

Investigation on the Implementation Status of Aesthetic Education in Local Universities

Qiuxia Yan^{1, a}, Zongmo Cai^{2, b} and Liqun Deng^{1, c}

¹Sichuan University of Science & Engineering, Zigong, 643000, China

²Chongqing University of Arts and Sciences, Yongchuan, 402160, China

^a1807768328@qq.com, ^b419106979@qq.com, ^c7259857@qq.com

Abstract

In order to understand the implementation status of aesthetic education in colleges and universities in the new period and further promote the aesthetic education in colleges and universities, the preschool education majors in three local universities in southern Sichuan are taken as the survey object, and the implementation status of aesthetic education in preschool education majors is analyzed from multiple perspectives through interviews and questionnaire survey. It is found that there are some problems in preschool education majors in colleges and universities, such as insufficient attention to aesthetic education, lack of curriculum development ability of aesthetic education, weak teachers of aesthetic education, and imperfect facilities and equipment of aesthetic education. It is suggested that colleges and universities should establish the concept of aesthetic education, attach importance to the campus aesthetic education environment, strengthen the teachers of aesthetic education, construct the curriculum system of aesthetic education, improve the evaluation mechanism of aesthetic education, and improve the guarantee system for the implementation of aesthetic education.

Keywords

Aesthetic education; Local colleges and universities; Preschool education majors; Implementation status.

1. Introduction

In October 2020, the general office of the central committee of the communist party of China, issued by The General Office of the State Council "on comprehensively strengthening and improving the new era school aesthetic education work opinion", points out that aesthetic education is aesthetic education, sentiment education, spiritual education, and rich imagination and cultivate innovation consciousness of education, can improve aesthetic accomplishment, edify sentiment, warm mind, stimulate innovation creativity. The document also proposed that "aesthetic education should be included in the whole process of talent training in schools at all levels and of all types, throughout school education, so as to cultivate socialist builders and successors who develop moral, intellectual, physical, aesthetic and labor."With the continuous advancement of quality education, aesthetic education plays a more prominent role in educating colleges and universities.

2. Research Design

In order to accurately understand and analyze the current situation of aesthetic education in local universities, three universities in southern Sichuan were selected. The three local colleges and universities are all local ordinary undergraduate colleges and universities, and have a long history of recruiting preschool education majors.

The questionnaire and interviews were used in this study. The study is divided into teachers' perspective and students' perspective, and designed teacher questionnaire and student questionnaire respectively. A total of 250 questionnaires were distributed to students, and 227 valid questionnaires were collected. The recovery rate of the effective questionnaires was 90%. There were 30 questionnaires for teachers, and 30 questionnaires were effectively recovered. The interview was selected from the teachers and students of preschool education majors in the three schools, and took the form of combining individual interview and group interview.

3. Analysis of Survey Results

3.1. Aesthetic education cognition

Aesthetic education is the process of interaction between the educators and the educated. The understanding of aesthetic education by students and teachers of preschool education major will affect the implementation of aesthetic education. According to the results of the questionnaire, students and teachers majoring in preschool education generally believe that aesthetic education is aesthetic ability education, art education, aesthetic knowledge education, ideological and moral education and quality education. On the issue of the subject of the implementation of aesthetic education, most teachers think that the subject of the implementation of aesthetic education is all class teachers, but as high as 46.67% (Figure 1) think that art teachers are the main body of the implementation of aesthetic education. This shows that preschool professional teachers do not have a comprehensive understanding of aesthetic education, and confuse aesthetic education with moral education and art education.

