

Exploration of the Teaching Path of Higher Vocational Art Education under the Perspective of Aesthetic Education

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Abstract: In our modern society, the quality requirements for talents are getting higher and higher. And art education is an important content of talent cultivation, which has a very important role in improving students' aesthetic ability and enriching their spiritual world. At present, China's higher vocational colleges and universities for art education is not a very high degree of importance, in the higher vocational colleges and universities of art teaching there are still many problems. Therefore, this paper will be based on the perspective of aesthetic education, analyse the current problems in the teaching process of art education in China's higher vocational colleges and universities, and put forward corresponding measures to solve the problem, hoping that it can provide a certain reference significance for the work of art education in China's higher vocational colleges and universities.

Keywords: Aesthetic Perspective; Higher Vocational Art Education; Teaching Pathway.

1. Introduction

Art teaching is an important part of education in higher vocational colleges and universities, and with the deepening of the new curriculum reform, higher requirements have been put forward for higher vocational art teaching, aiming at cultivating students' aesthetic ability, thus laying the foundation for students' comprehensive development. In the new period, higher vocational art education should follow the pace of the development of the times, give full play to the function of aesthetic education, and provide help for the improvement of students' comprehensive quality and ability.

2. Problems in the Teaching of Art in Higher Vocational Colleges and Universities

With the development of the times, China's education reform is constantly deepening, and higher vocational colleges and universities are paying more attention to quality education for the cultivation of talents. In the process of art teaching, teachers can cultivate students' aesthetic ability and creativity through art education, which can better improve students' comprehensive quality while improving their artistic quality. However, in the actual teaching process, due to a number of reasons, the effect of art teaching is not ideal[1].

First, the influence of traditional teaching concepts. Under the traditional education concept, teachers attach great importance to art teaching, but due to the lack of attention to the degree of aesthetic education, resulting in the actual art teaching process does not have too much discussion on the content of aesthetic education. In this teaching environment, teachers tend to use the traditional teaching mode when teaching art, which also leads to higher vocational colleges and universities art education work can not achieve the expected results.

Secondly, teachers do not know enough about the content of teaching materials. Higher vocational colleges and universities require students to have certain artistic skills and drawing skills, so teachers should have a certain

understanding of the content of art teaching materials. However, some teachers are unable to accurately grasp the key points and difficulties of the textbooks, which leads to a decrease in the efficiency of students in classroom learning.

Thirdly, teachers' teaching methods are backward. Teachers in higher vocational colleges and universities generally use the traditional teaching mode for classroom teaching, this traditional teaching method can not adapt to the needs of the new era of educational development, and it is difficult to improve students' understanding and absorption of classroom knowledge. Moreover, many higher vocational colleges and universities are not equipped with professional art teachers, which leads to students in art learning without professional art teacher guidance can not carry out in-depth learning [1].

Fourth, students lack interest in learning. Art as an art discipline is quite different from other disciplines, and students in higher vocational colleges need a certain time and process to adapt and cultivate their interest in art learning due to the lack of corresponding foundation and ability. However, many higher vocational colleges and universities do not provide sufficient time for students to develop their interest in art learning.

Fifthly, higher vocational colleges and universities have not established a sound evaluation mechanism for art teaching. It is difficult to evaluate students' performance objectively and unable to let students understand what deficiencies and mistakes they have in their daily life when the traditional teaching method is still used in higher vocational colleges and universities for teaching art education.

3. Exploring the Teaching Path of Higher Vocational Art Education from the Perspective of Aesthetic Education

3.1. Strengthening the Art Curriculum and Improving Students' Aesthetic Ability in Art

Aesthetic ability is an important ability of students in

learning art, and teachers need to continuously strengthen the aesthetic education of students in art to improve their sense of beauty. In art courses, teachers can integrate these characteristics into teaching according to the characteristics of art works and related artistic styles to help students better understand the meaning and inner emotions of art works. Teachers can also make students realise that art works have certain educational significance, thus helping them to establish correct values. In addition, in the daily teaching process, teachers need to encourage students to create art after class. Teachers can show some excellent works of art creation to other students, so that they can learn from each other's strengths and weaknesses in creation. This can effectively stimulate the enthusiasm of students to learn art, so as to better improve students' aesthetic ability and creative thinking.

3.2. Create a Situation to Stimulate Students' Aesthetic Interest in Art

In the process of teaching art in higher vocational education, teachers need to enrich the teaching content of the classroom, stimulate students' aesthetic interest in art, so as to better improve students' aesthetic ability in art. In the actual teaching process, teachers can choose art works related to students' life and study according to their interests, so as to make them feel that learning art courses is a very interesting and meaningful thing. This will not only make them have a strong interest in art learning, but also motivate them to explore and study art knowledge in a deeper and more detailed way.

