

Construction and Implementation Approaches of High Quality Aesthetic Education System in the New Era

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Abstract

In recent years, aesthetic education in universities has received unprecedented attention. This article starts from the practical exploration of aesthetic education at Shanghai Zhendan Vocational College, emphasizing the importance and necessity of software and hardware investment, pointing out the weak links in the work, and further clarifying the direction and innovative path of school aesthetic education work in the new era.

Keywords

Aesthetic Education, Practice exploration, Teaching reform innovation path.

1. Introduction

The aesthetic education work of universities in the new era should be based on the fundamental task of cultivating morality and cultivating people [1-3]. The aesthetic education work of universities in the new era should be based on the fundamental task of cultivating morality and cultivating people, implement the call to "educate people with aesthetics and culture, improve students' aesthetic and humanistic literacy", and carry out systematic planning based on the school's own positioning and characteristics, in order to cultivate more socialist builders and successors with comprehensive moral, intellectual, physical, aesthetic, and labor development [4-7].

2. Practical Exploration of Our School's Aesthetic Education Work

2.1. Further improve the top-level design

The General Office of the State Council issued the "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education Work", which comprehensively deployed the implementation of aesthetic education related work in 2015. The Ministry of Education's "Opinions on Effectively Strengthening the Aesthetic Education Work in Higher Education Institutions in the New Era" required strengthening the popularization of art education for all students in 2019. The General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the "Opinions on Comprehensively Strengthening and Improving the Aesthetic Education Work in Schools in the New Era", highlighting the need to incorporate aesthetic education into the entire process of talent cultivation in schools in 2020 [8-10].

Comprehensively promote and accelerate the reform and development of school art education, comprehensively improve the level of school art education, and comprehensively improve students' artistic quality and innovation and practical ability, so as to form a good pattern of coordinated development of art education in which art supplements morality, promotes intelligence and enhances physical health. At the same time, through the formulation of the Development Plan for Art Education of Shanghai Aurora College, the development goals and work measures are determined, which lays the foundation for the development of art education

of the school, and improves the top-level design for scientific aesthetic education programs that meet the characteristics of the school.

The specific implementation method is: the school establishes a school art education guidance committee, with a vice president serving as the director, and relevant leaders such as the school office, academic affairs office, student affairs office, youth league committee, music and dance center of the education college, and Oriental Film Academy serving as members. The committee strengthens the overall planning, evaluation and supervision of public art education, and provides decision-making consultation for the school. The school has established a Public Art Education Teaching and Research Office, composed of teachers from the Music and Dance Center of the Education College and the Oriental Film Academy, responsible for the teaching work of public art education. The teaching and research department regularly conducts teaching and research activities, and organizes and guides the development of campus cultural activities. Other departments of the school, such as the Academic Affairs Office, Student Affairs Office, General Affairs Office, Youth League Committee, Library, Finance Department, etc., closely cooperate and coordinate with the Public Art Teaching and Research Office to ensure the orderly progress of public art education work.

In short, the school has launched a linkage mechanism, under the leadership of the Party School Committee, to comprehensively formulate development plans and specific implementation opinions for school aesthetic education work, carry out rich and colorful aesthetic education activities, assist in promoting the development of aesthetic education related work, strengthen the development and guidance of aesthetic education social resources, and effectively serve the school's aesthetic education curriculum teaching, extracurricular art activities, and aesthetic education literacy improvement training.

2.2. Further improve the curriculum system

The school provides public art courses for all students in accordance with the "National Guidelines for Public Art Courses in Ordinary Higher Education Institutions" and includes them in credit management.

In terms of curriculum arrangement: The preschool education major of the School of Education actively carries out art related aesthetic education teaching based on professional needs, integrates aesthetic education into students' career development, and creates conditions to offer a relatively rich range of art elective courses for students to choose from. The college combines aesthetic education with the moral education and professional ethics cultivation of preschool teachers, boldly integrating aesthetic education into professional literacy cultivation. It holds a weekly art course teaching symposium to discuss how to combine ideological and political education with art, aesthetics, sociology, and psychology, and organically coordinate various related art major courses, so that students can learn from each other, improve learning efficiency, and reduce academic burden, Increase confidence and interest in learning.

