

Exploration of Universities' Aesthetic Education Course Construction

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Abstract: People nationwide have always attached great importance to education as it underpins the construction of a powerful country. As a significant way to enhance our people's overall quality, aesthetic education has notably nurtured the root and soul of the nation the soul, which is a starting point for university students to enhance their aesthetic awareness and humanistic quality. The course, as a significant way to implement aesthetic education, encounters many urgent problems in the process of construction.

Keywords: Universities; Aesthetic Education; Course

Introduction

Through the policy guidance promulgated by the state, it has established a system of "multiple pillars" for implementing aesthetic education in universities, indicating the orientation and approach of aesthetic education development. Since the 19th National Congress of CPC, the Party Central Committee with General Secretary Xi Jinping at the core has once again emphasized the development of aesthetic education in universities. In 2019, the Ministry of Education issued the Opinions on Strengthening the Aesthetic Education Work of Universities in the New Era, indicating the future development direction of aesthetic education in universities. It is required that the universities should overcome the development difficulties in colleges, and pursue a new pattern of aesthetic education that is dynamic, cooperative and mutually assisted, open and progressive. In 2020, General Secretary Xi Jinping noted at the Expert Representative Symposium the sectors of education, culture, health and sports: "Enhancing school sports and aesthetic education in the new era, and pursuing the integrated development of students' moral, intellectual, physical, and aesthetic education. " The national guidance and requirements for aesthetic education in universities have gradually been clarified, whose popularity has been significantly improved. Nevertheless, as a significant carrier for implementing aesthetic education, besides establishing the art universities, few universities pay attention to the construction of aesthetic education courses, and there are many problems.

1. The Construction Objectives of Aesthetic Education Courses in Universities

It means the expected educational effect achieved through developing the aesthetic education curriculum, which significantly advances the educational development. Currently, the national education is designed to cultivate talents with all-round development of morality, intelligence, physique and aesthetics, thereby contributing to the socialist modern construction, which conforms with the purpose of aesthetic education courses: "Boosting students' aesthetic and humanistic quality" and "cultivating them to be socialist builders and successors with comprehensive development in morality, intelligence, physique, and beauty. " According to the construction objectives of aesthetic education courses in universities, they have four clear requirements for the physical and mental development of students: First, cultivating the students' aesthetic appreciation, aesthetic representation and aesthetic creativity; Second, enhancing the overall quality of students, including the moral cultivation of college students, as well as the overall quality of students' own humanistic quality, moral, intellectual, physical, aesthetic and labor, so that the students can better adapt to the employment post in the coming

days;Third, boosting the students'innovation capacity, awareness and spirit, pioneering spirit, strong curiosity, and rich imagination as well as stimulating their inspiration; Fourth, building the wholesome personality, which suits for both the needs of students to adapt to a harmonious society, and the requirements for Marx's free and all-round development of human beings. It is a significant objective of university education.

2. Problems in Constructing Aesthetic Education Courses in Universities

2.1 It lacks multi-dimensional reform and innovation

The quality assessment system of aesthetic education courses in some universities is to be improved, without the complete or timely research on the national educational policies and guidelines of aesthetic education. By merely relying on ready-made teaching materials to teach the students, their courses lack innovation or characteristic. The school-based courses, and the content of courses has not been taught as per individualized innovative teaching;It lacks sufficient development of national and local aesthetic education resources, and an integrated platform for aesthetic education communication, exchange, cooperation and learning are to be enhanced;Aesthetic education courses in universities, gives a priority to the theory, lacks practice opportunities. So the construction of aesthetic education lacks adequate practice bases, and students can't effectively conduct aesthetic education.

