

Research on the Current Situation and Countermeasures of Aesthetic Education in Chinese Universities

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Abstract: Carrying out the national education policy and effectively promoting aesthetic education is one of the key tasks of current Chinese universities. Chinese universities generally have problems such as insufficient attention from school management to aesthetic education, inadequate quotas for aesthetic education teachers, imperfect aesthetic education curriculum system, and obsolete aesthetic education concepts. Under the purpose of following the aesthetic education work and facing all students, and insisting on reform and innovation, this article Propose specific countermeasures to promote aesthetic education in colleges and universities: standardize the public art curriculum system and implement credit management; vigorously carry out art practice activities; strengthen the construction of aesthetic education teachers and enhance the aesthetic education awareness of professional teachers; improve the evaluation and supervision mechanism of aesthetic education.

1. Introduction

Aesthetic education, namely aesthetic education, is also sentiment education and soul education. It not only improves students' aesthetic qualities, but also affects students' emotions, tastes, temperaments, and mindlessness subtly, inspires students' spirits, warms students' minds, and complements and promotes moral education, intellectual education, sports, and labor education. The indispensable part.

In order to ensure the status of aesthetic education in school education and effectively play the role of aesthetic education, China has issued a series of documents in recent years: "Several Opinions of the Ministry of Education on Promoting the Development of School Art Education" in January 2014, September 2015 The "Opinions of the General Office of the State Council on Comprehensively Strengthening and Improving School Aesthetic Education" in March, and the "Opinions of the Ministry of Education on Effectively Strengthening Aesthetic Education in Higher Education in the New Era" in March 2019.

From the "advancement opinions" in the title to "overall strengthening and improvement" to "concrete strengthening", you can clearly see the importance of the Chinese national education leadership on aesthetic education at all levels and types of schools, and you can deeply feel its The urgent mood and firm determination of the aesthetic education system of a modern socialist school with Chinese characteristics.

However, looking at today's higher education in China, aesthetic education is still the weakest link among the five educations. Although the importance of aesthetic education in various colleges and universities has increased to a certain extent in the past five years, it is still far from the goal set out in the national macro-guidance. Therefore, implementing the national education policy and effectively promoting aesthetic education is one of the key tasks of Chinese universities.

2. Current Status of Aesthetic Education in Chinese Universities

2.1 School Management Does Not Pay Enough Attention to Aesthetic Education

Ordinary colleges emphasize professional education, and vocational colleges emphasize professional education. Affected by educational utilitarianism and pragmatism, in the early 21st

century, various universities in China were busy developing and expanding enrollment; in the past decade, they were busy improving the quality of education and the strength of running schools. In just 20 years, professional education and vocational education have not yet matured, and it is naturally impossible to spend energy and financial resources to focus on aesthetic education.

The management function of aesthetic education is not clear to the management of colleges and universities, but it is not the most urgent work that needs to be put on the agenda immediately, so it is put on hold for the time being. In addition, the country has no hard management regulations or assessment system for aesthetic education, and the shelving does not affect the smooth passing of the national assessment and the normal development of the school, so it will continue to be shelved.

In the final analysis, due to insufficient understanding of the function of aesthetic education and insufficient attention, college management ignores and despise aesthetic education in management design, which is one of the primary reasons for the weak aesthetic education in Chinese universities.

2.2 The Quota for Aesthetic Education Teachers Does Not Meet the Standard

At present, the quota of aesthetic education teachers in many colleges and universities does not meet the standard, and there is a large number of gaps. Most non-art colleges and universities are facing a lack of art teachers. Even so, some colleges and universities reserve recruitment quotas for professional teachers, and some colleges, even recruiting art teachers, also try to reduce the quotas as much as possible. As the saying goes, clever women can't cook without rice. How do these universities respond to the teaching of aesthetic education courses? Or be taught by a class teacher, counselor, etc., or an external art teacher, or cut off related aesthetic education courses. These phenomena have seriously affected the normal development of aesthetic education.

The development of aesthetic education in colleges and universities is the foundation and key to the teaching of aesthetic education courses. In ordinary universities in China, aesthetic education courses belong to the public basic category. The state has clearly stipulated the proportion of hours of public basic courses in various colleges and universities, but there are many kinds of public courses, such as ideological and political courses, English courses, computer basic courses, professional development courses, general courses ... The number of courses that can be left for aesthetic education and The number of class hours is very small, and more often takes the form of elective courses. Once reduced to elective courses, facing the dilemma of alternatives, it is conceivable that under the current background of higher utilitarianism in higher education in China, the proportion of departments that can actively choose aesthetic education courses is not large. The chance of the aesthetic education course being selected is small, and under this premise, the construction of the aesthetic education course system is reduced to empty talk.

