

Current Status and Countermeasures of Art Education in Higher Education under the Perspective of New Media

Qian Lei

Xi'an University of Architecture and Technology, Shanxi Xi'an, 710055

ABSTRACT

With the rapid development of new media technology, People have entered the 5g Internet era of all media and information explosion. Online video, real-time live streaming, online community, immersive experience, and intelligent interaction and so on that have penetrated into every aspect of life. New media technology leads the trend of the times, while bringing many conveniences to people, and changing daily habits also. Art education is an important component of higher education, which goal is to pursue the comprehensive development of individuals, enhance students' aesthetic and humanistic literacy, and in the context of new media, new development opportunities and challenges have emerged. This article analyzes the current status of aesthetic education in higher education under the perspective of new media, explore the existing issues, propose corresponding countermeasures, and promote the development of aesthetic education.

KEYWORDS

New Media; Art Education in Higher Education; Aesthetic Education; Present Situation; Countermeasure

1 Introduction

Aesthetic Education was proposed by Schiller, an 18th century German writer, Although similar aesthetic consciousness and art education had already emerged in ancient China, such as music of governance the country and education system of Duke Zhou's establishment of rituals and music, and Confucius proposed the education system Six Talents including music, which included art forms of poetry and dance. However, Mr. Cai Yuanpei introduced China to aesthetic education concept. Mr. Cai Yuanpei, in the context of turbulent times, personally imparted aesthetic education courses to students, so it is evident that the emphasis on aesthetic education.

At present, Aesthetic education plays a significant role in the higher education system. Exploring the combination path of new media and aesthetic education in universities is a requirement putting forward by the development of the times, and is also the key point to better achieve the purpose of aesthetic education in the new era. The traditional art education curriculum adopts a face-to-face teaching mode based on the class unit. Because often limited by the number of people, time, space, efficiency, and insufficient class hours, it make difficult to form a widespread and effective aesthetic education influence on college students and even society.

Empowering College Art Education with New Media Tools can effectively overcome the limitations of objective physics, and fully stimulate students' initiative in self-directed learning. Significant information technology features are conducive to improving the education system for aesthetic education workers in universities, optimize educational logic, innovate educational methods, and improve educational quality.

2 The current status of aesthetic education in colleges and universities from the perspective of new media

2.1 The resources of aesthetic education are constantly enriched , but the integration and utilization are insufficient

In the era of new media , the richness of information resources provides Unprecedented an opportunity for universities. There are over 1.4 million references related to art and 50000 references related to aesthetic at China National Knowledge Infrastructure. In addition, Official account, Kwai, Little Red Book, Zhihu and other major platforms have inexhaustible related content. New media platforms are like a vast network that compresses time and space, which point out the direction to the knowledge treasure to the seeker. While, despite abundant resources, aesthetic educators in colleges and universities still lack of integration and utilization of these resources. At present, College art education workers have failed to fully tap into the potential of new media resource libraries, and failed to transformed into high-quality, multi-level, progressive teaching courseware. The content of aesthetic education courses is often limited to classical art works, and failed to integrate with modern art works, which caused monotonous classroom content, and stimulated difficultly students' interest in active learning.

2.2 Teaching staff weak , and professional competence needs to be improved

The teaching staff for aesthetic education in universities is weak , and full-time art education teachers are serious shortage . The survey shows that Most of the existing art education teachers in universities are part-time Chinese or art teachers, and too few teachers compared to moral education, etc. Meanwhile, there is also a lack of institutions dedicated to cultivating aesthetic education talents in society. Some normal schools have music departments, art departments, dance departments, etc, but lack of specialized training for aesthetic education teachers. Due to a shortage of professional aesthetic education teachers, Universities are unable to implement individualized small class education, Instead, it has been replaced by a standardized phased large course model. These types of courses usually only provide one-way indoctrination of boring aesthetic theories and art history theories, so Not only does it not conform to the principle of aesthetic education from the outside to the inside, but also the study habits of college students in the era of new media go against.

