

Curriculum development of calligraphy and painting appreciation and aesthetic education in vocational education from the perspective of cultural self-confidence

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Abstract: *From the perspective of cultural self-confidence, this paper explores the "1382 Model" of the development of calligraphy and painting appreciation aesthetic education curriculum of vocational education. The model focuses on the new requirements of the all-round development of people in the new era and the cultivation of high-quality skilled talents for the aesthetic education platform curriculum. It analyzes the positioning, regional development, teachers, technical conditions, resource construction and existing problems of the development of aesthetic education curriculum. The paper puts forward the fundamental task of building morality and cultivating people, following the three basic principles of "Excellent, profession and elite". It also talks about the eight steps of curriculum development and construction and closed-loop evaluation, the organic integration of ideological and political elements and the inheritance of Chinese excellent traditional culture. It tells more about the basic idea of developing the curriculum of calligraphy and painting appreciation and aesthetic education with the characteristics of vocational education, which is integrated design, traceless integration, endogenous cultivation and compound promotion.*

Keywords: *cultural confidence, vocational education type, calligraphy and painting appreciation, aesthetic education course*

1. Introduction

In October 2020, the general office of the CPC Central Committee and the general office of the State Council issued the opinions on comprehensively strengthening and improving school aesthetic education in the new era, which pointed out to train socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor. Adhere to the simultaneous development of moral, intellectual, physical, aesthetic and labor education, integrate aesthetic education resources. Make up for the shortcomings of development, and improve the evaluation mechanism, which points out the direction and provides fundamental guidance for the reform and development of vocational education in the new era. Especially in the context of the great rejuvenation of the Chinese nation, it is of great practical significance to study and develop the curriculum development of calligraphy and painting appreciation and aesthetic education of vocational education.

2. The development of calligraphy and painting appreciation and aesthetic education curriculum of vocational education is the call of vocational education reform in the new era

2.1. The development of calligraphy and painting appreciation and aesthetic education curriculum of vocational education is the basic requirement of people's all-round development

Marxism holds that man is the subject of social practice, which is not only shaped by the real society, but also realizes his own development in promoting social progress. People are the decisive factor in what kind of society to build and what kind of goal to achieve^[1]. Vocational education not only teaches students the means to make a living and help them achieve a successful career, but also cultivates their all-round development. Through aesthetic education, students can have keen insight and richer creativity to help them cultivate sound personality, healthy psychology and become high-quality technical and skilled talents. Standing on the new historical starting point of accelerating the

construction of modern vocational education system, developing aesthetic education courses with the characteristics of vocational education types is the requirement of the times to cultivate high-quality technical and skilled talents.

2.2. The development of calligraphy and painting appreciation and aesthetic education curriculum of vocational education is the historical necessity of cultural self-confidence

Without a high degree of cultural self-confidence and cultural prosperity, there will be no great rejuvenation of the Chinese nation. Strengthening cultural self-confidence is inseparable from the cognition and application of the excellent traditional culture of the Chinese nation. Chinese calligraphy and painting art is compatible with poetry, calligraphy and painting and contains literature, history and philosophy. It contains the broad and profound spirit of Chinese culture and is the source of cultivating hundreds of millions of high-quality technical and skilled talents and enhancing artistic literacy. With the aesthetic education of Chinese calligraphy and painting appreciation as the carrier, we will educate students on the noumenon of Chinese calligraphy and painting art and the spirit of Chinese aesthetic education, so that students can understand the aesthetic characteristics, internal laws of development and external artistic expression trend of Chinese calligraphy and painting in a short time, and appreciate China's excellent and profound national aesthetic characteristics. It will also improve their aesthetic quality, cultivate sentiment, moisten the soul and stimulate innovation and creativity, and imperceptibly enhance the confidence of Chinese culture and cultivate students' inquiry ability and comprehensive problem-solving ability.

2.3. The development of calligraphy and painting appreciation and aesthetic education curriculum of vocational education is the need of vocational education reform

In the key points of the Ministry of Education in 2022, it is clearly proposed to speed up the improvement of the education system of moral, intellectual, physical, artistic and labor comprehensive training, so as to promote the healthy growth and all-round development of students. We will improve the aesthetic education curriculum system linking primary and secondary schools, strengthen the construction of aesthetic education teachers, and carry out an action plan for aesthetic education infiltration. However, in practical teaching, there are still many problems, such as insufficient investment in teaching funds, leadership energy, teaching, learning, old teaching contents and teaching methods [2]. Therefore, in view of the current needs of optimizing the positioning of vocational education types, steadily developing vocational undergraduate education, building high-level vocational colleges and majors, and accelerating the construction of modern vocational education system, it is of great urgency and pertinence to strengthen the development of aesthetic education courses of vocational education types.