2.3 Lack of Aesthetic Education Infrastructure

The development of aesthetic education is not only based on the teaching of aesthetic education courses, but also the practical ways of promoting aesthetic education, such as art practice activities, campus cultural construction, and art exhibitions. It's just that art practice and art exhibition requires certain infrastructure and venues, and these require a lot of capital investment. Many colleges and universities in China have been established or merged for a short period of time. The training bases, practice bases, and laboratory construction that professional courses rely on have not yet reached the standard, and the construction of aesthetic education venues and venues is naturally not on the agenda. However, the old aesthetic education infrastructure is either lacking or lagging behind, and cannot meet the growing needs of aesthetic education.

2.4 One-Sided and Wrong Ideas about the Aesthetic Education of Teachers and Students

Many problems are from top to bottom. The neglect and contempt of education management directly leads to the one-sidedness and backwardness of the aesthetic education concept of college teachers and students. For example, aesthetic education is art education; aesthetic education courses are the only way to conduct aesthetic education; the teaching of other courses has nothing to do with aesthetic education; aesthetic education is education closely related to hobbies and interests. Only students with artistic expertise need to receive aesthetic education, other students are not

necessary; Only art teachers can perform aesthetic education.

These aesthetic education concepts, one-sided or wrong, have seriously affected the normal development of aesthetic education in colleges and universities. Aesthetic education in universities is not only covered by art education, but the teaching of aesthetic education courses is not the only way of aesthetic education. Aesthetic education in colleges and universities is a large-scale cooperation project, covering management, teaching, campus construction, activities and other aspects.

3. The Importance of Aesthetic Education in Chinese Higher Education

3.1 Current Social Needs

The report of the 19th National Congress of the Communist Party of China summoned the Chinese people to advance the Chinese dream of the great rejuvenation of the Chinese nation with an unprecedented sense of beauty, and outlined the beauty of people's lives, personality and morals, the ecological environment and the community of human destiny with 27 "beauties". And once again proposed that "promoting the comprehensive development of human beings is one of the important goals of social development in China. The aesthetic education work at all levels and types of schools is bound to be one of the important ways to achieve the goal of" beauty ".

3.2 Due to the Unique Educational Characteristics of China

As we all know, due to the large base of students in China and other reasons, the difficulty of college entrance examination far exceeds that of many western developed countries. In view of this, although junior and senior high school education in China advocates quality education, it is still mainly exam-oriented education. The reform of college entrance examination and the expansion of college enrollment in recent years have alleviated the difficulty of college entrance examination to a certain extent, but it has not yet solved the problem fundamentally. Therefore, the aesthetic education work in the junior and senior high schools is difficult to get the development it deserves in China. As the final stage of formal school education for most students, the aesthetic education at the stage of higher education is particularly important. Once on the job, it is difficult for students to receive systematic and centralized aesthetic education. To a certain extent, the aesthetic education in the early childhood, elementary school and higher education stages will affect the students' aesthetic ability and level, and determine their aesthetic taste, temperament and mind. Compared with the early childhood stage and the elementary school stage, the thinking ability and self-management ability of the students in the higher education stage are at a high level, and the effect and efficiency of aesthetic education are higher than those in the previous two stages.

3.3 Aesthetic Education Improves Students' Spirit

After 40 years of reform and opening up, China has entered a well-off society. The primary problem facing the country is no longer the problem of food and clothing, but how to improve and meet people's growing spiritual needs. The national's overall humanistic literacy level and aesthetic ability have gradually become a symbol of measuring the degree of national civilization. Improving students' spiritual realm and cultivating students' aesthetic ability is the basic education goal of colleges and universities, and the achievement of this goal is mainly achieved through aesthetic education.

4. The Purpose of College Aesthetic Education

4.1 Management At All Levels Attaches Great Importance

The great attention given by leaders at all levels is a prerequisite for the successful completion of a job. The goal of aesthetic education is to improve students' aesthetic quality and cultivate students' healthy aesthetic taste. This goal seems to have little practical effect, and it is difficult to achieve results in the short term. Therefore, without the arrangement, arrangement, inspection and

assessment of the management, it is difficult for the grass-roots education department to implement this work and stick to it for a long time.

4.2 For All Students

Aesthetic education is a universal education that benefits all students. Colleges and universities need to renew their understanding, vigorously improve and continuously improve the aesthetic education system for everyone, so that all students in the school have the opportunity to receive aesthetic education, promote the organic integration of morality, intelligence, body, beauty and labor, and effectively change some colleges The aesthetic education work is only for the backward phenomenon of some students who have artistic expertise or artistic interest.

4.3 Adhere to Reform and Innovation

The old aesthetic education courses and aesthetic education activities are difficult to attract students. Should advance with the times, deepen the reform of college aesthetic education curriculum, deepen the reform of other implementation methods of aesthetic education, comprehensively improve the quality of aesthetic education teaching and the efficiency of aesthetic education, effectively promote the development of aesthetic education in ordinary colleges, create a positive, energetic, and loved by teachers and students The new pattern of college aesthetic education.

