Exploration of the development path of aesthetic education in colleges and universities in the digital context

Sun Shanjie, Kong Yanrong, Bao Hanjin

Changji University, Changji, 831100, China

Abstract: *In the digital context, aesthetic education in colleges and universities has ushered in a development opportunity. In order to help aesthetic education seize the opportunity and further develop, this paper will launch relevant research. The research points out the current situation of aesthetic education in colleges and universities, and then puts forward the development path of aesthetic education in combination with the digital context. Through research, with the support of the path in this paper, aesthetic education in colleges and universities can develop forward and become more adaptable to the digital context, and use the functions and characteristics of digital technology in this context to improve the quality and efficiency of aesthetic education in colleges and universities.*

Keywords: *Digital context, Colleges and universities, Aesthetic development*

1. Introduction

With the development and popularization of digital technology, digital context has quietly taken shape, which refers to the environment provided by digital technology for language expression. The digital context is very different from the traditional context. In this environment, language expression can be more flexible and convenient, and the forms of expression are more diversified, making language expression not limited to oral expression. Therefore, as long as the digital context is properly used, the effectiveness of language expression in various fields can be improved. According to this point, the essence of aesthetic education in colleges and universities is communication between teachers and students. Communication cannot be separated from language expression, which shows that the quality and efficiency of language expression have a direct impact on the quality and efficiency of aesthetic education in colleges and universities. If the digital context can be fully used to help teachers and students communicate, it will fully promote the development of aesthetic education in colleges and universities. For this purpose, it is necessary to carry out relevant research.

2. Current situation of aesthetic education in colleges and universities

2.1. Limited communication between teachers and students

At present, there is a phenomenon of limited communication between teachers and students in aesthetic education in colleges and universities, which has caused many problems offline. First, students will have many personalized needs in the learning process. For example, students encounter problems that they cannot solve when creating art and need the help of teachers. However, due to the limitations of time and space in reality, teachers may not be able to know students' problems at the first time, let alone understand specific problems, it is difficult to provide help to students, which leads to the failure of aesthetic education to quickly meet the students' personalized needs. Students are easy to accumulate problems, which makes students more difficult to learn. This is not conducive to the improvement of the quality and efficiency of aesthetic education, nor to the development of students' personal aesthetic education cognition and quality; Secondly, due to the limitation of time factors in real time and space, the communication between teachers and students in aesthetic education in colleges and universities can only be carried out in a specific period of time, which will also lead to the shortening of the total length of communication between teachers and students [1-3]. The total length of communication between teachers and students is a reflection of class hour resources. The total length represents that there are few class hour resources. In this case, the communication between teachers and students cannot be carried out in an all-round way, which has a direct impact on teacher education.

2.2. Inadequate effectiveness of teacher communication

The effectiveness of teachers' communication is mainly reflected in "whether they can mobilize students' interest in learning" and "whether they can make students have the awareness of communicating with themselves"[4-6]. According to these two indicators of teacher communication effectiveness and the current situation, it is understood that the effectiveness of teacher communication in aesthetic education in colleges and universities is insufficient. On the one hand, many teachers find that they lack the initiative to mobilize students' learning interest in communication, that is, to mobilize students' learning interest, teachers must combine educational content with students' interest elements. However, it is difficult for teachers to understand students' interest orientation, and they cannot accurately select the corresponding interest elements. Therefore, the communication accuracy is insufficient. At the same time, even if teachers understand students' interest orientation, they may still be limited by resources and unable to move relevant interest elements, which also makes it difficult for teachers to mobilize students' interest in learning. On the other hand, to enable students to have a good sense of communication, students need not only to have a good interest in learning, but also to learn to find problems independently. Many teachers find that although they have repeatedly stressed the need to find problems independently, students' learning autonomy is still low, and they always wait for teachers to find problems. The source of this problem is that teachers are in the leading position in most communication, which leads to students gradually develop the habit of passive learning. Therefore, they lack autonomy and are difficult to promote the development of communication awareness.

2.3. Single learning style of students

Aesthetic education in colleges and universities requires not only communication between teachers and students, but also communication between students, which determines the way students learn. That is, communication between teachers and students represents that students are in a personal learning state, mainly relying on personal thinking, understanding ability, perception ability, etc. to learn, so as to build personal knowledge, views, etc. Communication between students represents that students are in a cooperative learning state, and can output their own cognition, views, and other students' cognition The collision of views encourages students to learn from each other and help them to deepen their cognition and improve their views[7-10]. However, in reality, many aesthetic education teachers find that students rarely communicate with each other in aesthetic education learning. Therefore, students' learning style is mainly personal learning, which may lead to students' narrow cognition and unsound views. It also shows that students' learning style is single.

