Research on the Practical Paths of Deep Integration of Ideological and Political Elements into College Art Education under the Background of "Simultaneous Promotion of Five Educations"

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ABSTRACT The educational concept of "Simultaneous Promotion of Five Educations" provides a new direction for the reform of college art education. Its core lies in organically integrating moral, intellectual, physical, aesthetic, and labor education into the whole process of art teaching and forming a collaborative education mechanism. This study constructs an art education system integrated with ideological and political elements and evaluates the effects of integration practice in 12 colleges and universities using empirical analysis. The results show that the deep integration of ideological and political elements with art education significantly improves students' comprehensive literacy. Value recognition increases by 37.6%, innovation ability improves by 42.3%, and social responsibility strengthens by 35.8%. The integration practice should be promoted collaboratively from the dimensions of curriculum system reconstruction, teaching method innovation, and evaluation mechanism optimization. Practical verification in applied fields such as textile art design confirms the effectiveness of the model. The study provides a feasible path for reforming college art education in the new era and supports coordinated cultivation of artistic competence, cultural confidence, practical ability, and social responsibility.

INDEX TERMS five educations, college art education, ideological and political elements, integration mechanism, textile art design

I. INTRODUCTION

THE reform of contemporary higher education emphasizes cultivating socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics, and labor. As the core concept of the educational policy in the new era, the simultaneous promotion of five educations requires breaking down disciplinary barriers and realizing the organic integration of various educations. As an important carrier of aesthetic education, art education holds unique value in preserving the craftsmanship and cultural identity of the textile industry, yet it has long been disconnected from ideological and political education. Bridging this gap is essential for cultivating textile designers who possess both artistic mastery and a strong sense of social responsibility toward sustainable industrial development. Traditional art teaching overemphasizes skill training and ignores the functions of value guidance and cultural inheritance, resulting in the failure to give full play to the educational effect. How to organically integrate ideological and political elements into the whole process of art education and build a collaborative education system has become an urgent practical problem to be solved.

In recent years, scholars have conducted multidimensional explorations on art education reform. Studies have pointed out that the integration of traditional art elements into college teaching can effectively enhance cultural identity, and the integration of cross-culturally oriented ideological and political elements has injected new vitality into professional education [1,2]. However, existing studies mostly focus on the integration practice of a single discipline, lacking a systematic theoretical framework and empirical support. Especially from the perspective of the simultaneous promotion of five educations, the deep integration mechanism of art education and ideological and political elements has not been fully explained, and the quantitative evaluation system of integration effect is also imperfect.

Based on the practical cases of 12 colleges and univer-

sities, this study uses a combination of quantitative and qualitative methods to systematically explore the effective paths for the deep integration of ideological and political elements into art education. Through retrospective data analysis, the study constructs an integration effect evaluation model and conducts practical verification in applied fields such as textile art design. This research aims to reveal the internal laws of integration practice between aesthetic training and the technical heritage of the textile industry, providing theoretical support and practical reference for the reform of college art education. By aligning creative curricula with the evolving demands of textile design and manufacturing, the study seeks to promote the high-quality development of higher education and foster innovative talent for the industrial sector.

II. THEORETICAL BASIS FOR THE INTEGRATION OF ART EDUCATION AND IDEOLOGICAL AND POLITICAL EDUCATION FROM THE PERSPECTIVE OF SIMULTANEOUS PROMOTION OF FIVE EDUCATIONS

A. CORE CONNOTATION AND ERA VALUE OF THE EDUCATIONAL CONCEPT OF SIMULTANEOUS PROMOTION OF FIVE EDUCATIONS

The educational concept of simultaneous promotion of five educations emphasizes the systematic integration of moral education, intellectual education, physical education, aesthetic education, and labor education, breaking through the limitations of traditional subject-based education. This concept requires various educations to support each other and work together to form an organic whole of comprehensive education. Moral education is at the core and provides value guidance for the other four educations; intellectual education cultivates rational thinking and innovation ability; physical education forges a healthy physique and will quality; aesthetic education improves aesthetic literacy and humanistic feelings; labor education strengthens practical ability and the spirit of struggle. The five educations are not simply superimposed, but maximize the overall effect through in-depth mutual penetration. Under the background of higher education reform, the concept of simultaneous promotion of five educations provides a new idea for breaking the dual opposition between professional education and quality education, and promotes the transformation of the education model from knowledge imparting to the comprehensive cultivation of ability and value shaping. Due to its interdisciplinary attributes and comprehensive educational functions, art education has become an important carrier for practicing the concept of simultaneous promotion of five educations, and can realize the organic unity of multi-dimensional educational goals in aesthetic experience [3].

