

Study on the Mechanism of Integrating Voluntary Service-oriented Social Practice into Aesthetic Education in Higher Vocational Colleges

Zijun Zhu

Youth League Committee, Ningxia Health Vocational and Technical College, Shizuishan 753000, Ningxia, China

ABSTRACT

It is of great significance for higher vocational colleges to integrate voluntary service-oriented social practice into aesthetic education. However, in the process of integrating voluntary service-oriented social practice into aesthetic education in higher vocational colleges, there exist some problems, such as students' misunderstanding of aesthetic education, insufficient emphasis to voluntary service-oriented social practice and lack of teachers' guidance. In order to give full play to the effect of integrating voluntary service-oriented social practice into aesthetic education mechanism, higher vocational colleges need to strengthen the aesthetic education of students, pay attention to the development of voluntary service-oriented social practice, and provide professional education guidance to students.

KEYWORDS

higher vocational colleges; voluntary service-oriented social practice; aesthetic education; emphasis; education guidance

In higher vocational colleges, integrating aesthetic education into voluntary service-oriented social practice activities can help students find pleasure in helping others and gain a sense of achievement in service, and can also shape the beauty of students' mind and behavior in the influence of beauty^[1]. In addition, the voluntary service-oriented social practice activities carried out by higher vocational colleges not only provide students with multi-dimensional aesthetic experience and promote the all-round development of students, but also help the colleges to carry out the fundamental task of establishing morality and cultivating people.

1 The Significance of Integrating Voluntary Service-oriented Social Practice into Aesthetic Education in Higher Vocational Colleges

1.1 Purify Students' Minds and Cultivate their Sense of Social Responsibility

In higher vocational colleges, integrating voluntary service-oriented social practice into aesthetic education can help students get intuitive aesthetic experience in practice, and then achieve the education goals of purifying students' minds and improving their moral character. Higher vocational colleges integrate voluntary service-oriented social practice into aesthetic education to create a unique practical education platform for students. Through this platform, college students can integrate the aesthetic education content they have learned into social practice, and deeply experience the content of aesthetic education on the basis of understanding the close relationship between art and life, so that aesthetic education is no longer limited to the classroom, but is able to truly combine theory with practice. In addition, integrating voluntary service-oriented social practice into aesthetic education in higher vocational colleges can stimulate students' sense of social responsibility. In the voluntary service-oriented social practice, students will come into contact with the needs and difficulties of different groups. In the process of serving them, students can realize their own roles and responsibilities in the society, which helps to cultivate students' moral sense and sense of responsibility^[2].

1.2 Enhance Students' Understanding of Aesthetic Education and Improve their Comprehensive Quality

Under the background of the rapid development of the Internet, some college students have distorted understandings of "beauty". Integrating voluntary service-oriented social practice into aesthetic education in vocational colleges can give college students spiritual baptism, and help them correct their wrong and one-sided cognition of "beauty", and correctly understand "beauty". Moreover, in the process of voluntary service-oriented social practice, college students need to cooperate with their peers to solve practical problems. In this process, students' organizational ability, coordination ability and practical ability can be effectively improved, which is conducive to improving their comprehensive quality^[3].

1.3 Improve the Quality of Life of Residents and Enhance Community Cohesion

Integrating voluntary service-oriented social practice into aesthetic education in higher vocational colleges can

significantly improve the quality of life of residents in communities where students carry out volunteer service activities. Whether college students carry out practical volunteer activities such as landscaping and waste sorting in the community, or carry out propaganda volunteer activities in the community, they can help community residents solve practical problems in life. At the same time, in the process of college students carrying out voluntary service-oriented social practice activities, the service consciousness of community residents can also be improved to a certain extent, so that they are willing to actively participate in volunteer activities, thus enhancing the cohesion of the community. In short, integrating voluntary service-oriented social practice into aesthetic education in higher vocational colleges not only improves the aesthetic quality of college students, but also builds a bridge for community residents to communicate with each other. In this way, the neighborhood relations among community residents can be promoted and their sense of belonging and identity in the community can be enhanced, so that the cohesion of the community can be further improved.

