

Research on the construction of aesthetic education evaluation system in Higher Vocational Colleges Based on the reform of education evaluation

Saihang Hao, Jie Zhang, Junhui Yan

Handan Vocational College of Science and Technology, Handan, Hebei, 056046

Abstract: aesthetic education is the process of training learners to correctly understand, love and create beauty. It is an indispensable part of comprehensive quality education. Actively exploring the aesthetic education evaluation system of modern vocational colleges in China and gradually improving the aesthetic education evaluation system of vocational colleges are the new requirements of the party and the state for the aesthetic education of Vocational Colleges in the new period. This topic expounds the current situation and problems of aesthetic education evaluation in higher vocational colleges, obtains the key words of aesthetic education evaluation through questionnaire survey, and constructs the evaluation system around the four core qualities of aesthetic interest and performance, aesthetic knowledge and skills, aesthetic ability and innovation, aesthetic personality and development, so that students can change their aesthetic education cognition, form aesthetic education consciousness, and cultivate aesthetic education emotion, Ultimately promote the development of students' aesthetic personality.

Key words: aesthetic education evaluation system in Higher Vocational Colleges

1 Introduction

Aesthetic education is one of the main teaching contents of contemporary college education. Good aesthetic education teaching plays an important role in promoting the growth of students. In the context of the upcoming 20th National Congress of the Communist Party of China, the new vocational education law meets the urgent needs of the current development of vocational education. From “diversion of general education and vocational education” to “coordinated development of general education and vocational education”, it has further confirmed that vocational education and general education have the same important status, and also made all sectors of society pay more attention to and recognize vocational education. At present, most higher vocational schools focus on professional skills courses, while educational resources focus on professional skills teaching, resulting in the lack of aesthetic education teaching resources, students' awareness of aesthetic education is gradually fading, and the evaluation mechanism is relatively lagging. In addition, at this stage, the evaluation of Chinese school aesthetic education is insufficient, there is no independent evaluation index, and there is no scientific and reasonable evaluation system. Therefore, colleges and universities should adhere to the law of aesthetic education, strengthen the construction of teachers, constantly innovate the art form of aesthetic education, use new media means and build an effective evaluation system to promote the reform of aesthetic education in Colleges and universities. Pay attention to the cultivation of students' good aesthetic taste and humanistic quality, incorporate public art courses and art practice courses into the talent training program, make aesthetic education teaching routine, and improve the attention of parents of teachers and students to aesthetic education.

2 Current situation and problems of aesthetic education evaluation in Higher Vocational Colleges

2.1 Aesthetic education evaluation mechanism lags behind

At present, higher vocational colleges continue to advocate and practice aesthetic education, but the control and implementation of aesthetic education evaluation mechanism is insufficient. On the one hand, the public's recognition and understanding of aesthetic education has been very low. In the traditional education environment, aesthetic education has also been marginalized and generalized into people's concept of entertainment and leisure; On the other hand, aesthetic education evaluation itself is greatly restricted by the evaluation subject and evaluation object, which is difficult to quantify, and the establishment of evaluation index and system is relatively troublesome. The traditional teaching evaluation method has less non intelligent evaluation of students in the process of education, but mostly the cognitive evaluation of teaching results. The method adopted is mainly summative evaluation, while the developmental evaluation, diagnostic evaluation, countermeasure evaluation and encouraging evaluation are ignored.

2.2 Difficulties in the process evaluation of aesthetic education

Many higher vocational colleges basically do not infiltrate aesthetic education into vocational technology, and do not let students feel beauty in technical skills. Not only does the school's process assessment system lack pertinence, but also the ability to assess teachers' classroom operation is insufficient, and a set of highly targeted and operational index system has not been established. In fact, the evaluation of teachers is more difficult than that of students. The particularity of teachers' own labor leads to the teaching effect is often not individual,

and its working object is complex, changeable and creative, which directly affects the fairness of evaluation.

2.3 Lack of aesthetic education resources

Compared with the students in ordinary colleges and universities, the students in higher vocational colleges have great differences in comprehensive quality, and their aesthetic ability and artistic appreciation ability are generally not high. The teaching of aesthetic education is generally not concerned, the teaching means are relatively simple, the students' recognition is low, and the participation is not high, so it is impossible to think according to their own aesthetic views. Subject teaching is the basic ability of higher vocational education, and aesthetic education widely exists in these subjects. Mining the content of beauty in professional teaching can not only expand aesthetic knowledge, but also cultivate professional quality, improve design level, and realize the organic integration of subject knowledge and artistic practice. Skill quality includes labor skills, while aesthetic quality constitutes the main part of labor skills. Aesthetic education can also enable learners to regard labor as an activity of seeing beauty, feeling beauty and creating beauty, enjoy it in labor practice and change their ideas. At the same time, they can also learn from labor to apply aesthetic ideas and create labor achievements, so as to improve their labor ability.