2.3 Course content is theoretical and lack of practical experience

Currently, the theoretical and abstract nature of art education textbooks in universities is too strong , while lack of infectivity and imagery. In terms of textbook content, There are many knowledge and concepts, but Lack of methods and skills about art and aesthetics. There is more research on beauty, but less implementation in education, so art education does not apply educational principles and methods well. Art education courses often remain at the theoretical level, and lack of practical experience. It leads to students' difficulty in applying what they have learned in real-life situations, and unable to form a complete aesthetic experience. In addition, the aesthetic education curriculum is too formal and theoretical, and failed to integrate with practice. The monotonous classroom content cannot create the artistic atmosphere, and stimulate difficultly students' interest in active learning, which can cause students' aesthetic fatigue, and result a vicious cycle of negative treatment.

2.4 Insufficient class hours, and the assessment mechanism is not perfect

In the four-year higher education curriculum, generally, there are only 32 hours of aesthetic education courses available, and most of them are distributed in the busy academic first and second grades, so the class hours are relatively small. Meanwhile the assessment mechanism is not perfect, it is difficult to comprehensively evaluate students' aesthetic and humanistic literacy. Under the influence of the deficiencies in the curriculum system mentioned above, art education teachers provide hardly to students with a complete and rich aesthetic experience, and Students are also likely to low their emphasis on aesthetic education courses accordingly. Art education advocates subtly enhancing students' aesthetic literacy through the process of artistic influence. We should adopt a gradual and long-term education system that beautifies people, educates them, and nurtures them with beauty, and gently infiltrate thoughts. Only then we can form a complete and profound aesthetic value system. It is difficult to achieve overnight.

3 Analysis of Problems in Colleges Art Education from the Perspective of New Media

3.1 Insufficient utilization of new media resources

The new media resource library provides rich materials and artistic works for aesthetic education in universities , however, there are obvious shortcomings in the integration and utilization of these resources by university art education workers. On the one hand, art education workers lack proficiency in mastering new media technologies, so new media resources are integrated difficultly into teaching. on the other hand, aesthetic educators filter and organize new media resources to lack of systematicness, resulting in disorganized content of courses, and forming hardly a complete knowledge system.

3.2 The construction of teaching staff lag

The weakness of aesthetic education in universities is one of the key factors restricting the development of aesthetic education. Due to the shortage of full-time aesthetic education teachers, College aesthetic education courses are often undertaken part-time by non professional teachers, resulting in uneven teaching quality. Meanwhile, due to the lack of specialized institutions for cultivating aesthetic education talents, The professional competence of art education teachers in universities is difficult to effectively improve. In addition, The training and further education opportunities for art education teachers in universities are limited, so The teaching level and educational thoughts of teachers lag behind the development of the times.

3.3 The course content is disconnected from practice

The content of college aesthetic education courses is too theoretical, and Lack of practical experience, so Students find it difficult to apply the knowledge they have learned to real-life situations. On the one hand, art education courses often focus on the explanation of art history and aesthetic theory, and lack of cultivation of students' aesthetic practice ability. On the other hand, the aesthetic education curriculum has not been integrated with modern art works, causing students to lack understanding and recognition of modern art.

3.4 Unreasonable class hours and assessment mechanism

Insufficient teaching hours and imperfect assessment mechanism for art education, which make it difficult to comprehensively evaluate students' aesthetic and humanistic literacy courses in universities. On the one hand, due to limited class hours ,art education teachers teach difficultly a complete knowledge system of art education to students in a short period of time. Because the assessment mechanism places too much emphasis on the check of theoretical knowledge, evaluation of students' aesthetic practice ability is neglected. This unreasonable class hours and assessment mechanism lead to insufficient emphasis on aesthetic education courses among students, which difficultly form a complete aesthetic value system.

4 Analysis of Countermeasures for Aesthetic Education in Universities from the Perspective of New Media

4.1 Enrich aesthetic education resources, establish a new media database

To achieve the goal of aesthetic education, art education workers must guide students to fully absorb the nutrients of art and beauty, and provide a large amount of aesthetic materials and artworks to accumulate aesthetic experience for them. The new media resource library is undoubtedly the best choice. aesthetic education workers in universities should actively explore new media resource libraries. Starting from the core knowledge points of aesthetic education, aesthetic education workers filter, summarize, and organize the associate content and create high-quality, multi-level, progressive teaching materials, which can Construct a database of new media resources for aesthetic education. The method Subverts the traditional teaching mode that was previously limited by fixed textbooks, Combine with a broader sense of social aesthetics and pain points, Use a simple and easy to understand expression, and create more popular three-dimensional classroom models. vivid new media content not only meets teaching needs, but also inspires students' interest in aesthetics and art, promote aesthetic education concepts of their active acceptance in the classroom, enhance their taste in intellectual beauty, intrinsic beauty, artistic beauty, and natural beauty. The main battlefield of aesthetic education with major universities jointly builds a new media platform style database, forms an unbreakable united front for aesthetic education. Major universities create a positive academic atmosphere where art education practitioners at all levels learn from each other's strengths and weaknesses, integrate and connect with each other.

