

An Analysis of “Educate People with aesthetics” in Public Art Appreciation Courses in Colleges and Universities

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Abstract: Aesthetic education plays an important role in the cultivation of people’s aesthetic sense and aesthetic sense. Through educating people with aesthetics, colleges and universities can cultivate more talents who can discover and create beauty. Based on the current situation of art appreciation courses, this paper explores the problems existing in teaching objectives, teaching modes, and course content, and then puts forward effective measures to “educate people with beauty”. It strives to clarify the direction of aesthetic education by clarifying teaching objectives, innovating teaching methods, and enriching curriculum content, and students’ aesthetic ability, artistic accomplishment, and appreciation ability have been significantly improved.

Keywords: Art appreciation; Aesthetic education; College education

1. The current situation of art appreciation courses in colleges and universities

1.1 One-sided teaching objectives

At this stage, art appreciation courses in colleges and universities generally have one-sided teaching objectives and boring course content, and they are still taught with traditional indoctrination teaching concepts, which cannot promote the improvement of students’ innovation ability, appreciation ability, and aesthetic level, which seriously hinders art appreciation courses. The pace of development is contrary to the teaching regulations of aesthetic education.

1.2 The teaching mode needs to be innovated

In the teaching of art appreciation, there is still the problem of the aging of the teaching model, which is seriously lagging behind the pace of modern teaching development.

1.3 The course content is shallow

In terms of the art appreciation curriculum, the requirements of the industry for art talents have not been combined, and the curriculum standards are still mainly based on the completion of subject courses. There are still problems in diversified teaching activities, and the cultivation of students’ literacy and ability has little effect. In terms of course content selection, the materials are single and shallow, not combined with the actual situation of students and the development of the times, and the teaching content cannot be reasonably classified, the content speed is slow, and the content cannot be used to attract students’ attention, which seriously affects the improvement of artistic literacy.^[1]

2. Optimization measures for college art appreciation courses under the background of aesthetic education

2.1 Clarify teaching objectives and determine the direction of aesthetic education

Aesthetic education belongs to a kind of ideological quality education, which is not equivalent to art education. The former is to cultivate the aesthetic feeling and aesthetic concept, focusing on the ideological level, while the latter is to impart art knowledge, so that students can master the ability of work creation, focusing on the behavioral level.^[2]

2.2 Innovative teaching methods to promote the development of aesthetic education

2.2.1 Create a real situation

Only when students put themselves in the author’s shoes and experience the author’s living environment and age, can they truly

enter his heart and feel the beauty contained in the works.

2.2.2 Carry out guided teaching

Each student is an independent individual. Even facing the same work, they will have different aesthetic feelings. Teachers should not restrict students' thinking with fixed answers, but should guide them carefully and ask questions skillfully according to the difficulties of teaching content.

2.2.3 Introduction of multimedia technology

In the teaching of appreciation courses, the application of multimedia can give full play to the advantages of auxiliary teaching. Through the combination of pictures and texts, audio, video, etc., a large amount of knowledge can be integrated to enhance the attraction to students.^[3]

2.3 Enrich course content and explore aesthetic education materials

2.3.1 Mining materials from the background of the works

Some works have rich creative backgrounds, including social background, ideological dynamics, life experience, etc. Teachers can collect and sort out information before class, select high-value and aesthetic elements, and integrate them into appreciation classes. Invisibly guide students to establish correct aesthetic and moral values.

2.3.2 Mining materials from subject ideas

The beauty of the works can also be appreciated through the theme ideas of the works. From ancient times to the present, many excellent works contain admirable great ideas. When people appreciate the author's age and living environment, the theme ideas often arise. Strong shock.

2.3.3 Mining materials from artistic features

There is often beauty in the lines, composition, color brightness, light and shade, etc. of works of art.

3. Case analysis of art appreciation courses in colleges and universities under the background of aesthetic education

3.1 Clarify teaching objectives

The teaching objectives are set around three dimensions. One is to appreciate the national spirit of different periods and appreciate the connotation of the works by appreciating oil paintings; Feel the charm of art; the third is to improve one's own aesthetic ability through the appreciation of works, master the language and style of oil painting, and cultivate the power of observation and appreciation of beauty.

3.2 Instructional Design

When introducing the work "The Foolish Old Man Moves the Mountain", the teacher first reproduced this vivid and interesting story, and then asked the students to discuss the meaning of the painting, the author's creative intention, and the creative background. After discussion among the students, it was learned that the painting was made by the famous painter Xu Beihong. His creative intention came from the War of Resistance Against Japanese Aggression. Although many people were in a difficult environment, they always had the belief of winning. This spirit was deeply moved.

4. Conclusion

To sum up, in the development of public art appreciation courses, teachers should actively change their teaching ideas, adhere to the principle of "educate people with aesthetics", integrate aesthetic elements into teaching content, and enrich the course content by clarifying teaching objectives, innovating teaching methods, and enriching course content. and other methods to solve the problems in teaching objectives, teaching mode, course content, etc., infect people with excellent works, promote the optimization of course structure and the improvement of education level, truly realize the goals of aesthetic education, and cultivate more people with correct aesthetics and good skills. Talents who discover beauty and create beauty.

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