

Research on the Cooperative Path of Physical Education and Aesthetic Education in Higher Vocational Colleges

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Abstract: The coordination of physical education and aesthetic education in higher vocational colleges is the practice of aesthetic education curriculum. Combined with the characteristics and objectives of higher vocational education in the new era, this paper analyzes the current situation, problems and causes of the development of sports and aesthetic education curriculum in higher vocational colleges, and focuses on the research from the curriculum reform, so as to build a sports and aesthetic education curriculum education system that conforms to the characteristics of the times and reflects the characteristics of higher vocational colleges.

1. Introduction

Aesthetics is the application of politics, ethics, psychology and art in aesthetic activities, and it is a direct interdisciplinary subject of various disciplines. Aesthetic education is an important part of campus education, which can cultivate college students' sentiment, integrate sensibility and rationality to enhance human nature education, so as to shape healthy personality, inspire thinking, improve college students' logical thinking ability and judgment ability. Aesthetic education involves a wide range of aspects, and relies on a variety of means, requiring the cooperation of multiple departments and disciplines. In 2015, the Higher Education Law stipulated the cultivation of socialist builders and successors with all-round development of morality, intelligence, physique and aesthetics. The cultivation of talents must be supported by curriculum, which is the bridge of talent cultivation. In March 2019, the Ministry of Education issued *The Issues on Strengthening the Aesthetic Education in Colleges and Universities in the New Era* (Education, PE & Art No. 2019 [2]), which put forward suggestions on the objectives, contents and setting of aesthetic education courses in colleges and universities.

As an important part of China's higher education, "higher vocational education" has both the individuality of "vocational education" and the common characteristics of "higher education", aiming to cultivate an education system that meets the needs of China's modern economic development and meets the needs of production, construction, management and service. Public physical education curriculum is an important part of the curriculum system in higher vocational colleges. The research on the coordinated development of physical education teaching and aesthetic education in higher vocational colleges plays an active role in giving full play to the characteristics of physical education, cultivating high-quality, technical and skilled talents with all-round development of morality, intelligence, physique, aesthetics and labor, promoting personality development, broadening students' knowledge and cultivating students' innovative spirit, so as to help them establish correct outlook of world, life and value, promote college students to develop comprehensively to become qualified socialist builders and successors. In addition, it is of great practical significance to build a harmonious and free socialist country.

2. Current Situation of Aesthetic Education in Higher Vocational Physical Education

2.1 Unclear Purpose and Single Form of Aesthetic Education

Public physical education curriculum is a compulsory course of higher vocational education, and an important part of the school curriculum system. Influenced by the traditional education

mechanism, college physical education still follows the traditional physical education teaching mode. Students mainly study basic sports knowledge and skills, and pay attention to mastering the essentials of movement and improving the performance of sports skills. The teaching content is much but not new, and the teaching form is rigid, greatly lacking innovation. In the historical stage of building a modern socialist country and realizing the great rejuvenation of the Chinese nation, if college students want to adapt to the pace of social development, they should not only have profound professional knowledge, but also have a strong socialist core literacy ability, as well as healthy psychological quality to adapt to the society and adjust emotions. The overall development of personal quality is not only related to personal development, but also an urgent need for the young generation in today's society. As the cradle of talent training, colleges should think over how to teach public physical education in colleges, which should not only improve students' sports skills, keep close to the main teaching objectives of the course, take the guiding ideology of "health first" as the basic starting point to determine the course content, but also pay attention to the overall quality education of students.

2.2 Teachers' Insufficient Cognition of Aesthetic Education

The teachers of aesthetic education course should have profound and extensive aesthetic knowledge and professional skills of aesthetic education, and establish aesthetic education concepts. Teachers play a leading role in the education process and are also the main body of knowledge structure updating. There are differences between physical education curriculum and other courses. In the teaching process, physical education teachers should not only do well in action demonstration, but also pay attention to teaching skills, language, behavior and attitude, which will have a direct impact on students. Teachers should be able to be strict with themselves to play the role of aesthetic model. Teachers' words and deeds are the main reference objects of shaping students' spiritual beauty and physical beauty. At present, PE teachers in higher vocational colleges still lack aesthetic education concept, and aesthetic education teachers are seriously insufficient. Some teachers obviously lack knowledge structure, and their own aesthetic quality is low. Higher vocational physical education teachers should pay attention to improving their aesthetic ability. Only by constantly improving their own level can they keep pace with the times and become the guide for the healthy growth of teenagers, so as to adapt to the development requirements of higher vocational aesthetic education.

2.3 Weak Consciousness of Aesthetic Education in Higher Vocational Education

At present, the training goal of higher vocational talents tends to be market-oriented, focusing on the promotion and cultivation of students' vocational skills, and the aesthetic education consciousness is relatively weak, which not only reflects that the aesthetic education courses in the first classroom are few and the coverage is small. At the same time, there are many problems in the second classroom of campus cultural activities, which are the closest to life and have the most profound influence in college students' aesthetic education. Many campus practice activities play a positive role in improving the aesthetic ability of college students imperceptibly. However, in reality, the campus cultural activities and aesthetic education in higher vocational colleges are out of touch, which directly leads to the lack of campus cultural activities as a way to enhance college students' aesthetic consciousness. This is the practical dilemma of the current higher vocational students in the promotion of aesthetic awareness and aesthetic literacy training.

