

Study on the Construction and Implementation of Aesthetic Curriculum of Elementary Education based on Grand Aesthetic View

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Abstract

As the launching of new educational curriculum standard of 2022, the innovation of aesthetic education has become an urgent task for the governors and teachers. Nowadays, the existing researches mainly emphasized on theoretical explorations and the study on curriculum construction and implementation is rare to see. So this thesis will explore the curriculum construction and the implementation strategies of aesthetic education in middle schools based on "Grand Aesthetic View". The first part is the theory and connotation analysis; the second part analyzes the significance of aesthetic education; the third part focuses on dilemma of current aesthetic education; the fourth part discusses curriculum construction strategies and the last part provides some practical suggestions to the innovation practice of aesthetic education in middle schools.

Keywords

Aesthetic Education; Construction and Implementation; Grand Aesthetic View.

1. Theoretical Basis of Middle School Aesthetic Education

"The publication of Kant's Critique of the Power of Judgement in 1790 marked the beginning of German classical aesthetic theory" [1], and from then on, Schiller, Fichte, Goethe, Schelling and Hegel advanced aesthetic theory in different historical backgrounds. All of the aestheticians maintained above contributed a lot to the foundation of aesthetic theory system which concerned the future and development of human beings, and take human beings as the purpose to carry out specific research. In China, nowadays, the "Grand Aesthetic View" is popular, which affirms that aesthetic education is an integrated educational action which will cultivate perfect people, although it has its own specific characteristics, unique nature, laws and methods, and its own unique purpose. Aesthetic education, as a comprehensive teaching process, holds an important position in intellectual education and moral education, furthermore, it is intermingled with the other educational activities and provides effective means for other educational deeds. On 22ed, September 2020 Chairman Xi declared to strengthen and improve aesthetic education in schools, and promote the all-round development of students' moral, intellectual, physical, beauty and labor. [2] At the same time, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era, emphasizing that by 2022, school aesthetic education will make breakthrough progress, aesthetic education courses will be fully developed, education and teaching reform will achieve remarkable results, and resource allocation will be continuously optimized, and the evaluation system will be gradually improved. The management mechanism is more perfect, the education effect is significantly enhanced, and the aesthetic and humanistic qualities of students are significantly improved. By 2035, a comprehensive, diversified and high-quality modern school aesthetic educational system with Chinese characteristics will be basically formed[3].

According to the introduction above, it is clear that the government and educational institutions has realized the importance and necessity of developing aesthetic education among the children and teenagers. Studies focusing on the teaching methods innovation emerges :“Some scholars put forward their own views from the perspective of the intersection of aesthetics and psychology, and summarized the teaching methods of aesthetic education as model aesthetic education, prestige aesthetic education, suggestion aesthetic education, emotional aesthetic education, personality style aesthetic education and psychological balance aesthetic education.[4] Judging from the introduction above, we found that the national level has realized the importance of aesthetic education of the teenagers, and that provided foundation and direction for the development of aesthetic education in middle schools. Judging from the introduction above, this research has great significance in modern aesthetic education system construction and will eventually benefit the all-round person cultivation profoundly.

2. The Function and Significance of Constructing Aesthetic Educational Curriculum

That is to say, the aesthetic education covers not only the improvement of the appreciation of beauty but also the shaping of a person’s value perspectives, and determines his or her ethical judgement of good and evil. In order to help the teenagers cultivate positive views of the world, and set appropriate value on money and meaning of life, the society and the educational institutions should put aesthetic education on a higher place during the progress of cultivating qualified communist successor. The construction of aesthetic education system plays an important role in the effective achievements of aesthetic education goals nowadays, because the logic of the construction of the aesthetic education system in middle schools determines the dimension, breadth and depth of curriculum construction, teacher training, resource sharing and collaborative mechanism. To clarify the logical connotation of the construction of aesthetic education in middle school is essential to pave the way for the following study effectively and significantly.

