

Analysis of Aesthetic Teaching Reform Based on Ability Training in Normal Universities

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Abstract: With the development of aesthetics, the traditional aesthetic education courses in normal universities no longer meet the requirements of modern ability training. By analyzing the existing problems in the aesthetic education courses in normal universities, including the need to improve the aesthetic education ability, the need to strengthen the quality of the teaching staff, this paper puts forward the following suggestions for the reform of the aesthetic education courses in normal universities: to implement exploratory mixed teaching, highlight the content of aesthetic education, and highlight the objectives of training courses; Optimize the curriculum, and the teaching evaluation mode focuses on the diversified process evaluation, so as to establish the ability based, student-centered aesthetic education curriculum training system.

Keywords: Normal Universities; Ability Cultivation; Aesthetics Course; Reform in Education

Preface

Compared with comprehensive colleges and universities, "teacher training" is its unique attribute, so teachers' colleges and universities should pay more attention to the cultivation of aesthetic education ability of normal students. The path of future development and direction of reform of aesthetic education curriculum in teachers' colleges and universities is to effectively improve students' aesthetic education practice ability and aesthetic education ability, serving as a bridge between aesthetic education theory and practice ^[1]. In order to meet the needs of teacher education in the new era, the current aesthetic education goal of normal school students should pay more attention to their aesthetic education ability. Training normal students who meet the requirements of the new era and carrying out teacher education in the new era are the focus of attention of normal universities now, and also the direction of their future development.

1. Problems in Aesthetics Curriculum in Normal Colleges

1.1 Teaching mode

Teaching emphasizes logic and reasoning. Aesthetics has a strong logic and thinking power since its formation. However, at present, art education in China is a purely rational science, which is mainly impacted by the art enlightenment thought of the Soviet Union. It generally pays attention to the framed subject knowledge, often starting from an original problem and focusing on the structure of a basic theoretical framework. At the same time, in the traditional aesthetic education curriculum, indoctrination teaching method and static evaluation method still occupy the mainstream. Constructivism curriculum theory believes that learners should actively understand the meaning of knowledge, rather than passively acquire knowledge. Teachers play a leading role in teaching. The two-way communication between teaching and learning is not used enough in the teaching process, lacking the participation of students, students' knowledge understanding ability is not valued, and the indoctrination teaching method cannot achieve the desired effect. In addition, the assessment methods are not diverse and simple. The final examination scores account for a large proportion of the total scores. The main examination point of the final examination is objective memory, and the practicality of aesthetics cannot be reflected ^[2].

1.2 The distinction between aesthetics and comprehensive colleges and universities is not obvious

From the perspective of cultivation requirements, the cultivation requirements of most normal universities and comprehensive universities are basically the same at present. They only focus on the awareness of exploring and feeling beauty, and take mastering basic art knowledge as the main cultivation goal. They do not pay corresponding attention to the cultivation and improvement of "normal" awareness, such as the practical awareness of art education. Therefore, normal universities need to pay more attention to the education and training of normal students' professional abilities ^[3].

From the perspective of teaching materials, there is little difference between the teaching materials of normal colleges and

comprehensive colleges. Theoretical knowledge is its main content, which is less practical and more professional.

From the perspective of curriculum, there is a lack of targeted art curriculum in the art curriculum of teachers' colleges, so we should focus on cultivating students' ability to appreciate the classic art that the primary and secondary school curriculum needs to know.

2. Suggestions on the reform of aesthetic education curriculum in normal universities based on ability training

Educational objectives: In order to realize the curriculum concept of teachers in the new era, the educational objectives of aesthetic curriculum include emotional objectives, curriculum objectives and skills objectives. Each goal focuses on the cultivation of innovative talents, and the aesthetic curriculum of ordinary colleges and universities should cover these three goals.

Emotional goal: At present, many domestic colleges and universities have realized how to encourage students to develop good aesthetic concepts in art classes to improve students' aesthetic awareness and humanistic quality, but there is no specific way to achieve it. Beauty is the unity of subject and object, which cannot be achieved by logic, judgment and reasoning alone. Aesthetic character and emotion are the core of human aesthetic process. The theoretical basis of art is "perception". The source of students' aesthetic perception comes from "living pictures". To avoid abstract expression of aesthetic goals, students need to work hard on specific phenomena and aesthetic awareness. Therefore, the aesthetic education curriculum should emphasize personal aesthetic feelings on the one hand, and pay attention to personal aesthetic imagination and aesthetic feelings on the other [4].

Course objectives: At present, the learning requirements of most colleges and universities in China have common characteristics, which are mainly scientific, pay little attention to aesthetic problems in real life, and are not practical. Therefore, in addition to shaping and integrating the aesthetic knowledge system, teachers colleges should also pay attention to improving students' logical thinking level and theoretical thinking consciousness. Schools can broaden the aesthetic vision in classroom teaching by intervening in some daily issues, such as the origin of fashion, the relationship between people and beauty and aesthetic ability, such as environmental beauty, human beauty and other current aesthetic hot issues or phenomena, and the application of network technology in aesthetics. On the other hand, we should attach importance to students' reflection in terms of differences in aesthetics, education, morality, etc. We can guide students to complete projects or study reports so that they can apply theory and knowledge to themselves, and also introduce basic topics such as the beauty of life and art.

Skill objective: emphasize performance and testability. The new era has put forward new requirements for education. In order to cultivate students' ability to participate in future education and aesthetic education, some normal universities should adjust the focus of skill performance in art courses. In addition to specific skills as much as possible, skill target descriptions must also be testable and available.

Learning content: The content of aesthetic education course is the specific carrying capacity of training objectives. In order to highlight aesthetic education and achieve educational goals, normal colleges should not only include basic academic content such as aesthetic courses, beauty and art introduction and aesthetic research disciplines, but also have their own exclusive content of art. It is suggested that some learning contents should be made into online video courses in the aesthetic education courses in normal universities, so as to shorten the frame teaching duration of professional basic knowledge and guide the teaching objectives to the main purpose of education.

2.1 Compilation of targeted textbooks

At present, the textbooks of aesthetic courses have strong logical thinking power and focus on summarizing the metaphysical concept of beauty. There is no specialized course for normal students. Compared with normal colleges and universities, the textbooks used in ordinary colleges and universities have too many theoretical courses, while the practical courses in aesthetic education for art majors are too few, which does not meet the needs of practical education. The content of teaching materials in normal universities should focus on the educational needs of normal students. Senior teachers who are familiar with pedagogy and art can be encouraged to study and write the curriculum and follow the trend of curriculum development.

2.2 Highlight aesthetic education

Aesthetic education is different from art education and moral education, because it is a kind of humanistic education and plays an indispensable role in moral education. It should be applied to every classroom and every learning process. Aesthetic education is an important way for people to gain cultural self, overcome self and enrich their lives, and plays an important role in cultivating artistic innovation talents [5]. The art education in normal schools should first help students understand the humanistic significance of aesthetic

education, and then cultivate their artistic consciousness, aesthetic vision and artistic style. Teachers should guide students to think about and try to combine aesthetic education with all aspects of the future, and educate students to improve their lives and increase their aesthetic knowledge.

3. Summary

The reform of aesthetic curriculum in normal universities should be aware that all the unchanging teaching methods are not desirable, and should aim at the overall improvement of aesthetic education level, with learners as the core. The teaching method should be adjusted and changed with the change of each component of the overall content transmission system, such as the communication carrier, the curriculum situation, the evaluation process, and the content subject of the curriculum.

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