

Research on the Integration and Development of Aesthetic Education and Moral Education in Colleges in the New Era

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Abstract: At present, due to the emphasis on the moral education process, such as rational inclination, a series of realistic problems have begun to emerge. With its super-utilitarian and affective characteristics, aesthetic education provides a new perspective and ideas for changing the status quo of moral education through its effective integration with moral education, showing its unique contemporary value. It must be pointed out that there is a difference and a connection between aesthetic education and moral education. In the process of integration, it is not easy to add the two together, nor can it always stay at the level of aesthetic education as a means. The integration of the two is always based on moral education. In the process of moral education, it effectively draws on the connotation of aesthetic education, internalizes into the spirit of moral education, and gradually advances, and finally achieves the goal of beautiful morality and beautiful life. However, in the practice of integration, there is more than rationality and lack of poetry, which shows the unfavorable tendency of the superficialization of aesthetic education and the extreme function of aesthetic education. In view of this status quo, based on the analysis of the characteristics of the combination of aesthetic education and moral education, this paper explores the improvement from the inner spirit of aesthetic education, combined with the Chinese poetic cultural tradition, from the emotional input and aesthetic sense of moral education, and the cultivation of poetic discourse ways to integrate the status quo.

1. Introduction

As a social science, moral education plays an important role in developing good moral behavior norms and cultivating a sound personality. Since the 1970s and 1980s, due to the emphasis on indoctrination, single means, neglect of students' inherent moral needs, utilitarianism, etc., a series of realistic problems of moral education have begun to emerge, and it is urgent to find a solution from a new perspective. The discussion of the virtue relationship between China and the West has once again set off a wave of research climax. Many experts and scholars hope to explore an effective way to solve the real problem of moral education through this exploration. Aesthetic education is an education that has the image, cultivates and enhances the individual's aesthetic ability. It pays attention to people's emotions, pays attention to the inner experience of individuals, and has super-utilitarian characteristics. In terms of educational methods and methods, it is pleasant and allows people to gain aesthetic appreciation in a relaxed and pleasant atmosphere. However, although there is a difference between aesthetic education and moral education, it also has inextricable links. Aesthetic emotions can cultivate moral emotions. The inner spirit of super-utilitarianism and the pursuit of individual S and comprehensive development is also urgently needed for the current status of moral education. Therefore, the integration of aesthetic education and moral education is feasible. However, the integration of aesthetic education and moral education that this paper advocates is not a traditional means of aesthetic education as a means, a simple addition and subtraction method, but to make moral education absorb the spirit of aesthetic education and make moral education a The process of establishing beauty and flowing beauty makes people become a person with perfect moral personality and a world of heaven and earth.

2. Definition, level and characteristics of aesthetic education and moral education integration

Aesthetic education is an education that cultivates people's aesthetic emotions and aesthetic abilities. It follows the principles of freedom, happiness and happiness. It enables people to discover the beauty around them and make their own souls shocked. Aesthetic education is directly aimed at publicizing the spirituality of life, developing personal imagination and creativity. Whether the educated person is happy to be in the aesthetic situation or play a role in the aesthetic event, they will feel a kind of mind. The paint swayed and gained inner freedom. For example, if you are traveling for educational purposes, you will feel the beauty of the big one: the green river, the sea full of solitude, the love of the mountains, the people like the haze of the heart, let the mind hiring, this At the time, not only is the word "comfortable" used to summarize the heart, but their abilities are exerted and developed, and they feel happy in this activity. In the process, I hope that through the appreciation of the magnificent mountains and rivers, I can appreciate the beauty of nature and let people enjoy the freedom of aesthetics and pleasure. "Moral education is the education of cultivating people's virtues. It makes people responsible, respects facts and adheres to principles." "The goal of moral education is to promote individual recognition of social value target systems and compliance with moral standards, and to be good. The pursuit of personality" Moral education has class and time, cultivates the ability of people's self-regulation, enables people to achieve socialization in accordance with established social requirements, and has certain moral behaviors. The moral goals required by society are often the more noble goals that reflect the interests of the overwhelming majority. When the individual's pursuit is consistent with the moral goals required by the society, the individual not only gains the improvement of his own moral cultivation, but also follows his own inner feelings. Become a person respected by the society. He discovered the unique function of morality to himself, so the highest realm of moral education "achieved from the heart and beyond" was realized. But often the realm of "doing nothing from the heart" is not something that everyone can achieve and achieve. Individual desires often conflict with moral requirements, and the heart becomes anxious. At this time, moral education on the one hand, in a serious and serious way, educates the educated and sensible, let them accept the moral code, on the other hand, when the individual desire exceeds the maximum that society can tolerate Even when it is violated, there will be different degrees of punishment. But the effect of this one pool is often not ideal. This requires us to learn from the characteristics of aesthetic education, to use its imagery education, to pay attention to people's emotions, to give moral education a visually appealing content and form, to educate the educated people, and to let the educated feel the moral education. Beauty, from the bottom of the heart, truly accepts ethics, and can consciously pursue this morality, thus transcending morality itself and achieving a pursuit of goodness. This is exactly the problem that this article needs to explore.

