

Research and Exploration on the Development System of Aesthetic Education in Higher Vocational Colleges in Fujian Province—Taking the Major of Aesthetic Education in Xiamen a College as an Example

Zelin Ma^{a,*}, Khunanan Sukpascharoen^b

Chakrabongse Bhuvanarth International Institute for Interdisciplinary Studies, Rajamangala University of Technology Tawan-ok, Bangkok, Thailand

^a1151447492@qq.com, ^bkhunanan_su@rmutto.ac.th

**Corresponding author*

Abstract: *Entering the 21st century, domestic higher education has entered a new stage of development, and unprecedented prosperity has occurred. There have been great breakthroughs not only in the overall scale of educational development, the number of new colleges, but also in the number of colleges and universities recruited. The healthy growth of college students and the cultivation of comprehensive literacy are not only the requirements for the socialist modernization ideological and spiritual civilization construction and development project, but also the guarantee for the successful implementation of the socialist modernization project, and aesthetic education is the development of college students. An important part that cannot be lost. Aesthetic education can not only cultivate sentiments, purify people's souls, and allow college students to clearly distinguish truth, goodness and beauty, but also improve their aesthetic judgment and creativity, so as to create a more sound character and a lofty spiritual realm, and finally achieve morality, intellectual, physical, and other aspects of comprehensive and harmonious development.*

Keywords: *University and College; Aesthetic Education; Professional Status; Countermeasures*

1. Introduction

Entering the new century, Chinese university education has entered a new stage of booming, and there has been a prosperous picture of the campus. In response to social transformation and new needs for the continuous provision of innovative high-level talents in my country, there is still obvious defects in the aesthetic education education in colleges and universities. In terms of schools, the basic learning situation of college students in some colleges and universities is not satisfactory, the enthusiasm of learning is not high, the purpose is not clear, and the mentality of learning is unclear. In these cases, the development of school aesthetics is difficult. In terms of colleges and universities, college education is only satisfied with the teaching goals of practical technology and professional knowledge that enables students to master the practical technology and professional knowledge in social positions or service industries, that is, educating students must have the basic ability and qualifications needed to move towards social work, and ignore the students' aesthetic aesthetics. The development of basic quality has diluted the significance of the cultivation of school aesthetic education in colleges and universities. It is understandable to attach importance to professional and technical knowledge and cultivate technical application talents in the teaching of colleges and universities. It is lacking and imperfect. Although the students have a high professional and technical level and knowledge, they lack noble sentiment, sound personality, and lack of rich thinking and social emotions. When such a student goes to the social production industry, how creative creativity and talent can be creative.

In order to cultivate high-quality and composite talents, the school needs to adopt practical and effective measures to put aesthetic education teaching on the field, so that the spirit of quality education can be truly implemented, so as to meet the needs of national and society for high-level talents. Based on this premise, the in-depth research on the aesthetic education of colleges and universities is also very necessary. Therefore, the author of this chapter has studied the implementation status and reasons for the

implementation of the aesthetic education in colleges and universities on the theoretical basis of the aesthetic education research of colleges and universities, and tried to provide specific countermeasures to provide aesthetic education in colleges and universities.

2. Manuscript Preparation

2.1 *The status quo of foreign aesthetic education*

The proposal of the concept of aesthetic education dates back to the 18th century. German aestheticist Schiller explained the image, emotion and spiritual feelings of beauty in the "Aesthetic Education Book Simplified" [5]. The split of human nature can bring people's longing for freedom and beauty, thereby achieving human freedom and harmonious development. At the same time, it also provides more possibilities for the combination of sports and aesthetics. Reitz (1984) [6] pointed out that art is a high - level satisfaction of human survival and development, and can improve the level of human development between the spiritual layers; Smith (1988) [7] believes that Aesthetic education has the fun of enhancing people's daily lives and improving people's thinking the meaning of ability [10].

1) In the 18th century, Boma first proposed that beauty research targets were perceptual, and aesthetic education is emotional education [4].