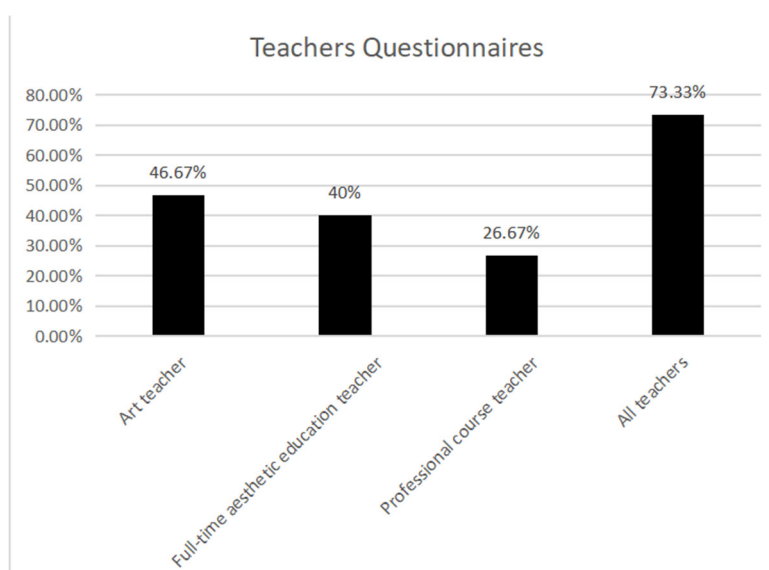


Figure 1. The implementation subject of aesthetic education

On the view of aesthetic education, teachers think aesthetic education has enhance aesthetic ability, enhance professional ability, improve the relationship between teachers and students and standardize behavior, preschool professional students think the primary function of aesthetic education is to promote all-round development, get a certain art skills, again is the construction of a harmonious campus and improve aesthetic ability.(Figure 2) Due to their different roles, teachers and students have different needs for the functions of aesthetic education because of their different roles. At the same time, the data show that a small number of teachers and students think that aesthetic education has no effect, which also indicates that preschool teachers and students perceive aesthetic education differently.

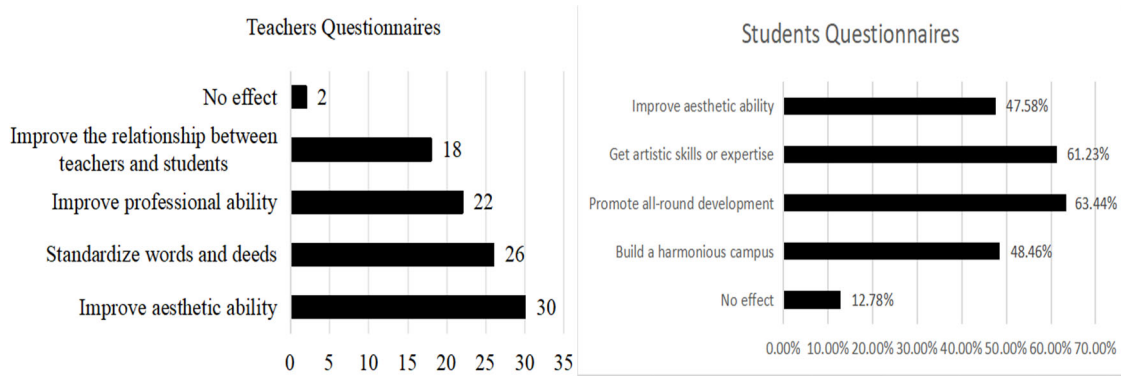


Figure 2. Aesthetic education

3.2. Degree of emphasis

According to the survey results, 63.33% of teachers (as shown in Figure 3) think that their colleges attach a general importance to aesthetic education, while a few teachers think that schools do not pay attention to aesthetic education. The vast majority of teachers hope that schools can organize after-campus training and teaching research, carry out on-campus exchange meetings, and enrich aesthetic education materials to promote the implementation of aesthetic education (as shown in Figure 4). It can be seen that preschool education teachers in universities in southern Sichuan have a strong motivation to improve their aesthetic ability, but schools can provide too few ways to improve their professional ability and quality of aesthetic education. The neglect of aesthetic education by school leaders is an important factor in the difficult implementation of school aesthetic education.

