

Exploration and Practice on the Integration of Foreign Language Teaching and Aesthetic Education in Agriculture-related Vocational Colleges

Xiaomei Li

Institute of Vocational and Technical Education, Heilongjiang Agricultural Economy Vocational College, Mudanjiang City, 157041, China

Keywords: Higher vocational colleges; Foreign language teaching; Aesthetic education; Fusion; Practical strategy

Abstract: This article focuses on the educational development needs of agriculture-related higher vocational colleges (HVC) and discusses the integration path of foreign language teaching and aesthetic education. This article combs the theories of foreign language teaching, aesthetic education and their integration through literature research, analyzes the feasibility and necessity of integration, and puts forward practical strategies from the aspects of teaching objectives, contents, methods and teachers' quality improvement. It is found that the relevance of curriculum objectives, the complementarity of teaching resources and the adaptability of teachers' literacy provide feasibility for integration; Satisfying students' career development, improving their comprehensive quality and conforming to the educational trend highlight the necessity of integration. Through the implementation of practical strategies, it is expected to realize the deep integration of foreign language teaching and aesthetic education, and improve the language ability and aesthetic quality of students in agricultural HVC. This can lay a foundation for their future career development and personal growth, and promote the improvement of education and teaching quality in agricultural HVC.

1. Introduction

At the moment of diversified development of education, the educational model of agriculture-related HVC is facing new challenges and opportunities. With the continuous improvement of the society's requirements for the comprehensive quality of agriculture-related talents, how to comprehensively improve students' humanistic quality on the basis of professional skills training has become an important problem to be solved urgently in agriculture-related HVC [1]. As a key course to cultivate students' international vision and cross-cultural communication ability, the integration of foreign language teaching and aesthetic education can not only enrich the teaching content, but also help students form a sound personality and aesthetic ability [2]. This is of great significance for agriculture-related HVC to cultivate compound talents to meet the needs of modern agricultural development.

At present, foreign language teaching in agriculture-related vocational colleges often focuses on imparting language knowledge and skills training, ignoring the cultivation of students' aesthetic quality [3]. Aesthetic education, as an important way to enhance students' aesthetic perception and aesthetic creativity, has not been paid enough attention to in the education system of agricultural HVC [4]. The imbalance of this educational model makes it difficult for students to show their comprehensive quality in an all-round way when facing the complicated and changeable social environment [5]. Therefore, it is an inevitable choice to explore the effective integration of foreign language teaching and aesthetic education in agricultural HVC.

From the macro perspective of education development, a series of policy documents have pointed out the direction for the education and teaching reform in agriculture-related HVC, and emphasized the importance of cultivating students' comprehensive quality and innovation ability [6]. In this context, the integration of foreign language teaching and aesthetic education conforms to the needs of the development of the times, which is helpful to improve the quality of education in agricultural HVC and deliver more outstanding talents with international vision, humanistic feelings

and aesthetic quality to the society [7]. From the microscopic point of view of students' individual development, the integration of foreign language teaching and aesthetic education can provide students with a richer learning experience. By integrating aesthetic education into language learning, students can not only improve their language application ability, but also cultivate aesthetic taste and enhance their aesthetic appreciation in the process of appreciating and understanding different cultures [8]. This integrated education model is helpful to stimulate students' interest in learning, promote their all-round development and lay a solid foundation for their future career development and personal growth. Based on the above, this research is not only a positive response to the demand of current education reform, but also an effective way to improve the comprehensive quality of students in agricultural HVC.

2. Theory of integration of foreign language teaching and aesthetic education

In terms of foreign language teaching theory, linguist Krashen's "Input Hypothesis" emphasizes the importance of comprehensible input to language acquisition. Foreign language teaching is not only the mechanical teaching of vocabulary and grammar, but also the input of rich cultural content, so that students can improve their language ability in the process of understanding and using the language [9]. The integration of aesthetic education elements, such as artistic images in foreign language literature works and aesthetic concepts in cultural customs, can provide students with more vivid and rich language input content and promote language acquisition. Communicative teaching method focuses on cultivating students' communicative competence in real context. The situation creation and emotional experience emphasized by aesthetic education can provide more real and diverse scenes for foreign language communication, so that students can improve the accuracy and fluency of language use in aesthetic situations.