3 The significance of aesthetic education evaluation in Higher Vocational Colleges

3.1 Improving the quality of education in Higher Vocational Colleges

In the process evaluation of aesthetic education, a variety of achievements are included in the evaluation system, highlighting the value of professional education and consolidating the foundation of subject literacy. The so-called professional education means that in addition to enabling students to learn some professional knowledge and skills, the content of professional courses should also promote the development of students' emotional attitude and comprehensive quality, reflect the value of professional education from different angles, and promote the all-round development of students. In terms of the development needs of aesthetics, the establishment of a process evaluation system of aesthetic education in vocational colleges can improve students' interest in art learning, derive fun from interest, acquire knowledge from fun, and finally integrate knowledge into their own character. Cultivate students' sentiment with aesthetic education, promote morality with beauty, sow the seeds of beauty at the same time of teaching, realize benefiting intelligence with beauty, effectively cultivate students' cultural quality, and exercise students' physical and mental quality. It is also an important content of aesthetic education evaluation to help students cultivate correct aesthetic concepts, craftsman spirit and traditional culture, artistic works and music performance, and guide students to love the beauty of life and labor, so as to realize the integration of beauty in technology.

3.2 Creating the brand of aesthetic education in Higher Vocational Colleges

The evaluation system of aesthetic education in Vocational Colleges focuses on the test results of students' knowledge and skills to varying degrees, which is a blind spot in aesthetic education. At present, the attention of vocational colleges to aesthetic education is far from enough, which can not meet the needs of "five educations" and cultivating talents with comprehensive development. By establishing the evaluation system of aesthetic education process, the center of aesthetic education teaching in Colleges and universities can focus more on students' development and learning, including students' learning effect, learning methods and learning growth, which is "evaluating teaching by learning". Students' all-round growth should not only master professional knowledge and ability, but also improve their cognitive ability and methods, but also correct their emotional ways and outlook on life. It plays an important role in establishing the foundation of aesthetic education. The correct orientation and emphasis of aesthetic education in Colleges and universities in the process of school running thought and talent training is an important basis for the realization of aesthetic education. Through the mutual support of teaching facilities, teaching funds, teaching system and teaching team construction, we can create a good image for the school and increase the brand influence.

3.3 Cultivate high skilled talents with aesthetic quality

Higher vocational college students are a special group of people in Colleges and universities. Most of them are from rural areas, and have less aesthetic information and poor aesthetic quality. The aesthetic care work in higher vocational schools is conducive to students' emotional acceptance of the aesthetic education concept of colleges and universities, while colleges and universities should put aesthetic education in the knowledge training according to the characteristics of Higher Vocational Students' emphasis on knowledge and neglect of aesthetics. Higher vocational schools have rich aesthetic education resources, including curriculum resources, human resources, campus culture resources and environmental resources, which further improve the aesthetic teaching in higher vocational schools, and the construction of a complete aesthetic education system is the most powerful guarantee to promote the development of Higher Vocational aesthetic education. The theory of aesthetic education is implemented in vocational teaching, and the teaching of professional knowledge, professional skills training and aesthetic quality are closely combined, which provides rich and colorful spiritual food for learners. Therefore, higher vocational colleges should let students fully understand the importance of aesthetic learning in the learning of vocational skills, change the aesthetic concept, and promote the learning and innovation of students' professional skills.

4 Evaluation system of aesthetic education in Higher Vocational Colleges

4.1 Theoretical basis of aesthetic education evaluation in Higher Vocational Colleges

American psychologist Ausubel proposed that achievement motivation in school situations includes three aspects: cognitive drive, self-improvement drive and accessory drive. These three driving forces always focus on students, starting from students and aiming at students' development. In theory, quantitative empirical thinking is an important ideological basis for the evaluation of aesthetic education quality. From the perspective of positivism, quantitative analysis starts with a certain hypothesis, and finds out the causal relationship or adjoint relationship between certain relationships by identifying factors, obtaining data and analyzing data.

Although aesthetic education is an educational phenomenon, its cause and effect are measurable. By selecting indicators, statistical scores and analysis conclusions, we can not only more accurately explain the quality status of aesthetic education, but also further elaborate the connotation of aesthetic education quality. In the actual work of education data analysis, we can also use random sampling, stratified sampling, cluster sampling, systematic sampling and other methods to select data. Data were collected by social survey, experimental records and other methods. Finally, descriptive data analysis and inferential data analysis were carried out on the collected data.

