

Reform and Innovation of Liberal Studies Teaching in Higher Vocational Colleges under the Background of Aesthetic Immersion

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ABSTRACT

Under the background of the Ministry of Education's action of aesthetic infiltration, by clarifying the relationship between liberal education and aesthetic education, by establishing the principles of educational reform, i.e., humanism and artistry, vocationality and integration, inheritance and innovation, and localization and internationalization; and by focusing on the four aspects of the teaching contents, teaching methods, teaching environment and teaching evaluation of liberal education in higher vocational colleges and universities, we are exploring the specific reform measures and innovative practices of the domestic liberal education for higher vocational colleges and universities in terms of the aesthetic infiltration. reform measures and innovative practices, aiming to promote the reform and innovation of general education in higher vocational colleges and universities, and expecting to provide suggestions and references for the reform and innovation of general education in higher vocational colleges .

KEYWORDS

higher vocational colleges; general education; aesthetic infiltration; teaching reform; innovation

1 Introduction

In the Circular on the *Comprehensive Implementation of Aesthetic Education Immersion Action in Schools*¹ issued by the Ministry of Education in December 2023, the importance of aesthetic education in the education system is emphasized. The Circular requires schools to integrate aesthetic education into all aspects of educational and teaching activities, and to enhance students' 'aesthetic emotions, creativity and cultural literacy through the implementation of colourful aesthetic education activities, so as to promote students' all-round development. It is a relatively abstract part of the process of human development. It aims to improve students' quality and strengthen their abilities, and helps them to improve their personalities and self-improvement, so that they can lead to the "fullness of human nature" and attain all-round development.² This fully reflects the values of general education, which promotes the all-round development of human beings, and aims to enable students to form a diversified way of perceiving the world, and to develop positive values, emotions, and attitudes. It is also an important tool for the development of aesthetic education. attitudes.³The Relationship between Liberal Studies and Aesthetic Education

1.1 Aesthetic education is an important part of liberal arts education

As an important part of general education, the core of aesthetic education lies in the

development of students' unique aesthetic way, that is, to understand and grasp the world through the perspective of aesthetics. In the ancient Greek period, Plato and Aristotle first put forward systematic ideas on aesthetic education. Plato emphasized the centrality of music education in aesthetic education and regarded it as an important means of shaping a perfect personality. Aristotle, on the other hand, further expanded the idea and attached importance to the aesthetic education of art, especially the educational role of music and poetry, believing that the highest purpose of education is the pursuit of virtue. In modern times, the German poet and aesthetic Schiller first put forward the concept of 'aesthetic education' and systematically elaborated his theories in 'Aesthetic Education in Brief', stressing the importance of aesthetic education for the cultivation of all-round development of human beings, marking the birth of aesthetic education as an independent discipline.

In China, Confucius was the first to put forward the idea of aesthetic education, advocating the 'harmony of rites and music' and stressing the moral education function of music education. Wang Guo Wei introduced the concept of aesthetic education into China for the first time, proposing that education should consist of three parts: intellectual education, moral education and aesthetic education, and believing that aesthetic education can make people realize the purest happiness. These ideas highlight the importance of aesthetic education in cultivating students' aesthetic ability, emotional experience and rational spirit, which is of far-reaching significance for students' all-round development and the shaping of a complete personality.⁴ It is an indispensable part of liberal arts education.

1.2 Infiltration of Liberal Studies with Aesthetic Education under the View of Great Aesthetic Education

The concept of 'Great Aesthetic Education' is a new concept of aesthetic education that breaks through the narrow definition of aesthetic education and refers to the anesthetization of education as a whole.⁵ It advocates that educational and teaching activities should be carried out in accordance with the laws and principles of beauty, and that aesthetic factors should be fully explored in order to promote the harmonious development of students' cognition and aesthetics, and to promote the all-around and healthy development of students.⁶ The concept of "Great Aesthetic Education" encompasses the non-utilitarian orientation, the cultural pursuit of aesthetics, the emotional quality, the personality connotation, art education, free thinking and the development of a complete personality. connotation, art education, free thinking, image thinking, etc. It regards aesthetic education as a realm of the whole education, so that education reaches a height of free creation.

2 Principles of Liberal Studies Teaching Reform and Innovation

2.1 Humanity and Artistry

Liberal education, also known as liberal education, focuses on the spiritual world of man and the development of a sound personality. Classical reading is an important part of the general education curriculum, which aims at exploring the laws of the world and social development and cultivating students' humanistic spirit. This is similar to the appreciation of the world's artistic treasures in the aesthetic education programme, which embodies the pursuit of 'truth, goodness and beauty', nourishes students with the humanistic spirit, inculcates the beauty of art, nourishes the mind, shapes the perfect personality, enhances self-knowledge, and thus forms a more comprehensive and open worldview, outlook on life, and values.