Aesthetic education theory provides the core basis for the integration of the two. Aesthetic education aims at cultivating people's aesthetic perception, appreciation and creativity. Schiller pointed out in the Letters of Aesthetic Education that aesthetic education can make people become complete people through emotional education. Integrating aesthetic education into foreign language teaching can guide students to feel the aesthetic characteristics of foreign language culture and cultivate their aesthetic comprehension and appreciation ability of different cultures. In the process of using foreign languages to express and create, students can also exert their own aesthetic creativity and improve their aesthetic ability.

The theory of all-round development in pedagogy emphasizes that education should promote the all-round development of people's morality, intelligence, physique and beauty. Foreign language teaching focuses on cultivating students' language intelligence and intercultural communication ability, while aesthetic education focuses on improving students' aesthetic quality. The integration of the two accords with the concept of all-round development education [10]. The cognitive development theory in psychology also shows that rich emotional experience and diverse learning situations are helpful to promote students' cognitive development. The situation and atmosphere created by the integration of foreign language teaching and aesthetic education can stimulate students' interest and enthusiasm in learning and promote their cognitive ability.

3. Feasibility and necessity of integration

3.1. The feasibility of integration

In the education system of agricultural HVC, the integration of foreign language teaching and aesthetic education is both practical and urgent.

(1) Relevance of curriculum objectives: Foreign language teaching aims at cultivating students' language application ability, intercultural communication ability and understanding and tolerance of multiculturalism. Aesthetic education focuses on cultivating students' aesthetic perception, appreciation and creativity. Both of them are consistent in the macro goal of improving students' comprehensive quality.

(2) Complementarity of teaching resources: Foreign language textbooks are rich in aesthetic education resources, from literary works to film and television materials, from cultural customs to artistic expression, which are all good materials for aesthetic education. Agricultural vocational colleges have unique agricultural teaching resources, such as rural scenery and agricultural culture, which can be integrated into foreign language teaching and provide local characteristics for aesthetic education. Taking an agricultural vocational college as an example (see Figure 1), the description of agricultural landscape is integrated into the foreign language writing course, which not only enriches the content of foreign language teaching, but also adds the local flavor of aesthetic education.