2. 2 The construction of aesthetic education courses in universities lacks practices

Through the aesthetic education courses, the students can not only receive the aesthetic education in the classroom, but also possess the capacity to cultivate their aesthetic interest when leaving school, especially the need to improve their aesthetic cognition through learning traditional culture, which requires them to be personally on the scene. Nevertheless, the traditional cultural and artistic heritage collected by museums and cultural centers cannot be well used as aesthetic education resources by universities, and the university students only have a limited understanding of the traditional culture taught by the teachers. Meanwhile, as the second class, the aesthetic education course of public course has a small radiation with low cultural style, the students can't fully learn about the aesthetic appreciation, they can't have a good command of aesthetic education.

2. 3 The construction of aesthetic education courses in universities lacks sound social services

The universities attach great importance to cultivating the applied and skilled talents. Only by advancing the all-round development of students with the guidance of serving the development of local society, can the aesthetic education courses in universities better promote their own development and last forever. However, the construction of aesthetic education courses in some universities still is less compatible with the curriculum construction and social development. Aesthetic education teachers and students lack the sense of serving the society, and they even don't know how to serve the society;The universities fail to sufficiently participate in the national aesthetic education teaching reform and textbook construction;The universities have limited capacity to serve the society, so the university student art groups with art backgrounds fail to actively participate in social public welfare, and with this participation as a standard for curriculum construction, so that it adversely affects the integration of university aesthetic education courses into social development.

3. Constructing the aesthetic education courses in universities on five levels

3.1 Establish the art elective course

Pursuant to the National College Public Art Curriculum Guidance Program issued by the General Office of the Ministry of Education in 2006, it noted that, "Each student must take at least one of the limited art elective courses and pass the assessment during the school learning perio. "The universities must establish "public art elective courses. "This kind of elective courses cover a wide range, and these courses have greater freedom, breadth and depth than do the music, art and other art elective courses in basic national education. The modern elective courses of aesthetic education offered by

universities are based on appreciation, and meanwhile, for the students who are not art majors with artistic expertise or are interested in art, the courses provide them with opportunities for corresponding artistic practices. The universities nevertheless must recognize what distinguishes the elective courses of university aesthetic education with those of the basic education. The courses of appreciation and technique in universities are not repetitions of the previous stage of basic education. There should be breakthroughs and innovations. It shall combine with the "aesthetic and humanistic quality" of university students and the direction of professional development, thereby boosting the major with electives.

3.2 Establish aesthetic education major courses

Aesthetic education major courses are aesthetic courses or integration courses, etc, which cover various aesthetic courses, and the currently enhanced courses. We can see that there are natural science beauty, physical beauty, medical aesthetic and other courses offered by universities. The universities, during the process of professional construction, shall integrate the training objectives of aesthetic knowledge and professional quality into the teaching content, thinking methods, implementation paths, etc. , thus making the learning process and learning goals of knowledge more meaningful, cultivating students' passion of their majors, stimulating their awareness of professional innovation, as well as guiding them to form a professional spirit of being passionate in their jobs when entering the post.

3.3 Open the community activity courses

With the community activities as a carrier, building community activities as courses, making the most of activity classes in aesthetic education, improving students' autonomy, enabling them to grow healthily and actively in their leisure-time activities. By doing the above, it can achieve the curriculum of community activities, and take course performance as a basis of comprehensively evaluating the students' performance. The academic affairs office, student office, youth league committee and other functional departments of universities shall cooperate with the secondary colleges. Combined with the school's school-running characteristics, local customs, and local culture, they can hold activities such as the club's characteristic "Aesthetic Education Festival. "

3.4 Establish the interdisciplinary comprehensive courses

The universities should offer courses on aesthetic education, aesthetics and life for students of different majors, cultivate their multi-dimensional interdisciplinary, interdisciplinary professional thinking ability, derivative innovation ability, as well as guide them to establish an aspiring world outlook, outlook on life, and value concept.

3.5 Open the top-level design courses

The universities shall guide the development of aesthetic education courses from top to bottom, administer and optimize the school's educational philosophy, school history and culture, and educational environment, thereby forming an educative atmosphere in which teachers and students pursue beauty, campus culture displays beauty, and the educational atmosphere creates beauty.

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