3. Development path of aesthetic education in colleges and universities

3.1. Do a good job of online communication and pay attention to online/offline combination

The reason why the communication between teachers and students in aesthetic education in colleges and universities is limited is that the current communication between teachers and students in aesthetic education in colleges and universities mainly occurs in the real environment, and there are many limitations in the context of communication between teachers and students in the real environment, of which the most representative limiting factor is real time and space, that is, the current real-time space restrictions lead teachers and students to communicate only in a specific time period, space and location in most cases, if they do not meet the time and space conditions at the same time, Therefore, communication between teachers and students is limited. With this in mind, colleges and universities should establish an online teaching platform in the digital context, rely on the platform to enable teachers and students to communicate digitally, and the communication process can take place in a virtual digital environment. In this way, by virtue of the virtual characteristics of the digital environment, communication can be separated from real time and space, avoid relevant restrictions, and then rely on the relevant functions of the digital platform for online communication, thus promoting the development of aesthetic education in colleges and universities.

First of all, in the digital platform, teachers can rely on information and data generated by students' online learning, such as relevant functions, to analyze. The analysis process does not require teachers' intervention, and it can operate around the clock. Therefore, teachers only need to understand the personalized needs of students according to the feedback provided by the analysis function, and then communicate with students with their own education expertise to provide targeted help, Meet the individual needs of students.

Secondly, the digital platform enables teachers and students to communicate online, which is very flexible and can be carried out anytime and anywhere. Therefore, making full use of this can expand the class resources, increase the total length of communication between teachers and students, promote teachers to give consideration to the transmission of complete knowledge at the same time, adopt hierarchical teaching and other models, ensure that each student fully understands the knowledge at this stage, and then enter the next stage of learning, which can effectively improve the quality of aesthetic education. In addition, you can also use the relevant functions carried by the digital platform to achieve personalized communication, that is, this function allows teachers to communicate with students online and offline in real time. The former is mainly supported by the online live broadcast function, which can ensure real-time communication and facilitate the solution of current problems. The latter is mainly supported by the video media function, which allows students to arrange their learning time according to their own needs and make full use of fragmented time for learning better meet their personalized needs.

It is worth mentioning that although online communication can increase the communication time between teachers and students, it does not mean that teachers can only communicate with students online. In fact, online communication should co-exist with offline communication. Therefore, teachers should pay attention to online/offline combination. The basic form is offline knowledge transfer. After class, in-depth online communication is conducted to understand the personalized needs of students during offline learning, and then solve them synchronously. Figure 1 shows the strategic thinking.
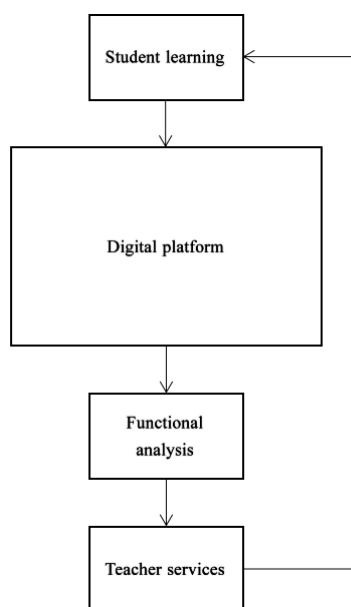

Figure 1: Strategy

3.2. Strengthen teachers' communication initiative and highlight students' leading position

In the communication between teachers and students of aesthetic education in colleges and universities, teachers usually act as the initiator of communication, mobilize students' interest in learning through language expression, and promote students to consciously communicate with themselves, so that aesthetic education work can enter a virtuous circle. According to this idea, in the development of aesthetic education in colleges and universities, teachers can rely on the digital environment to enhance their communication initiative, so that teachers can effectively mobilize students' interest in learning. That is, in the digital environment, teachers can analyze students' online learning activities through relevant functions. This function can be used not only for the analysis of students' personalized needs, but also for the analysis of students' interest orientation. For example, according to the data of students' recent online learning activities. Recently, students have frequently consulted the learning materials related to "abstract painting", which indicates that students may have a strong interest in "abstract painting". At this time, teachers can combine the textbook content with "abstract painting" in many specific ways, such as mining the characteristic elements of "abstract painting" in the textbook content, relying on the characteristic elements to communicate with students, transferring aesthetic knowledge to students, and simultaneously cultivating their aesthetic literacy. At the same time, the digital environment contains rich resources, which can be obtained by teachers according to the results of functional analysis. It can be seen that teachers' communication initiative has been enhanced, which can effectively mobilize

students' interest in learning and promote students to enter a good learning state.