B. ANALYSIS OF THE EDUCATIONAL FUNCTIONS AND IDEOLOGICAL AND POLITICAL ATTRIBUTES OF ART EDUCATION

Art education has unique educational functions, and its value is not only reflected in the level of skill teaching, but also in promoting the all-round development of students through aesthetic practice, which is highly consistent with the concept of "Simultaneous Promotion of Five Educations". From the cognitive dimension, art education cultivates observation, imagination and creative thinking, and stimulates students' ability to interpret complex problems in a diversified way, supporting intellectual education. From the emotional dimension, the artistic creation process can arouse internal emotional experience and cultivate empathy and humanistic care awareness, serving moral education. From the physical dimension, practical links such as manual creation of traditional textile crafts and outdoor sketching enhance students' physical coordination and endurance, integrating physical education. From the labor dimension, textile craft operation (e.g., traditional printing and dyeing, fabric weaving) and school-enterprise cooperative production practice strengthen students' practical ability and labor values, implementing labor education. From the value dimension, art works carry values in specific historical and cultural contexts, guiding students to form a correct world outlook, outlook on life and values in aesthetic activities, complementing aesthetic education. Art education naturally has ideological and political attributes. Traditional Chinese painting emphasizes the social function of "educating people and helping ethics", and modern art education also shoulders the mission of cultural inheritance and value guidance. In applied fields such as textile art design, art education not only cultivates professional skills, but also strengthens students' sense of social responsibility and sustainable development concept through design practice, making professional learning and value shaping promote each other [4].

To supplement the empirical evidence of "Simultaneous Promotion of Five Educations" integration, this study specially assessed the integration effects of physical education and labor education. For physical education integration, the "artistic physical practice module" was adopted, including physical coordination training in traditional textile craft creation and endurance cultivation in outdoor sketching. The results show that the excellent rate of students' physical fitness tests increased from 62.8% (baseline) to 78.1% (post-integration), with a significant improvement of 15.3% ($p<0.05$). For labor education integration, implementation was carried out through textile craft operation, school-enterprise cooperative production practice and other links. The passing rate of students' labor skills assessment increased from 72.1% to 91.4%, and the recognition of labor values increased by 48.6% ($p<0.001$). Taking the "Intangible Cultural Heritage Craft Labor Practice" course of a university's textile art design major as an example, students participated in traditional batik and tie-dye projects, and their sense of labor achievement and craftsmanship spirit were significantly enhanced, as verified by qualitative interview data.