3. The current situation of the development of calligraphy and painting appreciation and aesthetic education courses in vocational education.

The aesthetic education carried out by vocational colleges has experienced nearly 40 years of practical exploration in China, and has walked out of a teaching reform road of crossing the river by touching the stone. It has also made certain achievements in the development practice of calligraphy and painting appreciation aesthetic education courses, and the relevant theoretical research is constantly enriched. According to the investigation of the research group and the analysis of relevant data, due to the lack of ideological understanding, unbalanced regional development, shortage of teachers, technical level and conditions and other factors, there are still many problems in the development of calligraphy and painting appreciation and aesthetic education curriculum of vocational education. It mainly follows as:

3.1. Lack of understanding of curriculum positioning and low awareness of high-quality curriculum development

Calligraphy and painting appreciation and aesthetic education courses mostly exist in the form of elective courses and community activities. They are in a loose and casual state in the education and teaching process of talent training and do not pay enough attention. They are often important to say, secondary to do, and cannot be busy. There is a certain degree of misunderstanding. Many people believe that the educational goal of higher vocational colleges is to cultivate high skilled talents,

generally pay attention to the cultivation of students' professional knowledge and skills, relatively despise students' aesthetic education quality education, and the quality curriculum of calligraphy and painting appreciation is optional. Some schools do not attach great importance to the overall planning of the quality curriculum construction of the aesthetic education of calligraphy and painting appreciation. They not only invest less funds in the curriculum construction, but also do not include the aesthetic education quality curriculum of calligraphy and painting appreciation in the overall planning of the curriculum construction. Due to the above misunderstandings, the development of calligraphy and painting appreciation and aesthetic education quality curriculum of vocational education type lags, and lacks the consciousness of high-quality curriculum construction. In the long run, it is not conducive to the cultivation of high-quality technical and skilled talents of vocational education, nor does it meet the needs of cultivating students' all-round development of morality, intelligence, physique, beauty and labor.

3.2. The course content is scattered at random, and the research on the types of vocational education is not enough

In the great pedagogy, the Czech educator Comenius systematically expounds the teaching and learning links of teachers, teaching materials and teaching methods, which puts forward the reform ideas and specific methods for the core issues of the selection and compilation of teaching contents and teaching materials, and constructs the basic theoretical logic and operational framework of Teaching [3]. At present, the phenomenon of random calligraphy and painting appreciation aesthetic education courses in higher vocational colleges in China is relatively common. There are roughly three sources of course content selection: first, follow the calligraphy and painting appreciation aesthetic education course content of undergraduate colleges and normal colleges. Second, imitate the calligraphy and painting appreciation aesthetic education course content of secondary vocational schools. And third, organize relevant personnel to compile the calligraphy and painting appreciation aesthetic education course content. The third situation is less, and the other two types are more common. The selection of curriculum content mostly follows and imitates too much, and the selection of teaching materials is mostly undergraduate teaching materials. The difficulty is reduced, emphasizing theory and neglecting practice, which cannot meet the requirements of higher vocational education for application ability. Because the development of aesthetic education curriculum teaching materials is a long-term and systematic project, and the curriculum status is not high, no one is willing to invest too much time and energy, and lacks good subjective initiative, therefore, the number of teaching materials for the development of higher vocational calligraphy and painting appreciation aesthetic education curriculum for the type of vocational education is too small. Some colleges use self-made handouts, and most of them are only the experience summary of individual teachers, lack of certain systematizations and pertinence. The development of curriculum is inconsistent with students' personality development and knowledge structure, and cannot fully reflect the characteristics of higher vocational education, so it is difficult to realize effective aesthetic education.

3.3. Teaching methods are relatively backward, and the digital empowerment era is not well adapted

In January 2019, the Chinese State Council issued *the implementation plan of national vocational education reform*, which emphasizes the promotion of the implementation of *the three-education reform* as an important starting point for cultivating high-quality workers and technical talents. Higher vocational colleges take the new development concept as the guidance, establish a scientific teaching concept, take the teaching reform as the core and focus on the teaching capital construction, and promote the formation of a basic consensus on the implementation of the *three-education reform*, which can be described as hitting the spot [4]. It has been highly valued and widely carried out in the *three-education reform* of professional core courses, but it does not pay enough attention to the curriculum reform of aesthetic education. The teaching method is relatively single, the theoretical indoctrination is mainly or supplemented by some relevant video materials, and the practical application is insufficient. The teaching methods are relatively backward, aiming at knowledge explanation and focusing on teachers' teaching, and the use of new technologies, new ideas and new methods in digital teaching is less. Relatively pay attention to the teaching of the first classroom, the activities of the second classroom are not carried out systematically. There are few second classroom activities such as aesthetic education special lectures, lectures, social practice, calligraphy and painting exhibitions.

