Promoting the Effect of Higher Vocational Aesthetic Education Based on "Art Experience"

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Abstract. Since the 20th century, the education department has attached great importance to the aesthetic education work in universities, but most of the aesthetic education teaching models in universities are outdated, especially in vocational colleges where the emphasis on skills and the neglect of literacy have resulted in a low effectiveness of aesthetic education. The article attempts to apply the paradigm of art experiential teaching to aesthetic education teaching; Emphasize the application of aesthetic education models in the era of digital globalization; Incorporating the new era of aesthetic education into the "spiritual context of Chinese aesthetic education" reflects the modernity of aesthetic education teaching, in order to enhance the effectiveness of aesthetic education.

Keywords: Experiential teaching; Vocational aesthetic education; Effectiveness; Numbers; The Spirit of Chinese Aesthetic Education.

1. Introduction

On April 2, 2019, the Ministry of Education issued the "Opinions on Effectively Strengthening the Aesthetic Education Work in Higher Education Institutions in the New Era", pointing out that aesthetic education in schools is the work of cultivating the soul of Bacon, improving students' aesthetic and humanistic literacy, and comprehensively strengthening and improving aesthetic education is an important task for higher education in the current and future period. At the same time, it also points out the problems in the current aesthetic education work in universities, that is, the aesthetic education work in universities is not yet compatible with the requirements of current education reform and development, and is not yet compatible with the construction of a comprehensive education system for moral, intellectual, physical, aesthetic, and labor education, and is not yet compatible with meeting the expectations of young students for high-quality and rich aesthetic education resources. [1] Obviously, there are deficiencies in aesthetic education teaching in Chinese universities. Teachers have not truly successfully organized activities related to the aesthetic education classroom for college students, and the connection between the activities and the classroom is not close enough, only becoming a formal form of 'aesthetic education'. [2] Moreover, the teaching methods are outdated and rigid, with basic knowledge of aesthetic education instilled in each chapter and section. The teaching effect is not satisfactory, and the phenomenon of "two skins" in theory and practice is quite prominent, making it difficult to achieve the curriculum and teaching objectives. [3]

This study proposes the idea of "art experience" to enhance the effectiveness of vocational aesthetic education, following the following approach: to leverage the practical value of art experience, ensure that students truly participate in aesthetic education teaching, and focus on cultivating learners' feedback awareness and innovative ability; Strengthen the application of aesthetic education models in the era of digital globalization and enrich the teaching methods of aesthetic education; Incorporate the new era of aesthetic education into the "spiritual context of Chinese aesthetic education" to educate people and reflect the modernity of aesthetic education.

2.   Aesthetic Education Model from the Perspective of Art Experience

2.1 Connotation of "Experience Theory"

Diltai proposed: "Experiential activities are a special and unique way of being, in which the real thing exists for us. Experience is not opposed to me like a sensory or superficial thing, it is not given to us. On the contrary, it is only because we introspect it, but because I see it as something that belongs to me in a certain sense, and thus directly possess it.[4] The real experience exists for us The Oxford Dictionary defines "experience" as "consciously accepting the influence of certain situations or events; personal subjective opinions formed about certain situations or conditions; knowledge obtained through personal observation or personal experience that can have a certain impact on one's future."[5] The modern Chinese dictionary defines this word as: "Understanding things in practice, experiencing them firsthand, and gaining experience through one's own practice; examining and perceiving.[6] In this study, "experience" refers to the understanding of "experience" in the education industry, which refers to learners' understanding of things through practice, obtaining emotional feelings through hands-on learning and exploration activities, integrating into their own experiences, and influencing their original experiences, It is an important activity that affects learners' emotions, attitudes, and values.[7] The experiential learning model refers to David Cooper's four stage model (Figure 1), which is currently the most famous and widely used model in the education industry.[8]
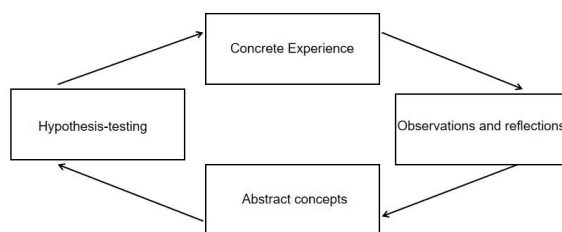

Fig. 1 Experiential Learning Model (Kolb, 1984)

