ON THE STATUS QUO OF AESTHETIC EDUCATION IN CONTEMPORARY COLLEGES

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Keywords: Aesthetic education, University, Countermeasures

Abstract: Aesthetic education is an important part of China's contemporary all-round education system, and it is one of the important ways to cultivate outstanding qualified college students in all aspects of moral, intellectual, and physical beauty. At present, the popularization of aesthetic education runs through all stages of quality education, from kindergartens to Colleges and universities are in full swing to develop aesthetic education. However, there are still many loopholes and imperfections in aesthetic education in China's colleges and universities. For example, shallow and lagging concepts in aesthetic education and incomplete construction of aesthetic curriculum systems have affected the smooth development of campus aesthetic education. In view of this situation, this article will analyze the current situation of contemporary aesthetic education in colleges and universities and propose corresponding countermeasures, hoping to inspire the future development of aesthetic education in colleges and universities.

1 INTRODUCTION

Institutions of higher learning are set to cultivate modern talents with high quality whom meet the needs of social development. The high-level talents should be the innovative ones who can fulfill the needs of social development trend and promote the social progress in all aspects including morality, intelligence, sports and aesthetics. As is known to all, aesthetic education plays an decisive role in individuals comprehensive development and personality construction. Aesthetic curriculum, through which colleges and universities carry out aesthetic education, is an important way to realise aesthetic education in college students. Decision of the CPC Central Committee and the State Council on Deepening Educational Reform and Comprehensively Promoting Quality-oriented Education, issued by the State Council, has provided clear instructions on aesthetic education, actively advocating aesthetic education being mixed into the teaching progress of other courses. Therefore, aesthetic education has far-reaching significance on higher education and the development of college students themselves.

1.1 The Concept of Aesthetic Education

What is aesthetic education? Generally speaking, it is the education to appreciate beauty or to feel beauty in the traditional sense. As a brand-new educational concept, aesthetic education has become one of the most important part in the comprehensive development in Chinese education. By means of
aesthetic teaching, students could gradually form the ability to find out beauty and look into beauty, which helps them to feel, find out and in turn, create beauty in real life. This could infiltrate students life, establish correct aesthetic interest, therefore well achieve the goal of completing their personality. For higher education, the positive effects of aesthetic education goes without saying. Giving full play of aesthetic education plays a significant role on cultivating innovative and applied graduates in contemporary era.

2 THE STATUS QUO

2.1 The Current Situation of Aesthetic Education in Contemporary Universities

2.1.1 Errors Existing in the Core Concept of Aesthetic Education

According to the authors findings, there is cognitive bias on the intrinsic value of aesthetic education by teaching managers in some universities. Some teachers simply understand aesthetic education as art aesthetic education. Some even directly link it to art education or define it as elementary edition of professional art education. It is the unilateral understanding that leads to the current situation that professional art educational courses are directly copied to the curriculum of aesthetic courses. Obviously, assessing students master of aesthetic education based on the assessment system for professional art curriculum is contrary to the core idea of aesthetic education. If that pushed on, little results of aesthetic education could be seen in colleges and universities.

2.1.2 Professional Degree of Aesthetic Education Teaching Resources Remain to be Improved

Aesthetic education is self-contained, which makes higher request on the professionalism of teachers. However, the current situation of aesthetic educational teachers is still uneven in terms of professionality. It is embodied in the following two points: First, some colleges ask teachers in similar liberal art majors to teach aesthetic education. Considering the special attributes of the specialty of aesthetic education courses, this situation would make the teaching effect greatly reduced. At the same time, some universities have full-time teachers for aesthetic education. Although some graduates and doctoral students have solid professional knowledge, their capability of teaching and class-controlling is relatively obscure, which would lead teaching progress and teaching effect less obvious. In addition, some universities do not set up perfect degree of aesthetic courses. The distribution of theoretical and practical courses is unreasonable. Little attention is paid to its deep essential value. These factors have made it difficult to realize the real purpose to educate students with aesthetics.