2) At the intersection of the 18th and 19th centuries, Schiller published the book "Aesthetic Book Simplified" theoretical elaboration of Aesthetic Education, proposing that Aesthetic education was emotional education. Schiller is the first theorist in human history to propose the concept of "aesthetic education" and comprehensively elaborate [5].

3) In modern times, Marx proposed that aesthetic education was built in accordance with the laws of beauty [6].

2.2 *Domestic aesthetic education research status quo*

Aesthetic education is the main component of basic quality training. It plays a role in students' ideological morality, psychology, cultivation and healthy development of students' intelligence. Aesthetic education is the education of people's aesthetic talents, aesthetic tastes, mobilizing people's emotions, purifying people's souls, forming a positive and healthy personality, and cultivating people's comprehensive and harmonious and healthy education. There are different explanations in the concept of aesthetic education.

Peng Feng (2021) believes: "Aesthetic education is an artistic teaching based on the laws of aesthetics, and other various teachings carried out by aesthetics." [1]

Sun Mingming (2019) pointed out that aesthetic education is the aesthetic ability of the aesthetic body of society, aesthetic awareness, and creating beauty talents in practice, making them seeking its own integrity, and using the aesthetic method to sense the body and mind, purify, improve, improve yourself Teaching method of thinking realm [2].

Lu Qian et al. (2020) pointed out that Aesthetic education is a healthy cultural aesthetic, cultivating and developing learners to identify the talents of beauty and creative beauty, and cultivate the basic education of learners' lofty aesthetic sentiments and social civilization literacy [3].

2.3 *Research on Aesthetic Education Value*

Aesthetic education plays an important role in quality education and can promote the comprehensive development of people. As a scientific concept, Aesthetic Education is proposed by tongue with moral education, intellectual education, and sports. It is incorporated into the basic policy of education at home and abroad. This fully shows that Aesthetic education is an indispensable organic component that promotes comprehensive and harmonious development.

Aesthetic education has unique educational content, educational methods, and education methods, and penetrates it into the entire process of human healthy development to play a unique function of Aesthetic Education. Suhomlinski, a great educator in the Soviet Union, once said: "Correct understanding and understanding the laws of aesthetics. This is the cornerstone and key of literary and cultural aesthetic teaching. Emotionally, it will be helpless to all beauty. Mr. Ronfield, a representative of Aesthetic Education, believes that the main contribution of Aesthetic Education to people's education

systems and social activities is to emphasize the development of human personality and creative potential, especially in harmony. Regulate everything in the development of human beings, so as to cultivate a comprehensive and harmonious individual.

2.4 Research significance

Theoretical

At present, there are many research results on school aesthetic education theory, and they have made great progress, but the research results on school aesthetic education are relatively small, and basic theoretical research is also thinner. The author decided to investigate and study the status of relevant articles and investigate the status quo of Xiamen A in Xiamen in Fujian, based on the current aesthetic education theory, combined with the results of the aesthetic education in Xiamen A college in Fujian, to make a deeper analysis and discussion on the aesthetic education issues of colleges and universities. It proposed a scientific theoretical basis for the development of Aesthetic Education in Xiamen A in Fujian. Similarly, it can also enrich China's aesthetic education theory.

Practical significance

Through the research on the case of Xiamen A school in Fujian, and a combination of questionnaire surveys and visits, the school aesthetic education was conducted in an all-round way. Through a good questionnaire survey and visiting, educators of colleges and universities will have a deeper understanding of the aesthetic education associations of colleges and universities, and have a clearer understanding of the problems faced by colleges and universities in order to facilitate the school's higher education staff to discover the crux of the problem. Give a more specific solution countermeasure, and put forward a basis and reference for the development of the school's future aesthetic education work. In this way, it will promote the development of school aesthetic education work and will also actively guide the development of colleges and universities [7].