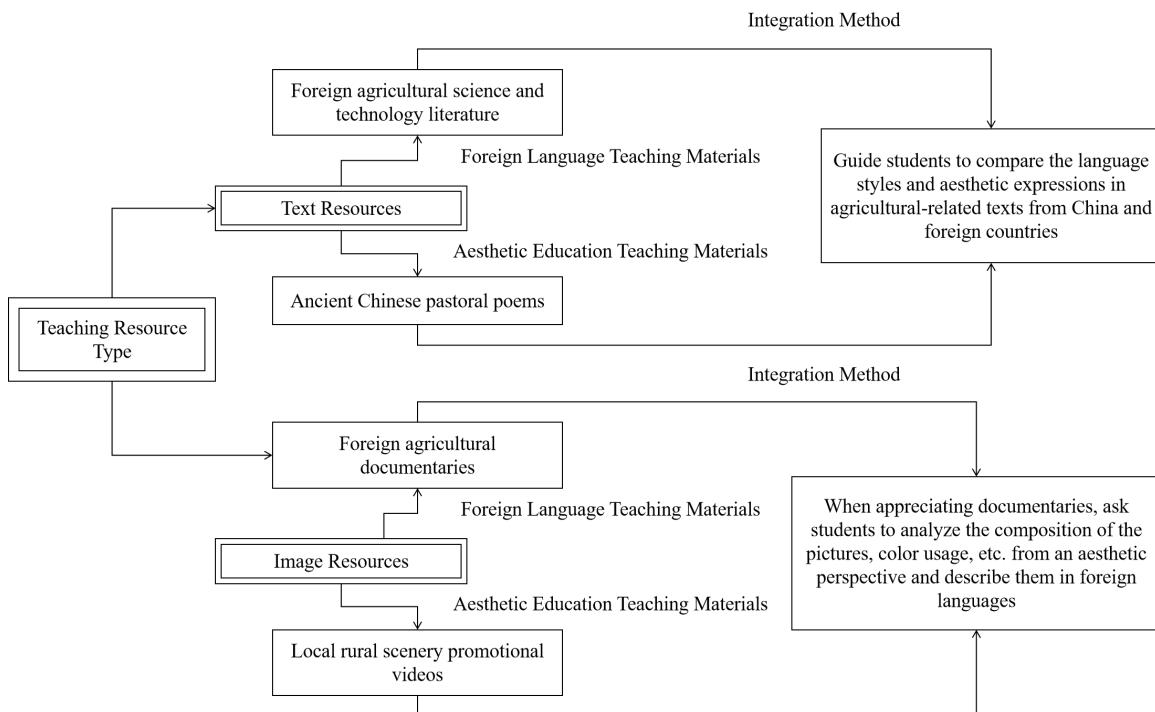


Figure 1 Integration of foreign language and aesthetic education teaching resources in agricultural HVC

(3) Adaptability of teachers' literacy: Foreign language teachers in agriculture-related vocational colleges usually have good language skills and cross-cultural knowledge. After some training and study, they can master the basic theories and methods of aesthetic education and integrate aesthetic education elements into foreign language teaching. Schools can also strengthen the aesthetic education teaching ability of teachers by introducing art teachers or carrying out interdisciplinary teaching and research activities, and provide teachers' guarantee for the integration of the two.

3.2. The necessity of integration

(1) Meet the needs of students' career development: With the advancement of agricultural modernization, agriculture-related industries have higher and higher requirements for talents. Talents with good foreign language ability and aesthetic quality have obvious advantages in the fields of international marketing of agricultural products and agricultural cultural exchanges. According to relevant surveys, the competitiveness of agricultural graduates with both foreign language and aesthetic literacy in the job market is about 30% higher than that of graduates with single skills.

(2) Improve students' comprehensive quality: Aesthetic education can cultivate students' innovative thinking, emotional expression and interpersonal skills, and work together with foreign language teaching to promote students' all-round development. By integrating aesthetic education into the process of learning a foreign language, students can not only improve their language level, but also enhance their aesthetic experience and enrich their emotional world by appreciating foreign language movies, music and other art forms. This improvement of comprehensive quality will help

students better adapt to social life and face various challenges in the future.

(3) Conforming to the development trend of education: At present, the concept of quality education is deeply rooted in the hearts of the people, emphasizing the all-round development of students. As an important position to cultivate high-quality applied talents, agriculture-related HVC should conform to this educational development trend. The integration of foreign language teaching and aesthetic education is an innovation and breakthrough of traditional education mode, which can inject new vitality into the education and teaching reform of agricultural HVC and enhance the education quality and social reputation of the school.

4. Practical strategy of integration

In agriculture-related HVC, to realize the effective integration of foreign language teaching and aesthetic education, it is necessary to formulate practical strategies from many aspects in order to achieve the dual goals of improving students' language ability and aesthetic quality.

Teaching objectives are the guidance of teaching activities, and the integration of foreign language teaching objectives and aesthetic education objectives can ensure that they work together in the teaching process. The goal of foreign language teaching should add the dimension of aesthetic ability training on the basis of traditional language knowledge and skills training. In the goal of oral English course, in addition to training students' fluent expression and accurate pronunciation, students can also be required to feel the rhythmic beauty and emotional beauty of the language by imitating the phonetic intonation and emotional expression in the original materials of foreign languages. Rich and integrated teaching content is the key to realize the integration of foreign language teaching and aesthetic education. Teachers should dig deep into the aesthetic education materials in foreign language textbooks, and at the same time combine the characteristics of agriculture to supplement the relevant aesthetic content. Taking literary works in foreign language textbooks as an example, teachers can guide students to appreciate the characters, plot structure and cultural background in the works, and appreciate the beauty of humanity, structure and culture. See Figure 2 for an example of the teaching content of the integration of foreign language and aesthetic education in agriculture-related HVC.