On this basis, teachers rely on the sufficient class hours provided by the digital environment. In addition to the basic knowledge education of aesthetic education, the communication between teachers and students in other links should be student led, giving students sufficient room for initiative. Teachers guide students to maintain autonomy, while providing students with the direction of independent exploration. For example, teachers can propose creative themes based on the content of textbooks, Let students explore creative ways independently according to the theme, so that students will encounter problems in learning. At this time, students will communicate with teachers independently under the role of learning interest. Table 1 shows the strategic functional requirements.
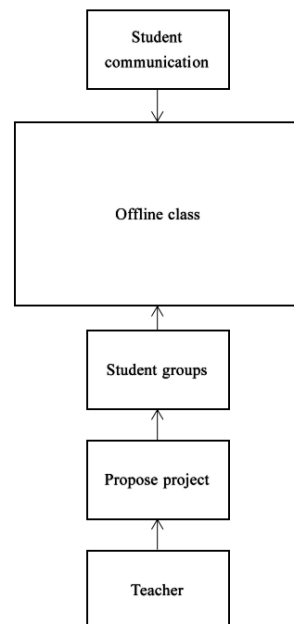
Table 1: Strategic Functional Requirements

Project	Function name
Strategic functional requirements	Information collection function
	Information analysis and communication
	Database function

3.3. Establish an online personal and offline collaborative learning framework
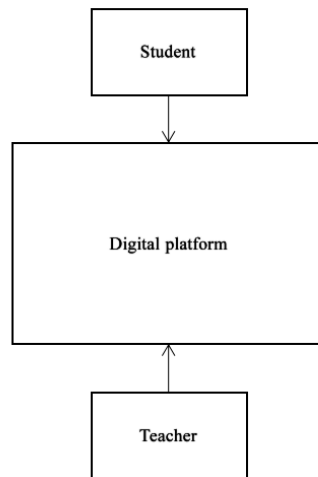
Figure 2: Individual Learning

Figure 3: Collaborative Learning

In order to solve the problem of students' single learning mode, it is suggested that colleges and

universities should build online learning platform based on digital technology in aesthetic education work, and then combine online platform with offline classroom to establish online individual and offline collaborative learning framework. In this framework, students can conduct personal learning online through live broadcast and offline videos. With the help of teachers, students can quickly form personal cognition and opinions, and then enter offline classroom learning. At this time, teachers can organize students to carry out practical activities according to online teaching content. During this time, students can be divided into several groups, so that students can communicate with other students in activities to achieve collaborative learning. Figures 2 and 3 show the topology of individual learning and collaborative learning respectively.

4. Conclusion

To sum up, aesthetic education in modern colleges and universities has exposed many problems under the influence of the realistic context. The birth of digital context provides opportunities for the development of aesthetic education in colleges and universities. Seizing the opportunities can solve problems and promote the development of aesthetic education. With this in mind, it is necessary for colleges and universities to analyze their own specific problems, and then give full play to the characteristics of digital context, reform aesthetic education, promote the full play of digital context, and improve the quality and efficiency of aesthetic education.

Acknowledgement

References

[1] Ivanova A O, Ignatieva T A, Pilyavsky V P.Trends,Opportunities and Perspectives of Digital Education Development in the Global Economy[J].IOP Conference Series:Earth and Environmental Science,2021,666(3):032033(6pp).

[2] Donnelly R, Maguire T. Building Digital Capacity for Higher Education Teachers:Recognising Professional Development Through a National Peer Triad Digital Badge Ecosystem[J].European Journal of Open,Distance and E-Learning,2021,23(2):1-19.

[3] Barakhsanova E A,Olesov N P,Popova L V,et al.Development Of Informational Awareness Among Students Under The Conditions Of Digital Education Implementation In Yakutia[C]//Graph Drawing. Portal de Periodicos UFPB,2020.

[4] Brandenburger B,Vladova G.The Potential of Making for Enhancement of Digital Competencies in Higher Education On the way of a concept development[C]//FabLearn Europe Conference'19, May,2019,Oulu FINLAND.2019.

[5] Han, Ji A. A Process applied Gamification for Development of Digital Educational Contents-Focused on Educational Process for Development of Information Oriented Contents[C]//KOREA Science&Art Forum. 2019.

[6] Kraus K, Kraus N, Nikiforov P, et al. Information and Digital Development of Higher Education in the Conditions of Innovatyzation Economy of Ukraine[J].WSEAS Transactions on Environment and Development, 2021(17-):17.

[7] Sugiarto E, Kurniawati D W, Febriani M,et al. Computer-based art in folklore illustration: Development of mixed media digital painting in education context[J].IOP Conference Series:Materials Science and Engineering, 2021,1098(3):032017(7pp).

[8] Kusumadewi R F, Neolaka A, Yasin M. Development of math education comics through digital android[J].Journal of Physics:Conference Series,2021,1869(1):012134.

[9] Daulay S, Siregar R,Matondang S A. Language Education with Digital Literacy for University Students Skill Development[J].Talent Development and Excellence,2020,12(2s):1707-1712.

[10] Peuteman J,Verslype S,Espeel L,et al. Implementation Of A Digital Education Action Plan To Reduce The Impact Of The Covid-19 Pandemic In Academic Year 2019-2020 For A Belgian University[C]//15th International Technology,Education and Development Conference.2021.