At present, the study of academia's aesthetic education system in college includes the aesthetic education curriculum system, aesthetic education evaluation system, aesthetic education theoretical system, aesthetic education implementation system, and the construction of aesthetic education system based on various angles, but the overall "college aesthetic education system" research is not enough. The content of the research results with the theme of the "Construction of University Aesthetic Education System" is mostly based on the methods, channels, and content of the aesthetic education system of colleges and universities. There are also many cases of aesthetic education education in colleges and universities, such as: Zhang Jingyi's "Research on the Status of Aesthetic Education Practice in Universities -Taking the Aesthetic Education School of the University as an example" and so on. The research of the case is basically studying the status quo of the aesthetic education in the selected case, and the lack of overall research on college aesthetic education system. This study will conduct a shallow analysis of the "construction of local universities aesthetic education education systems", which will help the innovation and development of aesthetic education theory in colleges and universities.

2.5 Research method

This research focuses on the study of school aesthetic education through literature research law, questionnaire survey law, access research law, and case survey law.

2.6 The purpose of the aesthetics of colleges and universities

In the final analysis, the existence and development of colleges and universities must promote the overall growth of people, and to cultivate all-round development talents such as morality, wisdom, physical, beautiful, and labor. It is committed to the balanced utilization and healthy development of various educational resources, and Aesthetic education is the most important content. In order to promote the comprehensive development of people, it is necessary to organically coordinate the organization logistics management of teaching, intellectual education, exercise, and aesthetic education to promote the healthy and vigorous development of students in the one of people and things of people. It is necessary to carry out various quality education activities, and the significance of aesthetic education is unparalleled [8].

Aesthetic education is an important part of ideological and political education in colleges and universities. Therefore, doing a good job of aesthetic education in universities is an important

manifestation of implementing the fundamental task of Lide Shushu, and an important part of improving the system of college education. It is essential for the research of Aesthetic Education in colleges and universities. Based on the reading and investigation of the literature, this article will explore how to build a local university aesthetic education system. To build an aesthetic education education system for colleges and universities, we must first clarify the guiding ideology of building an aesthetic education system for local universities, establish the principles of building local universities aesthetic education education, and determine the construction content of the aesthetic education education system of colleges and universities [9].

3. Investigation and analysis of the status quo of aesthetics of colleges and universities

3.1 A case study of Xiamen A University

3.1.1 Survey Objects

The subjects of this study are students, teachers and educational administrators of Xiamen A College.

3.1.2 Investigation method

The survey consists of two parts: questionnaire and interview.

3.1.3 Questionnaire Design

The content of the questionnaire design is "Questionnaire Survey on the Status of Aesthetic Education of General College Students in Colleges and Universities" (see Appendix 1), " Questionnaire Survey on the Status of Aesthetic Education of Professional Teachers in Colleges and Universities" (see Appendix 2), and Questionnaire Survey on the Status of Aesthetic Education in Colleges and Universities (Teaching Management Questionnaire) (see Appendix III).

3.1.4 Issuance, recovery and processing of questionnaires

Questionnaire survey distribution The freshman, sophomore, third and fourth grade students, teachers and teaching staff of Xiamen A University were selected, 300 questionnaires were issued to the students, 277 valid questionnaires were recovered, and the recovery efficiency was 92.33%: yes Teachers issued 100 questionnaires, 88 valid questionnaires were recovered, and the recovery efficiency was 88%. A total of 50 questionnaires were issued to teaching managers, 44 valid questionnaires were collected, and the recovery efficiency was 88 %. The data collected from the questionnaires and the survey results were analyzed by software systems such as Spss19.0 and Excel.

