

Practical Exploration of Ideological and Political Education in the Course Environmental Design and Production under the Guidance of the “Four Perspectives Education” to Support Rural Revitalization

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Abstract

Against the backdrop of the in-depth implementation of China's rural revitalization strategy, ideological and political education in the *Environmental Design and Production* course in universities holds profound significance for cultivating professional talents needed for rural revitalization. This paper, based on the core concepts of the “Four Perspectives Education” (i.e., outlook on life, values, culture, and history), explores how the ideological and political education embedded in the course can effectively contribute to rural revitalization. The study first analyzes the current integration status and existing issues between curriculum-based ideological education and rural revitalization. It then elaborates on the key role of the Four Perspectives Education in this process. Through specific practical cases, the paper investigates the teaching model and practical path of ideological and political education based on the Four Perspectives, aiming to provide theoretical support and practical guidance for cultivating high-quality environmental design professionals who meet the needs of rural revitalization.

Keywords

Four Perspectives Education; Ideological and Political Education; Rural Revitalization; Environmental Design and Production.

1. Introduction

The rural revitalization strategy is an essential path for addressing the principal contradiction in Chinese society in the new era, achieving the "Two Centenary Goals," and realizing the Chinese Dream of national rejuvenation. As key institutions for talent cultivation, universities play a critical role in rural revitalization. The Environmental Design major is closely tied to rural construction. Integrating ideological and political education into the course helps not only improve students' professional competence but also cultivates their sense of responsibility and mission to serve rural development. The “Four Perspectives Education” provides innovative guidance for ideological and political education, offering solid value orientation and ideological support for the course *Environmental Design and Production* to contribute to rural revitalization.

2. Current Research and Problem Analysis of Ideological and Political Education in the *Environmental Design and Production* Course to Support Rural Revitalization

2.1. Current Research

In recent years, many universities across China have actively responded to the rural revitalization strategy through environmental design programs, achieving notable outcomes in

areas such as rural planning, architectural design, and landscape construction. For example, the public space renovation project in Meixi Village under the "Hundred Universities Supporting Hundred Counties" initiative significantly improved the rural environment and cultural depth through practical implementation.

In terms of ideological and political education, universities have generally recognized its importance and have attempted to integrate ideological elements into their teaching. However, the deep integration of ideological and political education with rural revitalization remains at a preliminary stage. Internationally, although government-driven policies on rural revitalization are relatively prominent, there is limited research on ideological and political education within professional curricula from the perspective of educational systems.

2.2. Existing Problems

2.2.1. Weak Connection Between Rural Revitalization and Graduation Project Topics

Currently, there is a lack of research outcomes combining rural revitalization with graduation design topics in teaching practice. As a result, students often find it difficult to closely integrate their professional knowledge with the real needs of rural areas during their graduation projects, limiting their ability to apply their expertise in service of rural development. Some students even show a preference for high-concept modern architectural designs over grounded, practical projects like rural renovation.

2.2.2. Low Integration Between Professional and Ideological-Political Education

A noticeable disconnection exists between professional education and ideological-political education, with insufficient integration. In the *Environmental Design and Production* course, the inclusion of ideological elements is often rigid and superficial, failing to be consistently embedded throughout the teaching process. This makes it difficult to effectively guide students in establishing correct values and professional outlooks.

2.2.3. Lack of Systematic Integration of Ideological and Political Content

The incorporation of ideological and political education in the curriculum is often centered on broad themes, making it challenging to form a systematic, standardized, and contemporary ideological framework. The teaching process lacks clear ideological objectives, content, and assessment standards, which significantly undermines the overall effectiveness of ideological and political education within the course.

3. The Important Role of “Four Perspectives Education” in the Ideological and Political Education of the *Environmental Design and Production* Course to Support Rural Revitalization

3.1. Cultivating a Correct Outlook on Life to Clarify the Responsibility for Rural Revitalization

The outlook on life, as one of the “Four Perspectives,” aims to guide students toward a positive and proactive life attitude, helping them realize the unity of personal and social values. In the *Environmental Design and Production* course, by introducing successful cases of rural revitalization, students gain a deep understanding of the needs and challenges of rural development. This helps them recognize the significance of their major in the revitalization process, igniting their enthusiasm for contributing to rural construction and enhancing their sense of responsibility and mission.