3. The Dilemma of Current Aesthetic Education

“In school education, aesthetic education teachers guide teaching activities and are the conductors of improving the quality of aesthetic education and cultivating students’ aesthetic education thinking. However, the shortage of teachers in aesthetic education has become the primary problem in the promotion of aesthetic education, and this phenomenon is more severe in rural areas[5].The introduction of the new curriculum standards for aesthetic education in 2022 puts forward higher requirements for the work of aesthetic education for teenagers. However, due to the restrictions of geographical conditions and economic conditions, the work of aesthetic education for teenagers especially in the vast rural areas is facing a severe challenge. The problems such as unclear teaching objectives, utilitarian curriculum structure system and simple evaluation method seriously hinder the smooth progress of aesthetic education. Firstly, there is a lack of integral design considering the whole educational plan of the whole school, and that results in the ambiguous identity cognition of aesthetic education in middle schools; Secondly, the aesthetic educational assignments will be neglected and the teaching periods were always occupied by other seemly important subjects, even the teaching periods of Aesthetic Educational were required on the Plans of the school; Thirdly, both the plan makers and the teachers have narrow understanding on the significance and implementation of aesthetic education, so, according to them, only the teaching of Music, painting and dancing could be named as aesthetic educational courses. Fourthly, the insufficient of full-time aesthetic teachers is another block that prevents the smooth development of aesthetic education in

middle schools, in fact, most of the aesthetic educational curriculum are being taught by teachers who have little knowledge on aesthetic.

4. The Construction of Aesthetic Educational Curriculum

This research will Combining with the "grand aesthetic education view", through the investigation of the current situation, the status quo and problems of the current aesthetic education in middle schools, the connotation is clarified, and the causes of existing problems are analyzed, and that status provides a practical basis for the construction of aesthetic education curriculum in middle schools. "Art education is an important way to implement aesthetic education. The development of art education is not only a matter of schools, but also a matter of society. Off-campus art education is an important part of national aesthetic education, and good off-campus art education can promote the on-campus aesthetic education[6]. Under the guidance of the educational concept of "grand aesthetic education", this study intends to systematically plan and design the curriculum objectives, curriculum content, curriculum structure, curriculum implementation, curriculum evaluation and other elements of aesthetic education in middle schools.

4.1. The Interpretation of Grand Aesthetic Education View

As the development of elementary aesthetic education, "Grand Aesthetic Education View" has drawn more and more attentions of the governors and teachers of Middle Schools. Many practical researches has been accomplished during recent years, and the reflections and results are positive.

Based on the perspective of "grand aesthetic education view" this study takes the construction of middle school aesthetic education system in the new era as the main research task, aiming at solving the important problems which retarded the development of middle school aesthetic education through the construction of middle school aesthetic education curriculum system so that to promote the implementation of aesthetic education teaching objectives in the new era.

"The idea of "grand aesthetic education" is the socialization of aesthetic education or social aesthetic education, so, the subject of aesthetic education can not only be limited to the school. It should focus on the broader social space. Based on the top-level design of "grand aesthetic education", the aesthetic education coordination and education mechanism of "family - school - society" should be established, and the enthusiasm, initiative and functional role of different subjects are fully brought into play[7]."The declaration of "grand aesthetic education" breaks through the narrow concept that aesthetic education only refers to art curriculum education. And moreover, it emphasizes the integration of aesthetic education and socialist core values, the integration of aesthetic education and moral, intellectual, physical and labor education, and the mutual penetration and integration of aesthetic education and various disciplines. Clarifying the value and function of aesthetic education in different counties, schools, teachers and students is the premise of effective implementation of aesthetic education in middle schools. Through the combination of theory and practice, concerning the elements of aesthetic education curriculum objectives, curriculum content, curriculum structure, curriculum implementation and curriculum evaluation, this paper tries to build a set of aesthetic education curriculum system and find out the effective implementation path of aesthetic education in the new era which meets the actual needs in middle schools.

4.2. The Establishment of "five dimensions" Teaching Objectives

Under the vision of "Grand aesthetic education", the middle school aesthetic education curriculum takes "cultivating morality and cultivating people" as the main line, aiming at enabling students to form the consciousness of discovering, intercepting, evaluating and creating beauty. This study follows the principles of systematic, specificity, linkage and growth,

and carries out scientific decomposition from the five dimensions of understanding beauty, feeling beauty, experiencing beauty, appreciating beauty and creating beauty, so as to form a vertical and horizontal and orderly aesthetic education goal.

