cycle practical teaching system that deeply integrates red value guidance with art professional practice. Targeting the problems of insufficient research depth, inadequate work incubation, imperfect evaluation systems, and weak institutional embedding, this paper proposes multi-dimensional optimization paths. The research provides theoretical support and practical paradigms for art colleges to resolve the disconnection between moral and artistic cultivation and build a normalized practical education system.

Keywords: walking ideological and political course; dual-stage education; art colleges; practical education

1 Introduction

General Secretary Xi Jinping's requirement of integrating small ideological and political classrooms with large social classrooms points out the direction for the construction of the new-era "Great Ideological and Political Course". Breaking the boundaries of traditional classrooms, the walking ideological and political course relies on red resources to carry out on-site education, serving as a vital carrier for art colleges to implement the fundamental task of fostering virtue through education [1]. Art students excel in figurative and artistic expression, yet traditional lecture-based ideological and political teaching fails to adapt to their cognitive characteristics, resulting in a long-standing "two skins" problem where ideological and political education is divorced from professional training. Red research activities are often formalistic, emphasizing presentation over connotation and historical facts, which hinders the cultivation of high-quality talents with both moral integrity and artistic proficiency. As a core breakthrough zone of the Central Red Army during the Long March, the Guangdong-Hunan border area has abundant red resources and well-preserved historical sites, providing high-quality practical venues for immersive walking ideological and political courses in art colleges.

2 Core connotation and theoretical logic of the "dual-stage" education model

The "dual-stage" education model is an embedded and symbiotic paradigm in line with the laws of art education and ideological and political education. It realizes the coordinated development of students' professional competence and

ideological literacy through the two-way cycle of professional empowerment and value casting.

2.1 Core connotation

The professional art stage focuses on the cultivation of professional abilities. Beyond physical theaters, it covers diverse practical forms including historical data research, field collection and creation, script writing, stage performance, and all-media communication. Adhering to the integration of historical truth and artistic truth, it guides students to translate red history into various artistic works and addresses the professional problem of how to narrate red stories and realize effective red artistic expression.

The life value stage centers on the construction of spiritual values. Based on visits to revolutionary sites, on-site ideological teaching and red preaching, it guides students to perceive revolutionary faith and dedication, calibrate their professional ideals, and forge the mission of serving the country and the people through art. It addresses the fundamental question of what kind of literary and art workers students should become in the new era and translates individual spiritual growth into social educational value [2].

The two stages form a closed-loop symbiotic relationship. The life value stage provides the spiritual core for artistic creation, while the professional art stage materializes ideological insights into artistic achievements and expands the boundary of education through work exhibition and communication. Value casting determines the direction of education, and professional empowerment consolidates the carrier of education, forming a two-way supportive and integrated system.

2.2 Theoretical basis

First, Marxist practical epistemology. Ideological and political education is an integrated process of cognition, emotion, will and behavior. On-site practice transforms external Party history knowledge into internal emotional identity and conscious faith. Second, the systematic education theory of the Great Ideological and Political Course, which advocates open classroom education, integrates diverse on-campus and off-campus resources, and builds a multi-subject collaborative education pattern. Third, the talent cultivation theory of fostering both moral integrity and artistic competence, which emphasizes that art education integrates aesthetic education and value education, and professional skills training must be rooted in patriotism and a people-oriented stance [3]. Fourth, the curriculum transformation theory of red resources, which promotes the conversion of static red historical relics into dynamic teaching materials and realizes the systematic development of educational value.

2.3 Practical motivation

Clustered regional red resources provide fundamental conditions for on-site teaching, while fragmented red resources require standardized curriculum integration. Current ideological and political education in art colleges faces prominent problems: divorced practical scenarios, separation between professional training and ideological guidance, red creation deviating from historical facts, and short-lived educational effects. Furthermore, the construction of a culturally powerful country requires young literary and art talents to inherit red genes and spread Chinese voices, urging art colleges to reconstruct the practical education system.

3 Full-cycle teaching operation mechanism of "dual-stage" education

Taking the Long March-themed walking ideological and political course as the practical carrier, this research builds a dual-teacher team of ideological and political instructors and professional art tutors. Through cooperation with social science institutions and mainstream media, it constructs a three-stage closed-loop education chain consisting of pre-practice preparation, on-site research, and final achievement sublimation.

3.1 Pre-practice hierarchical preparation: pre-class foundation building

Pre-practice preparation avoids superficial and perfunctory research. All students systematically grasp the historical

context and spiritual connotation of the Long March to consolidate their theoretical foundation of Party history. In accordance with the characteristics of fine arts, music, dance, film and other majors, differentiated field collection, research and creation tasks are formulated to clarify research and creation objectives. The mechanism ensures students participate in practice with targeted questions and tasks, laying a solid foundation for dual-stage education.

