Exploration on the Integration of Curriculum Ideology and Politics into Higher Vocational Architecture Cad Curriculum

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Abstract: With the reform of the new education curriculum standards, higher vocational colleges more and more attention to the practical ability of students. By analyzing the current teaching status of architectural drawing and CAD courses in higher vocational colleges, our school researches and improves traditional classroom teaching, and re-formulates the teaching goals of this course; and through analysis of teaching content, teaching mode, assessment and evaluation mode, In terms of industry norms and standards and the demand for skilled talents, it explored the practical direction architectural drawing and CAD curriculum reform in higher vocational colleges, and provided theoretical support.

1. Introduction

The difference between vocational colleges and ordinary undergraduate schools is that the pay more attention to the cultivation of practical ability. In most vocational colleges, first of all, architectural drawing and CAD courses are the basic courses of architecture majors, which require high operability and application. However, in the actual narrative of the textbook, this course has much theoretical knowledge, cannot be connected with practical operation, and has no practical guiding significance. Secondly, in order to simplify this course, most schools divide it into two courses: architectural drawing and drawing and architectural CAD teaching. Although this course decomposes knowledge and makes it clearer to learn, it adds a lot of hours, which reduces teaching efficiency. Finally, some colleges and universities have increased the hours of public basic courses and reduced the amount of hours of professional courses. This leads to a tighter teaching task for teachers and increases the difficulty of teaching. These problems directly lead to the inability to improve the teaching quality and teaching efficiency of architectural drawing and CAD courses.

2. The Integration of Ideological and Political Content in Professional Courses

2.1 The Integration of Ideology and Politics Should Be Considered in a Planned Way from the Formulation of Curriculum Standards

Course objectives, course content, and course assessment should all consider the integration of ideology and politics. First, let’s take a look at the course objectives. Architectural animation design and production is the core course of this major. How should I join the curriculum? The knowledge goal and the ability goal are mainly the mastery of knowledge and skills, and the quality goal fits ideology and politics. For students majoring in animation, their profession requires them to do: have the spirit of craftsmanship for excellence, be able to do each animation patiently, and use the “Top Pictures” as an example to grind out works that meet customer requirements; have a spirit of unity and cooperation, Able to collaborate with team members, follow the suggestions of artists, and give play to their strengths in the team; have a good aesthetic ability, be able to distinguish the pros and cons of works, and be able to see the beauty and ugliness of the relationship between people in Have the spirit of love and dedication, down-to-earth, pursue the improvement of skills and the innovation of works. With such qualities, our students are qualified students.

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2.2 How to Reflect Ideology and Politics in the Course Content?

In the selection of project examples, we can choose those animation examples with cultural heritage significance. For example, we choose the “Qu Qiubai Memorial Hall” to allow students to complete the modeling, material setting, lighting layout, lens animation production, rendering, and synthesis of the scene based on the photos taken after the visit. During the production process, students can better understand the glorious deeds of historical figures, and can also feel what is meant by “greatness”, so that they can take the project at hand seriously. In the production process of the example, each step must reflect the collaboration between the students, the excellence of the work, and the interactive influence between art and reality. Then, the assessment and feedback of students' works also need to be integrated into ideology and politics. The assessment of animation works requires procedural assessment records. The production of a piece of architectural animation is usually divided into four stages: scene making stage, material lighting stage, rendering stage, and post-compositing stage. The four stages must be scored. If one stage fails, it is not allowed to enter the next stage. For good works, they can be included in the “Top Ten Works” and put Exhibited in the electronic exhibition hall, you can add points to encourage you in the end of the semester. The strict process operation in the classroom, coupled with the measures to encourage excellent works, is the embodiment of the integration of ideology and politics into teaching.

2.3 The Basic Ability Requirements of Architectural Drawing and Cad Courses

Architectural drawing and CAD courses are the basic core courses for architectural majors. If students are unable to carry out in-depth learning of this course, they will not be able to master the drawing and drawing of construction drawings, and will not be able to adapt to the career development in the future work. For this reason, schools and teachers must pay attention to architectural drawing and CAD courses, and guide students to firmly grasp the ability of building construction drawings and the ability to use CAD software for drawing, so as to improve students' professional skills and contribute to future employment. Get ready. The basic competence requirements of this subject are as follows:

(1) Professional ability 1). Clarify the drawing standards of building structures and understand the basic principles of projection; 2). Master the components and interpretation methods of construction drawings; 3). Familiar with the methods and skills of drawing engineering drawings; 4). Understand the review process and main points of drawings; 5). Familiar with common commands and drawing skills of CAD software.