3.3. Reasonable Arrangement of Teaching Content to Enhance Students' Art Creation Ability

Art teaching is a basic subject that can effectively cultivate students' art literacy and aesthetic ability, which is also the responsibility that art teachers should take. Teachers should reasonably arrange the teaching content according to the actual situation of the students, provide students with more art learning resources, so that students can better master the knowledge and skills in the learning process, so as to cultivate students' innovative thinking and creativity[2]. In addition, teachers also need to lead students to carry out more practical activities, such as leading students to participate in sketching activities. These practical activities can help students transform the knowledge learnt in the classroom into actual creative content.

3.4. Strengthen the Combination with Modern Technical Means to Enhance Students' Art Learning Effect

With the development of computer technology, students nowadays can have access to more modern information, so teachers should endeavour to combine with modern information technology when carrying out art teaching, so as to continuously improve students' art learning effect. For example, teachers can digitise some art works and make them into 3D animated short films, e-magazines and other forms, so that students can have more reverie when they appreciate these excellent works. In addition, teachers can also make audio or video recordings of some important knowledge points in the classroom to enable students to learn better. In addition, if the conditions permit, teachers can open the resources of related art works appreciation video to students. In this way, on the one hand, students can more intuitively

understand the content and meaning of the works, and on the other hand, it can also help students better understand the connotation and emotion contained in the works.

3.5. Attaching Importance to the Cultivation of Students' Cultural Quality and Developing Their Aesthetic Ability

Art education is a comprehensive discipline that combines painting, literature, music, dance and other art forms. It reflects the social life and the author's thoughts and feelings in the form of art. Therefore, in the process of higher vocational art education, it is necessary to pay attention to the cultivation of students' cultural quality and students' aesthetic ability, so that students can master more knowledge and have a certain aesthetic ability and creativity in their future working life. At present, there are still some problems in the work of art education in higher vocational colleges and universities in China. The first is the lack of attention to art teaching; the second is not able to pay attention to the cultivation of students' cultural quality and aesthetic ability in the teaching process.

Since art education is not able to improve students' cultural quality and aesthetic ability, it is very boring for students. In this case, teachers should pay attention to the cultivation of students' aesthetic ability and cultural quality improvement. The first is to carry out art practice activities; the second is to carry out teaching activities through multimedia technology. Since the traditional teaching mode can no longer meet the current requirements for students' quality, we must constantly carry out teaching reform to meet the teaching needs. Teachers can carry out colourful practical activities in the classroom through multimedia technology. Through these practical activities to cultivate students' interest in art, stimulate students' desire to create works of art. In these practical activities, students can be more involved in art education, giving full play to their potential in all aspects, so that they can improve their ability in all aspects of art activities. All these are conducive to the development of students' appreciation and aesthetic ability. And through this combination of classroom teaching and practice, it can enrich the content of the art classroom, cultivate students' interest in learning about works of art and humanities, and stimulate their interest and enthusiasm in art learning.

3.6. Optimising Classroom Teaching Models to Promote the All-Round Development of Students

Art education occupies a very important position in the teaching work of higher vocational colleges and universities, and its teaching quality is crucial for students. Therefore, higher vocational colleges and universities should combine art education and aesthetic education to comprehensively improve students' art quality. Teachers in higher vocational colleges and universities should optimise the teaching mode according to the actual situation of teaching, and actively innovate the classroom teaching methods, using multimedia and other modern teaching means to provide students with more quality education and teaching services[3]. For example, teachers can use multimedia to display some representative paintings, photographs, etc., so that students can understand the emotions and spiritual connotations contained in different art works, thus improving students' understanding and appreciation of art works. At the same time,

teachers can also use the Internet platform to learn about contemporary excellent art works and related news information to help students expand their knowledge. In addition, teachers can also organise art appreciation lectures and art exhibitions regularly to let students understand the history and creative background of art development in different countries, nationalities and eras, so as to stimulate students' enthusiasm for art learning. At the same time, students can also be asked to carry out extracurricular creation, design and practical activities according to their own interests, so as to enhance their comprehensive application of art knowledge.

