

Discussion on the Current Situation and Countermeasures of Students' Aesthetic Education in Higher Vocational Colleges

Chunhui Cao

Suzhou Art & Design Technology Institute, Suzhou city, Jiangsu province, 215101, China

Abstract

Aesthetic education, as an important part of Quality Education, has received widespread attention from schools and various circles of society. China's higher vocational education has developed rapidly since the new century, and the government's attention to higher vocational college education has been strengthened year by year. However, under the influence of pragmatism and utilitarianism, higher vocational education often pays more attention to skill education and ignores the implementation of aesthetic education, resulting in the lack of students' humanistic quality. Therefore, it is imperative to carry out aesthetic education in higher vocational colleges, and it has certain significance of the times to explore the current situation and countermeasures of aesthetic education of students in higher vocational colleges.

Keywords

Higher vocational colleges; Aesthetic education; Humanistic quality; Countermeasures.

1. Introduction

The requirement of contemporary society for aesthetic education is that aesthetic education should not only have art education to cultivate students' artistic literacy, but also sublimate students' soul through aesthetic education, so that students can improve their aesthetic level and find beauty in life, establish a positive attitude towards life and improve their artistic literacy while learning aesthetic education.

2. Practical Significance of Aesthetic Education for Students in Higher Vocational Colleges

First of all, aesthetic education can enhance the ideological connotation of students in higher vocational colleges. Under the influence of exam-oriented education, most vocational students' future plans are centered on employment and earning money. Although survival needs financial resources to maintain, the pursuit of money alone will corrode people's spiritual thoughts and make people lose their yearning for life. Therefore, it is necessary for higher vocational colleges to carry out aesthetic education. On the one hand, carry out aesthetic teaching and correct the construction direction of students' life ideal. On the other hand, aesthetic education can use aesthetic spirit and aesthetic elements to fill the thoughts of higher vocational students, improve the ideological connotation of college students, and make them become social talents with both practical pursuit and spiritual pursuit.

Secondly, aesthetic education can diversify the teaching system of higher vocational colleges. At present, the Ideological Courses carried out in Higher Vocational Colleges mostly focus on Ideological and political education, and the overall focus is biased towards politics. Although the Ideological Courses also involves the content of aesthetic education, the content involved is too shallow to reach the expected level. Therefore, the education system of higher vocational colleges is showing a weak state, which can not meet the diversified learning needs of students. The implementation of aesthetic education in Higher Vocational Colleges promotes the addition

of a large number of aesthetic materials to the teaching system, which can not only enrich students' learning space, but also fill students' living space. Therefore, carrying out aesthetic education in Higher Vocational Colleges helps to diversify the teaching system of higher vocational colleges.

Finally, aesthetic education can optimize the overall value of campus culture. Some practical projects will be involved in the aesthetic education system. For example, students will participate in activities to test their aesthetic foundation, such as wall painting competition, public welfare activities in the school, etc. The campus culture of higher vocational colleges may be cautious and rigid. However, with the filling effect of aesthetic related activities, campus culture will gradually become active, and then attract more students to apply for the school.

3. Current Situation of Aesthetic Education of students in Higher Vocational Colleges

3.1. Misunderstandings of Aesthetic Education

Firstly, aesthetic education is not a specific course. According to the relevant regulations of the Ministry of education, in order to realize aesthetic education, various colleges and universities have successively established public art education centers. The center aims to fully tap the high-quality teaching resources of art related disciplines such as art, calligraphy, music, dance, film and television media in Colleges and universities, and carry out public art education for all students with Chinese and foreign excellent art achievements as the main teaching content. Public art education curriculum is the main channel for schools to carry out aesthetic education, but aesthetic education is not a specific curriculum, but an independent curriculum system. The public art education curriculum takes aesthetic education as the main goal orientation, and takes improving students' aesthetic and humanistic quality as the main goal. However, the public art curriculum alone can not fully meet the needs of aesthetic education. Aesthetic education should run through the whole process of school education and teaching, that is, every teacher should be good at infiltrating aesthetic education into the teaching of this discipline, and build a curriculum system with public art education as the main body and infiltrating aesthetic education into all disciplines of school teaching.

