

The Infiltration of Aesthetic Education in the Teaching of Chinese Language and Literature in Higher Vocational Colleges

Dong Jihui¹, Cui Hongwu²

¹Rizhao Polytechnic, Rizhao Shandong, 276826, China

²Rizhao Ecological Environment Bureau, Rizhao, Shandong, 276800, China

Keywords: aesthetic education; higher vocational education; Chinese Language and Literature; teaching

Abstract: With the continuous development of society and the increasing living standards of people in China, the society has posed higher requirements to the talents graduated of higher vocational colleges. Therefore, it is necessary to improve the teaching level of higher vocational education and cultivate comprehensive talents with higher quality, so as to ensure that higher vocational education can effectively promote the development of the country and the progress of society. As an important part of higher vocational education, Chinese Language and Literature has important significance for the cultivation of the comprehensive quality of vocational students ^[1]. Therefore, in the teaching of Chinese Language and Literature in higher vocational schools, the aesthetic education for students should be strengthened, in order to that students can effectively improve their ability of aesthetic appreciation and language application in the process of learning Chinese language. This can also bring great benefits to the employment of students after graduation. In this context, this paper proposed corresponding strategies and methods for strengthening the infiltration of aesthetic education in the teaching of Chinese Language and Literature in higher vocational schools.

1. The development of Chinese Language and Literature teaching in higher vocational colleges

Chinese Language and Literature is a long-standing discipline in China. Especially with the improvement of China's national strength and its increasing international influences, this discipline has far-reaching influences in the world. This social status has brought more opportunities and challenges to the development of Chinese Language and Literature ^[2].

The teaching of Chinese Language and Literature in higher vocational colleges has been carried out for a long time, and with the development of the world economy, it is necessary to promote the teaching of this discipline to a wider field and scope. Only in this way can this discipline obtain strong vitality and continuous development all over the world. Therefore, it is significant to continuously improve the teaching methods so that the teaching of Chinese Language and Literature can be integrated into the life of students. If a discipline wants to achieve long-term development, it must truly penetrate deeply into the hearts of the people. And thus, when teaching Chinese Language and Literature, teachers should fully explore students' interest in learning, making them interested in the study of this discipline and utilize their spare time for further study in daily life. The good implementation of Chinese Language and Literature teaching in higher vocational colleges is of great significance to students' future study of this discipline ^[3]. At the same time, the teaching of Chinese Language and Literature in higher vocational colleges also has great benefits for the development of traditional culture in our country.

The teaching goal of Chinese Language and Literature in higher vocational colleges is to enable students to learn and master the language and culture of China. However, the teaching of this subject in higher vocational colleges is often constrained by the language itself, which makes it impossible to effectively answer the spirit conveyed in language and literature. Moreover, in the teaching system of higher vocational colleges, Chinese Language and Literature is only an ordinary cognitive discipline, with a relatively low status. The teaching of Chinese Language and Literature

is to improve the overall quality of students through relevant teaching work and to ensure the comprehensiveness of their knowledge system. To make students feel the charm of Chinese language and literature, it is needed to improve their aesthetic ability.

2. Problems in the teaching of Chinese Language and Literature in higher vocational colleges

Although the teaching of Chinese Language and Literature in higher vocational colleges has been highly effective, the teaching work of higher vocational colleges cannot be effectively served the development of this discipline due to the limitations of the times and the rigidity of teaching system. The following are the problems in the teaching of Chinese Language and Literature in higher vocational colleges.

2.1 Insufficient attention to the teaching of Chinese Language and Literature

The purpose of the higher vocational education is mainly to cultivate students' professional skills, so as to meet the employment needs of students and the needs of the society for talents. In the teaching work of higher vocational colleges, Chinese Language and Literature is often regarded as a general-purpose course in higher vocational colleges due to insufficient attention, which leads to the few lesson hours in the curriculum. The school, students and teachers do not lay stress on the teaching of Chinese Language and Literature. In addition, the capital investment from the school in related teaching is relative little, which leads to the generally lower welfare salary of the teachers of this discipline. Teachers also lack motivation and enthusiasm when teaching, which greatly reduces the effectiveness of teaching. At the same time, students, as the subject of learning, do not attach importance to Chinese Language and Literature, which will make our efforts in the teaching of this discipline come to nothing ^[4].