In addition to mandatory public art courses, the school also offers elective courses in cultural literacy education for students to choose from. It is stipulated that students in each major must take two of these elective courses and complete two credits in order to obtain a graduation certificate. The elective courses for cultural literacy education offered by the school mainly include: "Chorus (1) and (2)", "Dance Theory and Appreciation", "Vocal Music", "Fun Talk about Famous Paintings", "Western Art History for Everyone", "Advertising Design Appreciation", "Visual Communication Design and Appreciation", "Chinese Traditional Flower and Bird Painting Appreciation", "Painting", "Portrait Photography", "Lyrics and Dubbing", "Film and Television Appreciation", "Micro Video Production", etc., involving music, art, philosophy Multiple fields such as performance, film and television, and life.

2.3. Further enrich aesthetic education activities

The school aims to promote students' growth through aesthetic education, vigorously developing art education characteristics, supporting art clubs, enriching students' extracurricular and extracurricular cultural and artistic activities. There are currently 12 student cultural and artistic clubs, including Guitar Club, Drama Club, Health Club, Sign Language Club, Hanfu Club, Etiquette Club, Anime Club, Handdrawn Club, Vocal Club, Aurora Youth Idol Club, etc., managed by the school Youth League Committee, and each club has a dedicated management system, Equip full-time guidance teachers to standardize and guide the work of art clubs. Through college art clubs, we aim to promote healthy and diverse campus cultural and artistic activities for all students. More than 10 cultural activities, including club cultural festivals, club carnivals, campus top ten singers competition, and campus host competition, were held using small clubs and large cultural club cultural activities as carriers, with a total of over 2000 participants. The school actively organizes various cultural performances such as group cultural festivals, welcome parties, and May Fourth Song Festival, and the standardization of organization and management greatly improves the quality of the second classroom of art education.

2.4. Further strengthen aesthetic education services

In order to enhance the aesthetic education resources of the school and continuously strengthen the social services of aesthetic education, a brand of aesthetic education services with Sinian characteristics has been formed. In recent years, the school has fully utilized the talent resources of teachers, with close cooperation from labor unions, publicity departments, and other departments, and established clubs such as teaching staff choirs and teaching staff fashion teams. In addition to work, the teaching staff, under the leadership of teachers from the Music and Dance Center of the Education College, have persisted in training and enriched their extracurricular cultural life.

At the same time, the art and design professional group organizes students majoring in art and design, advertising art and design, digital media art and design, and product art and design to conduct sketching training in Luoxi Park, Luodian Ancient Town, Meilan Lake Scenic Area, Jiading Zhouqiao Old Street, and other areas around the school. At the same time, they experience the evolution of local culture, folk customs, folk art, and historical cultural relics, and accumulate cultural cultivation and aesthetic taste. It has played a positive role in serving local social and cultural aspects.

3. Investment in Aesthetic Education in The New Era

3.1. Hardware facility construction

The school has established a special fund for art education work to continuously improve the conditions of art education and ensure the basic needs of the development of art education. At present, the school has a sports and art building with an area of 1000 square meters; It has one student activity hall that can accommodate 1500 people, one theater that can accommodate 150 people, one 120 square meter multifunctional screening hall, and one 50 square meter darkroom; 1 art exhibition hall with an area of 80 square meters; There are 11 piano rooms, 3 electric piano classrooms, 4 dance rehearsal halls, 1 choir classroom, and 4 art studios; 1 professional gym; We have various types of equipment such as pianos, electric pianos, sound systems, microphones, cameras, cameras, projectors, and professional fitness equipment; We have over 7470 types of art books and materials, totaling 15762 volumes. Various types of public art education venues are complete, with complete facilities and functions, which can better meet the needs of public art curriculum teaching and cultural and artistic activities. In 2022, the school increased its investment in public art course teaching, using it for public art

course teaching, choir classrooms, adding teaching instruments and equipment, books and audiovisual materials, etc., greatly improving the infrastructure of art education.

3.2. Faculty strength

Our school has more than 30 professional teachers engaged in art teaching, belonging to two colleges - the School of Education and the Oriental Film Academy, covering multiple art fields such as music, dance, performance, choreography, photography and photography, and fine arts. The common characteristics of these teachers are young and passionate, capable in work, and enthusiastic in activities, providing a teacher guarantee for the school to promote art education. Teachers of public art courses have graduated from multiple universities in China, and the college structure is good. Among the 34 teachers in public art courses, 23 have a graduate degree, accounting for 67.6% of the total number of teaching staff; 7 people with associate high or above professional titles and 16 lecturers. In addition, in order to further strengthen the inheritance and cultivation of traditional culture and art, the school also collects art teaching resources through various channels, such as the Learning and Teaching Platform, for extracurricular tutoring.