4.2 Operation decomposition of aesthetic education evaluation in Higher Vocational Colleges

Teachers' assessment of students' learning should not only assess their learning results, but also assess their learning process. Only by understanding the students' learning process can we grasp the reasons for the learning results, provide targeted guidance to students, and truly teach students in accordance with their aptitude. Based on this, this paper uses the questionnaire star to randomly send out questionnaires to investigate the key words of Higher Vocational Students' process evaluation of aesthetic education, and 1000 valid questionnaires are collected. Finally, the key words obtained are displayed in the form of word cloud as follows:



Figure 1 keyword cloud

Around these key words about the aesthetic education of higher vocational college students, we transform them into index observation points, try to construct the process evaluation dimension of aesthetic education, and carry out the process evaluation operation of aesthetic education.

Table 1 operation breakdown of aesthetic education process evaluation

evaluating indicator	Evaluation method	Evaluation subject	Evaluation purpose	Literacy formation
Aesthetic interest and expression	Cultivation of aesthetic interest	Observation + conversation	Feel beauty	Interest literacy
	Aesthetic artistic expression	Performance + performance		
Aesthetic knowledge and skills	Theory course learning	Test + test	Cognitive beauty	Knowledge literacy
	Professional skill learning	Innovation credits		
Aesthetic ability and innovation	Improvement of aesthetic ability	Evaluation + show	Create beauty	Ability literacy
	Aesthetic art creation	Evaluation + show		

Aesthetic personality and development	Cultivate the beauty of products	Certificate + record	instructor	Appreciate beauty	Personality accomplishment
	Beneficial creativity	Certificate + record	instructor		
	Shaping professional virtue	Internship + defense	enterprise		
	Body of health skill	Self assessment	personal		

4.3 Expected implementation effect of aesthetic education evaluation in Higher Vocational Colleges

Based on the actual situation, the system ensures the diversification of evaluation subjects, the diversification of evaluation methods, the comprehensiveness of evaluation contents and the objectification of evaluation results. Parents and classmates mainly evaluate students' interests and qualities through daily observation and communication; Teachers mainly evaluate students' knowledge and skills. Knowledge is reflected in test paper scores and course papers, and skills are reflected in interviews and professional performances; Student unions and associations mainly evaluate students' aesthetic education process innovation ability, obtain innovation credits by participating in or holding activities, and take innovation credits as an important way of final assessment; Enterprises and society mainly evaluate students' practical ability, and assess students' social practical ability through internship training or volunteer activities.

Teachers can timely adjust their educational philosophy, curriculum standards and teaching methods through the evaluation and feedback of multiple subjects to students, which can help students understand the basic knowledge and teaching methods of aesthetic education, improve the aesthetic psychological structure, inspire students' imagination and creativity, and improve their personality. Aesthetic education should be a three-dimensional and all-round education process, which penetrates into all levels of school life, and develops repeatedly from the outside to the inside, from the shallow to the deep, from reality to thought. From aesthetic education to spiritual education, we should improve aesthetic quality, cultivate sentiment, moisten body and mind, stimulate innovation and creativity, cultivate socialist builders and successors with all-round development of morality, intelligence, physique, art and labor, and truly realize the all-round development of human beings.

5 Concluding remarks

This paper is based on the current situation of the process evaluation of aesthetic education in Higher Vocational Colleges in China, from finding the problems to finding the reasons, gives suggestions from the reasons, and tries to build the process evaluation system of aesthetic education. The system includes parents, classmates, teachers, society and enterprises into the evaluation body, and comprehensively assesses students' interest in aesthetic education, aesthetic education knowledge, aesthetic education skills, aesthetic education literacy and aesthetic education personality by means of examination, assessment, interview, professional performance, innovative credits and practical evaluation. It is more systematic and objective to combine quantitative evaluation with quality evaluation, result evaluation with process evaluation, and formative process evaluation as a new evaluation method.

Personality shaping is a long-term process, which needs the joint efforts of schools, families and society to create a positive social atmosphere and build an aesthetic education environment that is good to beautiful. There are many connotations of aesthetic education, which can not be mastered by the teaching of several courses, nor can it be evaluated by a test paper. It should be a silent aesthetic shaping. Higher vocational colleges should firmly grasp the main line of curriculum construction, improve the teaching quality and effect of aesthetic education, cultivate socialist successors with noble morality, and create a grand pattern of aesthetic education. This article is the key project of Handan Education Science "14th five year plan" in 2022, No. 22zd014 Title: Research on the construction of aesthetic education evaluation system in Vocational Colleges Based on the reform of education evaluation.

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