2.2 Insufficient recognition of the expertise of Chinese Language and Literature

As a cognitive course that students have been learning since their childhood, the discipline Chinese Language involved in all aspects of knowledge of student, which leads to the fact that students do not have high professional quality in the field of Chinese language and literature. Moreover, compared with other disciplines, Chinese Language and Literature cannot give students obvious help in their employment, which leads to students' lack of recognition of this discipline. In the process of learning Chinese Language and Literature, students may not learn it with enough enthusiasm or simply learn related knowledge for graduation. Moreover, students may subjectively think that this discipline cannot bring effective work opportunities to them and also do not obviously benefit their future development in the workplace. Students' lack of recognition has made it difficult for the teaching of Chinese Language and Literature to be effectively carried out ^[5].

2.3 Single teaching method and rigid teaching system

The lack of attention to the teaching of Chinese Language and Literature has led to the slow innovation of relevant teaching systems and teaching methods. Moreover, the current teaching guidelines for Chinese Language and Literature were formulated many years ago and are somewhat out of touch with this fast-developing era, which has led to poor teaching results ^[6]. Moreover, in the current teaching system, the teaching content of Chinese Language and Literature is relatively simple and fixed, without much fun in the classroom. This cannot effectively stimulate students' interest in learning. At the same time, the teaching work of this discipline only has little relation to the employment needs of students, and thus is not so helpful for students of higher vocational colleges in their subsequent employment.

2.4 Little connection between Chinese Language and Literature teaching and real life

The teaching of Chinese Language and Literature can not only improve students' literary literacy, but also improve their understanding of Chinese history. However, it is hard for students to apply what they learn from this discipline into actual life. In this sense, students cannot combine the knowledge about Chinese language and literature with real life, nor use relevant knowledge to

improve their life quality and promote social development. Moreover, talents are expected to multifaceted qualities in the modern society. Students should have not only a strong ability in professional skill but also good communication skills. The current teaching of Chinese Language and Literature is extremely unfavorable for the development of students in this aspect, which makes it difficult for them to display their professional skills. This is a waste of talents and also extremely unfavorable to the economical development.

3. The infiltration strategy of aesthetic education in the teaching of Chinese Language and Literature in higher vocational colleges

3.1 To fully explore students' interest in the learning of Chinese Language and Literature

Students are the direct participant and recipient of education, and thus the effects of Chinese Language and Literature learning are directly related to the entire teaching effect. Therefore, it is necessary to fully explore students' interest in Chinese Language and Literature and teach them in accordance with their aptitude^[7]. Students with a certain linguistic basis can be encouraged to learn more deeply. For some students who are weak in foundation and are not interested in Chinese Language and Literature, teachers need to fully explore their potential and interests and improve their acceptance of language and literature. This can improve the teaching effect and help students improve their aesthetic ability in the process of studying this discipline. Moreover, related teachers in higher vocational colleges should recognize that their students have a strong ability to accept new things, which is very beneficial for them to carry out the teaching of this discipline. Interesting teaching methods and discussion-based teaching enable students to deeply study and appreciate literary works and learn about the beauty of literary works, so as to effectively enhance their aesthetic ability and life taste while feeling the beauty.

3.2 To construct a teaching system for Chinese Language and Literature based on the aesthetic ability

Chinese Language and Literature in higher vocational education is not a basic cognitive course, but an important course related to professional ability. In the past, the teaching system emphasized the cognitive function of Chinese language and literature, while lacking the cultivation of students' professional ability. Therefore, it is necessary to construct a new vocational language teaching system to improve students' professional skills and employability. Specifically, there is a need to not only enhance their cognitive ability in Chinese, but also strengthen their communication and writing skills through teaching, so as to improve their ability of collecting and judging information. These abilities are necessary for students after they step into the job. Therefore, relevant teachers should abandon the previous concepts and take improving students' professional ability as the first requirement to improve teaching work, so as to constructing a reasonable teaching system for Chinese Language and Literature^[8].

3.3 To evaluate the teaching effect of Chinese Language and Literature based on the overall quality of students

In the traditional Chinese Language and Literature teaching, the exam of students' learning outcomes is mainly carried out by testing literature knowledge and memorizing. It focuses on students' memory ability, but does not examine their comprehension ability and application ability. This type of evaluation is no longer suitable for the needs of current society. It is necessary to adopt the comprehensive quality as the standard to evaluate students' language learning and combine the learning of Chinese Language and Literature with social reality. In other words, the teacher must not only assess the students' memory ability, but also evaluate their abilities of communication, writing and other aspects, promoting the application of Chinese knowledge in real life. At the same time, the previous evaluation system is carried out by written form, and the score that students obtain are generally greatly subjective. School assessment and social practice can be combined to enable students to apply what they have learned in practice, which thereby strengthens their

professional ability and help them better meet the needs of their work.