3. The contemporary value of the integration of aesthetic education and moral education

Under the current situation of the low effectiveness of moral education in contemporary Colleges, the discussion of the integration of aesthetic education and moral education is of great significance and unique contemporary value. It is not only in line with the requirements of cultivating the four newcomers in China, but also in the same vein as the traditional poetry tradition in Chinese traditional culture. It inherits and carries forward the poetic traditions neglected in today's education, and at the same time it is also important to improve the moral education problems and status quo in contemporary Colleges. Initiative. The development of an individual is a process of comprehensive development of morality, intelligence, and beauty. It requires not only a high level of intelligence, but also a sound personality and a strong body, especially in a fast-paced society where contemporary life requires good psychological adaptation. Adjustment ability. The combination of aesthetic education and moral education will connote aesthetic education into moral education. It can not only improve the individual's aesthetic ability, but also complement the moral education, effectively alleviate the individual's pressure through the form and means of beauty, and promote

the healthy development of the individual's body and mind.

In history, as a country of poetry, China's culture itself is rich in poetic colors and poetic qualities. Under the influence of this culture, China's moral education has always had a poetic tradition. From the Confucian poetry and ideology to the modern educators' aesthetics, the virtues, the virtues and the virtues, the long-lasting, Exiled in the poetic kingdom. It "does not pay attention to the precise understanding of the physical properties of objective things and phenomena, but pays attention to the cultivation of human moral spirit and the improvement of spiritual realm; it is better than appealing to the level of goodness in an intuitive and sentimental way, rather than rational retreat. Seeking the physical nature of things. "This is very different from Western culture's emphasis on rigorous scientific spirit and rational cognition. Therefore, from this perspective, the Chinese emphasize more on seeking beauty and emphasize a poetic way of thinking. Chinese culture is a beautiful culture and a harmonious culture.

4. Strategies for the integration of aesthetic education and moral education

Emotion is an inner experience. Emotion is an important part of human life. Emotional experience is the realm of basic teaching. From a certain point of view, the key to the success or failure of college moral education depends to a certain extent on whether it can emotionally infect and impress students. Moral education is the process of unification of informed information, but traditional moral education can not solve the problem of "letter" because it pays too much attention to "knowledge". Without a good moral belief, there will naturally be an individual moral cognition and a separation of behavior from beauty. Moral beliefs are composed of several elements: moral cognition, moral emotion, and moral will. Because the traditional moral education process is more focused on rational teaching, with clear concepts and judgments to carry out educational activities, and neglecting moral emotions, resulting in poor realization of moral cognition and moral will, this point has been fully proved. And if there is an effective bond of moral emotions and a layer of dynamic intermediary, then the real bond can be achieved between the three, and the moral will can truly become the free will of the educated, and the moral belief can be Really established.

Aesthetic education is visual and sensible. It appeals to people with its aesthetic image, attracts people, and directly acts on people's senses, including sight, hearing, and feeling. Establish an aesthetic relationship with the aesthetic object, produce aesthetic emotions, and carry out an aesthetic experience. At this time, the human eye can see the color, the ear can hear the melody, and the inner heart can feel the atmosphere. This experience is more powerful than the display of only boring words or language, especially when the aesthetic subject faces a beautiful form. This experience is even more vivid when it comes to aesthetic objects. Therefore, it is interesting to be intangible and boring. In promoting the integration of moral education and aesthetic education, it absorbs the image education of aesthetic education, which makes the whole moral education process more beautiful and more appealing, making moral education itself a beautiful one. artwork.

We should advocate the establishment of an equal aesthetic teacher-student relationship. Under the leadership of this teacher-student relationship, teachers and students are in an equal position in personality, and teachers and students are transformed from traditional indoctrination into dialogue. Teachers attract students with their unique personality traits, infecting students with their noble moral behavior. Therefore, the students learn morality under the guidance of teachers, and the process of perfecting moral personality becomes the teacher's work. The development of its sound personality has become the aesthetic object in the teacher's eyes. The teacher completes the process of appreciation while teaching. The students also regard the teacher as an aesthetic object, and excavate the beauty and create an aesthetic relationship from its words and deeds. Teachers change because of students, and students change because of teachers. Therefore, a harmonious teacher-student relationship is established between the two, and the process of moral education has become an organic unification process between aesthetics and beauty between teachers and students. . Through this kind of aesthetic relationship between teachers and students, "to preserve the true beauty of the United States" and "to preserve the good by the United States", students are immersed in the process of moral education in the United States, subtly imposing, through the

students' aesthetic activities created by teachers to establish beauty, and then realize "to the United States The aesthetic accumulation of "true" and "being good and good". The moral education activities are regarded as the teacher's creative creation. The students' learning activities are regarded as the students' aesthetic accumulation. The moral education process is regarded as the unity of aesthetics and beauty between teachers and students, and a harmonious and aestheticized teacher and student is constructed. relationship.

5. Conclusion

The integration of aesthetic education and moral education is not to integrate aesthetic education into moral education. It is not a true fusion. In the long run, it will only be counterproductive. The author attempts to define the relationship between aesthetic education and moral education, proposes different levels of aesthetic education and moral education, and promotes the integration of aesthetic education and moral education in a step-by-step manner. This integration is not only a means of aesthetic education, but more reasonable. Learn from the spirit of aesthetic education. At the same time, from the perspective of poetry, in the integration of aesthetic education and moral education, inherit and carry forward the poetic cultural tradition of China, so that the true moral education can be truly formed, and the moral education can be beautiful and beautiful.

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