

# **The Promotion Path of Higher Vocational Education and Literacy in the Information Age**

**Ge Gao**

Jiyuan Vocational and Technical College, Jiyuan, Henan, China

**Keywords:** higher vocational education; information; aesthetic education

**Abstract:** In the information age, aesthetic education has become an important part of the comprehensive quality of laborers. As a talent-oriented training base, higher vocational colleges an important role in the cultivation of students' aesthetic education. However, the current aesthetic education in higher vocational colleges still has outstanding problems such as unscientific ideas, no curriculum, and weak teachers. It cannot meet the aesthetic literacy requirements of the market for talents in the information age. Based on the analysis of such problems and their causes, this paper forward the basic principles and related strategies and suggestions for optimizing the cultivation of aesthetic education in higher vocational colleges, in order to benefit from the higher vocational colleges to improve the quality of students' aesthetic education.

## **1. Introduction**

Aesthetic education is also often referred to as aesthetic education, which refers to the emotional education of people in a visual way according to certain era, society, and class aesthetic standards. Aesthetic education is of great significance not only in people's ideals, morality, sentiment, but also in enriching the spiritual world, shaping the spiritual outlook, and cultivating high-level aesthetics. In the era of information technology, various frontier information technologies are constantly emerging, reshaping all aspects of people's lives. In the process of cultivating aesthetic education, higher vocational colleges should deeply understand that education brought about by technological change is convenient and efficient. The trend is to make full use of the positive effects of technological superiority on the cultivation of aesthetic education and to solve the problems existing in the current aesthetic education.

## **2. The Status Quo of Cultivation of Aesthetic Education in Higher Vocational Colleges**

### **2.1 Scientific Aesthetic Education Concept has not yet been Formed**

At present, in the process of talent cultivation, higher vocational colleges are driven by the employment rate and other goals. Pragmatism and utilitarian color are increasingly affecting in teaching practice, and too much emphasis is placed on the cultivation of economic attributes of higher vocational education, which makes the vocational colleges Neglecting the important position of aesthetic education in the improvement of the comprehensive quality of talents, correspondingly, the concept of scientific aesthetic education is relatively lacking. In addition, the school's lack of attention to aesthetic education has further led to the neglect of this important literacy, such as some students pay too much attention to the study of professional knowledge and the level of test scores, perfunctory courses related to aesthetic education, and work for the future. The post has buried potential hidden dangers. In addition, quality education is a long-term effective process. Under the stimulation of utilitarian goals, some higher vocational colleges are mostly involved in the relevant aesthetic education activities. Students' ability to improve in this area is greatly restricted. Original intention.

### **2.2 Lack of Systematic Aesthetic Education Curriculum Design**

The cultivation of students' aesthetic education depends on the complete curriculum system to

support and review the current design status of aesthetic education courses in higher vocational colleges. It can be seen that several major problems are particularly prominent: First, the establishment of aesthetic education curriculum lacks normativeness. The curriculum design of some higher vocational colleges shows great randomness, and the quality of the content is also uneven. Secondly, the design of aesthetic education curriculum is not targeted, and there is no ladder to configure aesthetic education, such as cultivating students' aesthetic emotions. Aesthetic vision training, aesthetic ability training, etc., the content of aesthetic education curriculum is not clear enough; the third is that the content of aesthetic education curriculum lacks innovation, and the aesthetic education curriculum set up in higher vocational colleges presents more singular characteristics, and the content of interest is relatively lacking. The special requirements of the aesthetic education curriculum have not been met, and the students' interest in the relevant courses is not high.

### **2.3 Lack of High-quality Aesthetic Education and Training Faculty**

At this stage, under the influence of the informatization wave, higher vocational colleges have made great progress in teaching hardware and software facilities. Therefore, the professional ability of the faculty team has become the key to the effectiveness of the aesthetic education curriculum. However, most of the teachers in higher vocational colleges have a shortage of teachers with higher aesthetic education standards. Some of the teachers in the colleges are mostly part-time, their artistic heritage and aesthetic foundation need to be improved, and there is no guidance to substantially improve students' aesthetic education. The ability to teach the aesthetic education curriculum is limited. In addition, there are very few people in the faculty who deeply recognize the importance of aesthetic education in the comprehensive development of students. The school has positioned the aesthetic education course as an elective course, which has led to the teacher's neglect of the aesthetic education curriculum, the lack of ideas, and the smooth integration of aesthetic education activities. There is a significant deficiency in the ability of classroom teaching, which is another important factor in the delay of the aesthetic education process in higher vocational colleges.

