

The Current Situation and Countermeasures of the Construction of Aesthetic Education Teachers in Universities in the New Era

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Abstract: *The construction of aesthetic education teaching staff is a key factor affecting the long-term development of universities and the improvement of aesthetic education teaching level. In the context of teaching reform, the construction of aesthetic education teaching staff is facing new requirements. Firstly, a brief introduction is given to the current situation of the construction of the aesthetic education teacher team in universities in the new era. Based on the analysis of the shortcomings in the construction of the teacher team from three aspects: the unreasonable structure of the teacher team, the low level of aesthetic education knowledge, and the overall tight allocation of the teacher team, a "dual teacher" teacher team structure is formulated and constructed, regular training of the aesthetic education teacher team is carried out, and the virtues of teachers are strengthened. Strategies such as shaping personality and establishing a sound management mechanism for the teaching staff will be taken to further improve the construction structure of the aesthetic education teacher team in universities and improve the actual effectiveness of aesthetic education teaching.*

Keywords: *Aesthetic education teaching; Construction of teaching staff; Construction status; Countermeasures for the construction of the teaching staff; Teacher training; Aesthetic education courses*

1. Introduction

Aesthetic education, also known as "aesthetic education", is mainly a diversified education method that cultivates students' correct aesthetic views, helps them to have correct aesthetic standards, and develops their ability to appreciate and create beauty under a specific environment [1]. There are many factors affecting the effect of aesthetic education in colleges and universities, and the teacher team is the most critical and important one [2]. Teachers are an important part of knowledge dissemination at any time. In the social environment of the new era, some colleges and universities are eager to carry out teaching reform, but ignore the construction of teachers' teams in aesthetic education, which will result in incomplete teaching structure to a certain extent, and it is difficult for students to establish a close connection between innovative thinking and aesthetic education knowledge in the process of learning at school. It affects the daily teaching effect [3].

Not only that, but there are also some universities that do not regularly and reasonably train aesthetic education teachers, and the design of course chapters and the introduction of knowledge content are not comprehensive, resulting in inconsistent knowledge learning for students and the situation of "learning without precision" [4]. To avoid the occurrence and extension of the above problems, an analysis is conducted on the current situation and countermeasures of the construction of the aesthetic education teacher team in universities in the new era. To ensure the authenticity and reliability of the final analysis results, a more realistic environment was chosen as the analysis background. Based on the actual construction of university aesthetic education and teacher teams, existing problems were extracted, and response plans were designed according to specific situations. The requirements of teacher team construction were fully followed, and diversified training methods were adopted to focus on improving the comprehensive literacy level of teachers and deepening their own abilities, constructing a new pattern of aesthetic education [5].

2. Current situation of the construction of college aesthetic education teachers in the new period

In fact, universities have greater autonomy in the selection of talents and the appointment of teachers [6]. At present, the aesthetic education teachers in colleges and universities generally do not form a separate team, some schools think that the importance of aesthetic education teaching is not high, and the teachers are usually teachers of other courses at the same time. Although they can achieve the expected aesthetic education teaching objectives, the teaching effect is not significant, and students have not experienced systematic teaching, so it is difficult to put the aesthetic education knowledge they have learned into practice. Further teaching of aesthetic education knowledge is hindered [7].

At the same time, the vast majority of vocational colleges still implement a teaching system that combines full-time and part-time teaching, with a relatively low proportion of full-time teachers in aesthetic education courses, and more of them are external teachers. They are not familiar with the aesthetic education learning situation of their own students, and the designed teaching chapters and structures do not match the actual situation, which increases the difficulty of students' learning.

In addition, there are also cases where retired teachers are re hired to form a team of aesthetic education teachers. In fact, although retired teachers have rich teaching experience, they are generally older and have slower knowledge updates. However, the knowledge of aesthetic education teaching is not fixed and needs to be constantly defined with the changes of the times and society, which can easily lead to the solidification of aesthetic education teaching and the current situation of teacher team construction is relatively worrying.

3. Analysis of weaknesses in teacher team building

3.1 Unreasonable structure of teachers

The reasonable construction of teachers' structure is also one of the important factors affecting the effect of aesthetic education teaching. Usually, most colleges and universities do not have a clear understanding of the proportion of teachers. They just blindly recruit replacements without reasonably planning the level of teachers. In particular, the course of aesthetic education is difficult to teach and requires teachers to have comprehensive teaching ability. If the structure of teachers is not properly planned, it will be difficult to achieve the expected teaching effect.

In addition, some universities also use educational background and teaching experience as the main reference for evaluating the level of teachers and planning the structure of teacher teams. The allocation of old, middle, and young teachers is not scientific, which not only affects the daily teaching effectiveness, but also increases the pressure on teachers, and the rationality of the structure is significantly low, affecting the implementation of subsequent aesthetic education teaching work.

3.2 Low level of aesthetic education knowledge

In some colleges and universities, the importance of task-based aesthetic education is not high, so there is no need to build a scientific team of teachers. Instead, emphasis should be placed on professional disciplines. This is wrong. In fact, aesthetic education teaching is the foundation, more should improve the construction of teachers, to ensure their own level of aesthetic education knowledge. In fact, the reasons for the low knowledge level of aesthetic education teachers in colleges and universities can be roughly divided into two kinds: one is the mismatch between teachers' major and aesthetic education teaching.