2 Problems Existing in the Process of Integrating Voluntary Service-oriented Social Practice into Aesthetic Education in Higher Vocational Colleges

2.1 College Students' Misunderstanding of Aesthetic Education

At present, many college students have a certain misunderstanding and narrow understanding of aesthetic education. Some of them think that aesthetic education is equal to art courses such as music class and art class, and some of them think that aesthetic education is singing, dancing and other recreational activities. It is thus clear that college students lack a correct cognition of the deep connotation of aesthetic education, so the problems of aesthetic vulgarization and conformity appear.

Due to the wrong cognition of aesthetic education, some college students have a perfunctory psychology when participating in the voluntary service-oriented social practice organized by higher vocational colleges. In other words, the purpose of students participating in the voluntary service-oriented social practice is superficial, and is only for the task that must be completed.

In the subconscious of students, there is a lack of recognition of social responsibility and serving others, so when participating in the voluntary service-oriented social practice, they lack positive emotional input, remain superficial, and shows perfunctory and careless behavior in the activities. It will lead to the failure of higher vocational colleges to achieve their expected results in carrying out the voluntary service-oriented social practice^[4].

2.2 Insufficient Emphasis on Voluntary Service-oriented Social Practice

In the process of integrating voluntary service-oriented social practice into aesthetic education in higher vocational colleges, some students do not pay enough attention to volunteer service activities. To be specific, compared with participating in voluntary service-oriented social practice, some college students focus on academic performance or personal interests, and believe that participating in voluntary service-oriented social practice cannot improve their professional quality and employment competition, but is only a "task" that occupies extracurricular time, thus despising voluntary service-oriented social practice.

Furthermore, after higher vocational colleges carry out voluntary service-oriented social practice integrated into aesthetic education, students refuse to spend time and energy to participate in it, which will seriously hinder the process of higher vocational colleges integrating voluntary service-oriented social practice into aesthetic education. Moreover, some students regard voluntary service-oriented social practice activities as a way to obtain credits, but ignore the deep significance of volunteer service as a means of assuming social responsibility and conducting aesthetic education, so they pay insufficient attention to volunteer service activities.

2.3 The Lack of Teachers to Guide the Voluntary Service-oriented Social Practice

At present, in the process of integrating voluntary service-oriented social practice into aesthetic education in higher vocational colleges, there is a general problem of weak teachers' guidance. To be specific, there is a lack of professional instructors, usually held by the secretaries or counselors of the Youth League Committee of each department. Although this can ensure the continuous progress of activities, but in actual operation, this can not fully guarantee the professionalism and effectiveness of activities, which is not conducive to college students in the voluntary service-oriented social practice to cultivate aesthetic education ability. For example, the lack of professional teachers with high professional literacy and strong technical level often makes it difficult to find aesthetic education elements in activities, and to effectively carry out aesthetic education activities^[5].

3 The Strategies of Integrating Voluntary Service-oriented Social Practice into Aesthetic Education in Higher Vocational Colleges

3.1 Strengthen the Aesthetic Education of College Students

If higher vocational colleges want to purify students' minds and enhance their sense of social responsibility, stimulate the practical mission of aesthetic education and improve the comprehensive quality of students, and improve the quality of life of residents and increase the cohesion of the community through integrating voluntary service-oriented social practice into aesthetic education, they should first pay attention to aesthetic education and strengthen the aesthetic education of students.

To integrate voluntary service-oriented social practice into aesthetic education, higher vocational colleges should first attach importance to the connotation and function of aesthetic education, and place aesthetic education in the same important position as moral education, intellectual education, physical education and labor education. Specifically, higher vocational colleges need to incorporate aesthetic education into the overall planning of education, set up courses, clarify the value and goal of aesthetic education, and systematically impart aesthetic education knowledge to college students. Moreover, vocational colleges also need to organize regular aesthetic education training and symposia to improve the quality of all teachers to penetrate aesthetic education knowledge in the classroom and implement it in teaching practice. It should be noted that the aesthetic education carried out by teachers should keep pace with the times, and the curriculum setting and teaching methods of aesthetic education should be timely updated, thus ensuring that the curriculum content is synchronized with the times^[6].