## **3. The Causes of the Cultivation of Higher Vocational Education in the Information Age**

### **3.1 Aesthetic Education is not Clear**

The cognition of aesthetic education in higher vocational colleges is not clear, mainly reflected in the following aspects: First, some higher vocational colleges still continue to have a strong "test-taking thinking", without deep understanding of the connotation of aesthetic education curriculum and related activities. Even some high-level teachers believe that there is no need to carry out aesthetic education courses. This view of separating students' professional ability and comprehensive quality training greatly influences the excavation of the aesthetic education curriculum. Second, the higher vocational colleges train the aesthetic education. The definitions of related activities are not clear enough. Many colleges simply equate art education and moral education with aesthetic education. The curriculum system is also based on art courses. However, this generalization has blurred the essence of aesthetic education. After all, art education is only one aspect of aesthetic education, and the partiality of the whole tends to lead to a stalemate in the cultivation of aesthetic education.

### **3.2 Aesthetic Education Research is not Deep Enough**

Theory is the forerunner of action. As far as the research scope of aesthetic education in China is concerned, it focuses on the appreciation of beauty, how to obtain theoretical knowledge such as aesthetics, and the theory of the way to guide teachers to develop aesthetic education. Related research on the cultivation of aesthetic education is not deep enough. The development of aesthetic education in China's education system is still shallow. Many higher vocational colleges have adopted an old-fashioned concept of aesthetic education. They have not carried out necessary

reforms in light of the current economic and social development status, making the current aesthetic education research show a single system. The weak links, the theoretical results of the methods need to emerge, to guide the practice of aesthetic education in the higher vocational colleges.

### 3.3 Aesthetic Education Information Construction is Slow

In the current era, the process of education informationization is accelerating, and the innovation of information technology has spawned various new educational concepts and educational models. Among them, the “Internet + education” model has developed most rapidly. The deep integration of Internet technology and education not only greatly extends the coverage of education, but also extends the depth of education to an unprecedented level. However, looking at the current situation of aesthetic education in higher vocational colleges in China, we can find that the level of informatization construction of aesthetic education training courses is still low, and the application of cutting-edge information tools that can significantly boost teaching efficiency is insufficient. Some institutions even stay in the traditional “The stage of lectures, combined with the fact that contemporary high-level students are mostly “digital aborigines”, generally favor efficient and convenient information technology, and the stagnation of aesthetic education information construction has greatly hindered the teaching effect.

## 4. The Promotion Path of Higher Vocational Education and Literacy in the Information Age

### 4.1 Basic Principles of Cultivation of Higher Vocational Aesthetic Education in the Information Age

The cultivation of higher vocational aesthetic education in the new situation should follow the following principles of practice (as shown in Figure 1): First, the principle of freedom, the contemporary society is increasingly open and inclusive, and technology expands the boundaries of human physics while broadening the modern people. Inclusiveness of things, therefore, one of the first principles of aesthetic education is freedom, so that students can freely appreciate aesthetics without being bound; second, the principle of individualization, which is a typical feature of various business ideas and models in the information age. Therefore, in the process of aesthetic education, we should also pay attention to the differences between individual students, be guided by the principle of individuality, respect the individual differences in the thoughts and aesthetics of students; the third is the principle of the times, to recognize the commonality between traditional aesthetics and modern aesthetics. In part, the deep integration of the content of the times and the traditional elements is realized in an eclectic way, giving full play to the supporting advantages of information technology.

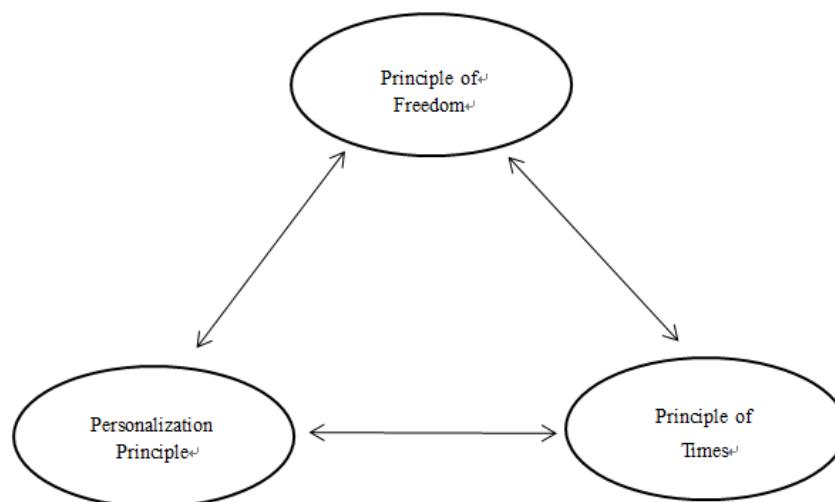


Figure 1 Basic Principles for the Improvement of Aesthetic Education in Higher Vocational Students

## 4.2 The Promotion Path of Higher Vocational Education and Literacy in the Information Age

### 1) Promoting the Status of Higher Education and Aesthetic Education with the Orientation of Comprehensive Quality

In the information age, the demand for the comprehensive quality of talents is urgent. The aesthetic education is an important part of the comprehensive quality of talents. It is necessary to attach importance to the concept of aesthetic education in the schools, teachers and students of higher vocational colleges. Specifically, first of all, the national level should pay due attention to the cultivation of aesthetic education for students in higher vocational colleges. The Ministry of Education incorporates aesthetic education into important work content, and introduces relevant policies to support higher vocational colleges to carry out aesthetic education. At the same time, the legislative department should stipulate relevant standards for aesthetic education in order to effectively improve the importance of aesthetic education. Secondly, the higher vocational colleges should pay attention to the propaganda of aesthetic education work, comprehensively use the “two micro-ends” and other online platforms to update the work of aesthetic education, and hold a series of aesthetic education theme activities, so that students, parents and the community can truly understand. To the significance of aesthetic education, publicity to create a benign development space for aesthetic education.