5. Specific Countermeasures to Promote Aesthetic Education in Colleges and Universities

5.1 Standardize the Public Art Curriculum System and Implement Credit System Management

The first step in advancing aesthetic education is to standardize the construction of the aesthetic education curriculum system. The construction of the curriculum system requires the cooperation of many departments to complete.

a. The management of colleges and universities arranges special leaders to be responsible for aesthetic education, establish a leading group, establish a systematic and complete aesthetic education organization on the basis of the leadership group, implement management from top to bottom, and coordinate the arrangement of school aesthetic education.

b. Led by the Academic Affairs Office, the second-tier colleges will make overall arrangements to revise the professional talent training program, include public art courses, reasonably arrange the ratio of required and optional courses, and implement credit management. If the student fails to complete the credits of the prescribed aesthetic education course, they cannot graduate.

c. The professional education and research section of the Aesthetic Education Department actively explores the construction of public art courses that focus on the cultivation of aesthetic and human literacy, focus on the cultivation of innovative capabilities, and focus on the inheritance and development of Chinese excellent traditional culture and art classic education. system.

d. Aesthetic education teachers strengthen the textbook construction and teaching reform of public art courses, create high-quality, high-level, and informational aesthetic education classrooms, stimulate students' interest in learning, update students' aesthetic education concepts, and make students love aesthetic education courses. In teaching design, increase the proportion of aesthetic education practice in public art courses. Relying on the curriculum, the extracurricular practical tasks of the aesthetic education curriculum are arranged, combining the extracurricular and extracurricular, and the combination of theory and practice to effectively improve the students' aesthetic ability and level.

5.2 Vigorously Carry out Art Practice Activities and Enhance the Innovative Design of Activities

The public art curriculum is a basic way to popularize aesthetic education. On this basis, colleges and universities should also carry out a variety of artistic activities in accordance with the local school system.

a. In accordance with the characteristics of students and schools, the secondary colleges, student work departments, school publicity departments and other departments should actively explore and create new, unique, and universal art practice activities that have the characteristics of the times, to maximize the attraction of more Students take an active part in it. Such as organizing original campus songs, stage dramas, calligraphy art creation, display and promotion of photography works and other activities.

b. The Youth League Committee should strengthen the construction of art clubs in colleges and universities, and increase the strength of digging, selecting, and training members of the art troupe from ordinary students, driving the development of campus cultural activities, attracting most students to participate in and enjoy them.

c. Universities should allocate special funds for the construction of aesthetic education facilities and venues, build cinemas, concert halls, exhibition halls, and calligraphy classrooms, so that students can go outside the classroom, enrich students' extracurricular life, and guide students to turn art appreciation into a part of life.

d. All secondary colleges, student work department, school publicity department and other departments should organize aesthetic education lectures and invite aesthetic education experts on or off campus to give lectures on leading and enlightening aesthetic education thinking; or organize students to visit various art exhibition activities outside the school for collection The cultural relics in the museum and the cultural and artistic heritage displayed on the ground have become a rich resource for school aesthetic education.

In the above four links, each responsible department should be committed to promoting the creative transformation and innovative development of Chinese excellent traditional culture, taking Chinese excellent traditional culture education as the foundation of the school 's aesthetic education, and promoting the Chinese and American education spirit Art extraction, transformation, integration work hard.

5.3 Strengthen the Construction of Aesthetic Education Teachers and Enhance the Aesthetic Awareness of Professional Teachers

a. Colleges and universities shall allocate and match aesthetic education teachers according to the amount prescribed in relevant national documents, and comprehensively improve the education and teaching ability of aesthetic education teachers. Colleges and universities should ensure that the treatment of aesthetic education teachers is consistent with that of professional teachers, and establish a professional title evaluation system and assessment evaluation mechanism that meets the characteristics of aesthetic education to solve the worries about the career development of aesthetic education teachers and fully mobilize their enthusiasm and creativity.

b. Beauty is everywhere. In any discipline, there are contents of aesthetic education. To comprehensively improve the aesthetic level of students, it is not enough to rely on aesthetic education teachers at the curriculum level. Aesthetic education teaching training for professional teachers, improve professional teachers 'aesthetic ability and aesthetic education teaching ability, enhance professional teachers' aesthetic education awareness, and require them to be able to carry out aesthetic education and ideological education subtly in teaching.

5.4 Improve the Supervision and Evaluation Mechanism for Aesthetic Education

a. The supervision and evaluation of aesthetic education in universities should be improved at the national level. The Ministry of Education should incorporate college aesthetic education and college public art curriculum teaching as soon as possible into the national education supervision category, and finalize the evaluation index system into a guiding document to guide various colleges and universities to complete the aesthetic education on time and quantitatively.

b. Colleges and universities formulate an internal aesthetic education evaluation system based on higher-level policy documents and their own characteristics, and regard aesthetic education as the daily and basic work of colleges and universities, diligent supervision, strict assessment, and play a game.

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