Secondly, public art education cannot be equated with professional art education. In addition to public art education, art education also includes professional art education. Professional art education is to feel, appreciate and create art in some fields with a correct artistic view. It pays attention to students' creative skills, mainly teaches the knowledge and methods of artistic creation, and trains students to become professional artists. For example, according to art categories, it can be divided into art education, music education, dance education, film and television education, etc. Professional art education also needs to cultivate students' aesthetic quality and humanistic quality, and also has the task of promoting students' all-round development. However, when professional art education is trained as professional skilled talents, it basically does not have the essential significance of aesthetic education. Public art education also needs the teaching of some artistic knowledge and basic skills, but it serves to cultivate students' artistic interest and experience the deep connotation of artistic works. It is a general education for all students in the school, with aesthetic education as the main goal orientation and improving students' aesthetic quality and humanistic quality as the main goal. Public art education must follow the characteristics and laws of aesthetic education and closely follow the goal of aesthetic education. However, in reality, these two kinds of art education are often confused by some people.

3.2. Insufficient Attention to Aesthetic Education

First of all, the cultivation methods of aesthetic education in higher vocational colleges also need to be further improved. For a long time, in the process of implementing aesthetic education teaching in all kinds of schools from primary and secondary schools to universities, there is a general emphasis on skill teaching and training, but often does not pay enough attention to the cultivation of students' ability to recognize, feel, appreciate and create beauty, especially in higher vocational colleges. For example, in the course of Art Appreciation in public art education, teachers attach great importance to the teaching of art skills, but are relatively weak in aesthetic education, such as the cultivation of aesthetic emotion, imagination and creativity. Secondly, from the talent training programs of most higher vocational colleges, it can be seen that most of the current public art education courses are regarded as general elective courses and are not treated as compulsory courses. Although some students have studied, their leading thought still stays in studying to complete credits and does not realize the significance of aesthetic education. Not many students are really interested in public art courses. Some public art education courses are rarely attended by students, even only in form.

3.3. Weak Team of Aesthetic Education Teachers

Firstly, due to the needs of majors setting and construction in higher vocational colleges, most of the teachers are invested in the teaching of professional courses. In aesthetic education teaching, some higher vocational colleges have not even established public art education centers, so there are no full-time aesthetic education teachers, and more aesthetic education courses are provided by art teachers. Public art courses are offered to carry out aesthetic education for students, and these courses are not regarded as compulsory courses. Teachers in higher vocational colleges do not have a thorough understanding of the professional knowledge of aesthetic education, and their aesthetic cultivation is not high. Secondly, due to the limitation of funds, higher vocational colleges rarely arrange further training for aesthetic education teachers, which makes it difficult for them to update their knowledge and understand the latest trends in the academic frontier of their major.

4. Countermeasures for the Implementation of Students' Aesthetic Education in Higher Vocational Colleges

4.1. Education Management Departments Should Attach Great Importance to Aesthetic Education

With the deepening and development of educational reform, Education Law of the People's Republic of China, Higher Education Law of the People's Republic of China, Compulsory Education Law of the People's Republic of China and other laws promulgated by the Chinese government have clearly mentioned the role and status of aesthetic education, so as to continuously improve the status of aesthetic education in education. In the teaching of all subjects in the school, even in the activities of school administration and logistics management, educators should reasonably infiltrate the thought of aesthetic education, so that the work of aesthetic education can be truly implemented. Let aesthetic education really enter the campus, the classroom and the psychology of students. Secondly, higher vocational colleges should improve the management system of aesthetic education to make it have rules to follow and evidence to rely on in the actual process of aesthetic education activities. In addition, higher vocational colleges should strengthen the close relationship between various education departments, improve the long-term evaluation mechanism and supervision mechanism, and build a good aesthetic education teaching environment and atmosphere.

4.2. Strengthen the Construction of Aesthetic Education Teachers and Improve the Comprehensive Quality of Aesthetic Education Teachers

Firstly, strengthen the construction of aesthetic education teachers. Aesthetic education is a subject with strong comprehensiveness and practicality. In order to comprehensively improve the quality of school aesthetic education teaching, the administrative department of higher vocational colleges should integrate existing resources and introduce high-level full-time aesthetic education talents in a planned way according to the needs of school aesthetic education curriculum and the current situation of existing teachers. The team of aesthetic education teachers should have high comprehensive quality and artistic quality. It is usually composed of teachers engaged in art, calligraphy, music, dance, film and television and other related art majors. On the one hand, teachers are required not only to master the professional skills, but also to understand other contents related to aesthetic education, such as the basic knowledge of aesthetics and art education. Teachers should understand theory, have high artistic cultivation and organizational ability, and guide students to carry out community activities, artistic and cultural activities, as well as other aesthetic practice activities. On the other hand, in order to change the current situation of the lack of aesthetic education teachers, higher vocational colleges must strengthen the training of aesthetic education teachers and optimize their theoretical knowledge structure, which is the only way to enhance the effect of aesthetic education teaching. By organizing teachers' further education and training, their aesthetic practice ability, aesthetic theory application ability and analysis and appreciation ability can be improved.