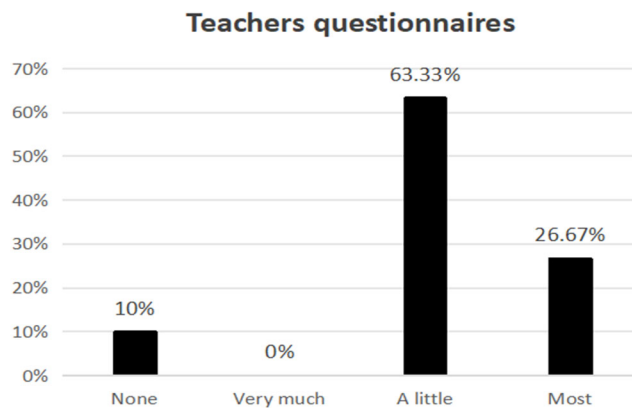


Figure 3. The degree of aesthetic education

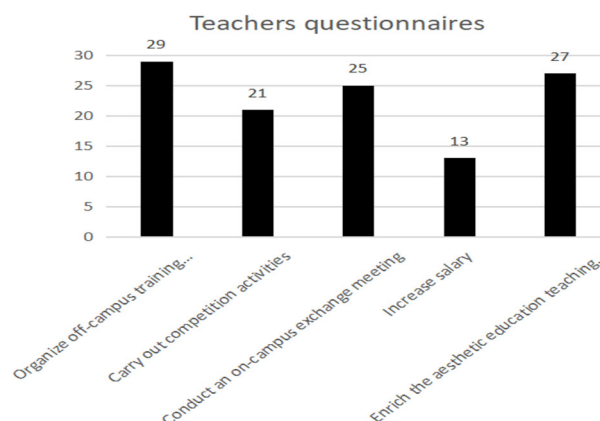


Figure 4. Ways to improve aesthetic education literacy

3.3. Aesthetic education teachers

Teachers are the main body of the implementation of aesthetic education, and teachers' aesthetic education determines the implementation effect of aesthetic education. Questionnaire survey shows that the basis of three schools of aesthetic education full-time teachers, undertake preschool education professional aesthetic education teachers most (56.67%) (figure 5) with professional aesthetic education, but there are a few teachers never learn aesthetic education knowledge, and few teachers can keep the state of aesthetic knowledge learning.

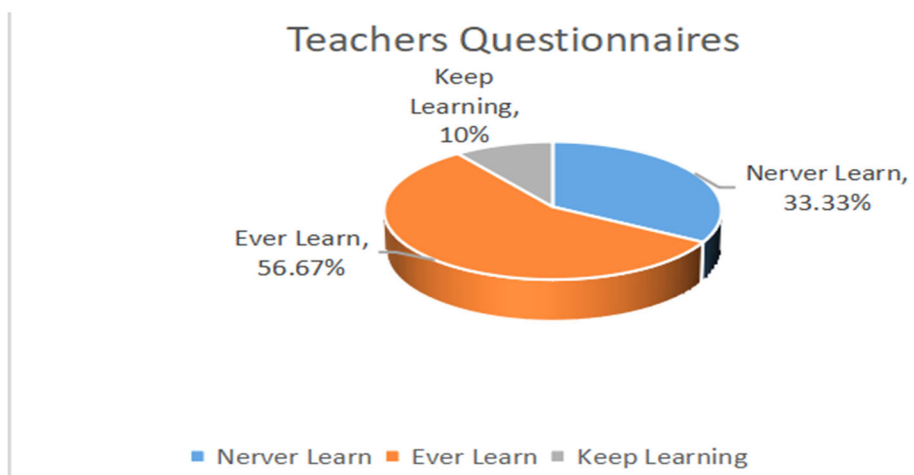


Figure 5. Aesthetic education literacy

In the survey of the aesthetic quality and ability of aesthetic education teachers by the students majoring in preschool education, it is found that the students' overall aesthetic education ability is in the middle and below, and the number of aesthetic education teachers in the three schools in southern Sichuan is small, only 1-3. As for whether teachers often participate in aesthetic education research and training, most teachers say that they have never participated in the training, and the school organizes few activities of aesthetic education training, and there are still problems of formalization.(Figure 6) In the individualized interviews with teachers, many teachers mentioned that they have a strong interest in aesthetic education, but the school organized aesthetic education training and exchange and discussion activities less frequently. In general, the aesthetic education teachers in local universities in southern Sichuan have the problem of insufficient aesthetic education quality and shortage.

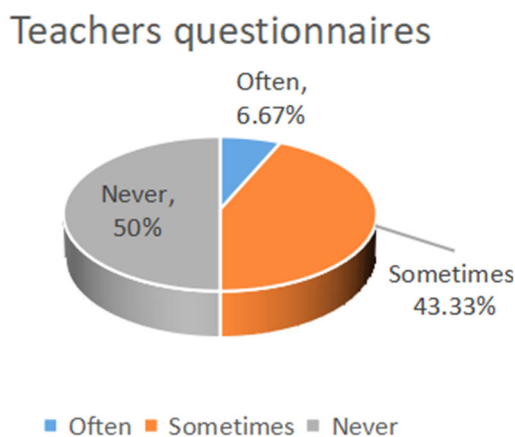


Figure 6. Aesthetic education training situation

3.4. Course offered

According to the questionnaire results, among the three schools in southern Sichuan, the aesthetic education courses offered by preschool education majors mainly focus on conventional art courses such as dance, art, music and piano, while other forms of courses are few. From the perspective of curriculum structure, the aesthetic education curriculum of preschool education major in southern Sichuan schools is not reasonable enough, and the proportion of art skills courses is too heavy, while there are too few theoretical courses on aesthetic education cognition. This shows that schools are not good at exploring the factors of aesthetic education and equate aesthetic education with art education, which leads to the narrowing of aesthetic education.(Figure 7)