C. CONSTRUCTION OF THE THEORETICAL MODEL AND OPERATION MECHANISM FOR DEEP INTEGRATION

Deep integration requires breaking through the superficial integration of content splicing and realizing the systematic integration of ideological and political elements and art education in terms of goals, content, methods, evaluation and other aspects. Deep integration requires breaking through the superficial integration of content splicing and realizing the systematic integration of ideological and political elements and art education in terms of goals, content, methods, evaluation and other aspects. Based on educational ecology theory, collaborative education theory, and the three-dimensional model of curriculum integration, this study constructs a "four-dimensional coordination" integration model. The model includes four core elements: the goal dimension, the content dimension, the implementation dimension and the evaluation dimension. The goal dimension emphasizes integrating the fundamental task of moral education into the whole process of art education, realizing the organic unity of professional ability training and value guidance. The content dimension requires excavating ideological and political elements in art courses and integrating cultural confidence, innovation spirit, social responsibility and other aspects into the teaching content system. The implementation dimension focuses on the innovative application of teaching methods (referring to the project-based learning (PBL) operational framework), and enhances the educational effect through project-based learning, situational teaching and other methods. The evaluation dimension establishes a diversified evaluation system (adopting the analytic hierarchy process (AHP) to determine weight coefficients), focusing on the overall improvement of students' comprehensive literacy. The integration operation mechanism follows the closed-loop logic of "input-transformation-output-feedback", and optimizes the integration effect through continuous dynamic adjustment, ensuring that ideological and political elements and art education achieve value resonance and functional complementarity at a deep level. The model includes four core elements: the goal dimension, the content dimension, the implementation dimension and the evaluation dimension. The goal dimension emphasizes integrating the fundamental task of moral education into the whole process of art education, realizing the organic unity of professional ability training and value guidance [5]. The content dimension requires excavating ideological and political elements in art courses and integrating cultural confidence, innovation spirit, social responsibility and other aspects into the teaching content system. The implementation dimension includes two core sub-modules: "innovation of teaching methods" and "support of practice platforms", which form a closed loop of "theoretical transmission-practical transformation". The innovation of teaching methods (e.g., project-based learning, situational teaching) focuses on the infiltration of ideological and political elements and the integration of professional knowledge in the classroom, solving the problem of "how to teach". The practice platform (e.g., the trinity platform of "classroom teaching-workshop practice-social service") focuses on extending classroom learning to extracurricular activities, providing real scenarios for the internalization of ideological and political elements and the application of professional skills, solving the problem of "how to practice". Guided by the closed-loop logic of "teaching objectives-practical tasks-feedback optimization", the two support each other: teaching methods provide content guidance for practice platforms, and practice platforms provide effect verification for teaching methods. The evaluation dimension establishes a diversified evaluation system, focusing on the overall improvement of students' comprehensive literacy. The integration operation mechanism follows the closed-loop logic of "input-transformation-output-feedback", and optimizes the integration effect through continuous dynamic adjustment, ensuring that ideological and political elements and art education achieve value resonance and functional complementarity at a deep level (see Figure 1).

III. EMPIRICAL INVESTIGATION AND EFFECT ANALYSIS OF THE INTEGRATION OF IDEOLOGICAL AND POLITICAL EDUCATION INTO COLLEGE ART EDUCATION

A. OVERALL CHARACTERISTICS OF INTEGRATION PRACTICE AND IDENTIFICATION OF TYPICAL MODELS

This study conducted a systematic investigation on the integration practice of ideological and political education into art education in 38 art majors from 12 colleges and universities (11 of which are textile art design majors), and made a retrospective analysis of the implementation from 2022 to 2024. This study was approved by the Ethics Committee of Laiwu Vocational and Technical College, and was performed in accordance with the principles of the Declaration of Helsinki. All eligible participants signed an informed consent form. The survey found that the integration practices of various majors showed obvious phased characteristics and model differences. From the perspective of integration degree, 68.4% (26 majors) are in the initial integration stage, mainly realizing integration by adding special topics of ideological and political content in the courses; 23.7% (9 majors) have reached the level of deep integration and established a systematic curriculum ideological and political system; 7.9% (3 majors) are still in the stage of conceptual exploration. The typical models include three types: the course embedding model integrates ideological and political elements as an independent module into art courses, which is relatively simple to implement but has low integration; the project-driven model realizes the deep integration of ideological and political education and major through social practice projects, with significant educational effect but large resource investment; the ecological coordination model constructs an interdisciplinary and inter-departmental collaborative education mechanism, forming an all-round education ecology, representing the