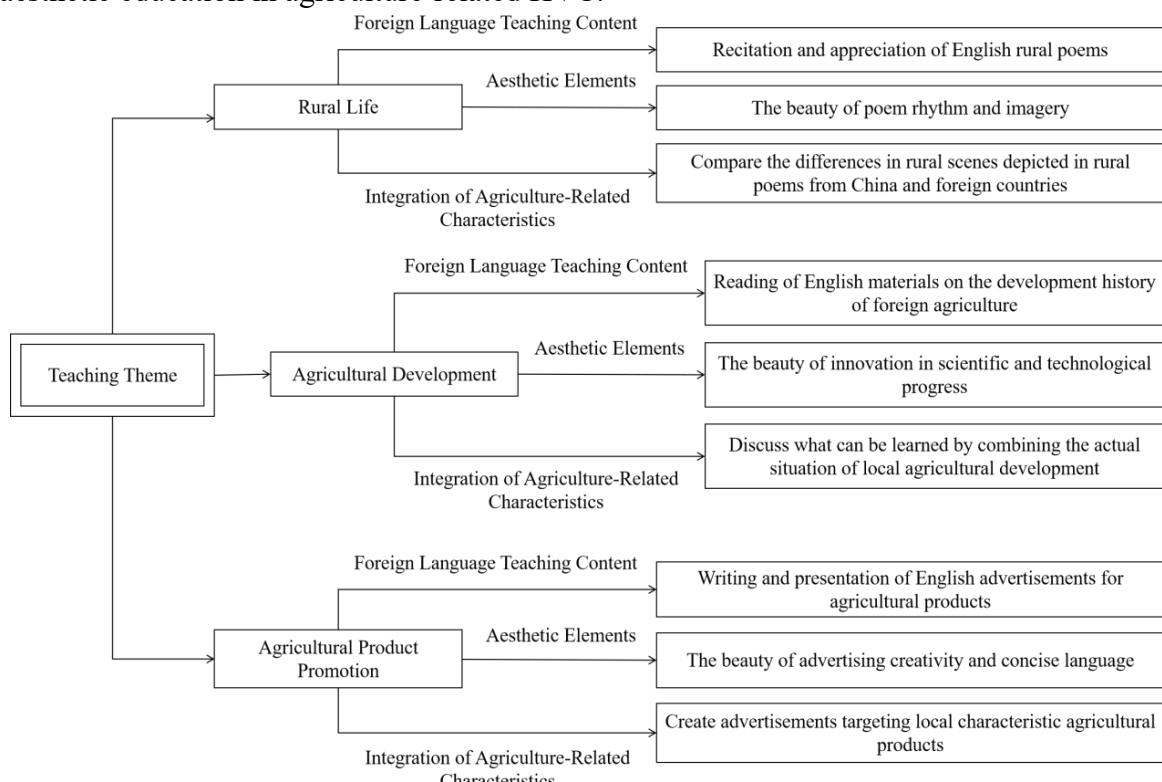


Figure 2 Teaching content of integration of foreign language and aesthetic education in agriculture-related HVC

Diversified and integrated teaching methods can stimulate students' interest in learning and promote the common development of language and aesthetic ability. Situational teaching method can create vivid foreign language learning situations, such as simulating foreign agricultural products fairs, allowing students to communicate in foreign languages in real scenes, and guiding students to pay attention to aesthetic elements such as exhibition layout and product packaging. Project-based learning can arrange cross-cultural exchange projects with agriculture-related themes, and students can complete the whole process from data collection, scheme planning to achievement display in groups, so as to improve their foreign language application ability and cultivate their aesthetic qualities such as teamwork and innovative thinking.

Teachers are the organizers and guides of teaching activities, and their literacy directly affects the effect of the integration of foreign language teaching and aesthetic education. Agriculture-related vocational colleges should attach importance to the improvement of teachers' quality, organize foreign language teachers to participate in aesthetic education-related training regularly, such as art appreciation, aesthetic theory and other courses, and broaden teachers' aesthetic vision. Colleges and universities should encourage foreign language teachers and art teachers to carry out interdisciplinary teaching and research activities and jointly explore the integration and innovation of teaching content and methods. Teachers themselves should keep learning, actively pay attention to advanced integrated teaching cases at home and abroad, and improve their practical ability of integrating aesthetic education into foreign language teaching, so as to better guide students to feel and create beauty in language learning.

5. Conclusions

This article probes into the important topic of the integration of foreign language teaching and aesthetic education in agriculture-related HVC, and draws the following conclusions through systematic analysis of theoretical basis, feasibility and necessity and practical strategies.