3.2 Analysis of Case Investigation Results of Xiamen A University

3.2.1 Summary and analysis of students' aesthetic education

(1) Investigation and analysis on the understanding of aesthetic education

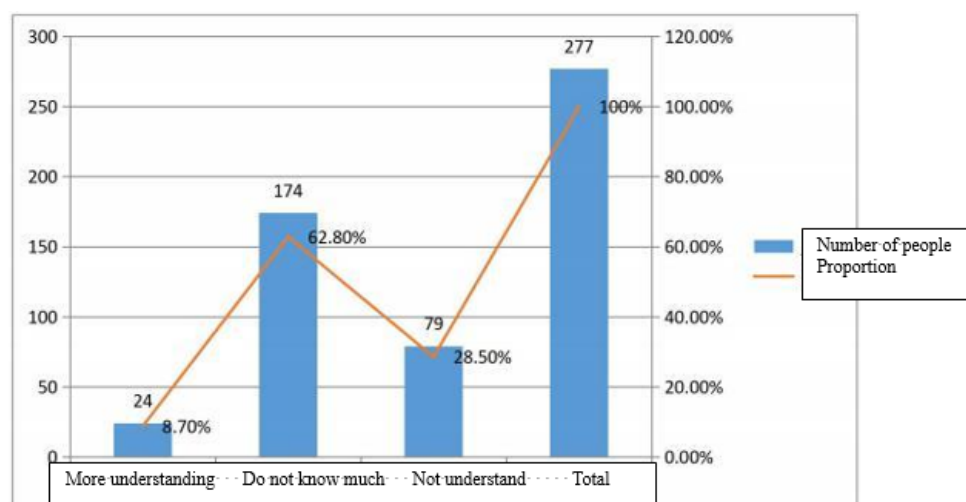


Figure 1: Survey on understanding of aesthetic education

As can be seen in Figure 1, among all the students in the sampled colleges and universities, 28.5 % did not know about aesthetic education courses, and 62.8% did not know about aesthetic education courses. 8.7% of the test students. Similarly, from the questionnaire survey, 5% of the students felt that art did not exert any influence on the whole education and teaching process in colleges and universities, while 90 % of the students felt that art, to varying degrees, played an important role in cultivating the ability to appreciate art aesthetics, enhancing Learning psychological strength, promoting the vigorous development of learners' thinking ability, and building a harmonious school have all played a great role. It can be seen that the special attraction emanating from art cannot be truly understood by all students in the whole university. In this questionnaire survey on how to understand aesthetic education teaching: 20 % of college students think that aesthetic education courses refer to ideological and moral education, 45% of college students think that aesthetic education is the cultivation of aesthetic talents, 26% of college students think that aesthetic education courses It is artistic ability training education, and 8% of college students think that aesthetic education courses are other forms of education.

(2) Investigation and analysis of college students' hobbies

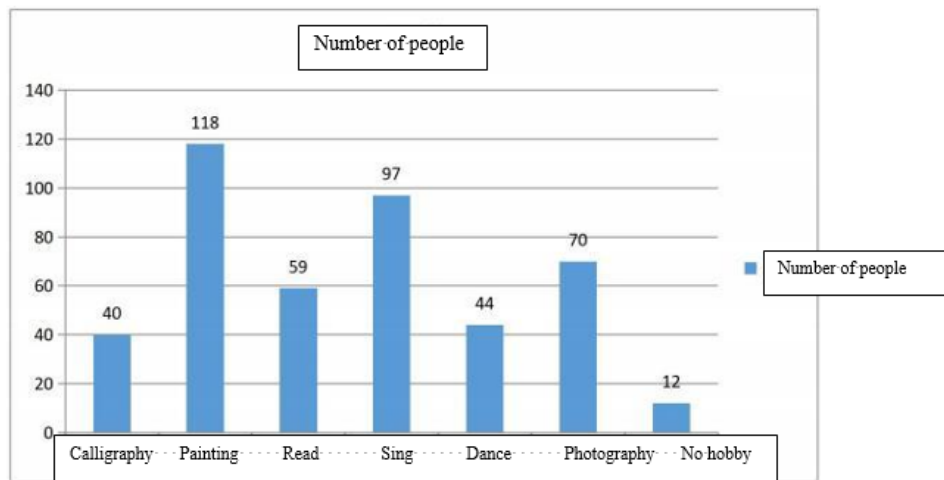


Figure 2: Interests and hobbies survey

As can be seen in Figure 2, in the research on the amateur interests of college students, the majority of college students are interested in amateur social activities, such as painting and singing. The choice of reading, photography, dancing, and calligraphy also accounted for a considerable proportion, but all of them were more than 30%. Another 4% of college students chose to have no hobbies. Despite this, college students also feel that hobbies are of great significance to enriching their extracurricular life and improving their self- quality at different levels. The time is less than one hour, 23% of college students spend about 1-2 hours in hobbies, 24% of college students spend 2-4 hours in hobbies, and only 10% of college students are interested Hobbies invest more than 4 hours.