2.2 Art Core Literacy and Its Model

In 2017, Yin Shaochun and others proposed the core competencies of the art discipline in basic education, which include image reading, art expression, aesthetic judgment, creative practice, and cultural understanding.[9] As shown in Figure 2. In 2014, the "Opinions of the Ministry of Education on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Cultivating Virtue and Cultivating People" proposed that core literacy is an essential character and key ability that students should possess to adapt to lifelong development and social development needs.[10] Obviously, the core literacy of art should be aimed at cultivating students' lifelong and comprehensive abilities, with the goal of "cultivating morality and cultivating talents". Guided by core competencies, carrying out art education needs to go beyond the level of art knowledge and skill education, and continue to promote the innovative development of art education by adhering to the concept of "educating people through aesthetics"[11] The art practice based on the core literacy of art embodies significant educational functions, and the core literacy indicators of art also cover the requirements of aesthetic education teaching, which undoubtedly provides inspiration for improving the effectiveness of aesthetic education.
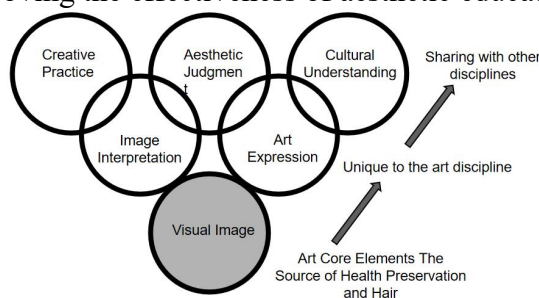

Fig. 2 Model of Art Core Literacy

2.3 Relationship between Art Core Literacy and Aesthetic Education Teaching

The implementation of aesthetic education directly focuses on art as education, cultivating knowledge of beauty creation and appreciation, and popularizing it in society. "[12] The art curriculum is the main way for schools to carry out aesthetic education, and plays an irreplaceable role in the process of implementing quality education.[13] The basic goals of aesthetic education are reflected in four aspects: understanding beauty, understanding beauty, appreciating beauty, and creating beauty. The relationship between core artistic literacy and aesthetic education can be constructed as the following model (Figure 3)
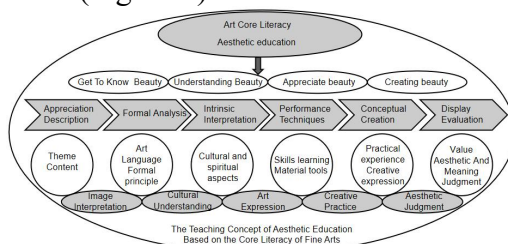

Fig. 3 Diagram of Relational model between art core literacy and aesthetic education

2.4 Art Experience and Aesthetic Education under the Experiential Model

According to the Cooper experiential learning model, integrating experiential theory, art core competencies, and aesthetic education goals can form a comprehensive model (Figure 4). However, the implementation path of aesthetic education is not rigid, such as the "concrete experience" link. Not only can "appreciate beauty" be achieved through "image interpretation", but also "create beauty" can be achieved through "artistic expression". At a higher stage, "the creation of beauty" can be achieved through "creative practice" based on "testing hypotheses". In addition, "understanding beauty" and "understanding beauty" are also intrinsically related, that is, the "cultural understanding" and "aesthetic judgment" based on the two are not antagonistic, and the meaning judgment and Value judgment in aesthetic judgment are intrinsically related to the understanding of Chinese traditional culture.
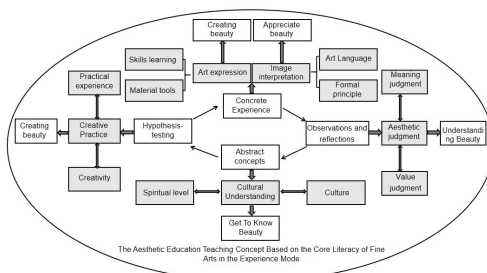

Fig. 4 Relational model of Experience Teaching, Art Core Literacy and Aesthetic Education