In addition, incorporating art education into the school's work plan and annual assessment goals, improving the quality evaluation mechanism of art education work, researching and developing an evaluation index system for art education work, and innovating evaluation methods, as one of the contents of work assessment for various colleges and teachers.

4. The Direction of Our School's Aesthetic Education Work

4.1. Implement the main responsibilities of the school party committee and effectively strengthen organizational support

At present, in order to achieve quality and efficiency improvement in aesthetic education in universities, the key is for the school party committee to take on the main responsibility, do a good job in top-level design, and effectively strengthen organizational support. Schools should be based on the new era, follow the logic of cultivating virtue and beauty, and enhance the depth and height of their understanding of aesthetic education; Focusing on the fundamental issue of "who to cultivate, how to cultivate people, and for whom to cultivate people", it is necessary to clarify the era's mission of universities in cultivating new people responsible for national rejuvenation. We should focus on practical work, promote moral, intellectual, physical, aesthetic, and labor education, effectively improve the aesthetic and cultural literacy of college students, and provide qualified talents with mental health, perfect personality, and high judgment of beauty, ugliness, good and evil for the development of the country. Therefore, schools should provide solid institutional support in the top-level design of aesthetic education policies, teacher construction, funding support, and coordination and cooperation between aesthetic education collaborative units. At the same time, schools should strengthen the Party committee's overall coordination of aesthetic education practices, the sharing of school aesthetic education resources and social aesthetic education resources, accelerate the pace of mutual integration between schools and social education, and ultimately form a good atmosphere of discussing, loving, and practicing beauty; Developing with the characteristic of "one school, one product" or "one school, multiple products", forming a new situation for the development of the school's own aesthetic education.

4.2. Constructing the "Three Comprehensive Education" Mechanism and Implementing the Cross integration of Curriculum and Aesthetic Education

The Opinion on Comprehensively Strengthening and Improving the Aesthetic Education Work in Schools in the New Era emphasizes the need to implement aesthetic education throughout the entire process of talent cultivation in schools, especially by strengthening the organic

integration of various disciplines, integrating aesthetic education resources, and achieving a new pattern of "all-round education for all staff, all processes, and all aspects" in school aesthetic education. The aesthetic education mechanism of "Three Comprehensive Education" is bound to promote the infiltration and integration of aesthetic education in various disciplines and courses. To this end, schools should achieve the following: first, fully understand the relationship between aesthetic education curriculum and curriculum ideological and political education. Aesthetic education is the best form of ideological and political education. Strengthening aesthetic education can strengthen ideological and political education, and ideological and political education can achieve more results through aesthetic education. The implementation of ideological and political education is equally important as that of aesthetic education, both of which go hand in hand and are interdisciplinary and integrated education. Secondly, accelerating the construction of the aesthetic education teacher team, promoting the integration of aesthetic education teacher training, research, and service, allowing teachers to consciously study the beauty of the subject, consciously create the beauty of teacher image and classroom atmosphere, which is the cornerstone of achieving effectiveness in aesthetic education in universities. Thirdly, grasp the initiative of educating people through aesthetics, pay attention to the leading role of teachers in teaching, and create an action plan for the school's "three comprehensive education".

4.3. Adhering to the awareness of "first-class" construction and deepening teaching reform and innovation

To achieve breakthrough progress in aesthetic education in universities, deepening teaching reform is the forefront of implementation strategies.

Firstly, it is necessary to improve the aesthetic education curriculum system and carry out characteristic aesthetic education in the talent cultivation system. When offering public art courses or compulsory extracurricular courses in aesthetic education that focus on excellent traditional Chinese culture and classic art education, it is also necessary to combine school-based disciplines and regional resources to offer school-based characteristic aesthetic education courses, carry out practical teaching, and highlight the temperament of running a school.

Secondly, actively seek change, actively adapt to the current educational technology revolution, and achieve technological teaching methods. The school has applied the online courses developed by the epidemic to art elective courses. Teachers upload micro videos and course courseware and other teaching resources through teaching platforms such as Xuetong, allowing students to engage in art learning online at any time, greatly expanding their choice space. These elective courses allow students to receive the influence of art in their learning and provide good conditions for the cultivation of artistic life. The 2019 China MOOC Action Declaration highlighted that higher education is currently undergoing profound and fundamental changes, and has reached three consensus points: "anticipating change," "actively responding," and "actively seeking change. This "fundamental change" is reflected in the deep integration of modern information technology and education and teaching, as well as the personalized learning needs of learners' participation. Building a series of "first-class" with "high-level", "innovative", and "challenging" has become the trend. To this end, it is required to standardize the teaching methods of aesthetic education and develop a batch of high-quality digital education resources for aesthetic education courses.