(2) Method ability 1). Be able to understand the drawing standards of construction engineering, be able to interpret the construction drawings of brick-concrete structures proficiently, and prepare the drawing recognition report; 2). Able to interpret the construction drawings of the frame structure, and compile the drawing recognition report; 3). Can skillfully use CAD software to draw architectural drawings.

(3) Social ability 1). Have a sense of team responsibility and collective honor; 2). Have good communication skills and interpersonal relationship management skills; 3). Have the professional spirit of bearing hardships and stand hard work and being conscientious; 4). Possess certain innovation ability and practical operation ability.

2.4 The Improvement Strategy of Architectural Drawing and Cad Courses.

(1) Integrate content-related courses to optimize teaching time. In most vocational colleges, this course will be divided into two to three small courses. This seriously increases the teaching tasks and teaching time, which is not conducive to the improvement of teaching efficiency. For this reason, in the strategy of curriculum improvement, schools should integrate content-related courses and integrate them into one course, so as to make the teaching content systematic, make the connection between knowledge closer, and allow students to learn in the process It's relatively easy. (2) Pay attention to the combination of theory and practice to increase students' interest in learning The teacher's teaching mode is still based on the traditional teaching of theoretical knowledge, without students as the main body of teaching. This makes the students' participation and

enthusiasm not high. In the actual teaching process, teachers should use multimedia as much as possible to teach, and arrange drawing tasks before class so that students can take the tasks to class. This can improve the concentration of students. Teachers can use computer teaching mode to explain theoretical knowledge in the process of drawing the drawing, and strengthen the application of students' theoretical knowledge in practical operations. In this way, students will be full of interest in the classroom content and have a sense of accomplishment.

(3)Adopt progressive teaching methods to enhance students' confidence. In the teaching of architectural drawing and CAD courses, some courses are difficult and complicated. In this regard, students may not be able to adapt, or even dampen their self-confidence. In order to avoid this kind of thing from happening, teachers should improve their own teaching mode and adopt a progressive teaching method. The content of textbooks and teaching materials should be changed from shallow to deep, from simple to complex, progressively, in the learning process. Give students a certain amount of time to adapt, so that they are more confident to face the next key and difficult knowledge to learn.

(4)Ensure the engineering of the exercises and provide students with professional ability Vocational college students will enter professional positions directly after graduation. In order to allow students to adapt to this career model in advance, teachers should cultivate students' professional qualities and abilities in the teaching process. In solving the practical problems of architectural drawing and CAD courses, teachers should ensure the engineering of the exercises. For example, in the recognition of building construction drawings, the "windows" are recognized. Students need to find the position and width of the windows in the plan view, the height of the windows in the three-dimensional view, and combine the architectural design instructions to find the window production The materials and selected atlas numbers are then summarized in a table.

(5)Reform the assessment model to ensure the improvement of students' comprehensive ability In daily professional examinations, schools and teachers pay more attention to students' final exam results, while ignoring students' daily learning attitude and practical ability. According to the new regulations in the reform of architectural drawing and CAD curriculum standards, the examination of this course should consist of two parts: process assessment and skill assessment. Process assessment refers to daily homework, attendance, and classroom performance, which account for 40% of the total assessment score; skills assessment includes three parts: students' reading construction drawings, drawing architectural drawings and blueprint review, occupying 60% of the total assessment score. When conducting final skills assessment, teachers should issue engineering drawings to students in advance, so that students can prepare for reading. During the exam, students can enter the exam room with drawings and complete the answers within the specified time. This kind of assessment method abandons the shortcomings of traditional assessment methods, pays more attention to the cultivation of students' overall quality and ability, and meets the requirements of the professional ability of students in higher vocational colleges.

3. Conclusion

In short, in today's continuous development of the times, the talent training model of advanced technical colleges is also constantly being adjusted. On the basis of adhering to the concept of "combination of work and study", ceramics teachers should reset the existing professional courses, closely focus on students' professional skills, implement integrated teaching in teaching, and cultivate ceramics that truly meet the needs of social development Talent.

References

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