3.2 Emphasize the Development of Voluntary Service-oriented Social Practice

To integrate voluntary service-oriented social practice into aesthetic education in higher vocational colleges, it is necessary to build a "trinity" volunteer service management mechanism with student organizations as the main body, volunteer service teams as the core and professional teachers as the guidance. First, it is necessary to give play to the leading role of the Communist Youth League and the student union in volunteer service. The Communist Youth League and the student union can regularly publicize and promote volunteer service activities to students, so as to enhance students' enthusiasm and sense of identity in participating in volunteer service. Second, with the volunteer team as the core, different volunteer service teams are set up according to the characteristic service projects. Thirdly, professional teachers are provided for voluntary service-oriented social practice activities, which can provide professional and systematic training for students before the activities, and help students select and screen volunteers, so as to help students cope easily with voluntary service-oriented social practice and gain more benefits.

3.3 Provide Professional Education Guidance by Higher Vocational Colleges

The educational guidance platform can provide students with clear, unified and standardized educational resources, so that students can choose voluntary service-oriented social practice that aligns with their interests and is related to their own professional knowledge on the platform. In the process of participating in social practice, students can also obtain systematic guidance of practical skills. In addition, with the help of the educational guidance platform, teachers can also communicate with students, understand the needs of students in a timely manner, and provide targeted guidance based on the needs.

In addition, when higher vocational colleges integrate voluntary service-oriented social practice into aesthetic education, teachers can conduct face-to-face communication with students about voluntary service-oriented social practice. They can help students summarize and reflect on voluntary service-oriented social practice with the help of seminars and experience exchange meetings, so as to promote the orderly and coherent conduct of the next activity^[7].

4 Conclusion

Integrating volunteer service-oriented social practice into aesthetic education in higher vocational colleges is conducive to promoting the implementation of aesthetic education, purifying students' minds, cultivating students' consciousness of social responsibility, improving students' comprehensive quality and enhancing residents' quality of life. In this regard, higher vocational colleges should strengthen the aesthetic education of students, pay attention to the development of voluntary service-oriented social practice, and build a "trinity" volunteer service management mechanism with "the Youth League Committee and the students union" as the main body, the volunteer service team as the core, and the professional teachers as the guidance to realize the integration of voluntary service-oriented social practice in aesthetic education.

Funding

"Strategic Research on Improving the Effect of Aesthetic Education in Nursing Etiquette Teaching in the Context of Internet Plus" (NWYJY2024Y07) Assistant Lecturer.

About the Author

Zijun Zhu (1989.04-), Female, Han, Shizuishan, Ningxia, Master, Assistant Lecturer, Youth League Committee, Ningxia Health Vocational and Technical College, Research Fields: the Integration of Student Social Practice Volunteer Service in Professional Development, Aesthetic Education.

References

- [1] Xue LM, Fang LX. The Practice of Integrating Aesthetic Education into College Students' Volunteer Service[J]. Employment and Security, 2023(9):163-165.
- [2] Cheng JY. Exploration of College Education under the Integration of Aesthetic Education and Volunteer Service[J]. Time Report, 2022(12): 131-133.
- [3] Cui SZ, Yang R, Zhao MM, et al. On the Path of College Students' Participation in Community Volunteer Service from the Perspective of Aesthetic Education[J]. Elegance and Classic, 2024(2):108-110.
- [4] Peng QX. Research on Aesthetic Education of College Students in the New Era[D]. Xihua University, 2023.
- [5] Pang XF. The Dilemma and Solution of Volunteer Service Management in Higher Vocational Colleges[J]. International Public Relations, 2024(10):185-187.
- [6] Liang YH. The Value, Dilemma and Realization Path of College Students' Aesthetic Education in the New Era[J]. Educational Exploration, 2024(6):41-45.
- [7] Ming Y, Gan HW. Discussion on the Localization Model of College Students' Volunteer Service: A Case Study of "the Firefly Primary and Secondary Aesthetic Education Volunteer Service Base" in Hubei Normal University[J]. Journal of Hubei Normal University (Philosophy and Social Sciences), 2019, 39(2):93-96.