

Research on the Construction of Aesthetic Education Curriculum System in Colleges and Universities Based on the View of Traditional Culture

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Abstract: With the continuous development of society, people are more and more concerned about the progress of education, and schools and teachers adopt a variety of educational methods to improve students' learning efficiency and learning effect, among which aesthetic education teaching method is a better way, it is mainly to use art to make students interested in learning and then improve learning efficiency, and with the deepening of education reform, aesthetic education curriculum teaching is constantly reforming and optimizing. All colleges and universities are constantly spending money on the role and significance of aesthetic education in colleges and universities, and constantly explore and summarize the aesthetic education curriculum system and aesthetic education teaching methods suitable for their own schools. This article will elaborate in detail, the existing problems in the current aesthetic education curriculum system of colleges and universities, and put forward how to correctly construct the aesthetic education curriculum system of colleges and universities from the perspective of traditional culture, hoping to contribute to the education cause of our country.

1. Introduction

Since the 18th National Congress of the Communist Party of China (CPC) was successfully held, the orientation of curriculum work has become more obvious in our colleges and universities[1]. However, in the context of the modern information age, the society has high requirements for the comprehensive quality of college students, and the current education system can not meet these needs, so we should conform to the requirements of the times and the development of educational reform, and construct a system of aesthetic education and education that develops in all aspects of morality, intelligence, physical education and labor, so that the vast number of young college students can improve their comprehensive quality and all aspects of development to meet the requirements of society and the state. Optimizing and innovating the teaching methods of aesthetic education can effectively improve students' aesthetic ability and humanistic accomplishment, and help colleges and universities to make greater progress in aesthetic education.

2. Current Problems in Institutions of Higher Learning Without a Curriculum System

Nowadays, in the mode of training talents, colleges and universities mainly focus on training skills, aiming at cultivating professional applied talents, and have also set up a perfect teaching system on professional skill courses and skill operation courses, and have allocated more mature teachers' teams and educational resources, but have not paid enough attention to aesthetic education teaching, and there are many problems.



Figure 1 Art

2.1. No Curriculum System Developed

Because the course of aesthetic education has not been paid attention to by colleges and universities, so the investment of resources is relatively small, and the corresponding professional funds are also quite lacking. In colleges and universities, there are many ways of elective courses, and the content of teaching courses, curriculum objectives, curriculum forms and assessment methods are basically determined by the teachers alone. Professional teachers are also less configured[2]. At the same time, all kinds of aesthetic education teaching places, such as studio, piano room, multimedia classroom and so on, can not meet the needs of the configuration, the content of the course is very single, and then the students have less choice and demand. For example, "history appreciation" course, in the course of the choice of film and television works is entirely determined by the teacher's personal preferences and teaching scope and teaching content, the general institutions of higher learning simply do not have the corresponding standards and requirements to measure and evaluate the teaching assessment. It is because aesthetic education curriculum teachers do not have rigid teaching assessment indicators, so in the process of teaching there are no specific teaching standards and teaching restrictions, so in the course of teaching teachers usually choose to meet the taste of students entertainment film and television works, to avoid astringent difficult to understand film and television works.

2.2. Difference in Teaching Effect

As an elective lyric course, aesthetic education course mainly depends on the teacher's own interest and understanding of art and literature and culture. However, some aesthetic philosophy courses are not attractive to college students because of their profound and difficult contents. And the courses with entertainment nature, such as music appreciation, film and television appreciation, history appreciation, literature appreciation and so on, because the learning process is very simple, and the course content and form are more flexible, so more students are interested in these courses. But even with the same course, the effect of teaching is very different if the teacher is different. In particular, some aesthetic education practices away from home, such as traditional Chinese painting courses, folk dance courses, folk music courses and so on, need teachers and students to use classroom time and after-class time to complete the practical purpose and guidance, but these will not be included in the teacher assessment, the evaluation of teachers' professional titles and performance pay assessment is completely irrelevant, for students there is no corresponding assessment criteria and reward and punishment system, resulting in students can not feel the participation in aesthetic education practice curriculum activities and their comprehensive growth of the relationship.

