

The application of multi-dimensional aesthetic education in teacher training

Wang Haoying

Anshan Normal University, Anshan, Liaoning Province, 114000, China

Abstract: *The development of teachers' aesthetic quality is an important guarantee for the formation of students' aesthetic quality. The improvement of teachers' aesthetic quality is the need of the situation, reality and education. The development of teachers' aesthetic accomplishment provides the direction. Teachers need to have basic aesthetic knowledge, respect aesthetic diversity, improve aesthetic judgment, and pay attention to aesthetic life. The development of teachers' aesthetic quality needs to be realized through various ways, mainly including the promotion of aesthetic quality in teachers' daily training, which requires schools to continuously improve teachers' aesthetic training. This paper discusses how to carry out multi-dimensional aesthetic training in teacher training.*

Keywords: *aesthetic accomplishment, Teacher training, Implementation measures*

1. Introduction

The cultivation of individual aesthetic quality accumulated on the basis of aesthetic experience consists of three elements: aesthetic knowledge, aesthetic ability and aesthetic consciousness, among which aesthetic knowledge is the foundation, aesthetic ability is the core and aesthetic consciousness is the soul. To carry out quality education, we must organically unify moral education, intellectual education, physical education and aesthetic education in every link of educational activities. We should change the weak situation of aesthetic education in schools as soon as possible and integrate aesthetic education into the whole process of school education. Education departments at all levels and all kinds schools at all levels should take the construction of teaching staff as the top priority of aesthetic work, and strive to build a high-quality aesthetic education teacher team. A series of policies on education not only reflect the requirements of the development of students' aesthetic taste, but also the importance of teachers' aesthetic quality.

2. The necessity of improving teachers' aesthetic quality

2.1 Teachers' aesthetic ability has a profound impact on students' aesthetic cultivation

Teachers are not only important resources of aesthetic education in schools, but also play an important role in improving students' aesthetic taste, and their aesthetic quality directly determines the quality of aesthetic education. The reform of core quality education calls for teachers to enhance aesthetic quality^[1]. At present, the aesthetic quality of teachers is still a relatively weak link in the development of teachers and a short board to be filled. Many teachers lack aesthetic quality in teaching. For example, some teachers hold a narrow aesthetic view of teaching and believe that except for traditional aesthetic education disciplines such as literature, music and fine arts, other disciplines are basically not closely related to aesthetic education. Teachers with such a view find it difficult to the aesthetic education materials of the disciplines they teach and realize the importance of improving their own aesthetic quality. There are also some teachers in the classroom teaching mechanical, rigid, lack of vitality, interest and beauty, the reason is also related to the lack of aesthetic quality of these teachers. This will not only cause students to be tired of learning, resulting in low teaching efficiency, also may lead to teachers lack of sense of achievement, cause job burnout. Some teachers, limited by utilitarian purpose of teaching, view students from a single perspective, pay too much attention to academic achievements, and cannot treat the diversity of students with an appreciation and open perspective, which is not conducive to the development of students' core literacy. In addition to the factors of teachers themselves, teacher education or teacher training do not pay enough attention to the improvement of teachers' aesthetic literacy, and often pay more attention to the cultivation of teachers'

professional knowledge and teaching skills, but do not pay attention to the improvement of teachers' humanistic literacy, including aesthetic literacy. Teachers' aesthetic literacy is intentionally or unintentionally ignored in reality.

2.2 Improving teachers' aesthetic quality is the need of deepening education development

The proposal of core quality has triggered the deepening reform in the field of education, and the improvement of teachers' aesthetic quality is one of the important driving forces to promote the deepening development of education^[2]. Core literacy education requires teachers to truly think about education and position education from a human perspective. Teachers with aesthetic literacy will treat education as an art, treat students with an aesthetic attitude, create poetic teaching and life, and treat students with a respectful and inclusive attitude, which is conducive to the free and comprehensive development of students. At the same time, the core quality education requires teachers not only to be able to find beauty keenly, but also to be able to feel, experience, appreciate and judge the method of beauty to teach students according to the teaching law, and combine their own aesthetic quality with teaching requirements to create beautiful teaching for students. When teachers pay attention to the creation of teaching beauty, they will change the single method to the multiple method in teaching design and selection of teaching methods, abandon the utilitarian method and choose the interesting method, and transform the non-aesthetic factors into aesthetic factors, which will have a direct impact on teaching. Diversity, interest and aesthetics are the needs of deepening the reform of teaching, which is the core of deepening the development of education^[3]. In addition, some researchers pointed out that the aesthetic quality of teachers also has ontological value, which can promote the improvement of teachers themselves and the improvement of quality of life. Therefore, teachers should not only be able to master a wealth of subject knowledge and skilled teaching skills, but also have a strong aesthetic ability, and can consciously make their teaching and life in accordance with the law of beauty, which is also the deepening development of education for teachers

3. The status quo and attribution analysis of teacher aesthetic training

3.1 Teachers' understanding of policies related to aesthetic education

Aesthetic education has always been valued in theory, but it is alienated and marginalized in reality. On the surface, most of them now have aesthetic education courses, such as art activities, training of special talents, etc., but these training objectives are for reporting, competitions and scoring points in grade examinations. Aesthetic education is a kind of advanced and high-quality education, which is time-consuming and laborious. It is also based on the deutilitarian premise, which is contrary to the current requirements of schools, parents and social environment. Therefore, if aesthetic education is infiltrated into discipline teaching, frontline teachers will not take the initiative to practice it. Teachers do not understand the relevant documents and academic information of aesthetic education, so it is natural to neglect students' aesthetic quality in daily teaching and penetrate aesthetic education in class.