3. Art Experience and Aesthetic Education Teaching in the Digital Era

Wang Yichuan, a professor of Beijing Normal University, once established the eight element model of aesthetic education in the era of digital globalization, which is composed of eight elements: aesthetic education communicator, aesthetic education receiver, aesthetic education context, aesthetic education text, aesthetic education media, aesthetic education code, aesthetic cultural tradition and aesthetic life politics. Wang Yichuan emphasized the need to fully utilize and develop digital resources to implement aesthetic education in universities, and emphasized the contemporary significance of faith education and soul cultivation resources. Digital virtual experience is not the ultimate goal, and the fundamental goal of aesthetic education in the digital era still revolves around appreciating beauty, understanding beauty, understanding beauty, and creating beauty. Among them, "valuing faith education and soul cultivation" emphasizes the moral education and faith education of aesthetic education recipients, which brings the goal of aesthetic education in the new era into the

context of "Chinese aesthetic education spirit". It should be pointed out that although digital technology is only a means of assistance, it can penetrate into the four aspects of experience mode, the five core competencies of art, and even various fields of life, providing convenient conditions for the implementation of aesthetic education in universities.

4. Higher Vocational Aesthetic Education in the Context of "Chinese Aesthetic Education Spirit"

In October 2020, the General Office of the CPC Central Committee and the General Office of the State Council pointed out in the Opinions on Comprehensively Strengthening and Improving the Work of Aesthetic Education in Schools in the New Era that "aesthetic education is aesthetic education, sentiment education, spiritual education, as well as education to enrich imagination and cultivate innovative consciousness". School aesthetic education is mainly achieved through art courses, appreciation of classic works, teaching of artistic skills, and exhibition activities. In this regard, we can start with the analysis of the relationship between "literacy/perception, aesthetics/expression", extract corresponding keywords, and in the interactive thinking of theoretical discourse and practical problems, interpret the "art education for aesthetic education" based on the conscious spirit of Chinese aesthetic education, construct a theoretical framework, and explore teaching methods. [14] Therefore, in the context of the "Chinese aesthetic education spirit", aesthetic education in universities should not only follow the national aesthetic characteristics, but also attach importance to the utilization and exploration of aesthetic education resources with the characteristics of this context in the teaching process, and rely on art education as the main teaching method. The spirit of Chinese aesthetic education is mainly reflected in the two core literacy links of "aesthetic judgment" and "cultural understanding", which correspond to "observation and reflection" and "abstract concepts" in experiential theory, as well as "understanding beauty" and "understanding beauty" in aesthetic education goals.

5. Summary

Based on the experiential model, taking "Sailing - First National Congress of the Communist Party of China" (Figure 5) as an example, the first stage consists of "concrete experience" - "image interpretation" - "appreciation of beauty". Basic "image interpretation" can be achieved by combining digital images, sound, and animation. In this section, students can have a preliminary experience through simple image and color exercises.

The second link consists of "observation and reflection" - "aesthetic judgment" (meaning judgment/Value judgment) - "understanding beauty". For example, this work reveals the visual aesthetic rules of painting through the "contrast" of light and color, but the "contrast" precisely symbolizes the Communist Party's "pioneering spirit", "daring to be the first", and "the great era is approaching". This includes ideal education, spiritual education, and value education.

The third stage is manifested as "abstract concepts" - "cultural understanding" (spiritual/cultural level) - "understanding beauty". This section focuses on the visual patterns and cultural background behind the images, and conducts in-depth exploration of historical sites, highlighting Chinese culture, aesthetic methods, and aesthetic characteristics. It is the carrier of the "Chinese aesthetic education spirit".

The fourth stage is manifested as "testing hypotheses" - "creative practice" (practical experience, creative expression) - "creating beauty". This section focuses on achieving the goal of "creating beauty", achieved through the core literacy of art "creative practice". For example, conducting "color extraction training" and "image composition training" based on the original work. On the one hand, 'creative practice' is based on profound experience in the first three stages, and on the other hand, it should demonstrate a strong sense of innovation.

This article reflects on the shortcomings of the emphasis on theoretical indoctrination in aesthetic education teaching and the emphasis on skills in vocational colleges. It integrates aesthetic education goals into practical experience, fully utilizes modern digital advantages, and incorporates the "Chinese aesthetic education spirit" into aesthetic education goals. Based on the four stages of experiential teaching model in specific classrooms, integrate the core artistic literacy of "image reading, artistic expression, aesthetic judgment, creative practice, and cultural understanding" with the goals of aesthetic education, enhance students' ability to feel beauty, appreciate, express, and create, and cultivate artistic literacy, moral concepts, and values, ultimately achieving a balance between "skills" and "literacy", Improve the effectiveness of aesthetic education.

Fig. 5 "Sailing - First National Congress of the Communist Party of China"

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