3.7. Strengthen the Awareness of Aesthetic Education and Establish a Correct Concept of Aesthetics

Aesthetic education is very important to the overall development of students, and higher vocational colleges and universities should improve students' aesthetic ability and strengthen their awareness of aesthetic education. Firstly, teachers should build a perfect teaching system according to the actual situation and strengthen students' cognitive ability of art knowledge. Secondly, higher vocational colleges and universities can use multimedia to play some classic art works and related news information, etc., so that students can understand the emotions and spiritual connotations embedded in different art works, etc., thus enhancing their aesthetic awareness. Again, teachers should integrate some excellent culture related to art into teaching activities to improve students' understanding of art culture and aesthetic level. Finally, higher vocational colleges and universities should strengthen the cultivation of students' art literacy and create a good learning atmosphere. Teachers can regularly organise some art exhibitions, art lectures and art creation exhibitions, so as to let students feel the fun of learning art knowledge and skills.

3.8. Aesthetically Orientated, Guiding Students to Learn Independently

In the art classroom teaching of higher vocational colleges and universities, teachers should fully respect the students' subjective position, respect the students' understanding of beauty, help the students establish a correct aesthetic concept, and guide the students to learn independently. This is because, when designing art teaching, teachers should integrate their own perception and understanding of beauty into the art curriculum, so that students can fundamentally understand the connotation of art works, thus improving their level of knowledge and appreciation of beauty[4]. In addition, teachers should fully respect the students' subjective position when designing the course content and encourage them to actively participate in the design and exploration of the course. For example, when teaching the class "Portrait" in higher vocational colleges and universities, teachers can first let students appreciate some representative works of art. For example, "Everyone has seen many portraits of people, right?" and other questions, so that students can carefully observe the features of the characters' features, costumes and expressions for discussion. On this basis, teachers can let students use their imagination and creativity to create portraits of people, such as: let them use their imagination to draw a picture of the character they want to be. Teachers should encourage students to appreciate more art works and guide them to express what they see and feel in the form of paintings

and words.

3.9. Strengthen Extracurricular Practice and Cultivate Students' Creative Ability

In the process of art teaching, teachers can not only focus on classroom teaching, but also guide students to actively participate in art creation activities outside the classroom, and enhance students' creative ability through practice. In the past, teachers usually assign relevant homework only before the students' formal classes, and students can only copy and practice after class. And this single, dull teaching method can't stimulate students' desire for creation and make them lose interest in art learning. In order to change this situation, teachers should actively organise students to participate in extracurricular activities and guide them to create art from familiar things around them, so as to stimulate their enthusiasm and interest in learning art.

Improving art education methods to stimulate students' creative abilities. First of all, the cultivation of students' creative ability should be strengthened. In higher vocational colleges and universities, the cultivation of students' innovative ability is not so easy to achieve due to the special characteristics of art majors. In order to better play the role of art education for the cultivation of students' innovative ability, it is necessary to change the traditional way of art education, strengthen the cultivation of students' innovative ability, and make use of advanced teaching methods and teaching means, so that the students can learn independently and feel the fun in the learning process. This requires higher vocational colleges and universities to actively change the traditional mode of education in art education, to change the past passive learning into active learning, so that students can give full play to their own subjective initiative to create art. In addition, the teaching design should take into full consideration the experience that students have learnt in their daily life. For example, in the course of Ancient Chinese Mythological Stories, teachers can let students create artworks with the background of the mythological stories they are most familiar with. This is because Chinese mythological stories are very rich in content and vivid characters, plus there are many classic stories in Chinese mythology, such as "Chang'e Runs to the Moon", "Na Zha Haunts the Sea", etc. Teachers can ask students to combine their own experiences with those they have learnt in their daily lives. Teachers can ask students to combine the characters they have seen in their daily lives to create their own. This will not only enable students to better understand the connotations and characteristics of these mythological characters, but also stimulate students' interest in traditional Chinese culture, Chinese stories and Chinese heroes[5]. Secondly, it is necessary to cultivate students' aesthetic interests. Art teachers should fully understand the role of aesthetic education in improving students' aesthetic ability and pay attention to cultivating students' aesthetic interests. For example, when teaching the course "Chinese Painting", the teacher can let the students introduce the concepts of "ink and brush" and "mood" in Chinese painting in easy-to-understand and vivid language. The teacher then asks the students to use their brushes to sketch and draw their favourite ink colours. Then the teacher can ask the students to use different types of brush and ink to create Chinese paintings. This teaching method can make students have a comprehensive and deep understanding of Chinese painting, so that they can fully feel the unique charm and connotation of Chinese painting.

4. Conclusion

In summary, in the art education teaching work of higher vocational colleges and universities in China, art education under the perspective of aesthetic education is a very important content, and at the same time, it is also a very complicated work. Therefore, when art education is carried out in higher vocational colleges and universities, it is necessary to reposition the work of art education and pay attention to the cultivation of students' aesthetic ability and innovation ability, only in this way can the professional teachers in higher vocational colleges and universities help students to establish the correct values and outlook on life.

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