3.2 Teachers' ontological knowledge of aesthetics and aesthetic education

The smooth progress of aesthetic education is closely related to teachers' ontological knowledge and basic strategies of aesthetics, aesthetics and aesthetic education. Most teachers have little understanding of what is aesthetic accomplishment, what is aesthetic education, their connotation, extension and other concepts, and have some research on them. Knowledge is the result of long-term accumulation of human beings in production practice, understanding the object world and ourselves, and constitutes the noumenon of human wisdom. Teachers' knowledge includes general knowledge, ontology knowledge, conditional knowledge and practical knowledge. When ontological knowledge is lacking, it will be difficult to carry out educational activities effectively and deal with educational problems appropriately^[4]. The lack of teachers' ontological knowledge of aesthetic education is the responsibility of normal colleges and universities before service, including the importance of aesthetics in colleges and universities, the establishment of courses and the allocation of teachers, evaluation and assessment. At present, aesthetics teaching in colleges and universities often sticks to "metaphysical thinking", refusing to go out of the study and get rid of the platitude of theoretical propositions. Therefore, how to complete the "modern transformation" of aesthetics and reaffirm the significance of "aesthetic education" is the urgent task of teachers' aesthetic education training at present. As for the improvement of post-service teachers' aesthetic quality, post-service training courses have great

responsibilities and responsibilities. The key to the improvement of aesthetic quality lies in the individual. But at present, teachers have no drive in this respect, and few can supplement relevant knowledge and improve aesthetic ability.

3.3 The performance of training institutions in the improvement of teachers' aesthetic quality

The satisfaction of training institutions at all levels on aesthetic quality cultivation is low, which is reflected in the following aspects: 1. From the educational level, master's degree or above is relatively few. Highly educated, knowledgeable, and relatively rich in aesthetic knowledge, they can find the shortcomings of training institutions in this area.

3.4 Teachers' attitude towards aesthetic education training

From the perspective of teaching age, new teachers think that the content of aesthetic training is not much, and young people have strong requirements in this aspect. The 1-3 year period of new teachers' entry is the key period of professional affection and professional growth, and the "orientation" and "stereotyping" of teachers' images for a lifetime are basically completed at this stage, which has been researched by scholars Furlong and Maynard. From the perspective of discipline, the most dissatisfied is the Chinese teachers. The teachers of art and gym think that the aesthetic training is good. But many teachers of art and gym confuse aesthetic quality with aesthetic skill. From the interaction between teachers and training institutions, the more incorrect the concept of aesthetic education and the lower the aesthetic quality of teachers, the more dissatisfied with the training institutions. Because the training institutions do not do enough, teachers do not have a correct understanding, aesthetic quality is low; Training institutions do well, teachers produce drive, aesthetic quality is high, the two are mutually causal relationship.

3.5 The effect of current teacher aesthetic training

From the perspective of measures implementation and training effects, the understanding degree of front-line teachers about aesthetic education policies and cutting-edge academic information is related to whether training institutions have done anything. During the training period, it is not difficult to design one or two units of time and ask experts in the field of aesthetics to give lectures, but many training institutions or do not realize it, or do not act, resulting in the result that students do not understand the relevant knowledge and information. Training institutions do not offer relevant courses, resulting in many teachers will not infiltrate aesthetic education in classroom teaching. In addition, different training institutions in the aesthetic quality improvement differences. In terms of teacher satisfaction, social training institutions are the least satisfied. There are abundant resources of aesthetic experts in colleges and universities, with certain advantages and high satisfaction. The cultivation of art teachers' professional artistic creation ability is equal to the cultivation of healthy aesthetic taste and aesthetic ability. Aesthetic education is the cultivation of aesthetic sensibility, appreciation and creativity, which is of great significance to the improvement of teachers' psychological structure, the change of life attitude and the overall construction of personality, and also provides a new idea for the reform of teacher training.

4. The implement optimization methods of aesthetic education in teacher training

The rapid development of science and technology in the new era has a great impact on the structure of teachers' aesthetic quality. It is urgent for teachers to renew their aesthetic knowledge and perfect their aesthetic structure. Therefore, we should integrate the aesthetic quality into the construction of the teaching staff and do a good job in teacher training. All the elements in the structure of teachers' aesthetic quality remain dynamic, so as to form the aesthetic quality that meets the needs of The Times.