4.3. The Content and Resources Construction of Middle School Aesthetic Education Curriculum in the New Era

According to the psychological characteristics and development rules of middle school students' aesthetic education, the five-layer aesthetic education curriculum is set up. In addition to music, fine arts and calligraphy prescribed by the state, optional courses such as local drama, film, television appreciation and musical theater should be added to the artistic aesthetic education curriculum. Computer art, today in history, fun mathematics, clothing, food, housing and transportation in ancient poetry and other optional courses should be penetrated into classroom teaching as well. Colorful activity courses should be developed such as pottery art, shadow puppetry interest groups and cultural performances in the countryside. Besides, the recessive aesthetic education courses which mainly focus on the creation of campus culture, psychological care and visiting enterprises and institutions are also important. The comprehensive aesthetic course takes the comprehensive course of arts, science and art, and the practical activities of comprehensive aesthetic education. The five-circle curriculum model provides a strong support for the achievement of the curriculum objectives of aesthetic education in middle school.

The "grand aesthetic education is an aesthetic education dedicated to the complete concept of aesthetic education, including the construction of goals, functions, approaches and methods." [8] The educators who support the theory of "grand aesthetic education" believe that aesthetic education plays an important role in the all-round development of people, for it integrates the aesthetic education with moral education, intellectual education, physical education and labor education, and that provides mutually integrated theme modules. The construction of cross-disciplinary curriculum resources will help implement the effective cultivation of core qualities by virtue cultivation, wisdom enlightenment, physical fitness, the labor promotion and innovation training. The cross-border curriculum resources build a bridge that have a deep connection with students' life and modern society, and acquire aesthetic education quality in real situations.

5. The Implementation of Aesthetic Educational Curriculum in Middle Schools

The creation of education contexts will improve the aesthetic experiences of the teenagers. Lim (Citation 2005) further the idea by identifying three dimensions in children's aesthetic experiences: a sense of awareness, art materials, and convergence of ideas and feelings. [9] so this paper will take the programme of aesthetic education between Taishan University and Dongping County as an example "The basis of cultivating aesthetic taste is the accumulation of aesthetic experience. Although the formation of aesthetic taste is restricted by multiple factors such as individual thought and emotion, temperament, character, life style and experience, and social aspects, these factors can only be partially integrated into individual aesthetic taste in the process of individual aesthetic experience." [10] On the basis of the construction of the curriculum system, Taishan University and the middle schools of Dongping County have carried out theoretical and practical exploration in the development of curriculum content, the integration of five educations, the theme design of large-scale aesthetic education and the construction of campus culture. Firstly, to explore the teaching content of Dongping traditional culture characteristics with the theme of "socialist core values", and integrate Dongping theme culture and Shuihu culture into art courses. Secondly, to integrate Dongping Lake ecological aesthetic content in handicraft production; and integrate the red teaching content of the old

revolutionary base area into the music teaching. Thirdly to explore the path of the integration of five education, identifying the entry point of the integration of aesthetic education and other four education, and guiding the students to explore the beauty of art in the teaching of liberal arts. Fourthly, to explore the beauty of thinking in the theory teaching, the beauty of innovation in science and technology teaching, excavating the beauty of labor in labor education, the beauty of strength and fortitude in physical education. Based on the great unit design model of the new curriculum standard concept, the uniting theme of aesthetic education content of the whole school is integrated and implemented such as Folklore, traditional customs, accidental experience of life, common topics from art, today in history, red spirit, social focus issues and other specific implementation points. The integration of off-campus practice and on-campus curriculum is also effective: holding artistic performances with Dongping cultural characteristics, carrying out community activities such as cultural visits to the countryside, and creating an elegant and aesthetic campus cultural atmosphere. In this way, the school, family and society play their functions together in aesthetic education, and realize the education of the whole environment.

6. Conclusion

Facing the new situation in the new era, the task of the innovation of aesthetic education is urgent for the educators. How to cultivate all-round development socialism successors through aesthetic education is the key problem to solve. The aim of this paper is to clarify the connotation of the basic characteristics and value representation of the construction of middle school aesthetic education curriculum, and to put forward a series of countermeasures and plans to improve the current situation of aesthetic education in middle schools, mainly including aesthetic education curriculum development plan, teaching content design plan, teaching resource selection plan, aesthetic education teacher training plan, and aesthetic education practice activities supporting plans so as to provide theoretical and practical support for the construction and implementation of aesthetic education curriculum in middle schools.

Acknowledgments

Foundation: Education and teaching research programme of Shandong Province: "Research on the construction and practice of middle school aesthetic education curriculum in the new era from the perspective of grand aesthetic education"

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