2.1.3 Lack of Complete System for Aesthetic Education Curriculum

lack of standardized and unified teaching materials and sufficient practice experience Each university has its own situation. Therefore, the teaching arrangement and development should be fully based on the specific situation of each school, taking students recognitive level, learning capability, knowledge base and so on into account. Teaching students according to their own aptitude is the essential requirement of quality education. Based on the research of the author, however, although many
universities have actively carried out teaching in response to the requirement of aesthetic education, they have actually encountered many obstacles on specific curriculum setting. As the curriculum system of aesthetic education involves a wide range of subjects, including not only art and music, but also craft, calligraphy, drama, film and television, it is difficult to realize the complete system in curriculum setting due to the limitations of teachers and other factors. What's more, in terms of teaching method, many universities still adopt the traditional method of stuffing knowledge to students in aesthetic classes. It shows that the traditional idea of intellectual education in the earlier stage of higher education still remains, and there is a lack of thinking about the depth of aesthetic education. The starting point of college students cognition of aesthetic education is relatively low and their ability is weak. Therefore, this kind of extensive and high-starting teaching method would make it difficult for students to digest the knowledge, aggravates the distance between teaching and digesting and make it almost impossible to receive valuable results in class.

2.1.4 Lack of Standardized and Unified Teaching Materials and Sufficient Practice Experience

As the advocacy and field promotion of aesthetic education was relatively late, there is lack of targeted and practical teaching materials in teaching. Many universities use obscure art and aesthetics related theoretical textbooks instead. Only few optional courses in music and art are allowed, in which part of the textbook mainly adopt the category of western aesthetic logic. The adoption of western aesthetic logic lacks national character, which would cause estrangement from the aesthetic philosophy of contemporary college students. Also, as it lacks exploration on systematic practical courses in aesthetic education, highly professional aesthetic knowledge is not conducive to the popularization of aesthetic education. Moreover, the instillation of objective theoretical knowledge, while lacking the cultivation of students practical ability, would make aesthetic education remain formalistic.

3 METHODS

3.1 Exploration of New Approaches to Aesthetic Education in Colleges and Universities

College students are the backbone of our country in the future. Nowadays, higher education not only carries forward intellectual education, but also advocates moral education. As the carrier to solid promote aesthetic education, it is in urgent need to strengthen and improve the standardization and scientific operation of aesthetic education in colleges and universities.

3.1.1 Highlight the Importance of Aesthetic Education on the Basis of Higher Education Policies and Regulations

With the development of our society and the deeper revolution on higher education, the important status of aesthetic education has been continuously improved. The education Law of the People's Republic of China, the Compulsory Education Law of the People's Republic of China and the Higher Education Law of the People's Republic of China have all mentioned the significant effect and status of aesthetic education. the Opinions of the General Office of the State Council on Comprehensively Strengthening and Improving the Aesthetic Education in Schools, issued by the General Office of the
State Council in 2015, makes following requirements: integrate the cultivation and practice of socialist core value into the whole process of aesthetic education in schools; root in the deep soil of Chinese excellent traditional culture; absorb outstanding achievements of human civilization; lead students to set up correct aesthetic idea, cultivate noble moral sentiment, develop deep national feelings, stimulate imagination and sense of innovation, have an open eye and a broad mind, and train them to become the builders and successors of socialism who are well developed morally, intellectually, physically and aesthetically. It was mentioned in the Opinions of the Ministry of Education on Strengthening the Aesthetic Education in Colleges and Universities in the New Era, issued by the Ministry of Education in April 2019 that, aesthetic education in colleges and universities should focuses on the reform and development of art education, and closely surrounds the three key areas, including universal art education, professional art education and art teacher education. Teaching of aesthetic education should be strengthened and improved. Professional courses should be set and further development plan should be detailed. There are the bounden duty of each teacher. It is necessary to the aesthetic education work in colleges and universities more perfect, more scientific, and more systematic, so that aesthetic education can truly go deep into the campus, into classrooms and into students heart.