4.1 Clear training objectives

In terms of training objectives, it should be based on the purpose of aesthetic education. The ultimate goal of aesthetic education is to cultivate free and all-round development of people, so that people have keen observation ability, perfect psychological structure, healthy attitude towards life, rich personality charm, with free transcendental spirit and positive ideal pursuit and other characters. Teacher training should be based on the purpose of aesthetic education, so that the trained teachers can

enhance their personal charm and pursue positive ideal character. In terms of knowledge improvement, the training of teachers' keen observation ability, ontological aesthetic education knowledge of fine arts, professional knowledge of Chinese painting, oil painting, watercolor, Putonghua training, Chinese writing ability, literary works reading and other qualities. For example, arrange special lectures on teacher ethics model to edify the character of the trained teachers. Arrange special lectures on the history of Chinese and Western aesthetic education to understand the development process of fine art thought in China and the West. In the way of training, we should learn from the characteristics of "edutainment in pleasure" in aesthetic education. "Edutainment" is an important feature of aesthetic education, which makes the educatees physically and mentally in a happy and free state, and greatly improves the learning rate of the educatees. Good training methods can catalyze teachers' practical wisdom in education and teaching, so the flexible use and selection of teacher training methods is an important link to improve the effect of teacher training. For example, in the teacher skills training course, the method of game training, practice and case can be used; The training institution can carry out training methods such as role playing and extended training to improve teacher's attitude and behavior

4.2 Optimize training evaluation methods

In the aspect of training evaluation, we should learn from the value transcendence attribute of aesthetic education to promote the realization of the hidden function of training. The value transcendence attribute of aesthetic education is the future value of aesthetic education beyond reality, that is, aesthetic education is a kind of education that focuses on people's emotions, is carried out consciously and freely, without compulsion, and aesthetic education is also a kind of figurative education, which influences and infects people by virtue of beauty's own appeal and summoning power, so that people can be taught in aesthetic enjoyment. The main functions of teacher training include the development of individual teachers, the development of school organization, the promotion of education reform and development, but the hidden functions of teacher training are often ignored. For example, the expected goal of art teacher training is to help learners acquire new knowledge and skills in art teacher teaching, but the result is that some learners feel the professionalism of the training teachers and management team after the training, which is the hidden influence of training on the trainee teachers.

4.3 Improving teachers' aesthetic training methods

The key to cultivating students' core accomplishment lies in teachers, and teachers' accomplishment directly determines the cultivation of students' core accomplishment. Humanistic heritage plays an important role in the core quality system of students' development. Therefore, teacher training should pay more attention to the cultivation of humanistic heritage including aesthetic quality. Although it is unrealistic to require every teacher to have a high level of humanistic heritage, teachers should be influenced through teacher training on relevant topics so that teachers can consciously communicate and discuss aesthetics with students, and guide students to form basic aesthetic ability, emotional attitude and value orientation when learning, understanding and applying humanistic knowledge and skills. It is an important goal of teacher training in the future. Teacher professional development based on core literacy has the characteristics of continuity and stage, historicity and reality, adaptability and integration, etc. Therefore, teacher training should pay attention to the establishment of teacher development content framework based on student development core literacy, integrate teacher aesthetic literacy into the whole teacher training system, and make it complement each other with the development of other teacher literacy. It is necessary to pay attention to the development characteristics of teachers' aesthetic quality at each stage, and on the basis of fully respecting the law of adult development, the training content should be transformed into the indispensable ability and key character of teachers in different career stages.

4.4 Create a good atmosphere for aesthetic education

Good atmosphere of aesthetic education is an important guarantee to cultivate and enhance teachers' aesthetic quality. Practice has proved that good atmosphere of aesthetic education can not only provide a stage for teachers with aesthetic quality to display their talents. At the same time, it can also stimulate teachers' potential aesthetic quality. Beautiful campus environment. Harmonious humanistic atmosphere, reflected by the school spirit, teaching style, learning style, etc., on the cultivation and promotion of teachers' aesthetic quality, play an inestimable role. In the new era, we should cultivate

and enhance the aesthetic quality of teachers. We must pay attention to the construction of campus cultural connotation.

5. Conclusion

It is not a matter of one day to improve the aesthetic quality of teachers. For individual teachers, they should supplement the ontological knowledge of aesthetics and hone their classroom aesthetic education ability. In addition to professional, to enrich the spare time life, more contact with art activities. The lack of aesthetic quality not only hinders the work, but also is not conducive to the harmony of human nature. There is no other way to make the sensible man a rational man than first to make him an aesthetic man." For training institutions and trainers, we need to change the concept and have an overall mechanism. It is necessary to implement the curriculum setting and expert staffing. In terms of practical content, there should be teaching practice activities on aesthetic ideal, aesthetic taste, aesthetic perception, appreciation and creative ability, combined with appropriate evaluation and assessment mechanism. It is the value of aesthetic education and the embodiment of the wisdom of the trainer to lead the front-line teachers to break through the aesthetic circle in the vulgar, impetuous and utilitarian society with the courage to pursue poetry and distance, and to gain the meaning of life and the joy of life from these struggles.

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