



# How to Carry out Aesthetic Education in Art Education

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**Abstract:** In recent years, aesthetic education has been gradually emphasized by higher education. Colleges and universities actively apply aesthetic education in the cultivation of various professional talents, and integrate aesthetic education through courses such as ideological and political education. With a view to enhancing the aesthetic consciousness and ability of higher talents. Art education is the most important and direct way of aesthetic education. Based on this, this paper analyzes the current problems of aesthetic education in colleges and universities, and mainly uses the application of aesthetic education in art teaching as an example to explore the effective ways and methods of aesthetic education.

**Keywords:** Aesthetic Education in Colleges and Universities; Talent training; Application and Integration

In the development of human civilization, aesthetics has been running through all aspects of the social development. Beauty not only belongs to the art, but also an embodiment of ordinary people's social consciousness. Aesthetics is not only the integration of profound thoughts and artistic skills, but also includes a deep sense of social responsibility and other characteristics. Art and aesthetics are not isolated, nor are aesthetics and life. Therefore, aesthetic education should have many internal and external connections with professional art education. Aesthetic education not only serves art, but also serves life and thought. Art education is the main carrier of aesthetic education. Therefore, it is necessary to strengthen the depth and breadth of aesthetic education in art-related education, change the previous teaching methods with strong imitiveness, and put more emphasis on students' subjectivity and creativity in art learning. For example, in PPT design, teachers should put more emphasis on the idea of the theme and form and the creativity of realization, so as to train and guide students' ability of thinking, aesthetics and creating beauty in practice.

## 1. Problems in the integration of aesthetic education into talent training in colleges and universities

### 1.1 Some colleges and universities do not pay enough attention to aesthetic education

The implementation of relevant opinions on aesthetic education in universities varies greatly. In general, the construction of aesthetic education in double tops universities, comprehensive universities in first-tier cities, and normal colleges is better, mainly reflecting in the provision of aesthetic education teachers and curriculum integration, while most ordinary colleges in second-tier and third-tier cities have shown that aesthetic education is not comprehensive, not open, and lacking corresponding management institutions, or it neglects aesthetic education courses for non-art majors, which is manifested in the absence of elective courses related to art education and the integration of aesthetic education with other teaching. In terms of faculty, there is no full-time team, or the ability of teachers is weak, and external teachers are basically the main faculty.

### 1.2 Greatly limited by teaching methods

In the process of integration with other courses, aesthetic education is subject to the teaching methods of the course, which is mainly reflected in the integration of teaching courses such as art. The practical training of students is mostly conducted in a single, boring form such as imitation, resulting in insufficient interest and participation of students. Many

teachers fail to fully understand and respect the students' subjective feelings, learning needs and learning characteristics. Most of the professors who emphasize skills in art creation and training are mainly rigid case-based teaching, or even if a large amount of multimedia and other teaching methods is used, there is a lack of in-depth mining of contents, which is difficult to have in-depth interaction and discussion with students.

### **1.3 The integration of aesthetic education and professional training is low**

In the process of integrating aesthetic education, some teachers have not dug into the content of aesthetic education in the course content, so it is difficult to effectively integrate aesthetic education into professional training. In addition, taking the art course as an example, since the daily teaching organization, teaching reform and other things are relatively trivial and complicated, some teachers are simply overwhelming the artistic content of instructional design, limit to the exploration of the affair level, and lack in-depth exploration of the artistic characteristics of the work content, so they cannot improve students' deep cognition of beauty, and cannot effectively integrate art knowledge and spiritual consciousness. In some aesthetic activities, only when the aesthetic subject abandons the appearance and enters into a highly conscious artistic connotation, can students truly examine the beauty of things. However, this connotation aesthetics has high requirements for teachers' cultivation and quality of affairs management. Currently, the competence and performance of many teachers cannot meet these high demands of aesthetic education.

### **1.4 Problems in aesthetic activities**

In the teaching practice links, it is necessary to use students' associations, campus culture and other activities as the carrier to train students' ability to create beauty. The integration of aesthetic education into activities will generally reflect students' aesthetic education ability, and exercise students' aesthetic consciousness, aesthetic preferences and creative ability in the activity. However, the current activities of many colleges and universities not only lack the spirit of unity and cooperation emphasized by ideology and politics, but also do not match the ideas of equality, self-cultivation and moral education advocated by aesthetic education, and even show obvious bureaucracy and utilitarianism. Student clubs are originally a place to provide ability training for college students, and are the practical carrier of high-quality education. Students gather together on the basis of having the same characteristics of interest, expertise, and thought. Therefore, students participate in activities with strong spontaneity and high enthusiasm. However, some organizations are full of bureaucratic systems and utilitarian ideas, which has led to certain organizations and activities not being able to reflect and exercise students' ideological and political and aesthetic education thoughts.