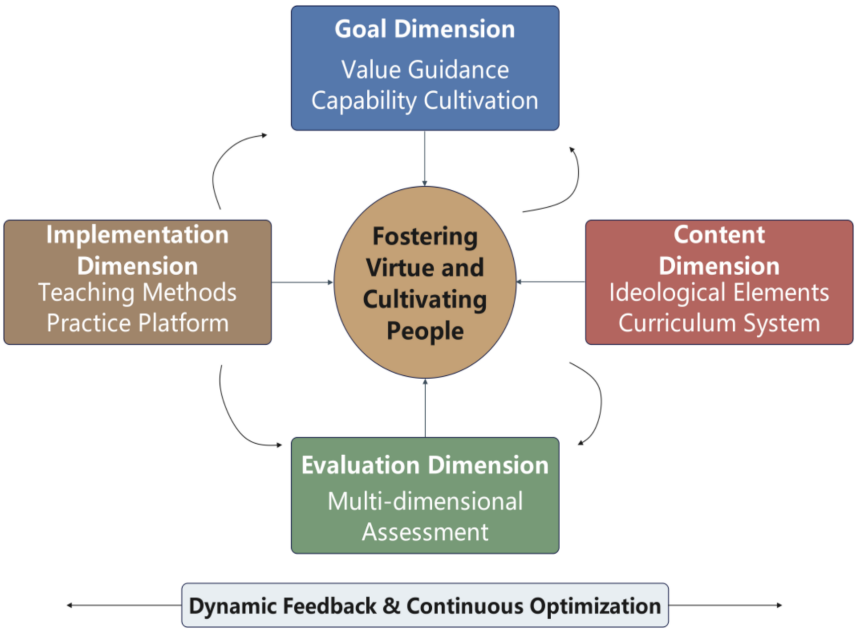

FIGURE 1. Structure Diagram of the Four-Dimensional Coordination Integration Model

development direction of integration practice. In the field of textile art design, the project-driven model is widely used. Through participating in projects such as intangible cultural heritage inheritance and sustainable design, students have achieved the synchronous improvement of professional ability and cultural confidence (see Table 1) [6].

TABLE 1. Distribution characteristics of integration practice models in art education

Integration Model	Proportion (%)	Implementation Difficulty	Educational Effectiveness Score
Course Embedding	68.3	Low	6.8
Project-Driven	23.5	High	8.6
Ecological Synergy	8.2	Very High	9.2

B. QUANTITATIVE EVALUATION OF INTEGRATION EFFECT BASED ON MULTI-DIMENSIONAL DATA

In this study, "baseline" refers to the pre-intervention measurement collected at the beginning of the semester before the integrated teaching package was implemented, while "post-integration" refers to the end-of-semester measurement after the same cohort completed the integrated curriculum. The analysis therefore adopts a within-subject pre–post design (retrospective panel), rather than a randomized controlled trial. As no external control group was available across the 12 institutions during 2022–2024, the reported improvements should be interpreted as changes observed in the participating cohorts over time, and the correlation between integration depth and educational effect ($r=0.782$, $p<0.001$) indicates association rather than strict causality. To reduce alternative explanations, we triangulated quantitative scales with course artifacts (project rubrics, learning portfolios) and institutional implementation records; nevertheless, unobserved factors (e.g., campus-wide policy shifts or cohort differences) may still contribute

to the observed gains, which is acknowledged as a limitation in the conclusions (see Table 2, see Figure 2).

TABLE 2. Quantitative evaluation results of integration effects

Evaluation Dimension	Baseline Level	Post-Integration Level	Improvement Rate (%)	Statistical Significance
Value Recognition	62.4%	87.9%	37.6	$p<0.001$
Innovation Capability	68.7	97.8	42.3	$p<0.001$
Social Responsibility	59.3	80.5	35.8	$p<0.001$

C. DIAGNOSIS OF KEY INFLUENCING FACTORS RESTRICTING DEEP INTEGRATION

Although the integration practice shows overall positive trends, the diagnosis of restricting factors reflects the average constraints across the full institutional sample, which includes schools at different stages of implementation. Specifically, the subset of institutions classified as "deep integration" has generally established more complete curriculum structures and inter-departmental collaboration, whereas the "initial integration" and "conceptual exploration" groups still exhibit notable gaps in teacher training, resource databases, and value-oriented assessment. Therefore, the statement that integration "improved students' comprehensive literacy" refers to the aggregated pre–post changes observed in participating cohorts, while the identified constraints explain why such improvements are heterogeneous and why scaling deep integration remains