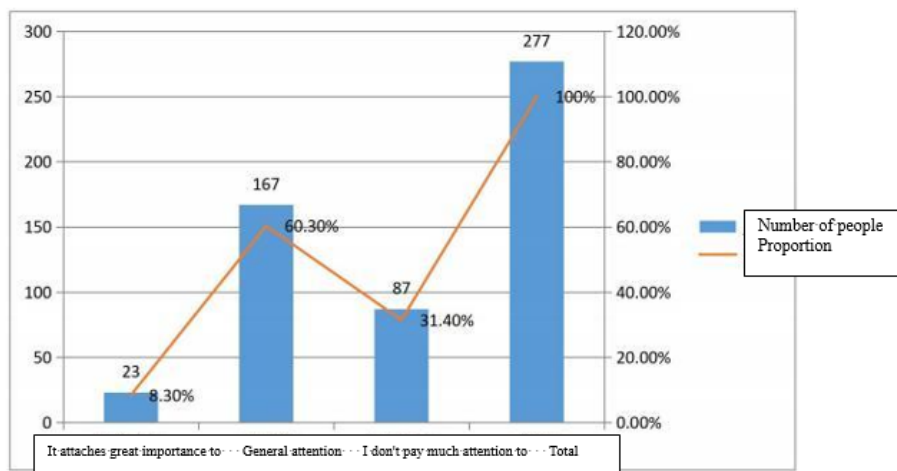


Figure 3: Survey on the degree of emphasis placed on the development of aesthetic education by the university

Specifically, how does your university attach great importance to the development of aesthetic education, It can be seen from Figure 3, 8.3 % of the students think that the school attaches great importance to the development of aesthetic education, 60. 3 % of the students think that the school attaches great importance to the development of aesthetic education, 31.4% of the students think that the school attaches great importance to the development of aesthetic education. The students felt that the school paid little attention to the development of aesthetic education.