3.2 On-site immersive research: in-depth coupling of dual stages

On-site immersive teaching is carried out along the actual marching route of the Red Army, adopting the model of "on-site micro-lecture + on-the-spot artistic creation". In terms of value education, students visit revolutionary sites, sort out historical materials and experience historical scenes personally, so as to deepen their recognition of revolutionary spirit and original aspiration. In terms of professional education, field collection, impromptu performance, documentary shooting and material sorting are conducted simultaneously, converting real-time emotional experience into preliminary artistic works. This fundamentally avoids the disconnection between red creation and historical facts and realizes the simultaneous empowerment of ideological experience and professional creation [4].

3.3 Final exhibition and sublimation: achievement radiation and empowerment

At the end of the research, special red theme exhibitions are held. Students integrate field collection materials and spiritual insights to create red artistic works such as operas, dances, situational dramas and original vocal music. Combining offline performances with online live broadcasts, the practice not only tests students' professional practical abilities, but also realizes the socialized communication of red culture and expands the coverage of value education. All research materials, artistic works and teaching videos are archived and transformed into normalized teaching resources, realizing the long-term educational value of one-off practical activities.

4 Practical effectiveness of the "dual-stage" education model

4.1 Professional education effectiveness: accumulating standardized teaching resources

The model effectively solves the problem of disappearing practical achievements after activities. It establishes three types of resource libraries including red art material library, on-site micro-course library and original literary and artistic work library. These resources support daily classroom teaching, repertoire training and campus cultural construction, transforming short-term practical activities into long-term teaching assets.

4.2 Social education effectiveness: constructing a collaborative communication pattern

A collaborative education mechanism of "universities + think tanks + media" is constructed. Professional Party history research provides theoretical support, and all-media matrix expands the communication influence of red culture. The model innovates the assessment method of practical courses, strengthens process evaluation, builds a distinctive red education brand, and improves the demonstration and radiation effect of education.

4.3 Individual development effectiveness: realizing coordinated growth of morality and artistry

On-site practice breaks students' dualistic cognition of separating ideology and politics from art, and establishes the core concept that red history is the foundation of red artistic creation. Students consolidate historical cognition, polish professional skills and cultivate patriotism during the research, achieving dual improvement of professional competence and ideal belief.

4.4 Endogenous contradictions and cause analysis of practical education

First, there is an imbalance between the breadth and depth of research. The complete historical route covers numerous sites with compact schedules, resulting in insufficient time for in-depth discussion and artistic conception at single sites. Second, the quality of artistic works needs to be improved. Most works completed in short-term research are drafts without normalized polishing and incubation mechanisms, making it difficult to produce high-quality fine works. Third, the

evaluation system is imperfect. Current assessment focuses on explicit achievements and cannot accurately quantify students' internal value identity and ideological growth. Fourth, institutional supply for curriculum construction is inadequate. Some practical activities remain as thematic activities rather than formal curriculum links, lacking a sound normalized education mechanism.

5 Optimization paths of dual-stage collaborative education

5.1 Hierarchical design of research routes to balance educational supply and demand

Dual long and short research schemes are designed. The long route ensures complete historical narration, while the short route focuses on in-depth immersive research at typical sites. The evaluation orientation of superficial site visiting is weakened, and research quality and in-depth critical thinking are emphasized. Professional differentiated task lists and a clear dual-teacher division of labor are formulated to enhance the pertinence and effectiveness of research.

5.2 Building art creation incubation platform to promote work refinement and iteration

A normalized red art creation workshop is established to connect off-campus research with on-campus professional training. A closed-loop creation mechanism of "field collection–draft creation–professional polishing–exhibition–iterative optimization" is constructed to continuously improve work quality and dynamically update resource libraries [5].

5.3 Constructing a three-dimensional and six-stage whole-process evaluation system

The evaluation system covers three dimensions: Party history cognition, professional creation, and value identity, including six assessment links: pre-practice preview, on-site research, impromptu creation, special exhibition, research report and post-practice red keynote sharing. It integrates multi-subject evaluation and quantitative criteria, balancing explicit practical achievements and implicit ideological growth.

5.4 Optimizing institutional supply to embed the model into the talent training system

The walking ideological and political course is formally incorporated into the talent training system with clear credits and class hour allocation. Supporting systems including teaching syllabi, dual-teacher management and safety management are improved. Standardized curriculum development templates are compiled to transform temporary thematic activities into normalized formal courses [6].

5.5 Establishing regional education community to realize resource co-construction and sharing

An educational community jointly built with red venues and peer colleges is established to co-construct and share historical materials, micro-courses and art resources. Joint research, work exhibition and public lectures are carried out to build a long-term red education brand and continuously iterate educational achievements.

6 Conclusion

The core value of walking ideological and political courses in art colleges lies in the in-depth coupling of red resources and art talent training through curriculum reconstruction. The dual-stage education model effectively solves the disconnection between ideological and political education and professional training, tempering students' artistic skills through the professional stage and shaping their spiritual personality through the value stage. In the new era, art colleges should continuously optimize the closed-loop teaching mechanism, work incubation platform, diversified evaluation system and institutional guarantee system, reject perfunctory practical education, and guide young literary and art talents to perceive spiritual faith in historical sites and inherit red genes through artistic creation, so as to cultivate new-era literary and art talents with both moral integrity and professional excellence.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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