Many teachers, while teaching their own professional courses, also serve as teachers of aesthetic education, which invisibly increases the work pressure of teachers and is an irresponsible behavior for students, resulting in difficulty in achieving the expected teaching goals. The second is the lack of training in the later stage. After the establishment of the aesthetic education teacher team in universities, there is no corresponding training plan or program, and some teachers' aesthetic education knowledge level is still in the initial stage, and there is not much improvement in the teaching process, and the existing problems have not been solved.

3.3 The overall allocation of teachers is too tight

The overall tight allocation of teachers is one of the main problems existing in the construction of

teachers. The balance of student - teacher ratio is an important index to measure the teaching efficiency of college teachers. The vast majority of colleges and universities reduce the size of the teacher team, such behavior will cause the tension of teachers, teachers work pressure increases, the total number of high-level excellent teachers is insufficient, uneven distribution, difficult to complete the set aesthetic education teaching objectives. At the same time, the formation of the team of aesthetic education teachers in colleges and universities is relatively simple, not comprehensive, teachers lack of innovation ability and learning ability, which is not conducive to the improvement of the team of teachers.

4. Strategies for the Construction of Aesthetic Education Teachers' Team

4.1 Building a "Double Teacher" Teaching Team Structure

The so-called "double qualified" teachers mainly refer to teachers with "double certificates" or "double professional titles". Due to the variability and transformation of aesthetic education teaching content, there are great requirements for teachers' own teaching level, and "dual teacher" teachers can precisely meet the requirements of aesthetic education teaching. In the process of hiring teachers, schools need to first test and verify the personal abilities of teachers, and after gaining a certain understanding of the basic aesthetic education teaching level in the classroom, guided by daily aesthetic education teaching, set phased teaching testing goals, and set testing structures to verify the degree of control of teachers over the aesthetic education classroom, thereby ensuring the quality of their daily teaching. At the same time, a one case, one discussion system can be adopted to enhance the targeted structure of the "dual teacher" teaching team, improve the innovative ability of aesthetic education teachers themselves and their ability to accept new knowledge. The internal structure of the "dual teacher" teaching team can be adjusted from multiple aspects, gradually forming a circular teaching system. In the changing teaching environment, teachers can also establish their own rules and standards to ensure the stable delivery of aesthetic education courses, gradually improve their personal teaching level, and further enhance the overall teaching quality of universities.

4.2 Carry out regular training of aesthetic education teachers

Teaching training is a very important and crucial link for teachers after their entry. Different from other disciplines, the knowledge of aesthetic education is closely related to the development of society, so the knowledge and information of teaching are more changeable. To carry out scientific and reasonable training activities on a regular basis can not only strengthen the teaching level of teachers, but also narrow the relationship between teachers, enhance the cohesion of teachers, and facilitate the exchange and communication of daily aesthetic education teaching. In addition, the training mode of aesthetic education teachers should be set according to the actual learning situation of students, and multi-level teaching objectives should be set as far as possible. In this way, teachers' teaching ideas can be opened, teaching logic more in line with the reality can be established, which is conducive to the improvement of classroom teaching effect.

4.3 Strengthening the Construction of Teacher Ethics and Conduct

The main concept of the construction of the aesthetic education teacher team is to make "the development of teacher ethics leads to the development of education, and the development of education leads to the development of the nation", and to incorporate teacher ethics training into the necessary conditions of the team construction. We can establish a system of teacher ethics to regulate teachers' behavior and define the obligations and responsibilities that teachers need to bear. Establish a complete assessment mechanism and regularly verify the professional abilities and ethics of teachers. This part can expand the actual construction scope, form a cyclical construction structure, establish correct ideological concepts and value orientations, abandon the idea of seeking quick success and personal value, and create a good team atmosphere. On this basis, it is also necessary to divide the established assessment mechanism into four parts: evaluation, assessment, supervision, and rewards and punishments. Each link is a key constraint for the construction of teacher ethics and conduct, and each link needs to be independently executed. Based on this, it is also necessary to strengthen the sense of responsibility of aesthetic education teachers, take responsibility for the aesthetic education knowledge taught, be honest and innovative, and prevent improper teaching behavior. In addition, incorporating the construction of teacher ethics and professional conduct into the evaluation of professional titles, and

linking it to job promotion, can gradually create a positive teaching atmosphere of morality and further improve the diversified construction of the aesthetic education teacher team.

4.4 Establish a sound management mechanism for the teaching staff

The traditional teacher team management is mostly one-way control, and the effect and intensity of management are not high, which also leads to the neglect of management mechanism, lack of competitive consciousness and low teaching level of teachers in some colleges and universities. Therefore, in this context, it is extremely important to establish a benign management mechanism for teachers. First of all, we can introduce a competitive mechanism, adopt the way of "setting posts according to demand and hiring the best, conduct a wide range of selection of aesthetic education teachers, improve the appointment standards of teachers on the basis of ensuring the individual ability of teachers, and integrate management and teaching better. To set up a service mechanism, schools should gradually improve the social guarantee mechanism for teachers, create a stable and harmonious working atmosphere, and provide more relaxed security for teachers.

5. Conclusion

In summary, the above is the design and research analysis of the current situation and strategies for the construction of aesthetic education teachers in universities in the new era. Based on the actual situation of aesthetic education in universities, this study aims to analyze the specific situation of basic aesthetic education and teacher teams, identify issues that affect development, and design more targeted response plans. It clarifies the people-oriented teaching philosophy, strengthens the management standards of the aesthetic education teacher team, innovates the control and evaluation mechanisms, gradually improves the "dual teacher" teaching model, and enhances the quality and level of the teaching team from multiple aspects, laying a solid foundation for subsequent reforms of aesthetic education teaching methods.

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