3.2. Fostering Correct Values and Promoting the Spirit of the Era of Rural Revitalization

Correct values serve as the foundation for students' personal growth. Value education in ideological and political instruction enables students to gain a profound understanding of the core socialist values and integrate them into the practice of environmental design and production. In rural revitalization projects, students are guided to uphold values such as ecological protection, cultural heritage, and social equity, while rejecting negative tendencies such as over-commercialization and ecological destruction. This promotes the spirit of the era that is essential for rural revitalization.

3.3. Strengthening Cultural Awareness to Inherit and Innovate Rural Culture

Cultural awareness education emphasizes respect for and the inheritance of rural culture. Rural areas are rich in historical traditions and folk customs, which are valuable resources for revitalization. In teaching, students are encouraged to deeply explore and analyze rural culture and to integrate rural cultural elements into their design projects. This not only protects and preserves traditional rural culture but also enhances the charm of rural environments, thereby achieving innovative development rooted in cultural inheritance.

3.4. Developing a Historical Perspective to Draw Wisdom from Rural Development Experiences

A historical perspective helps students understand rural development through a historical lens and grasp the patterns of rural evolution across different historical periods. Through learning from history, students can extract valuable lessons and avoid blindly following trends in their designs. Emphasis is placed on preserving the original texture and historical heritage of rural areas, ensuring that rural construction meets contemporary needs while maintaining continuity with the historical context.

4. Construction of a Teaching Model for Ideological and Political Education in the *Environmental Design and Production* Course to Support Rural Revitalization Based on the “Four Perspectives Education”

4.1. Setting Teaching Objectives

Clear teaching objectives for ideological and political education (ideological and political education) should be established, with the “Four Perspectives Education” integrated into all aspects of the *Environmental Design and Production* course. In terms of knowledge goals, students are expected to master professional knowledge and skills in environmental design while understanding the policies and theories related to the rural revitalization strategy. For ability goals, students should develop the competence to solve practical rural problems using their expertise and to embed ideological elements into their designs. Emotionally, the course should inspire students to develop an affection for rural life and enhance their sense of social responsibility and mission.

4.2. Designing Teaching Content

4.2.1. Extracting Ideological and Political Elements

Ideological elements within the *Environmental Design and Production* course should be thoroughly explored and organically integrated with the Four Perspectives Education. For example, when teaching rural architectural design, the cultural significance and historical value of traditional rural architecture can be introduced to cultivate students' cultural and historical perspectives. When discussing rural landscape planning, the emphasis should be placed on

ecological protection and sustainable development to shape students' values. Sharing stories of rural builders can help students develop a correct outlook on life.

4.2.2. Integrating Real Rural Projects

Real-life rural revitalization projects should be incorporated into the curriculum to serve as teaching platforms. For instance, students can participate in designing rural homestays and renovating public spaces. Through hands-on experience, students can better understand the actual needs of rural communities, apply their knowledge in practice, and embed ideological and political elements into their work, achieving deep integration of professional and ideological education.

4.3. Innovating Teaching Methods

4.3.1. Case-Based Teaching

Select representative rural revitalization design cases for instruction. By analyzing the design ideas, implementation processes, and outcomes of successful projects, students can learn about the embedded ideological elements and design philosophies. In contrast, problematic cases can be critically examined to help students draw lessons and improve their problem-solving skills.

4.3.2. Practical Teaching

Enhance practical teaching by organizing field trips and research visits to rural areas, allowing students to experience the environment, culture, and lifestyle firsthand. During the process, instructors guide students to focus on real-world rural challenges, encouraging them to propose design solutions and refine them through practice. This method fosters practical skills, innovation, and emotional engagement with rural communities.

4.3.3. Group-Based Cooperative Learning

Adopt group cooperative learning to assign rural revitalization design tasks to student teams. Through discussion, collaboration, and joint problem-solving, students develop teamwork and communication skills. Within groups, students can also reflect on and discuss the integration of ideological elements, deepening their understanding and application of ideological and political education.

5. Practical Case Study of Ideological and Political Education in the *Environmental Design and Production* Course Supporting Rural Revitalization under the “Four Perspectives Education”

5.1. Case Background

Meixi Village, located in Nanlinqiao Town, Tongshan County, Xianning City, Hubei Province, is rich in natural resources and historical-cultural heritage. However, due to a lack of scientific planning and effective design, the village faces various environmental challenges and economic underdevelopment. The Environmental Design team from the School of Art and Media at Hubei Business College collaborated with the village to conduct a practical teaching project within the *Environmental Design and Production* course, aiming to support rural revitalization through ideological and political education.