4.2 Strengthen the construction of teaching staff and enhance professional competence

Universities should strengthen the construction of aesthetic education faculty, and enhance the professional competence and level of teachers. On the one hand, universities should work hard to introduce aesthetic education teachers, increase the number of full-time aesthetic education teachers, and improve the teaching quality of aesthetic education courses. On the other hand, universities should provide more training and further education opportunities for art education teachers, and enhance teachers' professional competence as well as teaching philosophy Meanwhile, Universities should encourage art education teachers to actively participate in academic research and practical exploration, and promote the innovative development of aesthetic education. In addition, Universities can collaborate with social art education institutions to jointly cultivate talents in aesthetic education. Universities can promote the practice and innovation of aesthetic education through school enterprise cooperation, industry university research integration, and other means. Meanwhile, universities can invite experts and scholars in the field to give lectures and teaching on campus for expanding students' horizons and knowledge.

4.3 Optimize course content and strengthen practical activities

Universities should optimize the content of aesthetic education courses and strengthen practical activities for combining theory with practice. For one thing, the aesthetic education curriculum should increase the introduction and analysis of modern art works in order that enable students to understand the development trends and aesthetic

characteristics of modern art .for another, The aesthetic education curriculum should include practical elements such as artistic creation, aesthetic appreciation, etc, which can cultivate students' aesthetic practice ability and creativity. Furthermore, Universities can offer interdisciplinary aesthetic education courses, and integrate aesthetic education with other disciplines, such as Music and literature, art and history etc, which can expand students' knowledge and perspectives. Through interdisciplinary aesthetic education courses, Students can better understand the connotation and value of art, and enhance aesthetic and humanistic literacy.

5 Case analysis

5.1 Case study on the construction of a new media resource library for aesthetic education in a university in Shaanxi Province

A university in Shaanxi Province actively utilizes new media technology to build a new media resource library for aesthetic education for Students providing rich aesthetic materials and artistic works. This resource library includes short videos, medium length videos, art music, monographs and journals, image materials etc, and covers multiple art fields such as painting, music, dance, drama, etc. Through this resource library, students can access aesthetic education resources anytime and anywhere, and engage in self-directed learning and exploration. The university also utilizes new media platforms to conduct online teaching and interactive activities. At the same time, The university also utilizes new media platforms to conduct online teaching and interactive activities for providing students with more flexible and diverse methods and personalized experiences.

5.2 Case study on constructing teacher teams of aesthetic education in a university in Xi'an

A university in Xi'an focuses on the construction and improvement of its art education faculty. On the one hand, the university actively introduces full-time aesthetic education teachers, and increase the quantity and quality of the teaching staff. On the other hand, this university provides certain trainings and further education opportunities for art education teachers, in order that enhance their professional competence and teaching ability. The university also encourages art education teachers to actively participate in theoretical research and practical exploration of art education , and Continuously innovate teaching methods and tools.

6 Conclusion and Outlook

From the perspective of new media, College aesthetic education is facing new opportunities and challenges. By a serious of measures such as enriching aesthetic education resources, building a new media database, Strengthening the construction of art education teacher team, innovating aesthetic education curriculum model, improving the evaluation system for aesthetic education etc can promote innovation and development of aesthetic education in universities. In the future, with the continuous development and popularization of new media technology, college aesthetic education will usher in a broader development prospect. Universities should continue to actively explore innovative paths and methods for aesthetic education from the perspective of new media, and continuously improve the quality and effectiveness of aesthetic education for cultivating high-quality talents with comprehensive development and making greater contributions.

About the Author

Qian Lei, Master, research direction: Cultural and artistic education in universities.

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