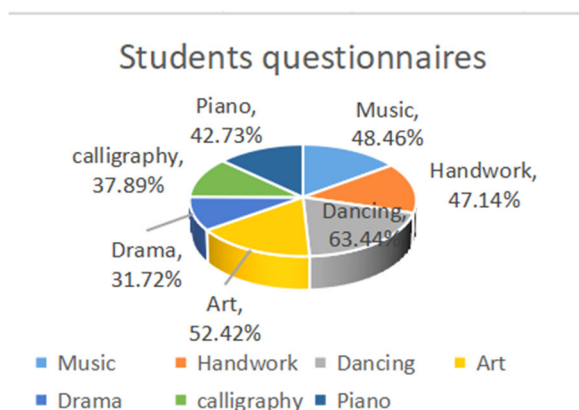


Figure 7. Aesthetic education course

3.5. Aesthetic education teaching effect

More than half of the teachers (66.67%) (Figure 8) choose to use the experience method when developing aesthetic education, which can help students perceive beauty by combining theory with practice. However, 56.67% of the teachers in the survey sample (as shown in Figure 9) showed the general effect of aesthetic education in their classroom, while a few teachers said that the aesthetic education effect was poor. From the evaluation of the classroom effect of teachers 'aesthetic education, students think that the teaching materials and teaching contents of aesthetic education are outdated, teachers are rigid, not good at mobilizing students' enthusiasm, and the form of aesthetic education classroom activities is single, teachers use the teaching method leads to the boring classroom, and students have poor aesthetic experience. This shows that teachers can not fully mobilize the enthusiasm of students when using the experience method, and the development of classroom activities only stay in a single experience method without guiding students to appreciate and create beauty.

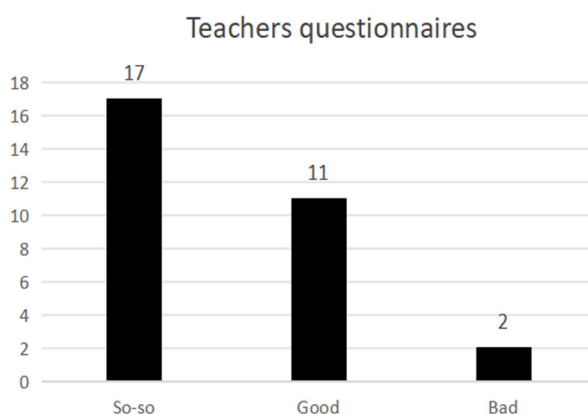


Figure 8. Teaching method of aesthetic education

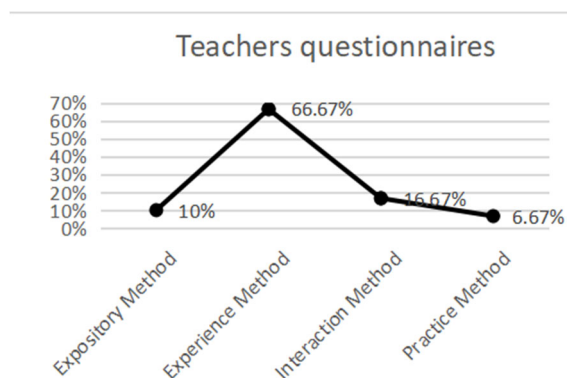


Figure 9. Teaching effect of aesthetic education

3.6. Aesthetic education facilities and equipment

In the sample, 46.67% of the teachers thought that the aesthetic education teaching facilities in the colleges are general, and 23.33% of the teachers thought that the school aesthetic education equipment is not complete.(Figure 10) According to the interview, the existing aesthetic education teaching equipment of the three universities in southern Sichuan mainly includes music training room, piano training room and dance training room, while other types of training rooms are training rooms about students' teaching skills, such as micro classroom and Orff music teaching method classroom. According to the interviews with students and teachers, it is found that the existing training rooms of preschool education majors are old in decoration, and there are still problems such as the small number of students, which reflects that the school has little material investment in the teaching facilities of aesthetic education.