The integration of foreign language teaching and aesthetic education has a solid theoretical support in agriculture-related higher vocational education. Foreign language teaching theories, such as "input hypothesis" and communicative approach, provide a basis for the integration of language learning. Aesthetic education theory emphasizes the cultivation of aesthetic ability and related theories of pedagogy and psychology, which jointly demonstrate the scientificity and rationality of the integration of the two.

From the feasibility point of view, curriculum objectives are consistent in improving students' comprehensive quality, teaching resources are complementary, and teachers have the ability to achieve integration after training. These factors make the integration of foreign language teaching and aesthetic education possible. As far as the necessity is concerned, the demand for students' professional development to have both foreign language and aesthetic literacy is growing day by day. Improving students' comprehensive quality is the essential requirement of education, and conforming to the development trend of education is a mission that cannot be ignored in agricultural HVC, all of which highlight the urgency of integration.

Based on the practical strategies put forward in the above analysis, this article starts with the teaching objectives, contents, methods and the improvement of teachers' quality, aiming at comprehensively promoting the deep integration of foreign language teaching and aesthetic education. The integration of teaching objectives focuses on the integration of aesthetic ability training into traditional language teaching objectives. The integration of teaching content enriches teaching by excavating teaching materials and characteristic materials related to agriculture. The integration of teaching methods stimulates students' interest by various means such as situational teaching and project-based learning. The improvement of teachers' quality strengthens teachers' ability of integrated teaching through training and interdisciplinary teaching and research activities.

To sum up, by promoting the integration of foreign language teaching and aesthetic education, agriculture-related vocational colleges are expected to cultivate more compound talents with solid foreign language ability and high aesthetic quality, meet the diverse needs of modern agricultural development for talents, and improve the educational quality and social competitiveness of the

school.

References

- [1] Zhu Yumeng, Mu Sen. Research on the Construction of an Aesthetic Education Service Model for Counselors' Studios in Agricultural Vocational Colleges Under the Rural Revitalization Strategy[J]. *Talent*, 2025, (20): 129-132.
- [2] Yu Yue, Wu Xiaoyan. Practical Research on Farming and Reading Education in Agricultural Colleges from the Perspective of Ecological Aesthetic Education[J]. *Talent Development*, 2023, (23): 107-108.
- [3] Cao Kaikai. Exploration of Ways to Enhance the Aesthetic Education Function in Agricultural Universities[J]. *Art Science and Technology*, 2024, 37(13): 76-78. DOI: 10.3969/j.issn.1004-9436.2024.13.026.
- [4] Wang Xiaoxia, Jin Yue. A Preliminary Study on the Classroom Implementation Paths for Cultivating Aesthetic Literacy in Agricultural Universities[J]. *Journal of Shandong Agriculture and Engineering University*, 2023, 40(3): 114-117. DOI: 10.3969/j.issn.1008-7540.2023.03.022.
- [5] Zhang Sifang, Weng Senxiang, Zhao Jiaoyan, et al. Construction and Application of an Analytical Framework for Aesthetic Education Content in High School Chemistry Textbooks[J]. *Teaching and Management*, 2024, (18): 89-93.
- [6] Wen Lili. The Logical Approach and Practical Pathways for Aesthetic Education to Enhance the Leading Power of Ideology in Universities[J]. *Journal of Theory*, 2023(12): 135-139.
- [7] Zhang Caihua. Reform and Exploration of Foreign Language Teaching in Chinese Agricultural Universities Under the Background of New Agricultural Sciences[J]. *Foreign Languages in China*, 2023, 20(5): 24-29.
- [8] Yuan Jiayin, Chen Ruike. Exploring Pathways for Regional and Country Studies with Agricultural and Forestry Characteristics in Agricultural Universities—Taking the Integration of Tea Culture into Foreign Language General Courses as an Example[J]. *Fujian Tea*, 2024, 46(6): 136-138.
- [9] Li Yang, Gao Chuanyou. Research on Integrating Aesthetic Education into the Teaching Practice of Agricultural Majors in Vocational Colleges[J]. *Journal of Guangxi Vocational and Technical College*, 2024, 17(5): 98-103.
- [10] Xiong Panpan, Sun Chao. Analyzing the Coupling Paths Between Art Education and Farming and Reading Education in Universities[J]. *Art Education*, 2024, (04): 273-276.