3.2.2 Summary and analysis of teachers' aesthetic education

(1) Teachers' cognition of aesthetic education

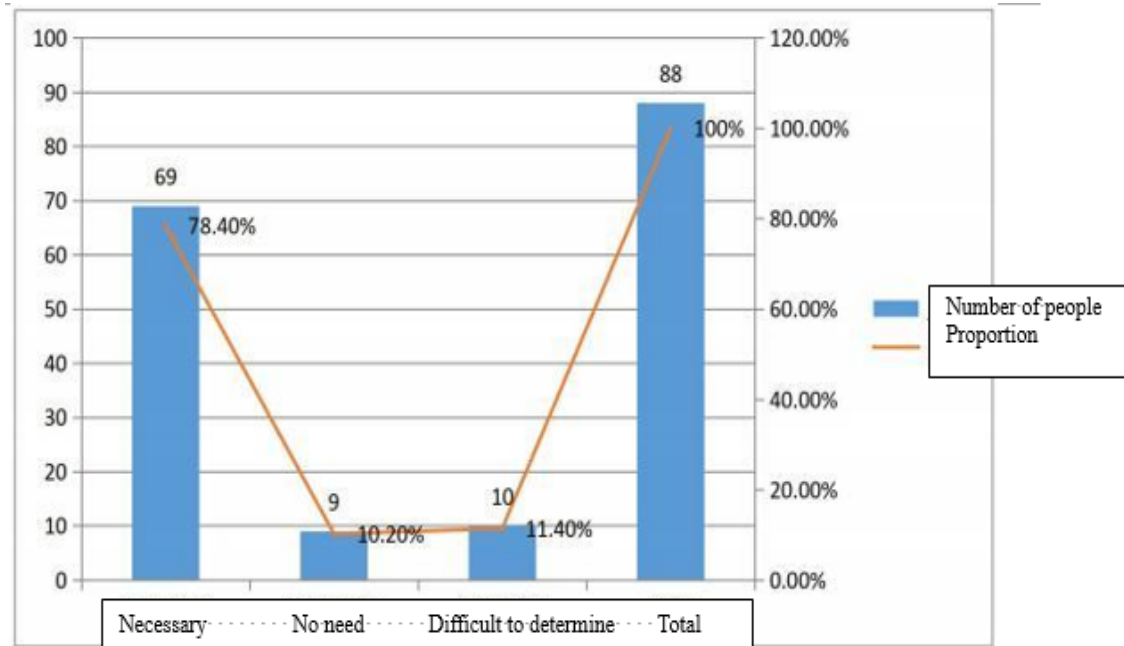


Figure 4: Survey on Teachers' Aesthetic Education Cognition

As can be seen from Figure 4, 78.4% of the teachers hold a positive attitude towards the issue of whether aesthetic education is necessary in ordinary colleges and universities, and believe that aesthetic education is necessary. However, there are other differences. Among them, 10.2% of teachers believe that the impact of aesthetic education on the teaching of the entire education system is negligible, so it is unnecessary to carry out aesthetic education- related teaching and infiltrate it into various professional courses, while 11.4% of teachers with an unsure attitude. Do you think it is necessary for schools to infiltrate aesthetic education into the professional courses of various subjects? Through big data analysis, it is known that some teachers hold a negative attitude towards the issue of whether aesthetic education is necessary in colleges and universities.

Regarding the research on whether teachers should master theoretical cultivation related issues such as art and aesthetic education, 6% of the teachers held unnecessary views, and 10% of the teachers held unsure views. Regarding the question of whether they have conducted professional training or training related to aesthetic education, 70% of the teachers have never conducted aesthetic education- related training or professional training, and only 3 0% of the teachers have done it once or twice. It can be found that most of the teachers in this college have a very weak awareness of aesthetic education. To become a teacher, in addition to mastering knowledge, you must also master other professional knowledge. Therefore, the theoretical accomplishment of art and aesthetic education is a quality that every teacher must master. Teachers can cultivate their aesthetic education quality through aesthetic education research, training, and reading aesthetic education books. On the whole, the school is a relatively young teaching team. This team will be able to bring a lot of new elements to the school and bring unique ideas to the development of aesthetic education on the entire campus, thus injecting fresh vitality into it.

These college teachers also agree to varying degrees that aesthetic education has a certain attitude towards promoting the improvement of college students' literacy, improving the level of running schools, and whether they need to master the professional knowledge of aesthetic education. However, at the same time, we must also see some problems faced by this indispensable teaching team.