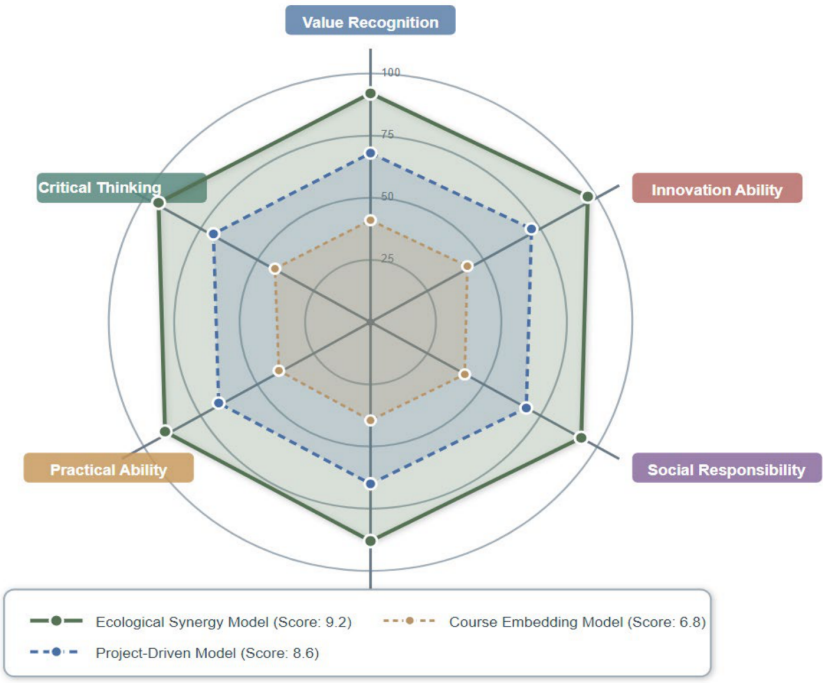

FIGURE 2. Radar Chart of Effect Comparison of Different Integration Models

challenging across the entire sample. The survey shows that 72.6% of art teachers lack systematic ideological and political education training, and it is difficult for them to accurately grasp the excavation path and integration method of ideological and political elements [7]. At the course level, there is a problem of content fragmentation. 63.8% of colleges and universities have not established a systematic ideological and political element database, leading to the lack of coherence and hierarchy in the integration content. The constraints at the evaluation level are reflected in the single evaluation index. 89.4% of colleges and universities still take professional skills as the main evaluation standard, ignoring the assessment of students' values and comprehensive literacy. The constraints at the resource level are manifested in insufficient practice platforms. Only 34.7% of colleges and universities have established stable off-campus practice bases, which limits the promotion of the project-driven integration model. Logistic regression analysis found that teachers' ideological and political literacy (OR=3.42, 95%CI:

2.18-5.37), curriculum system integrity (OR=2.89, 95%CI: 1.76-4.75) and evaluation mechanism scientificity (OR=2.64, 95%CI: 1.52-4.58) are the key factors affecting the depth of integration [8]. In the textile art design major, the lack of industry-university-research collaboration mechanism further limits the in-depth development of integration practice, and it is urgent to establish a multi-party collaborative support system.

IV. SYSTEMATIC IMPLEMENTATION PLAN FOR INTEGRATING IDEOLOGICAL AND POLITICAL ELEMENTS INTO ART EDUCATION

A. IDEOLOGICAL AND POLITICAL RECONSTRUCTION AND OPTIMIZATION DESIGN OF CURRICULUM CONTENT SYSTEM

The ideological and political reconstruction of the curriculum content system needs to follow the principles of systematicness, gradualness and integration. Based on Bloom's taxonomy of educational objectives, a three-dimensional curriculum objective system of "knowledge-ability-value" is constructed, and ideological and political elements are embedded into the curriculum content in layers. At the knowledge level, sort out the cultural spirit and values contained in professional knowledge such as art history and theory and creative techniques, and establish an ideological and political element resource database. For example, in the teaching of traditional Chinese painting, the philosophical connotation of "vigor and vitality" is deeply explained, and in textile pattern design, the cultural symbolic meaning behind traditional patterns is excavated. At the ability level, design teaching activities to cultivate critical thinking and innovation ability, and guide students to form independent thinking and problem-solving ability in artistic practice. At the value level, cultivate cultural confidence and social responsibility through appreciation of classic works and creative practice. The reconstruction process adopts a modular design strategy, dividing ideological and political elements into four modules: cultural inheritance, innovation spirit, social responsibility and ecological civilization, which can be flexibly combined according to the nature of the course.