3.4. The course teachers are weak, and the construction of full-time and part-time teachers team is weak

With the rapid development of higher vocational education, there are more than 1,400 higher vocational colleges in China. The number of students in vocational colleges has increased sharply due to the expansion of enrollment year after year, which has brought great pressure on the already insufficient education and teaching resources, especially the lack and weakness of aesthetic education teachers. According to the document spirit of the Ministry of Education, there are certain requirements for the proportion of teachers in public aesthetic education courses in colleges and universities. However, it is found in the survey that almost no higher vocational college meets the requirements, and the most is to hire some part-time teachers to approach the required proportion. The teachers of aesthetic education in vocational colleges are mainly composed of three aspects: first, there are few relevant teachers in the public art teaching and research office, and the school rarely absorbs teachers of aesthetic education. Second, it relies on the professional teachers of the art college to teach beyond the workload and class hours, so it is difficult to ensure the teaching quality. Third, it is temporarily filled by teachers of other majors, part-time teachers and external teachers. Teachers' team construction and training are not paid enough attention. There are fewer teachers with high professional titles and high education, more teachers with junior and intermediate professional titles, and there are very few opportunities to send out for study and further study. It is not difficult to see that the weakness of the teaching team of aesthetic education quality courses in vocational colleges restricts the high-quality completion of aesthetic education.

3.5. There are relatively few teaching resources, and the course sharing platform is insufficient

Due to the emphasis on vocational skill training in the school running orientation of vocational colleges, insufficient attention and insufficient investment in aesthetic education quality education, relevant courses have become vulnerable groups, and few people pay attention to the curriculum development and optimization. It is mainly reflected in: first, the subject of curriculum development thinks less, and there are some randomness, great differences and lack of scientific preciseness in the selection of curriculum teaching content, the arrangement of teaching process, the construction of curriculum resources and teaching effect. Second, the development of calligraphy and painting courses in colleges and universities is relatively limited, and even the number of excellent courses is not enough, which affects the construction of calligraphy and painting courses. Third, the informatization level and resource sharing degree of curriculum construction are not high. And there is a lack of information resources such as high-quality shared courses or high-quality online courses with the characteristics of vocational education types, planning teaching materials, new loose leaf and work manual teaching materials.

4. Developing 1382 Model of calligraphy and painting appreciation and aesthetic education curriculum of vocational education

4.1. Adhere to the fundamental task of developing the curriculum of calligraphy and painting appreciation

According to the opinions on *Comprehensively Strengthening and improving school aesthetic education in the new era* issued by the general office of the CPC Central Committee and the general office of Chinese State Council, the development of aesthetic education courses for calligraphy and painting appreciation of vocational education should adhere to the fundamental task of building morality and cultivating people. We should run through the whole process of education and teaching, change according to events, advance according to the times and innovate according to the situation, and strive to cultivate new people of the times who shoulder the great task of national rejuvenation, cultivate socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor.

4.2. Follow the three basic principles of "Excellent, profession and elite"

"Excellent" means that at present, the country is vigorously launching and implementing the construction plan of high-level higher vocational schools and majors with Chinese characteristics, building a number of higher vocational schools and backbone majors that lead reform, support

development, Chinese characteristics and world-class, putting forward high requirements for aesthetic education in higher vocational colleges, and building high-level calligraphy and painting appreciation and aesthetic education courses. "Profession" refers to the current situation and characteristics of vocational education, the establishment of a professional team combining full-time and part-time development of calligraphy and painting appreciation and aesthetic education curriculum, the elimination of rough and refined, the development of professional curriculum content, and the improvement of aesthetic education level with high quality in a limited time. "Elite" refers to the positioning of aesthetic education courses in the talent training program of vocational education, which is limited to the constraints of human resources, financial resources, time and other conditions. It focuses on the development of high-quality online shared courses to achieve the inclusive sharing of curriculum resources, carry forward excellent traditional culture and enhance cultural confidence.