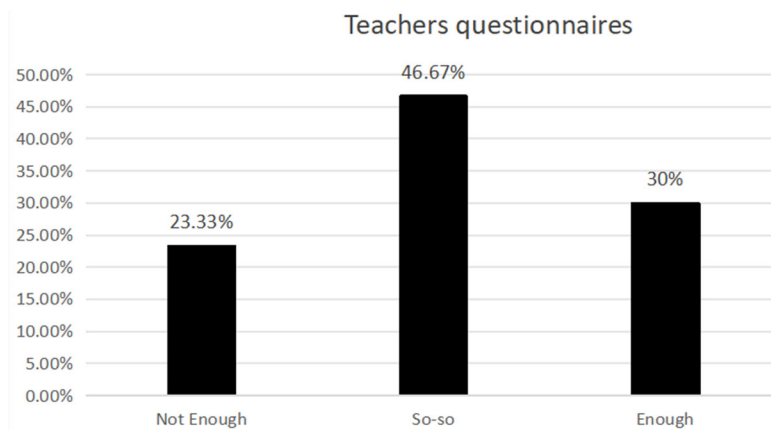


Figure 10. Teaching facilities of aesthetic education

4. The Causes of The Dilemma of Aesthetic Education in College Preschool Education Majors

4.1. Insufficient attention to aesthetic education

According to the survey data, the teachers and students of preschool education majors can accurately grasp the concept of aesthetic education and realize the importance of aesthetic education, and they also have a certain demand for aesthetic education, but the reality is that the effect of aesthetic education in schools is not good. The fundamental reason is the neglect of the status of aesthetic education in colleges and universities. The prerequisite of aesthetic education in institutions of higher learning is that the administrative departments of education and the organizers of higher education highly realize the importance of aesthetic education for talent training and student growth, and provide a strong guarantee from the system [1]. The real pressure of the employment competition forces the decision-making leaders of colleges

and universities to pay more attention to the improvement of students' professional skills and professional quality for the talent training mode of students majoring in preschool education. And paying too much attention to skills and techniques will inevitably squeeze the students' quality education, especially the space of aesthetic education. In terms of curriculum setting, the professional skills and theory courses of preschool education occupy the students' main learning time, while the study of aesthetic education and art education is in an dispensable state. On funding, colleges and universities under scientific research task requirements, often funding to declare scientific research projects, encourage innovative entrepreneurship, for students' aesthetic education accomplishment and aesthetic knowledge learning less attention, embodied in the school campus aesthetic education atmosphere is not strong, aesthetic education lectures and aesthetic education facilities.

4.2. Lack of aesthetic education curriculum development ability

According to the talent training plan, the professional courses of students majoring in preschool education include professional theoretical knowledge such as activity guidance in five fields and preschool psychology; conventional art education such as music, art, playing, dancing, and practical courses such as handwork, educational skills training and games. Data show sample school middle school students participate in aesthetic education is mainly art courses, aesthetic education courses and lectures, now less aesthetic education course type, difficult to meet the needs of students, the root reason is that the school is not good at aesthetic education into the course teaching, the school in the integration of local characteristics of aesthetic education resources is not sufficient.

4.3. Teachers of aesthetic education are weak

According to the survey, the aesthetic education teachers in the sample schools are not very satisfied with their own aesthetic education literacy, and have a strong learning motivation for the improvement of the aesthetic education literacy, but the school provides too few ways to improve the teachers' aesthetic education literacy. From the perspective of the general environment, the high standards and high requirements of aesthetic education teachers lead to the lack of aesthetic education teachers in colleges and universities, and the imperfect discipline system and evaluation system of aesthetic education lead to the difficult training of professional aesthetic education teachers [2]. Aesthetic education teachers should first have solid aesthetic theoretical knowledge, artistic skills and aesthetic appreciation ability, and then they should master sociology, pedagogy, psychology, etc., to undertake the aesthetic education teaching of the preschool education major, they should also have the relevant subject knowledge of the preschool education major. The entry threshold of aesthetic education teachers is high, but the reality is that the aesthetic education teaching in sample universities is undertaken by art teachers, and they lack relevant theoretical knowledge. Therefore, preschool aesthetic education courses are usually presented as art courses, and the proportion of skill courses is too heavy. The most important way of presenting aesthetic education is art curriculum, but in preschool education majors, art curriculum is not closely related to preschool education major. In short, there are problems in the team of aesthetic education teachers in universities, such as single structure, lack of aesthetic education and lack of professional systematic training.

