

Research on cultivating students' aesthetic taste in art education in colleges and universities

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Abstract: With the increasing social demand for art talents, art education in colleges and universities is faced with the urgent task of cultivating talents with noble aesthetic taste and innovative ability. Based on this, teachers focus on art education and explore the practice path of cultivating students' aesthetic taste. Through innovative teaching methods and curriculum system, they can effectively improve students' aesthetic perception, appreciation and creativity. This paper first expounds the intrinsic meaning of aesthetic taste, then analyzes the practical significance of cultivating students' aesthetic taste in art education, and puts forward feasible cultivation strategies, in order to provide theoretical reference and practical guidance for the practice of art education in colleges and universities.

Key words: Universities; Art education; Aesthetic taste; Cultivation path

Introduction

In 2020, the General Office of the CPC Central Committee and The General Office of the State Council jointly issued the Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era, a policy that not only emphasizes the important role of aesthetic education in talent training, but also clarifies the educational goals of improving students' aesthetic literacy and promoting all-round development. In this context, colleges and universities need to rely on art education to focus on cultivating students' aesthetic taste, so as to solve the important problems faced in the current art education process. Specifically speaking, teachers should combine the latest educational policies and concepts, aiming to provide strong support for the construction of a more scientific and efficient art education model through the dual exploration of theory and practice. At the same time, teachers should pay special attention to the subjective status of students in the aesthetic process, emphasize the importance of personalized and differentiated teaching, so as to realize the overall improvement of aesthetic taste on the basis of respecting students' interests and potential. How to cultivate students' aesthetic taste in art education is an important issue that teachers need to solve at present. This paper will carry out an in-depth exploration around this issue.

I. The connotation of aesthetic taste

Aesthetic taste, as the core embodiment of individual aesthetic attitude, is a yardstick for the subject to make aesthetic evaluation and value judgment on complex social phenomena and multiple things based on personal aesthetic perspective. It is not only a simple revelation of personal preferences, but also a comprehensive reflection of deep cultural accomplishment, artistic accumulation, aesthetic taste and aesthetic ideal. It is a complex psychological activity process integrating aesthetic intuition, feeling, imagination and judgment. The connotation of aesthetic taste is rich and profound, with significant personality characteristics and social characteristics, among which personality characteristics are reflected in each person's aesthetic taste is unique, is the character, experience, educational background and other factors interwoven products, like fingerprints can not be copied. Social characteristics show that although aesthetic taste is rooted in the individual, it is inevitably affected by social factors such as the fashion of The Times and cultural trends, showing a certain common color.

Furthermore, aesthetic taste is a dynamic development, with the accumulation of individual experience, the expansion of knowledge and the change of social environment, its connotation and extension will also undergo corresponding changes. Therefore, when cultivating students' aesthetic taste, art education in colleges and universities should pay attention to guiding students to establish an open and inclusive aesthetic mentality, encouraging them to dare to explore the unknown and constantly broaden their aesthetic vision, so as to promote the healthy and all-round development of their aesthetic taste on the basis of respecting individuality.

II. The significance of cultivating students' aesthetic taste in college art education

1. It is conducive to improving students' aesthetic quality

On the one hand, enrich students' aesthetic experience and enhance their aesthetic ability. For college students, although they have a certain cultural foundation, under the traditional education mode, the lack of aesthetic education leads to the weakness of some college students' aesthetic appreciation ability. Therefore, college art education should place the cultivation of aesthetic taste in the core position, guide students to deeply explore the world of beauty through systematic teaching design and practical activities, enrich their aesthetic experience, so as to imperceptibly improve their aesthetic quality and realize the transformation from "knowledge type" to "aesthetic type" talents. On the other hand, the traditional educational concept should be reformed. When cultivating students' aesthetic taste, teachers should not only emphasize the imparting of knowledge, but also the shaping of students' emotions, attitudes and values, stimulate students' pursuit and yearning for beauty through art education, and cultivate their noble aesthetic sentiment and independent personality charm.