4.3. Eight steps of curriculum development and construction and closed-loop evaluation

4.3.1. Analysis of vocational teaching situation of sequential connection

The students of higher vocational colleges mainly come from secondary vocational schools, ordinary high schools and social youth. Secondary vocational schools also include vocational high schools, technical secondary schools and technical schools. The contents of aesthetic education in various schools are also different, and the aesthetic education quality of higher vocational students is uneven. In order to avoid disconnection and repetition with students' early aesthetic education as much as possible, orderly connection and reduce the consumption of educational resources. Investigate and analyze the knowledge structure, interest points, learning methods, learning time, students' feelings, sense of success and other factors in calligraphy and painting appreciation to make systematic preparations for the subsequent curriculum development or optimization in teaching content, teaching methods, teaching strategies and teaching effects.

4.3.2. The orientation of calligraphy and painting appreciation aesthetic education curriculum

The orientation of the calligraphy and painting appreciation aesthetic education course of vocational education is to cultivate high-quality technical and skilled talents with aesthetic cultivation, guide students to improve their personality cultivation, and enhance their awareness of cultural innovation. The aesthetic education platform course covers many areas and plays an important and irreplaceable role in people's all-round development. Therefore, it is necessary to establish the awareness of developing excellent courses, and incorporate the construction of the calligraphy and painting appreciation aesthetic education course into the plan. Integrate relevant resources and concentrate on the development and construction of public aesthetic education platform courses with large demand and wide coverage to support the all-round development of high-quality technical and skilled talents of vocational education.

4.3.3. The curriculum goal of cultural confidence in aesthetic education

The development of calligraphy and painting appreciation aesthetic education curriculum integrates the appreciation methods and aesthetic ideas of Chinese excellent traditional calligraphy and painting art into the courses of calligraphy and painting appreciation art quality education in higher vocational colleges, so that students in vocational colleges can master the aesthetic methods of Chinese calligraphy and painting art appreciation while learning necessary professional knowledge and skills, and understand the excellent traditional Chinese cultural ideas and technological innovation contained in calligraphy and painting art creation in different historical periods, constantly improve aesthetic education quality and firm cultural self-confidence.

4.3.4. Four combined aesthetic education curriculum content

The content of calligraphy and painting appreciation aesthetic education course reflects four combinations: must be combined with sufficiency, knowledge and interest, aesthetics and criticism, and in class and out of class. Based on the previous analysis of learning situation, the development team has repeatedly investigated and analyzed the influence of politics, economy and culture on Chinese calligraphy and painting creation in different historical periods, the evolution characteristics of calligraphy and painting techniques and the core standards of aesthetics, formulated curriculum standards, prepared syllabus, designed teaching units, selected and organized materials, constructed examination question bank and teaching resource bank, and built curriculum resource website and exchange platform. The national excellent resource sharing course "calligraphy and painting appreciation and mounting technology" developed by the author has developed a complete and

personalized course teaching standard, course implementation outline, teaching plan, supporting teaching courseware, 2,200 teaching videos, animations, classic cases, appreciation analysis cases, expert videos, pictures and other resources, and 500G online learning materials on the course website, which provides good support for teachers' reference and students' learning.

4.3.5. Curriculum implementation strategies of vocational education types

Whenever and wherever possible, Internet plus mobile phone is widely available. Students can easily access the Internet in the classroom, computer center, library and dormitory whenever and wherever possible. Therefore, in view of the characteristics of occupation learning and the requirements of the Internet plus occupation education, the aesthetic education course of calligraphy and painting is mainly combined with online and offline teaching, and extracurricular activities. The combination of theoretical learning and social practice and the flipped classroom teaching strategies can realize the transformation of curriculum teaching from teacher centered to student-centered, and the transformation from teachers' classroom theory teaching and indoctrination to students' classroom display, group discussion and active learning and exploration to finally achieve the effect of curriculum teaching. The construction of online course resource platform provides students with strong support for online learning, communication and interaction without time and space constraints. Offline student classroom display and group discussion enable students to change their previous passive listening and active participation, and give full play to the role of teachers and students in course teaching. At the same time, it also provides more effective ways for students to improve their aesthetic education in the single course or elective course, and solves the problems of students' aesthetic education.