4.4. Aesthetic education facilities and equipment are not perfect

Aesthetic education is a visual education, and the implementation of aesthetic education needs the use of certain material conditions. The lack of attention to aesthetic education is reflected in the low material investment of aesthetic education and the backward infrastructure of aesthetic education. Preschool major students are required to master solid professional skills, but painting, dancing, piano playing, handwork and other skills need to be mastered in a special training room. However, in reality, the training room of preschool education major is often in a

tense state, showing the old piano equipment and the piano room can accommodate fewer students; the dance room is shared with multiple majors, resulting in less students' personal space, reducing the dance learning; the painting manual training room is optional.

5. The Countermeasures of Aesthetic Education in Preschool Education in Colleges and Universities

5.1. Set up the concept of aesthetic education

To establish the concept of aesthetic education, the importance of aesthetic education in the education system should be clarified first. China's quality education is composed of moral, intellectual, physical, aesthetic and labor education. Comparing the education system to a pyramid, labor education and aesthetic education form the foundation and spire of the pyramid, moral education, intellectual education and physical education determine the width of the base and the height of the tower [3]. The Opinions put forward that the aesthetic education work and effect should be taken as the evaluation of colleges and universities, and included into the evaluation index system of undergraduate teaching work in colleges and universities and the effectiveness evaluation of "double first-class" construction[4]. Colleges and universities should realize the role of aesthetic education, thoroughly implement the policy of aesthetic education, firmly establish the mission of cultivating people by virtue, strengthen the popularization of aesthetic education knowledge in schools, and closely combine aesthetic education and moral education to guide various work. Strengthen the theoretical research of aesthetic education, fully explore the value of aesthetic education, and take aesthetic education as the driving force for the development of colleges and universities.

5.2. Create the campus aesthetic education environment

Good campus environment of aesthetic education is an important aspect of attaching importance to aesthetic education. Campus environment includes both material environment and human environment. Material environment includes landscape environment and school building environment, which is the basic guarantee of aesthetic education construction in colleges and universities. Publicity boards, classrooms, corridors and radio broadcasts combine beauty with other cultures to drive students to identify with aesthetic values and values, and help preschool students to receive the influence of beauty imperceptibly, which is an important media for aesthetic education. Colleges and universities should make full use of the environmental advantages to create the campus aesthetic education atmosphere, strengthen the aesthetic design in the campus environment and teaching place, so as to make the material environment of the campus play the aesthetic function. Campus humanistic environment mainly refers to the campus spirit and culture, mainly reflects the value concept level, including "campus ethos, school motto, campus spiritual outlook, staff ideology, ideals and beliefs, interpersonal relations, etc." [5]. Colleges and universities should integrate aesthetic education into all aspects of the school, improve the aesthetic pursuit of teachers and students, cultivate firm ideals and beliefs, and create a relaxed, harmonious, friendly and mutual aid campus environment.

5.3. Attach importance to the construction of aesthetic education teachers

The establishment of a professional aesthetic education teachers is the key to the implementation of preschool education professional aesthetic education. Teachers of aesthetic education in higher education must have good ideological and political quality, teaching quality, educational ability and professional ethics level. Colleges and universities in the recruitment of aesthetic education teachers should strictly check, recruit aesthetic teachers with professional aesthetic background and aesthetic quality. At the same time, we can alleviate the current situation of insufficient aesthetic education teachers by hiring excellent aesthetic education

teachers and introducing local aesthetic teachers with practical experience. Attach importance to the training of school aesthetic education teachers, attach importance to the pre-service and in-service training of aesthetic education teachers, improve the professional quality and professional faith of aesthetic education teachers. Colleges and universities in southern Sichuan should set up the aesthetic education research center, build the practice base of aesthetic education, and form a learning community of aesthetic education research. Encourage aesthetic education teachers to pursue further study, participate in off-campus seminars and practical activities; hold a special teaching sharing meeting, and invite domestic famous aesthetic masters to share the teaching experience of aesthetic education. Teachers of aesthetic education in colleges and universities should also consciously improve their aesthetic quality, and influence students with the beauty of soul, speech and behavior, so as to implement good aesthetic education.