3. Cooperative Path of Physical Education Curriculum and Aesthetic Education

The cooperation of physical education curriculum and aesthetic education should first clarify the task and purpose of aesthetic education, change the traditional teaching methods, and then organically combine sports content, teaching behavior and aesthetics, and integrate the content of physical education and aesthetic education. The purpose of aesthetic education is to develop the

beauty of personality, that is, to cultivate rich and perfect personality. The central task of aesthetic education is to let students master each aspect of aesthetics, cultivate the ability to appreciate, feel and create beauty. The concept of aesthetic education is the prerequisite for the smooth development and success of aesthetic education in colleges and universities.

The specific analysis of the cooperative path of physical education curriculum and aesthetic education is as follows.

3.1 Construction of Teaching Materials and Teaching Documents

It is necessary to pay close attention to the development of aesthetic education and teaching at home and abroad, collect theoretical data, teaching materials and auxiliary teaching materials related to aesthetic education, conduct fusion research in combination with physical education teaching content, reset teaching contents, compile physical and aesthetic education course materials to meet the needs of teaching reform, and apply them in actual teaching, revise basic teaching materials such as curriculum syllabus, calendar, teaching plan, etc. to make it more in line with the requirements of teaching objectives.

3.2 Construction of Teaching Content of Physical and Aesthetic Education

Colleges should make clear the goal of aesthetic education, combine with the content of teaching course, carry on the integration of aesthetic education elements in physical education curriculum. The ultimate goal of college aesthetic education is to shape perfect personality, promote the overall and harmonious development of students' body and mind, specifically speaking, achieve development goals of aesthetic quality, humanistic quality, comprehensive quality and professional quality. When choosing the content of aesthetic education curriculum, colleges should think about what kind of aesthetic ability can be developed by the content of this kind of aesthetics, design to integrate aesthetic education elements into all aspects of curriculum teaching, and enrich aesthetic education content by local cultural resources and academic frontier knowledge.

3.3 Construction of Teaching Methods

Colleges can change the traditional teaching methods of physical education, use "Internet" technology to carry out aesthetic practice and impart aesthetic knowledge, and adopt the combination of online and offline teaching. In teaching, teachers can use modern multimedia teaching equipment, pay attention to the combination of watching and listening, guide students to "appreciate beauty" to form positive values and achieve the teaching goal of aesthetic education. To give full play to the characteristics of physical education curriculum, teachers can adopt a variety of teaching methods, such as emotional teaching method, happy teaching method, discussion interactive method, heuristic or guiding, interactive, dialogue education strategies, to produce interactive experience and make students have ideological collision in mutual communication. In order to achieve the double goals of aesthetic education content and physical education teaching, colleges can introduce aesthetic education cases in teaching, integrate curriculum education resources, take physical education curriculum as the carrier and aesthetic education cases as the teaching content.

In addition to relying on classroom teaching, teachers can also rely on extracurricular activities and sports competition activities to carry out aesthetic education, let students have more opportunities for self-awareness and experience in the after-school sports activities, which enable students to realize self-education. Sports competitions have higher psychological requirements for participants because they should complete the competition under high pressure. Competition teaching method can help students to improve their internal quality. Team building should be carried out to form a characteristic teaching team around aesthetic education courses to improve teaching quality.

3.4 Construction of Curriculum Evaluation System

Zhao Lingli (2017) believes that aesthetic quality or aesthetic experience can be evaluated [1]. Teachers can combine the three-level goal system of aesthetic education (aesthetic and humanistic quality development, comprehensive quality development, professional aesthetic quality development) and various content factors of aesthetic education curriculum (natural beauty, social beauty, artistic beauty, scientific beauty, etc.) with the characteristics of the sports projects taught to establish the evaluation points of curriculum objectives, and divide the curriculum evaluation into two parts, namely, skill standard and technology evaluation by qualitative evaluation. The students' physical quality and ability are evaluated by skill standard. Technology evaluation is carried out by means of action display and watching students' performances. While evaluating students' mastery of artistic skills and cognitive level, it is also necessary to pay attention to evaluating students' development level in the fields of emotional attitude, aesthetic ability and innovative spirit, combining static evaluation of teaching results with dynamic analysis and evaluation of curriculum implementation process [2].

4. Conclusion

Physical and aesthetic education curriculum is the bridge of aesthetic education and the practical teaching course of aesthetic education. The cooperation of physical education curriculum and aesthetic education makes aesthetic education rooted in higher vocational education and has the effect of "invisible" education. In order to promote the effectiveness of higher vocational aesthetic education, it is necessary to reform and innovate in view of the existing problems, so as to formulate effective solutions. Aesthetic education is a complex educational activity. The leaders and educators in colleges and universities must fully realize the importance of aesthetic education. All relevant departments should cooperate closely and work together to strengthen the publicity of public opinion, so as to form a strong aesthetic education atmosphere in the whole college and ensure the smooth development of teaching.

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