3. Two Principles of Building Aesthetic Education Curriculum System

The emphasis of aesthetic education teaching in colleges and universities is mainly to combine professional practice with real life experience and stimulate students' innovative consciousness[3]. Therefore, colleges and universities must adapt to the development of the times to reform the aesthetic education curriculum system.



Figure 2 Art

3.1. Must be Practical and Professional

In the course of teaching, higher colleges generally pay more attention to the students' practical ability and the accomplishment of professional technology, but because the social demand is very high nowadays, the cultivation of college students should pay attention to the professional technical ability and aesthetic accomplishment after all, so as to create something more practical and aesthetic. Therefore, in the construction of aesthetic education curriculum system, colleges and universities should first consider practicality and professionalism, aesthetic education curriculum should teach students knowledge at the same time from the perspective of professional skills to teach aesthetic education ideological education.

3.2. Integration of Traditional and Popular Culture

In the course of aesthetic education, colleges and universities must use guiding methods to assist college students in aesthetic, appreciation, analysis and understanding of Chinese traditional culture. In setting up the aesthetic education curriculum system, we should integrate the excellent traditional culture and classical art culture with the popular culture and popular culture after screening, integrate the modern thought and the characteristics of the times and the science and technology representing the most advanced into the aesthetic education curriculum system, and construct a practical and strong aesthetic education curriculum system.

4. The Construction of Aesthetic Education Curriculum System

Based on the existing problems in the current aesthetic education curriculum system, this paper summarizes the ways of constructing the aesthetic education curriculum system in colleges and universities[4]. For professional construction, this aspect mainly includes the aesthetic education course into the compulsory course, impels the student to recognize the beauty, feels the beauty. 2. give full play to the advantages, this aspect mainly depends on the professional advantages of aesthetic courses to extend the scope and content of courses, and to increase students' aesthetic vision and ability to learn from beauty. 3. highlight practice, this aspect is mainly to find a practical platform to add some creative practice links and courses, and then promote students to actively create beauty.

4.1. Professional Development and Inclusion of Compulsory Courses

Colleges and universities should promote the research and practice of aesthetic education system by improving students' understanding of the beauty of technology, thought, labor, life and knowledge, and integrate aesthetic education into compulsory courses, while retaining elective courses and setting up aesthetic education lecture halls to form an aesthetic education curriculum system, and should constantly improve the aesthetic education teaching curriculum. It also allows teachers to design more teaching methods and means to meet the needs of students.



Figure 3 Art

4.2. Professional Advantage

Colleges and universities should take the initiative to take eye elective course content on the basis of carrying out compulsory courses in aesthetic education curriculum system, and flashlight should give full play to professional advantages to encourage teachers to combine professional curriculum resources[5]. We will expand the teaching scope of aesthetic education, guide students to appreciate the beauty of labor, technology and knowledge, and cultivate college students who meet the requirements of society. Secondly, it is necessary to combine aesthetic education courses with other educational activities, with the help of various communication channels and platforms, actively integrate into the regional development strategy, enhance the social impact of schools, and promote the dissemination of local culture and traditional culture.

4.3. Practice

In order to realize the dissemination, transformation and integration of traditional culture and art in the aesthetic education curriculum system, we must make great efforts in the fields of culture, art and practical operation, so that students can fully understand the essence of Chinese traditional culture. At the same time, we should pay attention to the practicality and importance of aesthetic education courses in college education, and strengthen the cultivation of students' traditional culture. It can also promote the students' inheritance and practice creation and the development of handicraft by setting up the art workshop, effectively enhance the students' skill beauty and accomplishment beauty, create a new aesthetic teaching model which integrates traditional culture, non-heritage culture, innovation culture and craftsman spirit, and promote the improvement of higher education level.

5. Conclusion

To sum up, colleges and universities should take into account the special nature of aesthetic education courses and formulate a system of aesthetic education practice scoring. Through the way of teaching practice of aesthetic education course, we can improve the standard of teaching evaluation constantly, promote the perfection of aesthetic education course system, and then explore a new way to carry out aesthetic education teaching correctly, so that students in colleges and universities can feel the charm of beauty in life, study, work and society, and then recognize beauty, appreciate beauty and create beauty again, so as to promote the continuous improvement of students' comprehensive quality.

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