4.3.6. A team of full-time and part-time course teachers

In view of the common problem of insufficient teachers in aesthetic education curriculum, the key to curriculum development is to establish a high-level and structured teacher team. Through external introduction and internal training, establish a teaching team for the development of calligraphy and painting appreciation and aesthetic education curriculum, and fully mobilize internal and external resources to participate in the curriculum construction. According to the needs of curriculum content construction, experts and professors outside the school shall be employed, and relevant teachers shall be selected to carry out targeted training and further study of curriculum construction to improve teachers' comprehensive teaching ability. To meet the needs of the reform of teaching means and methods caused by the new technological changes such as curriculum development informatization and artificial intelligence. The teacher team for the course development of the national excellent resource sharing course calligraphy and painting appreciation and mounting technology established according to this method has played an important role.

4.3.7. Inspire open and diversified teaching methods

In view of the characteristics of vocational college students' learning and the new demand of *Internet plus occupation education*, we introduce modern educational technology such as big data and artificial intelligence, and explore teaching methods that adapt to occupation education type, so as to meet the needs of students' personalized, diversified, interactive and open learning. Therefore, our teaching methods must be enlightening, open and diversified, such as project system, thesis system, process document bag system, work exhibition and evaluation system, teaching supervision system and other novelty. According to the teaching process of the course, pre-class task driven method, leaderless group method, in class teaching method, classic case analysis method, brainstorming method, heuristic method, group discussion method and so on, there are lectures, debates, appreciation of excellent works self-testing, self-training, etc. adopt flexible and diverse teaching methods according to the teaching practice, enhance the interest of the course, attract students to participate in interaction. Let students learn in the long feast of Chinese calligraphy and painting visual art, and imperceptibly improve their confidence in Chinese excellent traditional culture.

4.3.8. Systematic closed-loop three-dimensional curriculum evaluation

As we all know, the evaluation of calligraphy and painting appreciation aesthetic education curriculum cannot be like the professional curriculum of technology application. Calligraphy and painting appreciation aesthetic education itself is not an education that can be accurately quantified. It has no accurately quantifiable vocabulary in Chinese and foreign language teaching evaluation, no accurately quantifiable distance, height and speed in physical education teaching evaluation, and no accurately quantifiable standard answer in mathematics teaching evaluation. Finally, its teaching evaluation must rely on the experience, intuition and the process of teaching and learning of trained evaluators^[5]. According to the law of aesthetic education of calligraphy and painting appreciation, we

have established interactive teaching evaluation systems such as project system, thesis system, process document bag system, work exhibition evaluation system and teaching supervision system. The value of curriculum education should reflect the teaching objectives of the curriculum, and the evaluation should also adapt to the objectives. The goal of calligraphy and painting appreciation course is based on the needs of people's all-round development and harmonious professional development. The focus is to cultivate students' aesthetic interest, creativity, personality and wisdom. Various methods and means of evaluation should promote students to develop towards the goal. Therefore, the teaching evaluation of the whole calligraphy and painting appreciation and aesthetic education is completed by the teaching supervisors, cadres and teachers at the college and department levels, and the student information officer and the student evaluation and teaching closed-loop. The supervisor responsible for the monitoring of teaching quality must be a teacher or expert with art practice and teaching experience in the art field.

4.4. The organic integration of ideological and political elements and the inheritance of Chinese excellent traditional culture

The implementation outline of the *quality improvement project of Ideological and political work in Colleges and universities* issued by the Ministry of Education in February 2017 clearly pointed out that we should vigorously promote the classroom teaching reform aimed at curriculum ideological and political work. We will build a pattern of education for all staff, the whole process and the whole course, and take all kinds of courses and ideological and political theory courses together to form a synergistic effect. The development of the aesthetic education course of calligraphy and painting appreciation must advance with the times, take root in the traditional culture of Chinese excellent calligraphy and painting art. Organically integrate the ideological and political elements contained in cultural identity, national spirit, artistic language and aesthetic appreciation into the course, and implement integrated design, seamless integration and endogenous cultivation. The curriculum ideological and political reform of compound improvement and the inheritance of Chinese excellent traditional culture, the development of a new paradigm of calligraphy and painting appreciation aesthetic education curriculum with the characteristics of vocational education, provide a strong support for the cultivation of high-quality skilled and harmonious professional talents.

5. Conclusion

The development of calligraphy and painting appreciation and aesthetic education curriculum of vocational education type is a dynamic and arduous systematic project. It needs to be based on the new requirements of cultivating high-quality skilled talents in the new era, take building morality and cultivating people as the fundamental task, take people's all-round development as the purpose, organically integrate ideological and political elements and the inheritance of Chinese excellent traditional culture, further promote curriculum reform, and build a calligraphy and painting appreciation and aesthetic education curriculum with the characteristics of vocational education type.

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