### 2) Constructing a Hierarchical Aesthetic Education Curriculum System

The aesthetic education curriculum should become an independent part in the teaching system of higher vocational colleges. Under the information age, improving the aesthetic education of higher vocational colleges requires a more standardized and hierarchical curriculum system to help. Specifically, first of all, it is necessary to ensure the establishment of the basic theory course of aesthetic education, so that students can lay a solid foundation of aesthetic theory and lay the foundation for the effective development of the practical curriculum in the future. Secondly, the construction of the hierarchical aesthetic education curriculum system should make good use of the art curriculum. An important carrier, through the way students learn art courses, create a good aesthetic atmosphere and fully mobilize their interest in learning; finally, the aesthetic education curriculum of higher vocational colleges should always reflect the interaction, this characteristic should be infiltrated into the aesthetic education curriculum. The various aspects of teaching practice make students consciously immersed in the pleasure brought by aesthetic appreciation. The construction of higher vocational aesthetic education curriculum system is shown in Figure 2.

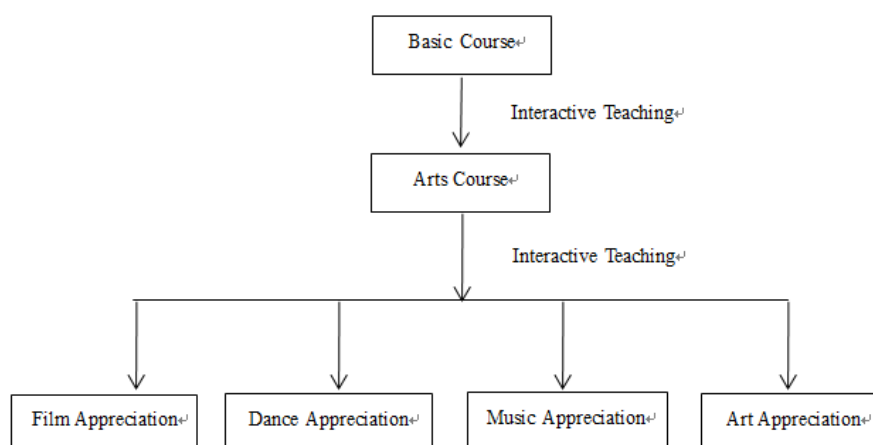


Figure 2 Construction of the aesthetic education curriculum system in higher vocational education

### 3) Create a high-level modern aesthetic education team

To effectively improve the quality of aesthetic education in higher vocational colleges, we also need a high-level modern aesthetic education faculty to support and improve the professional guidance ability of the faculty. We can start from the following aspects: First, strengthen the improvement of teachers' own aesthetic cultivation. Therefore, teachers themselves should reserve

rich theoretical knowledge and practical experience, and constantly deepen their understanding of aesthetic education, and form an aesthetic education mode with innovative thinking. Second, the higher vocational colleges should establish a continuous stream of aesthetic education teachers. The training mechanism, in view of the shortcomings of teachers generally lacking practical experience, can take the industry authority to go to school to give lectures, or send teachers representatives to the top schools of the aesthetic education level to observe and learn, and constantly enrich their practical experience and professional ability, This will help them better guide the cultivation of students' aesthetic education. Third, teachers should also strengthen the study of cutting-edge information technology, actively change their own teaching mode, and realize the organic combination of information technology tools and aesthetic education content, with fun, Innovative ways to guide students to consciously To enhance the aesthetic qualities to go.

#### 4. Conclusion

In the information age, the cultivation of aesthetic education is becoming more and more important in the teaching system of higher vocational colleges. However, based on the current typical problems in the practice of aesthetic education, this paper puts forward the higher vocational education based on the in-depth analysis of these problems. The colleges are carrying out several principles in the practice of aesthetic education, namely the principle of freedom, the principle of individuality and the principle of the times. At the same time, several strategic suggestions aimed at solving the problem of aesthetic education are put forward: firstly, to improve the status of higher education and aesthetic education with the aim of comprehensive quality; secondly, to build a hierarchical aesthetic education curriculum system; third, to build a A high-level modern aesthetic education faculty. The development of the times has increased the demand for talents with comprehensive quality. Higher vocational colleges should profoundly recognize the important significance of aesthetic education, solve problems in the education process, and cultivate more high-quality talents for the socialist cause.

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