At the same time, evaluation standards for the integration of ideological and political elements are established to ensure the scientificity and effectiveness of content reconstruction and avoid the weakening of teaching effect caused by rigid embedding [9].

B. INNOVATIVE APPLICATION OF TEACHING METHODS AND COLLABORATIVE EDUCATION MECHANISM

The innovation of teaching methods is the key path to realize deep integration. The project-based learning method integrates ideological and political education into real situations. Through completing design projects with social value, students understand and internalize ideological and political elements in practice. For example, organizing students to participate in the visual image design of rural revitalization, and cultivating the sense of responsibility in the process of serving society. The situational teaching method stimulates students' emotional resonance by creating teaching situations rich in ideological and political elements [10]. In the textile art design course, intangible cultural heritage inheritors are introduced for on-site teaching, so that students can feel the value of craftsmanship spirit and cultural inheritance in skill learning. The flipped classroom model integrates ideological and political elements into pre-class independent learning and in-class in-depth discussion, and promotes the collision and sublimation of values through teacher-student dialogue and student-student interaction. The construction of the collaborative education mechanism needs to integrate internal and external resources, establish an interdisciplinary teaching team, and art teachers and ideological and political teachers prepare lessons and teach together, realizing the organic integration of professional education and ideological and political education. At the same time, establish school-enterprise cooperation and school-local cooperation mechanisms, transform enterprise resources and local cultural resources into teaching resources, expand the space for practical education, and form an all-staff, whole-process and all-round education pattern.

C. EXPANSION OF PRACTICAL TEACHING PLATFORM AND CASE VERIFICATION IN APPLICATION FIELDS

The practical teaching platform is an important carrier to test the integration effect. This study carried out a two-year case verification in the field of textile art design, and constructed a trinity practical platform of "classroom teaching-workshop practice-social service" [11]. The classroom teaching stage focuses on theoretical knowledge teaching and basic skill training, integrating sustainable design concepts and social responsibility education. The workshop practice stage organizes students to participate in inheritance and innovation projects of intangible cultural heritage such as traditional batik and tie-dye, experience the craftsmanship spirit in hands-on practice, and enhance cultural confidence. The social service stage guides students to apply what they have learned to solve practical problems, such as designing characteristic textiles for rural cooperatives to help the development of local industries. The verification results show that 86 students participating in the platform have shown significant improvement in three dimensions: professional skills, cultural identity and social responsibility. Quantitative analysis shows that students' textile design innovation ability has increased by 47.2%, traditional cultural identity has increased by 52.8%, and social service participation willingness has increased by 61.3%. Qualitative interviews reveal that students generally believe that the practice platform makes professional learning more meaningful and enhances their professional identity and sense of mission. This case verifies the feasibility and effectiveness of integrating ideological and political elements into art education in applied majors, and provides a referenceable practical paradigm for other professional fields (see Table 3) [12].

TABLE 3. Effectiveness verification of practical teaching platform in textile art design

Evaluation Index	Pre-Platform	Post-Platform	Improvement (%)
Design Innovation Capability	64.5	94.9	47.2
Cultural Identity	58.3	89.1	52.8
Social Service Willingness	47.6	76.8	61.3