## **2. The exploration on the countermeasures for the effective integration of aesthetic education in colleges and universities and talent training**

### **2.1 Pay attention to the embodiment of the subject of aesthetic education**

Currently, the art teaching practice course attaches great importance to the subjectivity of students and the guiding role of teachers, and strives to integrate the subjectivity which is a modern aesthetic philosophy and other knowledge, into practical teaching, that is, to emphasize the maintenance of good practice relations between the learning subject and the education subject, namely including the purpose tendency, but also including the humanistic connotation. Therefore, the implementation of art education to strengthen the concept of aesthetic education must follow a reasonable teaching subject. On this basis, it needs to change the situation of over-emphasis on the guidance of teachers in education, guide students to think and explore more, and then change the state of the participation of students. Teachers use open and active classrooms to enhance their enthusiasm for participation, thereby fully helping students explore and internalize knowledge.

Because aesthetic education also emphasizes the determination and strengthening of the subjective role. Therefore, the integration of aesthetic education knowledge in ideological and political education must follow a reasonable teaching subjectivity. Based on this, it is necessary to change the situation of over-emphasis on teacher guidance in education, to guide students to think and explore, and then to change the participation state of students. The open and active classroom enhances the enthusiasm of their participation, thereby fully helping students explore and internalize the knowledge of ideology and politics and aesthetic education.

### **2.2 Strengthen the depth of aesthetic education with a participatory experience**

Improving the participation of students is one of the key points to improving the effect of talent training in teaching

practice and extracurricular activities. Only by creating experience-based teaching and activities with a high degree of participation can students' behaviors and thoughts be fully activated. Aesthetic education also needs behavioral practices to truly enhance students' aesthetic abilities. If people look at the mountains, they will feel full; If people look at the sea, they will feel overflowing. Therefore, the integration of aesthetic education in other courses needs to pay attention to the mining and construction of experience content and situations.

Teachers can create effective ideological and political discussion classes through the creation of contexts, life teaching, and other resources including the combination with multimedia equipment, political hotspots. At the same time, through the introduction of natural and artistic contents, they can guide students to immerse themselves in related psychological explorations to obtain profound aesthetic experience. For example, teachers can use film and television materials directly related to excellent works to reflect the creation background, process, and thoughts, letting students embody the author's true core of thoughts, guide students to deeply perceive beauty, identify beauty, and understand related creative skills in the experience.

### **2.3 Cultivate and improve the effect of aesthetic education with concrete thinking**

Teachers should break the traditional rigid model, strengthen the cultivation of students' concrete thinking, stimulate students' strong aesthetic emotions through situational creation, and guide students to make more accurate judgments on fresh emotional feelings. Teachers should reasonably integrate different art contents with other curriculum knowledge, and guide students to use the art knowledge and skills they learned to participate in creative activities, so as to allow students to express their own understanding of beauty in a relaxed environment, and actively explore issues related to beauty. In this way, teachers can better guide students' aesthetic thoughts and creative skills in creative activities. In addition, teachers should allow individual students to carry out open and personalized interaction and transmission while implementing mainstream value promotion, and they should not judge and test students with solid standards.

### **2.4 Follow non-utilitarian and other concepts to create activities**

Aesthetics has nothing to do with utilitarianism. Aesthetic activities should follow the principle of non-utilitarianism. At the same time, they should have certain open limits to avoid hedonism. Guidance and criticism should be given to groups and activities with strong utilitarianism, emphasizing the aesthetic education purpose of activities to cultivate minds and broaden their horizons, and taking human-centered theory as the axis to set corresponding evaluations and choices, namely activity adjustment and purpose. Therefore, while not negating the purpose of the activity, it strengthens the status of the subject in the activity and the experience, feelings, and process learning in the activity.

## **3. Conclusion**

In summary, aesthetic education is very important for contemporary college students and is one of the important goals of art teaching. Based on this, teachers should precisely integrate aesthetic education goals with curriculum education, explore the teaching concepts, teaching activities, and the depth and effect of integrating aesthetic education, and improve the guidance and interaction methods in art teaching, with a view to enhancing students' professional art knowledge and skills at the same time, encouraging students to have better artistic cultivation and aesthetics, and the ability to create beauty.

## **References**

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