3.4 To improve the salary and treatment of Chinese Language and Literature teachers

As a cognitive subject, teachers of Chinese Language and Literature generally gain less salary and have lower status. In order to improve the teaching level, colleges and universities should strengthen the attention to teachers of this discipline and improve their treatment to better stimulate their enthusiasm for teaching. In actual teaching and work, it is needed to encourage these teachers and create a positive, optimistic and relaxed working atmosphere for them, so that they can consciously improve their academic and teaching level. At the same time, it is necessary to provide teachers with more opportunities for external exchanges and active communication with high-level institutions, so that they can improve their level of Chinese language teaching, and thereby the teaching of Chinese Language and Literature can be at the front of the era. Only by this way can the schools inspire the teachers' teaching enthusiasm and interest from the source, so that they can constantly improve their teaching means and methods. This also allows students to truly learn the knowledge of this discipline in the classroom, and thus enhance their aesthetic ability.

3.5 To improve the learning effect of Chinese Language and Literature through the education of aesthetic ability

Chinese Language and Literature teachers in higher vocational colleges should realize that their teaching work involves the teaching and explanation of lots of materials and ancient poetry and that these students will be greatly influenced by teachers in their study before they have their own understanding of literary works. Therefore, teachers need to explain the literary works in detail, and ensure that the spiritual connotation and literary connotation in the literary works can be effectively conveyed to the students, so that the students can recognize the beauty of the literary works. In addition, teachers are expected to expand students' study of literature. In addition to learning in the classroom, students need to be guided to learn more about extracurricular reading materials and to learn the beauty of literature, so as to ensure the effective improvement of their aesthetic ability. Only in this way can students effectively enhance their aesthetic ability and then appreciate literary works from a higher perspective to ensure that literary works have a positive impact on themselves. Teachers can also recommend some good reading materials to students, so that they can improve their aesthetic ability and literary level in the reading of fine literary works^[9].

4. Conclusion

As an important part of higher vocational education, Chinese Language and Literature has extremely important impacts on students' academic and employment. However, due to the rapid development of the times and the continuous improvement of China's economic level, some problems in the teaching of this discipline in higher vocational colleges have begun to become prominent. For example, the rigid teaching system, single teaching methods and insufficient attention have made it difficult to effectively teach the subject. Therefore, it is necessary to infiltrate aesthetic education into the teaching of Chinese Language and Literature. It is feasible to effectively promote the teaching of this discipline by changing teaching methods, reforming the evaluation system and improving students' aesthetic ability, so as to allow students to feel the beauty of literature, appreciate the charm and spiritual connotation of literary works and then improve their spiritual realm and personal cultivation. .

References

- [1] Yang Guixia. The development of Aesthetic Education in Chinese Language and Literature Teaching [J].Heilongjiang Science, 2018(08).
- [2] Fan Dehua. Implementation of Aesthetic Education in Chinese Language and Literature Teaching [J].Chinese Character Culture, 2017(14).

- [3] Zhang Hongmei. Implementation of Aesthetic Education in Chinese Language and Literature Teaching [J]. China Journal of Multimedia& Network Teaching (Electronic Edition), 2017(03).
- [4] Xu Chunxia. The Implementation of Aesthetic Education in the Teaching of Chinese Language and Literature [J]. Science & Technology Information, 2017(07).
- [5] Ji Maotai. Research on the Infiltration of Aesthetic Education in the Teaching of Chinese Language and Literature [J].Jilin Education, 2014(16).
- [6] Li Jinling. Analysis of Aesthetic Problems in Chinese Language and Literature [J]. Artists of China, 2019(02).
- [7] Zhang Yongmei. Aesthetic Teaching and Student Development in Chinese Language and Literature [J]. Prose Hundred, 2018(07).
- [8] Liang Shanya. Analysis of the Infiltration of Aesthetic Education in the Teaching of Chinese Language and Literature [J]. Dushu Wenzhai, 2016(06).
- [9] Wang Xueqi. Research on the Implementation of Aesthetic Education in Chinese Language and Literature Teaching [J]. Journal of Heilongjiang College of Education, 2019(01).