2.2 Vocationality and integration

In the context of aesthetic immersion action, vocationality and integration have become the core essence of the reform of higher vocational liberal arts education. Aesthetic education is not only the education of art appreciation and creation, but also a kind of ability training closely related to occupation. In higher vocational colleges and universities, the general education received by students should be combined with their professional orientation, so that aesthetic education can become a powerful tool for improving vocational skills and qualities. For example, in art and design majors, aesthetic education can help students deepen their understanding of beauty and enhance their design ability and creativity; in marketing majors, aesthetic education can help students better understand the psychology of consumers and create a more attractive brand image. Meanwhile, integration is also the key to the reform of general education infused with aesthetic education. Aesthetic education should not be viewed in isolation, but should be integrated with other disciplines and fields to form a comprehensive interdisciplinary education system. This integration is not only reflected in the curriculum content, but also in the teaching methods and forms.

2.3 Inheritance and Innovation

When discussing the principles of general education reform in higher vocational colleges and universities, inheritance and innovativeness are two indispensable key words in the process of aesthetic infiltration. Inheritance is an important cornerstone of general education reform in higher vocational colleges and universities infiltrated with aesthetic education. Excellent traditional Chinese culture is the spiritual treasure of the Chinese nation, containing rich artistic elements and aesthetic wisdom. Liberal education should deeply excavate and inherit the essence of these traditional cultures, and through classroom teaching, art practice and other ways, let students understand and feel the unique charm and profound connotation of traditional culture. This not only helps to cultivate students' national pride and cultural self-confidence, but also stimulates their creativity and imagination, laying a solid cultural foundation for future career development.

2.4 Localization and internationalization

Whole-person education is the goal that Liberal Studies has been pursuing, but the focus cannot only be on the individual and school level, but must be organically linked to local life, social development, national strategies and the world situation. Higher vocational colleges and universities can deeply explore and make use of local culture, history, art and other resources, and integrate them into general education programmes.

By letting students understand and experience the unique charm of local culture, they can cultivate their sense of local identity and belonging, and inspire them to serve and promote the local community. This not only enhances students' practical ability, but also strengthens their sense of responsibility and mission to serve the local community.

3 Reform and Innovation Strategies of Liberal Studies Teaching and Learning

3.1 Reconstruction and integration of teaching content

In the new era, higher vocational general education should fully reflect the educational concept of five education integration, cultivate people with all-round development of morality, intelligence, physicality, aesthetics and labour, break the existing curriculum system divided by disciplines, follow the development of the times, national strategies, serve the needs of local economic development

and talent cultivation, reconstruct an integrated and comprehensive system of general knowledge, and highlight the holistic view and relevance of knowledge to cultivate students' comprehensive core literacy, including language literacy, digital literacy, scientific literacy, civic literacy, and so on. holistic view and relevance, in order to cultivate students' comprehensive core literacy.

3.2 Optimisation and upgrading of teaching methods

The Report on the Development of Vocational Education in China (2012-2022) points out that higher vocational education should coalesce and practice digital vocational education, and take digital transformation as a driver. At present, digital transformation has become a key hand for the high-quality development of higher vocational colleges and universities. In the age of digital intelligence, the teaching methods of general education should make full use of new technologies, new methods and new processes to empower teaching. Moderate and in-depth use of big data artificial intelligence technology meets the needs of teachers for differentiated teaching and students for personalized learning. In the full use of new technologies, it is more necessary to improve the teaching ability of teachers, aesthetic ability.

3.3 Teaching environment combines the real with the imaginary to infuse beauty education

The teaching environment is an important part of creating an artistic atmosphere and realizing the infiltration of aesthetic education. A strong artistic atmosphere is created on campus, such as the construction of cultural facilities such as art exhibition halls and concert halls, and the holding of art exhibitions, concerts and other cultural activities, so as to allow students to grow up in an artistic atmosphere of inculcation. Establish co-operative relationships with off-campus cultural organization and enterprises to expand practice bases and provide more practice opportunities for students, so as to enhance their practical ability and sense of social responsibility.

3.4 Broadening and value-adding of teaching evaluation

The main body of teaching evaluation in general education is single, mainly relying on teachers, lacking the participation of students self-assessment, mutual assessment and third-party evaluation. It is important to increase the number of students and students mutual assessment, enterprises and society's multi-party evaluation, to expand the evaluation dimensions, to optimize the evaluation system of teaching in colleges and universities, and to make good use of evaluation to promote the synergistic cooperation between school-society. It is the key to build a high-quality teaching evaluation system. At the same time, while exploring the advantages and limitations of different evaluation subjects in teaching evaluation, we should make clear the applicable scenarios, entry methods and optimal combinations of different evaluation subjects.

4 Conclusion

The action of aesthetic infiltration calls for reform and innovation of general education in higher vocational colleges and universities. General education certainly needs to keep the right inheritance of classicality, but should also keep pace with the times to reflect the new requirements of social and educational development aestheticity. It is necessary to reflect the aesthetic infiltration in the current general education of higher vocational education, implement the content of general education, teaching methods, teaching environment and teaching evaluation of each link, and

clarify the new positioning, new concepts, new content, new methods of general education in higher vocational education, and effectively promote the reform and innovation of general education in higher vocational colleges and universities, so as to realize the new results of educating people.

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