

# On the Dual Goals of Aesthetic Education of Public Normal Students and Its Reform Path

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**Abstract:** In 2019, the Ministry of Education promulgated the “opinions on strengthening the aesthetic education in colleges and universities in the new era”, which defined the requirements and objectives of aesthetic education in colleges and universities in the new era. The particularity of public normal students’ education puts forward higher requirements for aesthetic education. At the same time, to achieve the dual goals of self—education and human education can better improve the effect and quality of aesthetic education of public normal students. In order to effectively implement the dual goals of aesthetic education of public normal students, we should accurately explore the reform path and take effective measures to promote the overall growth of public normal students.

**Keywords:** Public Normal Students; Aesthetic Education; Double Goals; Reform Path

## 1. The goal of aesthetic education for public normal students

The value of beauty has become increasingly prominent in the new social environment. Contemporary people must have aesthetic literacy, which directly affects people’s quality of life and work ability, and also has a profound impact on all areas of national development. Art is an art, and the artistry of education continues to highlight in the new environment. Only with rich emotion, artistry and creativity can teachers show their own value and advantages in the era of artificial intelligence. Aesthetic quality has a very valuable value in the process of individual sustainable development, and gradually begins to penetrate into all fields of human society. Public normal students need to have aesthetic quality, which is also the basic task of aesthetic education of public normal students. The role of teaching demonstration and example is the key point in the training process of public normal students. The influence of teachers’ personality cultivation on students is far beyond the role of knowledge teaching. Aesthetic literacy covers emotion, imagination, understanding and creation. Teachers’ aesthetic literacy plays an invisible educational role in the process of students’ growth. Teachers create a strong aesthetic environment for students, which will activate students’ interest and improve the teaching effect. Students are influenced and influenced by beauty in the process of subtle influence. The aesthetic quality of public normal students not only affects their personal growth and development, but also has a vital impact on the next generation. On the one hand, the goal of aesthetic education of public normal students is to improve their artistic quality; On the other hand, it is to guide them to the aesthetic and interesting life.

## 2. The educational goal of aesthetic education for public normal students

Another task of aesthetic education of public normal students is to improve the students’ ability of education, help normal students to establish a correct concept of educational aesthetics, so that students can achieve the correct aesthetic in education and teaching, and have the ability to carry out aesthetic education for students in future teaching activities. For a long time, the task of aesthetic education in primary and secondary schools has been completely undertaken by art teachers, while the function of aesthetic education in other disciplines is seriously lacking, and teachers in various disciplines lack aesthetic education consciousness and

ability. The emergence of this situation leads to the examination oriented education has an all-round impact on students, and the lack of aesthetic education in normal education is the deep-seated reason for this situation. The cultivation of subject normal students is less related to the cultivation of aesthetic education knowledge, which affects the growth of students. The training courses of public normal students mainly include the basis of pedagogy, teaching materials, teaching methods, teacher development, educational technology and so on. Their education fails to give them enough attention to aesthetic education, which makes teachers unable to meet the requirements of aesthetic education in the future education. Schiller first put forward the concept of aesthetic education, he pointed out that aesthetic education is to achieve the integrity of human nature education, which is the fundamental value of education. Modern people have the situation of classification and conflict between sensibility and rationality. It is the focus of current education to realize the creation of new sensibility and sensibility by using aesthetic art. Therefore, in the process of establishing the educational goal of aesthetic education for public normal students. On the one hand, we should help students establish an educational aesthetic view that “education should be implemented according to the law of beauty”. On the other hand, we should cultivate normal students’ ability to perceive the beauty of subjects.

### **3. Exploration on the reform path of aesthetic education for public normal students**

#### **3.1 Transformation of aesthetic education curriculum from art knowledge to aesthetic culture**

The aesthetic education curriculum of public normal students should not only pay attention to the knowledge popularization and appreciation education of various art categories, but also develop students’ aesthetic and artistic quality. In the course setting of aesthetic education for public normal students, the transfer of knowledge and skills should not be the focus, but the teaching of culture should be the focus of education, especially the relevance between art and human life, culture, emotion and science and technology, so as to help the public normal students better understand and feel the valuable value of art for individual and social development, The understanding of multi culture and the unique symbols of various cultures gradually forms the concept of multi culture. This requires that the aesthetic education curriculum must be comprehensive and cultural. With the help of art education, students’ emotion and thinking can be activated, and their aesthetic feeling knowledge and understanding ability can be enriched. The emotionality and humanity of the curriculum are equally important. In addition, the selection of curriculum content should not only focus on art content, but also expand to nature and life. Actively show students the research focus of various disciplines and fields, and realize the diversified and life oriented development of the curriculum.

#### **3.2 Increase public compulsory courses of aesthetic education and expand elective courses**

There is a significant gap between domestic and foreign aesthetic education courses. For example, the Massachusetts Institute of technology explicitly requires all students to complete eight courses of humanities, arts and social sciences. Aesthetic and artistic quality has become the basic quality of public normal students. It is urgent to improve the credit requirements of such courses. Normal colleges and universities should improve the number of courses that public normal students must complete when they graduate according to the actual needs. In terms of curriculum design, we should take full account of the training plan and future growth needs of public normal students, especially the courses of aesthetic art philosophy and art history. Aesthetic art and social life and so on, which will activate students’ thinking about the essence and value of beauty and art, promote students to gradually form good aesthetic and artistic concepts, and students will better understand the relationship between art and politics, society, economy, culture and science. In terms of elective courses, schools should make full use of the resources inside and outside the school, enrich the categories and quantity, set up credits and curriculum forms more flexibly, and provide students with a broader aesthetic and artistic vision.

#### **3.3 Enhance curriculum experience and develop active curriculum**

Beauty and art as a form of knowledge should be regarded as a unique form. Vivid images can effectively activate the emotion and imagination of aesthetic subject. The unity of sensibility and rationality is the foundation of aesthetic development. In order to improve the aesthetic quality of public normal students more effectively, while mobilizing students’ memory and rational thinking, educational activities should actively

realize aesthetic appreciation, creative activities and some thinking, so as to help students gradually complete the establishment of the relationship between self and beauty. The aesthetic education course of public normal students should increase the proportion of aesthetic experience and artistic creation, so that students can develop aesthetic feeling more effectively in artistic creation and expression. In addition, the school should increase active courses, such as various art community activities, and attract all students to participate in, gradually forming a positive atmosphere for all teachers and students to participate in art, feel art, exchange art and create art, and guide the self—development of public normal students in a good environment.

## References

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