V. GUARANTEE SYSTEM AND CONTINUOUS IMPROVEMENT MECHANISM FOR DEEP INTEGRATION

A. CONSTRUCTION OF TEACHING STAFF AND PATHS FOR IMPROVING TEACHING ABILITY

The teaching staff is the core force to realize deep integration. The construction path includes three levels: ability training, team collaboration and incentive mechanism. In terms of ability training, a hierarchical and classified training system is established, and differentiated training programs are designed for teachers with different teaching experiences. Newly recruited teachers focus on mastering the basic theories and integration methods of ideological and political education, and quickly improve their ideological and political literacy through special lectures and case discussions. Backbone teachers focus on the deepening and innovation of integration practice, and promote teaching reform through action research and project application. The training content covers ideological and political element mining skills, teaching design methods, evaluation tool use, etc., to ensure that teachers have the actual ability to implement integrated teaching [13]. In terms of team collaboration, interdisciplinary teaching teams are set up, and art teachers, ideological and political teachers and professional teachers work together to carry out collective lesson preparation and teaching discussion regularly, forming a complementary collaboration mechanism. In the textile art design major, industry experts and intangible cultural heritage inheritors are hired as part-time teachers to enrich the knowledge structure and practical experience of the teaching team. In

terms of incentive mechanism, the effect of ideological and political integration is included in the teacher assessment and evaluation system, and special teaching achievement awards are set up to stimulate teachers' enthusiasm and creativity in participating in integration practice, forming an internal driving force for continuous improvement [14].

B. DIVERSIFIED CONSTRUCTION OF EVALUATION SYSTEM AND DYNAMIC FEEDBACK MECHANISM

A scientific evaluation system is an important guarantee for continuously optimizing the integration effect. A diversified evaluation system of "process-result-development" is constructed to break through the limitations of a single summative evaluation. Process evaluation focuses on students' performance in the learning process, and comprehensively records students' learning track and growth changes through indicators such as classroom participation, homework completion quality and practical activity investment. Result evaluation uses diversified evaluation tools, including professional skill tests, value questionnaires, innovation ability assessments, etc., to comprehensively measure students' knowledge mastery, ability development and literacy improvement [15]. Development evaluation focuses on students' personalized growth, and records students' progress and specialty development at different stages by establishing learning portfolios. The evaluation subject is diversified, introducing various methods such as teacher evaluation, student mutual evaluation, self-evaluation and social evaluation to enhance the objectivity and comprehensiveness of evaluation. The dynamic feedback mechanism establishes a closed-loop system of "evaluation-feedback-improvement", and timely finds problems and deficiencies in teaching through data collection and analysis. Based on the feedback results, the teaching content is regularly adjusted, the teaching methods are optimized, and the support system is improved to realize the continuous improvement of integration practice. The quantitative model is as follows [16]:

$$(E_{\text{total}} = \omega_1 E_{\text{process}} + \omega_2 E_{\text{result}} + \omega_3 E_{\text{development}}) \quad (1)$$

Among them, E_{total} is the comprehensive evaluation score, E_{process} and $E_{\text{development}}$ represent the scores of process evaluation, result evaluation and development evaluation respectively, and ω_1, ω_2 and ω_3 are the corresponding weight coefficients, satisfying $\omega_1 + \omega_2 + \omega_3 = 1$).

C. RESOURCE INTEGRATION AND CONSTRUCTION OF COLLABORATIVE EDUCATION ECOSYSTEM

The construction of a collaborative education ecosystem needs to integrate various internal and external resources to form an educational synergy. In terms of internal resource integration, break down the barriers between colleges and departments and establish an interdisciplinary resource sharing mechanism. The Academy of Fine Arts carries out in-depth cooperation with the School of Marxism, School of Education and other units to share curriculum resources, teacher resources and practice platforms. Establish an art education ideological and political research center to gather the school's superior forces to carry out theoretical research and practical exploration. In terms of external resource integration, establish long-term cooperative relations with museums, cultural centers and art institutions to transform social and cultural resources into teaching resources. In the field of textile art design, establish industry-university-research collaboration mechanisms with textile enterprises, design studios and intangible cultural heritage protection centers to jointly build practice bases and innovation platforms [17]. In terms of digital resource integration, build a digital resource database of ideological and political elements, collect excellent teaching cases, art works, literature and other materials to support teachers' teaching and students' independent learning. The operation of the ecosystem depends on an effective coordination mechanism, and a regular consultation system is established to coordinate the resource input and benefit distribution of all parties to ensure the sustainable operation of the collaborative education mechanism. Through the construction of the ecosystem, a multi-party collaborative education pattern of school, society and enterprise is formed to realize the optimal allocation of resources and the maximization of educational benefits (see Table 4, see Figure 3).

