

# Exploration of the teaching reform of costume performance major from the perspective of "curriculum ideology and politics"

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**Abstract:** With the rapid development of the social economy and the increasing demand for art performance, the requirements for costume performance professionals are also increasing. This study takes the teaching of costume performance majors from the perspective of "curriculum ideology and politics" as the research object, and adopts research methods such as literature review and case analysis, aiming at exploring how to integrate the elements of ideological and political education into the teaching and improve the ideological and ethical level and comprehensive ability of the students. The results of the research show that the integration of "curriculum ideology and politics" into the teaching of fashion performance majors can improve students' political quality and ideological and moral level, cultivate their comprehensive ability and innovative spirit, and help to meet the needs of the society and cultivate students' vocational ethics, industrial morality and cross-cultural competence.

**Key words:** "curriculum ideology and politics"; perspective; costume performance major; teaching reform

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## 1 Introduction

Along with the rapid socio-economic progress and the continuous growth of the demand for artistic performances, the profession of costume performance is facing higher standards and challenges. In order to keep up with the pace of the times and meet the needs of society, the teaching content and method of this speciality need to be continuously improved and innovated. In this context, the teaching reform from the perspective of "curriculum ideology and politics" has attracted widespread attention. This educational concept aims to integrate the basic principles of Marxism and socialist core values into the fashion performance major, and to improve students' political literacy and ideological and moral level. The purpose of this paper is to analyse the teaching reform of costume performance majors from the perspective of "curriculum ideology and politics", and to explore how to combine the viewpoints of cultivating people from this perspective with professional teaching, so as to meet the needs of students' comprehensive quality cultivation and professional competence improvement.

## 2 The necessity for ideology and politics construction in fashion design courses

With the development of society, the demand for professionals in the field of fashion design is gradually increasing, which provides more employment opportunities for students majoring in fashion performance, and at the same time puts forward higher requirements for their professional knowledge and ability. In order to cultivate students with a solid artistic

foundation, creative ability and fashion consciousness, it is necessary to integrate "curriculum ideology and politics" into teaching. Such a teaching reform can improve students' comprehensive quality and artistic cultivation, and enable them to think about and convey correct social values in artistic practice. As performers, it is especially important for art students to strengthen the cultivation of social responsibility when they play the roles of information transmitters and social observers. From the perspective of "curriculum ideology and politics", teaching reform can make students aware of their own influence and social impact, and guide them to participate in social progress and value transmission in a positive way. In addition, in artistic performance, ideology has an important impact on image shaping and emotional expression. Therefore, by integrating the teaching of "curriculum ideology and politics", students can be guided to establish a correct outlook on life, worldview and values, and cultivate noble sentiments and moral cultivation, so as to better perform their works and transmit positive energy. With the development of the social economy, the demand for professional talents in costume performance is increasing. In order to adapt to the trend of the times and the needs of society, the teaching reform needs to be closely integrated with the development of the times, focusing on cultivating professionals with innovative thinking and adaptability, in order to meet the needs of society in the field of costume performance.

### **3 Exploring the feasibility and significance of integrating curriculum ideology and politics into costume performance majors**

#### **3.1 Improving the content of education**

Integrating elements of civic and political education with clothing design enhances the interest and attractiveness of the course and stimulates students' enthusiasm for learning. The concepts and principles of civic and political education are combined with the creativity and expressiveness of clothing design to provide students with an inspiring learning experience. By integrating the content of civics and politics into the clothing thematic design course, the curriculum is closer to the needs and interests of students. Teachers can take topics such as contemporary social issues, values and cultural diversity as clues, combine them with clothing design, guide students to think and explore deeply, and enhance students' comprehensive ability. Civic education focuses on shaping students' ideological quality, sense of social responsibility and innovative spirit, and integrates these values into the teaching of clothing majors, so as to cultivate students' higher comprehensive quality, enhance their social awareness and sense of responsibility, and also cultivate their unique innovative ability in the field of clothing design.

#### **3.2 Cultivating the comprehensive quality of students**

One of the important topics of curriculum ideology and politics is to establish correct values. In the teaching of professional courses, helping students to establish a correct outlook on life, worldview and values is the core objective of the curriculum ideology and politics [1]. Correct values play an important role in leading and guiding students' thoughts when they create, and will guide their behaviour when they face work and society in the future. An example of this could be the inappropriate words and actions of certain foreign luxury brands that have caused outrage among the Chinese public, leading to the termination of contracts with these brands by their partners in China. This kind of behaviour reflects that the partners have set up a correct political stance and patriotic feelings [2]. We can learn from this the importance of establishing correct values and patriotism for individuals. In the teaching of clothing performance majors, we should transfer the positive energy conveyed in these cases to students and cultivate their good moral qualities and behaviors. Civic education focuses on cultivating students' ideological and moral qualities, social responsibility and innovative spirit. Incorporating these values into the teaching of clothing performance majors can better cultivate students' comprehensive quality, make them have a stronger sense of social awareness and responsibility, and also cultivate students' unique innovation ability in the field of clothing design.