5.4. Construct the curriculum system of aesthetic education

The course of aesthetic education is an important part of the school curriculum system and the basic part of cultivating students' aesthetic ability Requires [6]. According to the essence and characteristics of aesthetic education, the characteristics of college students' cognition and psychological development, the university aesthetic education courses mainly include three types of [7]: theory of aesthetic education, art appreciation and aesthetic education practice. The goal of preschool education in colleges and universities is to strengthen students' subject consciousness and cultivate preschool teachers with lofty aesthetic pursuit and solid practical operation skills and professional qualities of preschool education. Therefore, in the curriculum setting of aesthetic education, we should not only open "college students' aesthetic cultivation", "introduction to aesthetic education", "aesthetic principle" and other theoretical courses to help students understand aesthetic education, but also have music, art and other appreciation courses to appreciate beauty, but also need some skills courses to create beauty.

It is suggested that colleges and universities should offer popular art education courses such as music and art and more public art courses such as calligraphy, gymnastics, paper cutting, garden, sculpture and drama, so as to improve the aesthetic and humanistic qualities of preschool education majors and develop innovation ability in artistic creation. South of local colleges and universities based on bashu culture, should make full use of the local Chinese excellent traditional culture and art classic aesthetic resources, traditional culture is rich in traditional consciousness cultural values and morality, is preschool education professional students understand traditional culture, in the future work good children's aesthetic temperament and interest and moral ability training work important valuable material.

5.5. Improve the evaluation and assessment mechanism of aesthetic education

Classroom teaching evaluation refers to the collection, analysis, process, effect and other aspects of classroom objectives, information, so as to guide the majority of teachers to consciously implement quality-oriented education, realize the value of classroom teaching [8], and constantly improve the quality of teaching[8]. The evaluation of aesthetic education in colleges and universities has the function of guiding, motivating and correcting, and can promote the effect of classroom aesthetic education. The objects of classroom aesthetic education evaluation include preschool education professional students and teachers. Aesthetic education class goal should include aesthetic accomplishment, humanistic quality, comprehensive quality and professional four aspects, to focus on preschool education students professional aesthetic accomplishment, such as professional professional aesthetic appreciation ability, expression and creativity, professional enthusiasm and professional faith, professional innovation consciousness and ability of [9]. In terms of the evaluation mode of aesthetic education, the formative, diagnostic and final evaluation should be combined, and the classroom effect of aesthetic education should be monitored through the self-evaluation and

mutual evaluation between teachers and students, so as to avoid the utilitarian, dogmatic and one-size-fits-all tendency in the artistic quality evaluation in the past. It is suggested that colleges and universities should strengthen the management of school aesthetic education teachers, improve the assessment methods, implement the incentive mechanism of aesthetic education, and adopt flexible employment methods.

5.6. Improve the guarantee system for the implementation of aesthetic education

In December 2020, the Ministry of Education issued 120 full evaluation indicators for China's Education Monitoring and Evaluation Statistical Index System, but there are only three for aesthetic education and all are basic hardware indicators, such as the number of full-time teachers in aesthetic education, and the standard rate of music and art equipment [10]. Therefore, colleges and universities in southern Sichuan should take the policy of aesthetic education as the guidance, formulate the operational standards of aesthetic education on the basis of comprehensively considering the school's own conditions, and establish the legal system of aesthetic education in schools. It is necessary to establish the leader of the aesthetic education work headed by the principal, establish a close connection between the college and the aesthetic education teachers, or set up the school aesthetic education center or the aesthetic education committee, hold the aesthetic education seminars regularly, to analyze and summarize the implementation of aesthetic education, so as to improve the implementation of aesthetic education. For preschool education professional aesthetic education facilities are tension, old problems, the school to increase aesthetic education material investment, build all aesthetic education facilities, for preschool education professional students open functional multi-function concert hall, dance room, piano room and art room to ensure that the aesthetic education required facilities venues, books and equipment with good.

6. Summary

As an important base to transport the preschool education industry workers of moral, intellectual, physical, aesthetic and labor, it is imperative to implement quality education and aesthetic education. Theory is the forerunner of action. Colleges and universities should first change the wrong idea that aesthetic education is equal to art education, create a good material environment for aesthetic education and provide excellent teachers, and build an aesthetic education curriculum system with the characteristics of southern Sichuan. The construction of aesthetic education in colleges and universities is not achieved overnight, but requires the joint efforts of the state, the government and the school. In short, the construction of aesthetic education in colleges and universities in southern Sichuan has a long way to go.

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