TABLE 4. Resource integration framework of collaborative education ecosystem

Resource Category	Integration Approach	Application Field	Synergy Effect Score
Interdisciplinary Resources	Cross-college Collaboration	Curriculum Development	8.7
Social Cultural Resources	Museum-School Partnership	Practical Teaching	8.9
Industry Resources	Industry-University Collaboration	Project Practice	9.1
Digital Resources	Resource Database Construction	Teaching Support	8.4

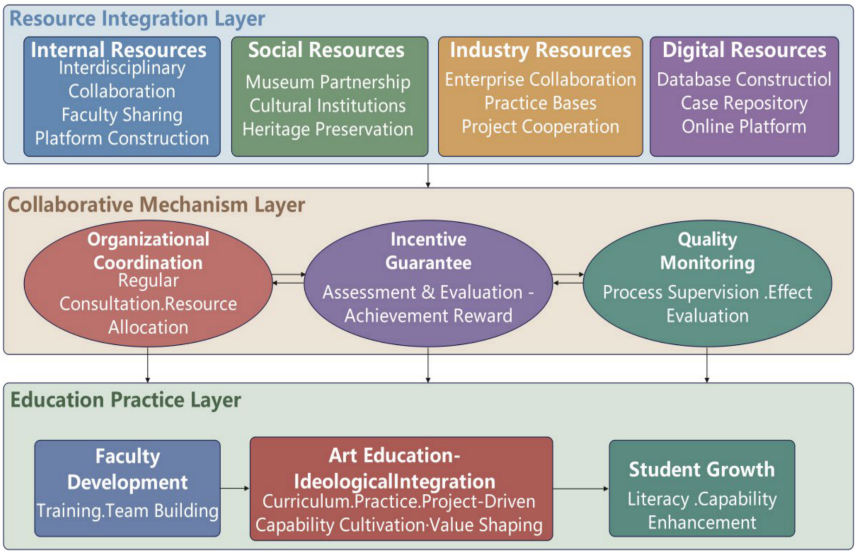

FIGURE 3. Operation Mechanism Diagram of Collaborative Education Ecosystem

VI. CONCLUSION

Through theoretical analysis and empirical research, this study systematically explores the practical paths of integrating ideological and political elements into college art education, with a particular focus on the enriching role of the craftsmanship spirit and labor values of the textile industry in the "Simultaneous Promotion of Five Educations". It provides an operable framework for aligning artistic cultivation with the industrial spirit and cultural heritage required for the high-quality development of modern textile design. The study finds that successful integration practices rely on the scientific construction of theoretical models, systematic reconstruction of curriculum systems, continuous innovation of teaching methods, and dynamic optimization of evaluation mechanisms. Empirical data confirm that deep integration has significantly improved students' comprehensive literacy and innovation ability, verifying the model's effectiveness. Especially the practice in applied fields such as textile art design shows the wide applicability of the integration model. Future research should further focus on the integration innovation empowered by digital technology and the deepening of interdisciplinary collaborative education mechanisms. This study provides theoretical and practical reference for the reform of college art education by aligning artistic training with the cultural essence and technical evolution of the textile industry, which is of great significance for fostering innovative design talent and promoting the high-quality development of higher education. By integrating textile craftsmanship into the modern curriculum, the research ensures that educational progress remains deeply rooted in the distinctive heritage and industrial needs of the textile sector.

AUTHOR CONTRIBUTIONS

Conceptualization –Xia Geng and Xin Zhang; methodology – Xia Geng and Xin Zhang; investigation – Xia Geng and Xin Zhang; writing-original draft preparation – Xia Geng and Xin Zhang. All authors have read and agreed to the published version of the manuscript.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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HUMAN RESEARCH SUBJECTS

This study was approved by the Ethics Committee of Laiwu Vocational and Technical College, and was performed in accordance with the principles of the Declaration of Helsinki. All eligible participants signed an informed consent form.

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