3.2.3 Summary and analysis of school management personnel

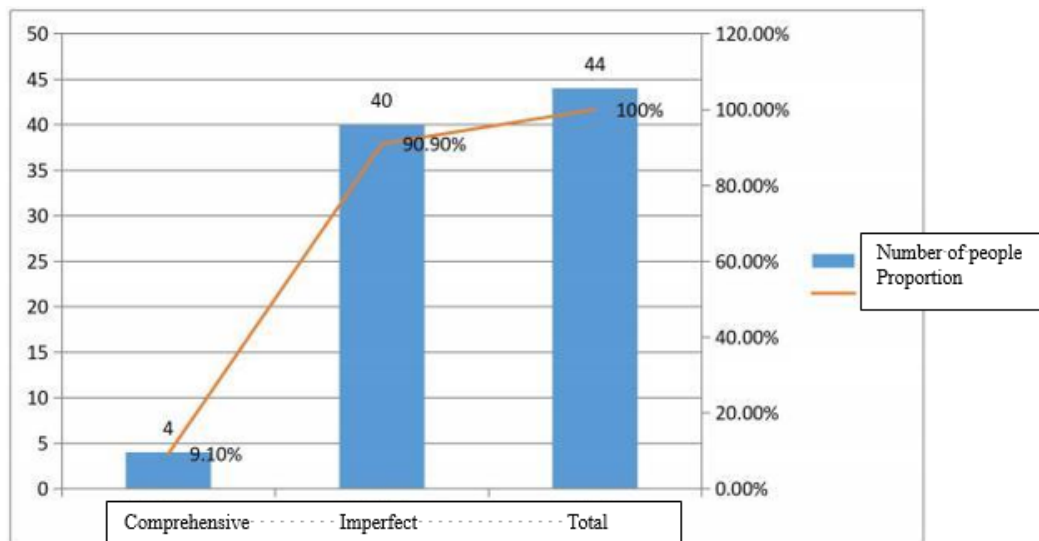


Figure 5: Survey on the Perfection of School Aesthetic Education

Figure 5, it can be seen that the administrators of the colleges and universities participating in the survey are aware that the establishment of aesthetic education courses is very necessary. However, from the research results of whether the discipline setting is sound, we can also find that the aesthetic education discipline setting in colleges and universities is not the same. Not sound.

4. Conclusion

4.1 Analysis of the problem of aesthetic education in Xiamen A University

In order to facilitate the aesthetic education status of Xiamen A college, the author carried out investigations on students, teachers and moral education managers of colleges and universities, and conducted analysis of big data statistical analysis and analyzed data analysis conclusions. Through analysis, the author summarizes the problems faced by the current campus aesthetic education in colleges and universities from the aspects of campus, teachers, and campus management.

4.2 Existing problems in college students

After a long-term research and analysis of the aesthetic education status of college learners, the author summarizes the problems of the existence of aesthetic education in colleges and universities, which are mainly reflected in the following aspects:

1) General lack of aesthetic education knowledge

During the study of colleges and universities, except for students in art majors to receive aesthetic education in art, students in the remaining majors are quite lacking. This result has made college learners aesthetic education generally lack of aesthetic education. The aesthetic awareness is weak, and even the aesthetic appreciation ability is not high.

2) Lack of correct aesthetic attitude

The aesthetic mentality refers to a subjective method that transcends utilitarian utilitarianism in human life. The current changes in the economic and social structure are mainly based on the development of the market economy, but with the increase in the share of society in the entire market, the share of the entire market has gradually increased. At the same time, due to the influence of some decaying thinking, culture and the development of the socialist market economy, it slowly affects college learners, so that some college learners have no correct aesthetic mentality.

4.3 The problems existing in teachers

1) Teachers are weak

In the process of transition from the trial education to quality education, colleges and universities, although a lot of majors have been launched on a large scale, because the school does not effectively supplement teachers, it has hired many schools in schools.

2) Improve your aesthetic aesthetic consciousness

It is seen from the investigation that teachers who have not undergone aesthetic education during the inauguration account for nearly 70%, and only 20% of teachers who can read the aesthetic education books on a regular basis. From the survey statistics, it can be seen that as a teacher who has paid attention to modernization and the times does not pay attention to the development of their own aesthetic education consciousness, and does not use the methods of reading, training and other methods to cultivate their own aesthetic quality. Aesthetic education goals, but they are often done with satisfaction, but how the specific results should not be considered too much. These are the reflection of the teacher's own aesthetic consciousness.

4.4 Problems existing in school management

1) The idea of running school needs to be improved

Although the Ministry of Education has further improved the guidance of the overall schooling ideas of education in Chinese universities in my country, the school's education guidance ideas are not perfect. At the same time, the school is not as obvious as the field of morality, intellectual education and other fields in the field of aesthetic education. Even the school managers have not paid much attention to the field of beauty education. Image.

2) Aesthetic education course setting needs to be improved

One of the key signs of the implementation of the aesthetic education in the school is that each discipline must have corresponding disciplines. The setting and construction of the aesthetics and repair courses is also a key link in the development of the school's aesthetic education, which is directly related to cultivating the quality of teaching. By understanding all the disciplines involved in various disciplines in the school, the author found that he has very few elective courses for aesthetic education. Electric courses such as artistic introduction, life art, and film appreciation have not been carried out. Curriculum, Aesthetic Election has not been included in the conventional curriculum outline, which will inevitably affect the widespread application of Aesthetic education among college students.