5.2. Implementation Process

5.2.1. Preliminary Research

Led by their instructors, students conducted field research in the village to comprehensively understand the natural environment, architectural styles, cultural traditions, and residents' needs. Throughout the research, instructors encouraged students to examine problems from the perspective of the “Four Perspectives Education,” analyzing the root causes behind rural conditions and enhancing their observation and analytical abilities.

5.2.2. Design Proposal Development

Based on research findings, students were divided into groups to develop design proposals. Fully considering Meixi Village's abundant bamboo forest resources, the design aimed to create a multifunctional rural public space that integrates cultural display and leisure activities, thereby promoting cultural revitalization and tourism development. The design was centered around the principles of "ecological priority and cultural inheritance," striving to preserve the original ecological features of the bamboo forest. The forest was divided into a maze area and a leisure area to balance natural preservation with public utility. All structures used locally sourced bamboo materials to maximize resource efficiency and embody the concept of sustainability. Students also embedded the ideas of the Four Perspectives Education into their designs, clarifying the value orientation and social significance of their work.

5.2.3. Project Implementation and Feedback

Some of the proposed designs were implemented in the village, with students participating in the entire construction process. They worked closely with construction teams and local villagers to ensure smooth implementation. During the process, students collected feedback from villagers and made adjustments accordingly. This hands-on experience not only enhanced students' professional skills but also strengthened their sense of social responsibility and communication abilities.

5.3. Practical Outcomes

After a period of implementation, the environment of Meixi Village improved significantly. Newly built rural homestays and public spaces became highlights of the village, attracting tourists and stimulating economic growth. Students also gained rich achievements from the practice, producing high-quality design works while deepening their ideological understanding and values. Some student projects even won awards in professional competitions, bringing honor to both the university and the local village.

6. Practical Effects and Reflections on the Ideological and Political Education of the *Environmental Design and Production* Course under the "Four Perspectives Education"

6.1. Practical Effects

6.1.1. Improvement in Students' Overall Competence

Through practice based on the "Four Perspectives Education," students demonstrated significant progress in both professional and ideological-political quality. Their design works increasingly reflected respect for and preservation of rural culture, as well as emphasis on ecological values and social significance. Their innovation and practical abilities improved noticeably. At the same time, their sense of social responsibility and mission was greatly strengthened, and they showed greater willingness to contribute to rural revitalization.

6.1.2. Significant Results in Rural Revitalization

The ideological and political education practice projects brought tangible changes to rural areas. They enhanced environmental quality, enriched rural cultural content, and revitalized the local economy. Infrastructure was improved, tourism resources were developed, and villagers' quality of life rose, laying a solid foundation for sustainable rural development.

6.1.3. Strengthened University-Village Collaboration

The course-based practice projects fostered long-term and stable partnerships between universities and rural communities. Universities provided professional support and talent, while rural areas offered practice platforms and research material. This mutual benefit model

also offers a reference for collaborations between other higher education institutions and rural regions.

6.2. Reflections and Outlook

Despite notable results, several challenges were identified during implementation. Some instructors lacked sufficient capacity in ideological-political teaching, resource integration was inadequate, and the sustainability of practical projects needs improvement. Going forward, teacher training should be strengthened to enhance teaching competence. More effort should be put into integrating teaching resources and building comprehensive resource platforms. Additionally, mechanisms for long-term project operation should be explored to ensure sustainable development.

7. Conclusion

The integration of “Four Perspectives Education” into the ideological and political instruction of the *Environmental Design and Production* course represents an effective pedagogical model for supporting rural revitalization. By guiding students to establish correct views on life, values, culture, and history, ideological-political education can be embedded throughout the teaching process, cultivating students’ sense of responsibility and mission for serving rural communities. Through the construction of a scientific teaching model and the implementation of practical projects, this approach has yielded significant outcomes in both education and rural revitalization. However, the integration of ideological and political education and rural revitalization remains a long-term endeavor, requiring continuous exploration and innovation. Future efforts should focus on deepening both research and practice, refining the ideological and political education teaching system, and providing more robust talent and intellectual support for the successful implementation of the rural revitalization strategy.

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