Secondly, improve teachers' comprehensive quality. As the main body of implementing aesthetic education, teachers' basic knowledge, basic theory and understanding of aesthetic education will determine the final effect of aesthetic education to a great extent. In the whole teaching activities, a qualified teacher should not only impart knowledge to students, but also become a model for students' learning through his own personality charm, moral sentiment, noble quality, words and deeds, ideal pursuit, etc. Teaching by example is better than speaking. Teachers' expression, language, behavior and posture in teaching activities will have an inestimable impact on students. At the same time, they will also reflect rich and vivid aesthetic factors and aesthetic effects, and affect students' aesthetic interest. In addition, in the teaching process, teachers themselves have rich aesthetic connotation. Teachers' language is the most intuitive factor in the teaching process. Teachers' language in teaching is required to be vivid, interesting, natural, fluent and infectious. Only by choosing vivid, beautiful, emotional language and the cadence of a intonation to express the teaching content, can we bring students full of vitality and optimism, produce happy learning enthusiasm and passion, and introduce students into a beautiful classroom teaching atmosphere.

4.3. Constructing A Reasonable and Scientific Aesthetic Education Curriculum System

How to construct a reasonable and scientific aesthetic education curriculum system is the key link in the implementation of aesthetic education. The construction of a reasonable and scientific aesthetic education curriculum system should include the basic theory curriculum of aesthetic education, art appreciation curriculum and aesthetic education practice curriculum. Firstly, the basic theory course of aesthetic education is mainly to ensure that students can master the basic knowledge of aesthetic education and aesthetic knowledge, so that students can clarify the basic connotation and principle of aesthetic education and pay attention to the improvement of aesthetic education literacy. For example, College Aesthetic Education, Introduction to Art, Principles of Aesthetics and other courses can be taken as compulsory courses, which are taught by full-time aesthetic education teachers. Secondly, art appreciation courses, also known as aesthetic education characteristic courses. Art appreciation courses

mainly include Music Appreciation, Dance Appreciation, Film and Television Appreciation, Art Appreciation and other courses. By offering such courses, higher vocational colleges can fully mobilize students' learning interest and enthusiasm, and improve students' aesthetic ability and taste. Such courses can generally be used as limited elective courses, which are provided to students with different interests and hobbies according to different professional characteristics, and can generally be taught by full-time teachers or part-time teachers. For example, teachers in the Department of fine arts can offer the course of Art Appreciation, and teachers in the Department of music can offer the course of Music Appreciation. Thirdly, strengthen the construction of campus culture. The purpose of strengthening the construction of campus culture is to provide students with opportunities for aesthetic education practice, so as to deepen students' understanding of aesthetic education theory. At present, in addition to the above related classroom teaching, aesthetic education teaching should also pay attention to extracurricular art education activities. The school can organize various associations to carry out practical activities such as art, calligraphy, painting, music and dance, so as to better feel the beauty and experience the charm of art through practical practice.

4.4. Establishing the Evaluation System of Aesthetic Education Curriculum

Curriculum evaluation is to make a value judgment on the effect of curriculum by using scientific methods according to certain standards and the information of curriculum system. The purpose of evaluation is to ensure the quality of aesthetic education teaching. Aesthetic education curriculum evaluation includes curriculum overall evaluation and curriculum examination evaluation. On the one hand, the evaluation of the overall aesthetic education teaching. First of all, the management department of the school should take aesthetic education as an important indicator of teaching and educating people in Colleges and universities, and bring it into the teacher evaluation system. As an aesthetic education teacher in higher vocational colleges, we should not only take good aesthetic education courses, but also make ourselves a good teacher. Teachers in higher vocational colleges should rely on their noble quality and their charisma and attraction to influence students. Secondly, we should strengthen the monitoring and evaluation of different aesthetic education courses according to their characteristics, and establish an effective quality management model and monitoring system. Thirdly, the school management department should regularly carry out special inspections, including teachers' evaluation of learning, students' evaluation of teaching (through online evaluation of teaching), supervision and evaluation and other ways of quality self-evaluation. On the other hand, curriculum examination evaluation tests teachers' teaching effect through examination. For compulsory aesthetic education theory courses, examination should generally be adopted. For the elective courses of aesthetic appreciation and practice, the examination method can be adopted.