3.1.2 Further Optimize the Construction of Teachers for Aesthetic Education

Aesthetic education is a subject with high professional requirements. The teaching content can be complex or simple, deep or shallow. Therefore, there are certain tests on the teaching level of the teachers, requiring aesthetic teachers possess solid artistic theoretical knowledge together with flexible and sufficient after-class practice experiences. The flexible development and actual effect of aesthetic education is closely related to the comprehensive quality of the teachers. Therefore, there is an urgent need to cultivate a group of professional teaching staff with high quality, strong ability and professional skills. In view of the current situation, the reasonable plan of distribution of teachers majors should be fully considered when hiring relevant personnel, in order to make sure the coverage of various subjects during the teaching process. Then the professional level and theoretical level as well as the relevant practices should be fully evaluated to ensure that they can fulfill their advantages to promote the development of the subject in the later teaching and research work. In addition, teachers of aesthetic education courses should be trained and studied in multiple ways, and their capability and practice level should be improved in multiple aspects through further study, field observation, competition and so on.

3.1.3 Improve the Construction of Aesthetic Education Curriculum System

The establishment of aesthetic education curriculum system is related to the specific content and research direction of aesthetic education construction in colleges and universities, and is the accordance and regulatory protection for its practice. The Outline, issued in July 2012, states: strengthen aesthetic education, and develop students good aesthetic taste and humanistic quality. It is the key of aesthetic education in colleges and universities to ensure that it is accessible to every student, universally adaptable and practically operated and finally achieve fine and silent aesthetic education. There are still cases in which aesthetic courses are formalized and sporadic opened or are occupied by other professional courses. In order to avoid these kinds of phenomena, the plan of aesthetic education
curriculum should be included in the overall layout of school construction to implement it systematically. According to relevant regulations, the structure of aesthetic education courses in higher education should include two modules, optional courses and compulsory courses. At least one compulsory course, one optional course and a series of related aesthetic lectured should be set for non-art majors and science majors. Use regulations to standardize the work, complete related assessment system and not to be arbitrarily occupied. Try to establish deep and detailed aesthetic education courses, based on aesthetic appreciation theoretic courses and art practical courses and supplemented by a variety of extracurricular related activities, which allows every educator to truly experience beauty, participate in beauty, enjoy beauty and therefore complement personality and improve overall humanism quality.

3.1.4 Standardize the Textbook Compilation and Curriculum Evaluation System for Aesthetic Education

The development of aesthetic education in this new era requires colleges and universities to combine informative methods, fully expand the multi-channel and interworking aesthetic education resources, constantly improve the deficiencies in the education system, develop courses suitable for specific universities. These requirements are all inseparable from the standardized aesthetic education textbooks. At present, most of the textbooks for aesthetic education curriculum on display are specialized aesthetic theories or music are appreciation textbooks, whose depth and breadth of knowledge are uneven as well, which cannot meet the requirements of systematization and integration. In view of this situation, colleges and universities should, based on the specific situation of the school, actively develop textbooks which can reflect the characters of schools education policy and meet the specific needs of the school, so as to facilitate the comprehensive, scientific and standardized development of aesthetic education courses. At the same time, besides systematization of courses and standardization of textbooks, a complete evaluation system should be set up to assess the aesthetic appreciation, practice and activities of college students with corresponding credits, which should be included in the overall academic performance evaluation form. Let college students have fun and gain in aesthetic education courses.

4 CONCLUSION

To sum up, combining with the current situation of aesthetic education construction in colleges and universities, aesthetic education work should be put into real practice according to the different situations in each school and characteristic accesses should be developed. In this way can our students gain the ability to experience, evaluate and furthermore create beauty under the baptism of aesthetics, improve their health and elegant aesthetic interest, edify their soul and beauty their personality in a subtle way and grow up to be a sound and qualified pillar of the country.

ACKNOWLEDGMENTS

This academic paper is the conclusion of the "great Aesthetic Education" system constructed by application-oriented universities under the new era background of 2020 university-level scientific
research project of Wuhan Business University. Project No.: Wuhan Business University [2020] No. 27 +2020KY012 Thanks to our editors for giving us such a great platform.

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