Thirdly, improve the evaluation system of aesthetic education teaching, conduct timely research or interviews, identify problems, and correct deviations in a timely manner.

5. Innovative Approaches in Our School's Aesthetic Education Work in the New Era

Our school is a vocational education oriented vocational college, responsible for the important mission of cultivating applied talents for the country. However, there is still a lack of depth and height in understanding the connotation, function, and innovative talent cultivation of aesthetic education. In terms of curriculum system setting, teaching methods, evaluation system, and textbook writing, the characteristics of cultivating applied talents have not been highlighted, and there is still insufficient innovation in the teaching reform of aesthetic education. In terms of research methods and other aspects, the theoretical research on aesthetic education is not yet rich enough. There is still a lack of innovative ideas in the interdisciplinary implementation of aesthetic education in terms of interdisciplinary integration and curriculum aesthetic education. The institutional guarantee for aesthetic education is not yet in place in terms of teacher allocation, resource integration, and funding support. So we should face reality and implement scientific policies. In the future, school aesthetic education will make breakthrough progress, and the aesthetic and humanistic literacy of college students will be significantly improved. A modern school aesthetic education system will gradually be established.

5.1. Further improvement of system construction

The theoretical research on aesthetic education is a weak link in the current development process of aesthetic education in domestic universities. The construction of educational theories on aesthetic education in universities in the new era directly affects and guides the practical aspects and specific content of aesthetic education work. From the perspective of top-level design and overall coordination, our school's attention and investment in aesthetic education work are not sufficient, directly manifested as insufficient financial support, lack of policies and material foundations, and difficulty in achieving substantive development in the specific practice of aesthetic education work. In addition, in terms of effectively integrating internal and external aesthetic education resources, schools need to make breakthroughs based on reality. The radiation and coverage of their professional courses and resources need to be more widely promoted throughout the school, so that the role of aesthetic education at the school level can be more fully played.

5.2. Further Strengthening of Teaching Reform Research

In 2022, the teaching staff has further improved in terms of education and research capabilities. In 2023, further reforms will be deepened, the construction of the teaching staff will be continuously increased, systematic knowledge in this field will be actively explored, research on art education projects will be strengthened, and the preset work for the two research projects under study will be completed on schedule. Efforts will be made to complete 1-2 new project applications within the year. Through project research, continuously summarize the achievements of school art education, and timely transform them to improve the effectiveness of school art education, and form the school's art education characteristics.

5.3. Further optimization of teaching methods

As an emotional education, aesthetic education emphasizes the importance of students' participation and experience. Teachers should strive to create situations and encourage students to participate in teaching activities. Since 2017, our school's teaching staff has made efforts to further optimize their academic qualifications and research abilities, and the overall level of the teaching team has been further improved.

Firstly, reform will be carried out in teaching methods. Some teachers will modify the traditional teaching method that focuses on knowledge and theory teaching, organize students to directly participate in artistic experience and creation, connect theory and practice, and

create effective artistic contexts to guide students to experience the inherent meaning of artistic classics, thereby activating students' vitality and enthusiasm for creation.

Secondly, weekly teaching and research activities are held to encourage teachers to research more flexible teaching methods and apply them in the classroom, so that aesthetic education courses can fully showcase their charm and aesthetic sense, thereby improving teaching effectiveness.

Finally, in the course evaluation system, the teaching team studies a more flexible and comprehensive assessment system based on the characteristics of aesthetic education teaching. While emphasizing the evaluation of students' theoretical learning, it should not ignore the assessment standards of aesthetic education practice, and combine theoretical assessment methods with practical assessment methods to enable students to have a comprehensive educational experience in the aesthetic education process.

5.4. Further strengthening of team building

The key to mastering the teaching of aesthetic education courses and improving the quality of classroom teaching lies with teachers. In recent years, the country's emphasis on aesthetic education has continued to increase, and the number of aesthetic education teachers has been supplemented to a certain extent. However, due to the late establishment of our school's Public Art Teaching and Research Office, it is not yet very mature in some aspects, such as limited curriculum and limited teaching staff. Therefore, there is still room for improvement in these aspects, and new teaching models and methods need to be continuously explored. Gradually, the number of public art courses should be increased, and the construction of teaching staff should be increased, Encourage teachers to "go out" to continue their further education, study abroad, and reform teaching methods, while combining them with the "introduction" of hired experts to continuously improve their teaching level.

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