2. It is conducive to improving students' creative ability

On the one hand, it promotes the development of students' creativity. In the process of aesthetic appreciation, students not only learn to appreciate beauty, but also cultivate the perception and imagination of beauty virtually, which is the source of innovative thinking. In class, teachers guide students to deeply explore the aesthetic value of artistic works, stimulate their creative thinking, encourage them to dare to try and innovate in artistic practice, and finally effectively improve their creative ability. On the other hand, a diversified innovation ecology should be built. Through cultivating students' elegant aesthetic taste, college art education encourages students to cross disciplinary boundaries, integrate multi-cultural elements, and form unique artistic perspectives and creative ideas. This kind of cross-border thinking mode and creative practice can not only broaden students' artistic vision, but also promote interdisciplinary innovation and cooperation, and cultivate more compound talents with innovative spirit and practical ability for the society.

3. It is conducive to the reform of art education

On the one hand, it provides impetus for the reform of art education. Traditional art education often focuses on skill imparting and theoretical explanation, but neglects the cultivation of students' aesthetic emotion and ability. Strengthening the cultivation of aesthetic taste requires art education to return to the essence of aesthetics and pay attention to the improvement of students' aesthetic experience and judgment, so as to promote the transformation of art education from "skill oriented" to "aesthetic oriented" and realize the innovation of art education concept. On the other hand, the content and methods of art education should be innovated. In order to meet the growing aesthetic needs of students, teachers should constantly update the teaching content of art education, introduce more diversified artistic resources and forms of expression, and adopt more flexible and diversified teaching methods, such as scenario simulation and project-driven, so as to stimulate students' aesthetic interest and creative potential.

III. Strategies for cultivating students' aesthetic taste in art education in colleges and universities

1. Integration of aesthetic education resources

When carrying out art education, teachers should fully realize that the integration of teaching resources is crucial to improving students' aesthetic taste. To this end, teachers can provide students with a broader artistic vision and rich teaching materials through the integration of interdisciplinary content, such as the mutual penetration of literature, art and music.

First of all, when preparing the lesson, for the unit of "History of Chinese and Foreign Painting", teachers need to screen out the representative painting works and their historical background information in art textbooks to form a basic teaching framework, and turn to Chinese textbooks to look for prose and poetry that depict painting works and express artistic emotions, aiming at using the linguistic charm of literature. To deepen students' understanding of the emotional connotation of painting works. After that, teachers can use multimedia teaching methods to organically integrate art works, literature works and music works. By displaying paintings, reading literature and playing music, an all-round and multi-sensory artistic atmosphere can be created. In this environment, students can not only directly feel the visual beauty of the paintings, but also deeply understand the emotions and artistic conception of the works through the guidance of literature and music. Finally, the teacher organized a group discussion for students and encouraged them to combine what they had learned with an interdisciplinary interpretation of the paintings from the perspectives of literature and music. Through exchange and sharing, students can not only broaden their horizons and increase the reserve of aesthetic knowledge, but also stimulate new aesthetic inspiration in the collision of thinking and promote the further improvement of aesthetic taste.

2. Create aesthetic education situation

In order to enhance students' aesthetic perception, teachers need to create vivid and specific aesthetic education situations in the teaching process, so that students can establish direct contact with aesthetic objects in the immersive experience, so as to deepen their understanding and feeling of art. By creating appropriate teaching situations, teachers can let students intuitively feel the charm of artistic works, make them resonate with the works emotionally, and then enhance their aesthetic perception.