4.5. Creating Web-based Autonomous Learning Courses

With the continuous development of the times, wechat has become an indispensable way of communication in people's daily life. Teachers can use wechat to actively communicate and communicate with students, so as to further promote the healthy growth of students and gradually integrate it into the daily education and teaching of colleges and universities, which provides an ideal channel for students to learn aesthetic education independently. Firstly, we use Internet technology to build a dedicated WeChat official account belonging to the aesthetic education curriculum system. Excellent classic works of art are selected from a large number of network resources and displayed in multiple forms such as pictures, audio and video through integrated development, which enriches public art education resources. For example, through the WeChat official account, the calligraphy, painting, photography, film and television works of Chinese and foreign art masters are pushed to enhance students' appreciation of beauty, stimulate students' real emotional experience, and achieve aesthetic effects imperceptibly.

Secondly, as a new way of information dissemination, WeChat official account has constructed a new mode of knowledge communication, communication and communication between teachers and students, students and students. Higher vocational college teachers can set up aesthetic education curriculum materials and aesthetic education curriculum plans on this platform. At the same time, they can also set up an interactive communication platform between teachers and students to realize multiple modules such as teachers' online assignment and correction of homework, students' online submission of homework, and information message board, which greatly widens the teaching form of aesthetic education curriculum. Teachers can regularly publish what they want to learn in the "wechat group", actively carry out interactive exchanges between teachers and students, students and students, provide correct guidance for students' aesthetic education and learning, and ensure the continuous improvement of students' aesthetic ability and aesthetic innovation ability.

To sum up, modern vocational education should pay attention to the integration of aesthetic education. Good aesthetic education can improve people's noble aesthetic sentiment, improve students' own personality and cultivate students' keen aesthetic ability. It is scientific, advanced and in line with the current direction of socialist development, and has irreplaceable advantages in other disciplines. As an important part of Chinese education, higher vocational education should pay attention to aesthetic education and develop aesthetic education from now on, so as to build a better growth platform for students.

References

- [1] Huilong Tian, Tongtong Yang. Research on the Combination Path of Aesthetic Education and Talent Cultivation of Higher Vocational Education[J]. *Advances in Higher Education*, 2021, 5(1): 321-325.
- [2] Wang Hao. A Probe into the Infiltration Path of Aesthetic Education in College Dance Teaching Based on Multimedia Technology[J]. *Journal of Physics: Conference Series*, 2021, 1744(3): 157-162.
- [3] Olena F. Sbitnieva, Liudmyla M. Sbitnieva, Hanna E. Ovcharenko, Victoria S. Furkalo, Svitlana S. Bondar. Aesthetic Education as a Topical Direction of Preparation of a Modern Specialist[J]. *International Journal of Learning, Teaching and Educational Research*, 2020, 19(5): 453-459.
- [4] Li Wen. Research on the current situation and Countermeasures of students' aesthetic education in Higher Vocational Colleges[J]. *Research on art education*, 2021(19): 130-131.
- [5] Yanqing Cui. Innovative Exploration of Aesthetic Education Teaching in Colleges and Universities in the Era of Digital Media[J]. *Management Science and Research*, 2019, 8(1).
- [6] Xu Jinyuan. Aesthetic Education: Toward a Possible Aesthetic Life[J]. *Knowledge Cultures*, 2019, 7(1): 45-47.
- [7] Shin Chun Ho. Knowledge as an Aesthetic Semblance - An Study on Schiller's Aesthetic Education [J]. *The Journal of Moral Education*, 2018, 30(4): 29-33.
- [8] Yansong Xue. Research on the Cooperative Path of Physical Education and Aesthetic Education in Higher Vocational Colleges[P]. 2020 4th International Conference on Advancement of the Theory and Practices in Education, 2020.