### 3.3 Improving the relevance of teaching and learning

In the teaching of costume performance majors, teachers can guide students to study in depth the influence of different cultural backgrounds and traditions on costume design, and then explore how to skillfully incorporate diverse cultural elements into their own designs. Such an exploration process helps students to better understand and respect different cultures, to cultivate cross-cultural communication skills and creative expression skills, and to improve their knowledge and understanding of humanistic character. At the same time, this kind of multicultural exploration can also demonstrate artistic aesthetics and creativity in the costume performance courses, providing a positive impetus for the teaching of professional courses. By guiding students to explore the influences of different cultural backgrounds, they will be able to use national spiritual culture as an accumulation of unique design ideas in their studies and future work.

## **4 Teaching reform practices in fashion performance**

### 4.1 Reform of course content and teaching methods

The integration of social care and social responsibility into the curriculum content of the fashion performance programme aims to cultivate students' sense of social responsibility and humanistic qualities. By introducing the concepts of sustainable development and environmental protection, students are made aware of their social responsibility as designers. The course focuses on value guidance to cultivate students' correct outlook on life, values and professional ethics. Through case studies, discussions and moral and ethical education, students are guided to establish correct professional ethics and industry morals. It is necessary to encourage students to develop creative thinking and independent thinking ability, broaden students' thinking horizons and stimulate creativity and innovation through interdisciplinary integration and communication. It is also important to focus on cultural heritage and aesthetic education in the professional field of costume performance, cultivate students' ability to integrate traditional culture with modern fashion, promote students' understanding of and respect for excellent cultural traditions through teaching activities, cultural expeditions and exhibition activities, and strengthen the practical teaching aspect and encourage students to participate in social practice projects and community service, etc., so as to enhance their practical ability and social interaction skills. At the same time, co-operative relationships with relevant organizations and institutions in the community need to be established to provide students with practical opportunities and a platform for social participation.

### 4.2 Multicultural integration and artistic creativity cultivation

By introducing the concepts and theories of multiculturalism, students develop their understanding and appreciation of different cultural backgrounds, traditional arts and fashion trends. The integration of multiculturalism broadens students' design horizons and stimulates their creative inspiration and creativity. Students are encouraged to participate in international exchange and cross-cultural co-operation projects, working with students or teams of designers from different backgrounds and cultures. Through cross-cultural exchange and cooperation, students develop teamwork skills, communication skills and intercultural communication skills. At the same time, students are encouraged to develop artistic creativity and individual expression in the programme, and creative spaces and resources are provided to stimulate students' artistic inspiration and creative thinking. Through the cultivation of artistic creativity, students are provided with broader creative space and avenues for artistic expression. In addition, it should also focus on the integration of traditional culture and modern fashion in education, and cultivate students' ability to inherit and innovate traditional culture. Through teaching activities, cultural visits and exhibitions, students will deepen their understanding of and respect for traditional culture and explore the application of traditional culture in modern fashion.

#### 4.3 Innovations in teaching methods

In the teaching of costume performance majors, it is necessary to adopt a variety of means for course teaching and integrate the nurturing viewpoint of course ideology into it, especially in the teaching of experimental and internship courses need to focus on [3]. Educational technology and information technology are used to enrich teaching means and resources, such as using virtual reality technology for scene simulation and providing students with opportunities for practical operation and creation. At the same time, online platforms and multimedia resources are used to expand students' learning materials and channels. In addition, students are encouraged to take the initiative to participate in classroom teaching and develop their independent and cooperative learning abilities [4]. Problem-oriented teaching and project-driven learning are adopted to stimulate students' interest and motivation in learning and improve their learning outcomes.

### 5 Conclusion

Generally speaking, the teaching reform of fashion performance from the perspective of "curriculum ideology and politics" is to stimulate students' creativity and critical thinking, and to cultivate their sense of social responsibility and humanistic care [5]. Through innovative teaching methods, rich educational resources and flexible educational content, we can provide students with a richer and more comprehensive educational experience. At the same time, interaction and guidance with students are also very important [6]. Only with the joint efforts of teachers and students can we achieve success in teaching reform and contribute to the cultivation of outstanding costume performance professionals with comprehensive quality and professional ability.

### Conflicts of interest

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

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