For example, to explain the relevant content of "calligraphy appreciation" as an example, first of all, teachers can design suitable teaching situations for students by combining the classic work "Duobao Pagoda Tablet", which needs to take "Yan Family Instruction" as the introduction, relying on multimedia display of family instruction content, so as to arouse students' curiosity and interest in Yan family culture. In this way, students can feel the family tradition and morality of the Yan family in the process of reading the family instruction. Then, based on the situation, the teacher further guides the students to think about and discuss the positive influence of the Yan Family Instruction on the shaping of personality, and then introduces Yan Zhenqing, the author of Duobao Pagoda Tablet. The teacher tells the students about Yan Zhenqing's life story, especially his excellent quality of serving the country with integrity and loyalty, which can deepen the students' understanding of Yan Zhenqing's personality charm and lay a foundation for the subsequent appreciation of calligraphy. Finally, the teacher guides the students to re-examine the Multi-Pagoda Stele, combined with the previous learning background, in-depth analysis of its stipple painting, font, style and other artistic features. Under the guidance of the teacher, the students gradually realized the magnificent and vigorous beauty contained in Duobao Pagoda Stele, as well as the personal temperament and emotion displayed by Yan Zhenqing's calligraphy.

3. Enhance teachers' comprehensive literacy

First, deepen teaching discussions and stimulate innovative thinking. Colleges and universities should regularly hold teaching seminars with "cultivating aesthetic taste" as the core to build a platform for teachers to exchange ideas and share experience. During the seminars, the hosts should encourage teachers to have in-depth discussions on the difficulties and pain points in teaching practice, and through

brainstorming, more innovative and effective art education strategies should be spawned. Second, strengthen theoretical training to establish a correct orientation. Colleges and universities should strengthen the training of art education teachers and organize professional teachers to participate in systematic teaching theory training on a regular basis. It should be noted that the training content chosen by colleges and universities should cover multiple teaching theories such as individual-oriented theory, social-oriented theory and culture-oriented theory, aiming to help teachers fully understand the value orientation and training objectives of art education, and lay a solid theoretical foundation for the subsequent cultivation of students' aesthetic taste. Thirdly, experiment teaching should be carried out to optimize the educational program. In order to combine theory and practice closely, universities should actively promote experimental teaching activities. First of all, teachers should be encouraged to design high-quality and efficient aesthetic interest cultivation programs based on students' characteristics and teaching needs. Then, select a specific class as the experimental object, implement the program and closely observe the teaching effect. During the experiment, teachers should collect students' feedback and teaching data in time to dynamically adjust and optimize the program.

4. Introduce micro-lesson teaching resources

Among them, micro lessons have the characteristics of being short, concise and highly targeted. When teachers carry out micro lessons, they can effectively flip the traditional teaching mode, build a student-centered flipped classroom, and enable students to improve their aesthetic thinking and judgment ability in active learning and exploration. In the micro-class, teachers can rely on advanced technology and network resources to break the limitation of time and space, so that students can have personalized learning at any time and any place, and provide them with a platform for independent learning and independent thinking, so as to promote the all-round development of students' aesthetic quality.

Take "Swan Lake" as an example. First, teachers can make a micro-lesson video before class to briefly introduce the teaching goal of this course, that is, let students understand the basic knowledge of the ballet "Swan Lake", and learn to perform and create in the form of dance or textbook drama. At the same time, teachers should also clarify the teaching key points and difficulties of this class in the micro-lesson. Then, teachers can set enlightening questions, such as "What is the mood conveyed by Swan Lake?" "What problems do you find in appreciating Swan Lake?" And so on, in order to guide students to actively think and ask questions during the process of watching the video. In this way, it can not only stimulate students' interest in learning, but also cultivate their critical thinking ability. Finally, according to the feedback and performance of students in micro-lesson learning, teachers can give targeted explanations and guidance. At the same time, teachers should also encourage students to perform and create in the form of dance or textbook drama, and apply what they have learned to practice. In this way, students can not only improve their aesthetic quality and creative ability, but also cultivate their teamwork, communication and coordination ability.

Remarks:

To sum up, in order to promote the all-round development of students, it is necessary for colleges and universities to focus on cultivating students' aesthetic taste in art education, so as to enhance students' aesthetic level, stimulate their creative potential, and cultivate them into high-quality and high-quality applied talents.

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