5. Suggestions

5.1 Cultivate college learners' aesthetic consciousness

Universities can lead college learners to appreciate aesthetics in the fields of nature, human society life, literature and art, science and other categories, and encourage active participation and full-hearted investment, so that college learners can feel beauty and enjoy pleasure. The development of consciousness can allow college learners to spontaneously cultivate aesthetic consciousness under the cultivation of the beauty of nature, the beauty of social life, and the beauty of art. Negative impacts, and finally achieve the ultimate requirements of the balance between people and nature, people and society, and even people and people, and finally achieve the purpose of good aesthetic ability.

5.2 Improve the implementation of aesthetic education in the quality of teachers

Teachers are the spreaders of scientific knowledge and the spread of beauty. How to effectively integrate aesthetic education in the process of moral education teaching, the key lies in the teacher. Professional teachers in colleges and universities infiltrate the aesthetic consciousness and humanistic emotions in discipline teaching. Such teaching concepts are more suitable for the needs of quality training for teachers. The implementation of conscientious aesthetic education refers to the teaching of the principles of aesthetics after colleges and universities teachers. For college teachers, aesthetic quality is a very valuable psychological quality. The aesthetic quality of colleges and universities is the basic requirements and fundamental guarantee for the aesthetic education in colleges and universities. Therefore, college education must have a certain aesthetic quality, and with a high aesthetic ability and healthy aesthetic taste, to choose and accept the object of beauty, to obtain a richer aesthetic experience, so as to use their own quality to influence and cultivate college students.

5.3 Improve Aesthetic Education Management System Guarantee

In response to the problems existing in the selection and settings of school textbooks at the university stage, schools in colleges and universities should first integrate and optimize the composition of teaching plans and disciplines. Basic theoretical knowledge, art and aesthetic teaching principles, etc., or conduct elective professional courses such as music appreciation, painting appreciation, literary and art courses, calligraphy, etc. Secondly, the aesthetic education plan is listed as a teaching plan, and it is necessary to ensure that there is enough time, and a certain period of time should be set, and the assessment mechanism is closely standardized. Third, hold a seminar. Universities can hold a special lecture on the aesthetic education every other month. According to a series of practical problems facing college students, they will conduct a targeted special teaching lecture and fully combine theory and practical. Code for appreciation and judgment. In addition, colleges and universities can also conduct school -based courses for the specific population of college learners, and gradually tap potential to develop the formal form of aesthetic education classrooms that colleges and universities are most happy to contact.

References

- [1] Wei D U. *On the Role of Aesthetic Education in School Education [J]. Journal of Aesthetic Education (Misc)*, 2011, 4.
- [2] Schiller F. *On the aesthetic education of man [M]. Penguin UK*, 2016.
- [3] Li Tiandao. *A Brief History of Western Aesthetic Education [J]. 2015.*
- [4] Li Guoxing. *On the promotion of aesthetic education to the all-round development of college students [J]. Journal of Jinzhong University*, 2012, 29 (5): 86-88.
- [5] Xue Hong. *Research on Aesthetic Education and College Students' Growth [J]. Journal of Chongqing University (Social Science Edition)*, 2017, 23 (5): 144-150.
- [6] Lu Qian, Cui Aiguo. *On the role of aesthetic education in higher vocational colleges [J]. Xiang Chao: Theory Edition*, 2010 (11): 116-116.
- [7] Sajnani N, Mayor C, Tillberg-Webb H. *Aesthetic presence: The role of the arts in the education of creative arts therapists in the classroom and online [J]. The Arts in psychotherapy*, 2020, 69: 101668.
- [8] Liu Yuedi. *From 'life aesthetic education' to 'ornamental civilization'-how to move towards an aesthetic 'civilized ecology' [J]. Journal of Hangzhou Normal University: Social Science Edition*, 2013, 35 (4): 87-91.
- [9] Mo Xiaohong. *On Cai Yuanpei's acceptance of Schiller's aesthetic education [J]. Journal of Hunan University of Science and Technology: Social Science Edition*, 2012, 15 (3): 38-41.
- [10] Su Yan. *On the role of aesthetic education in quality education in higher vocational colleges [J]. Vicissitudes*, 2011 (2): 191-192.