

# *Research on the High Quality Development of Online Art and Aesthetic Education in Vocational College*

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**Abstract:** After a lot of practice and exploration, online education has become a new development field in the current digital era. On the one hand, online education shares high-quality teaching resources in society, and on the other hand, it is an effective way for students' vocational ability and comprehensive quality. However, it is a long way to achieve high-quality development in the real sense, especially how to optimize educational resources through information technology and digital technology to ensure the quality of teaching, which is a key issue that cannot be avoided. The art and aesthetic education of vocational colleges and universities should adjust the content and methods based on the market demand and basic learning situation, and find the balance point based on different online education forms, so as to achieve the effect of complementary advantages, and then become the driving force to promote its high-quality development. Based on the concept of art aesthetic education in the new era, this paper focuses on the interpretation of the connotation of "art aesthetic education", focuses on art education in vocational colleges in the new era, promotes the design of the framework for the development of aesthetic education and the difficulties in the implementation of vocational colleges and universities in aesthetic education, and introduces the platform of "love curriculum" and the education of creativity, and examples of the application of art aesthetic education in vocational colleges and universities in the online education of art aesthetic education. On this basis, some suggestions are put forward to promote the high-quality development of online art and aesthetic education in vocational colleges and universities.

## 1. Introduction

On October 15, 2020, 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, requiring that "aesthetic education should be included in the whole process of talent training in schools at all levels and throughout all sections of school education" <sup>[1]</sup>. In the new period of China's educational reform, the construction of aesthetic education is a key content of vocational college education. Using network education as a platform, art and aesthetic education can guide students to construct the inner dimension of the beauty of the meaning of life, and at the same time serve to expand the outer dimension of the beauty of practice,

science and technology, and nature, which on the one hand greatly enriches students' practical perception ability, and on the other hand strengthens their ability to understand and grasp the world acutely.

## **2. Aesthetic education of art in the new period -- aesthetic education of art**

The aesthetic education of art is concentrated in the connotation of "educating people with emotion". The fundamental task of education is to cultivate morality and cultivate people <sup>[2]</sup>. Artistic aesthetic education, the most representative form of school aesthetic education, has gradually become a main way to improve and strengthen school aesthetic education. The key point of artistic aesthetic education is not to cultivate artistic skills, not to seek abstract artistic beauty deliberately, but to educate and cultivate people, so cultivating people is also the fundamental task of artistic aesthetic education. What is an excellent literary work? Like sunshine and breeze, it enlightens the mind and moistens the heart. As for the educational method, it is not moral preaching or logical schema, but can reflect the artistic image from real life, and this image not only presents the characteristics of the work, but also can be used as a proof of the universality of art, and is a world language for psychological communication and mutual understanding <sup>[3]</sup>. The educational effect of relying on artistic aesthetics is enough to easily touch people's feelings, and this touch is happy and happy, more importantly, this happiness is not to meet the physiological desires of human beings, but to make the spiritual world more fulfilling, and to achieve pleasing to the eye and pleasing to the ears at the same time. In other words, literary and artistic works that simply satisfy sensory desires will not only damage literature and art, but also harm the spiritual life of society.

## **3. Framework design of art education promoting the development of aesthetic education in vocational colleges and universities in the new era**

### **3.1 Target design**

The foundation of aesthetic education teaching design in the art education curriculum of vocational colleges and universities lies in the course objectives, and whether the direct implementation direction of aesthetic education can be scientifically set <sup>[4]</sup>. The teaching method, the teaching content and the teaching activities designed by art aesthetic education are all centered on the goal of aesthetic education curriculum. Under the requirement of relying on school art curriculum to promote the development of aesthetic education, curriculum objectives should be formulated in accordance with the requirements for talent training and aesthetic education in the new era, and designed according to the characteristics of the curriculum and the personality characteristics of students studying different majors. Only in this way can aesthetic education activities be effectively implemented, art education can be organically integrated with aesthetic education, and art education can be guaranteed to go side by side with aesthetic education. In a word, the curriculum objective should pay attention to exploring the available aesthetic education elements in the art education curriculum, so that it can provide the necessary target guidance for the implementation of the art aesthetic education curriculum.

### **3.2 Content Design**

Under the guidance of art education, carefully designing the development content of aesthetic education belongs to the core of the construction of art aesthetic education teaching system. Based on this, the implementation of art aesthetic education should place the key points of design course content on the organic integration of curriculum aesthetic education elements with professional

curriculum knowledge points. Aesthetic education resources are developed according to the specific course content, so that aesthetic education and related course knowledge points are perfectly integrated.

### 3.3 Activity Design

The artistic aesthetic education activities of vocational colleges and universities should naturally focus on the theme of aesthetic education and rely on digital and information technology. Aesthetic education activity is the medium to carry out aesthetic education, and aesthetic education activity is not only a fusion of aesthetic education and professional knowledge, but also one of the channels to achieve the goal of aesthetic education. By digging deeply into a certain teaching content, organizing students to conduct self-study exploration through group cooperative learning mode, or adopting artistic investigation, social practice and other means, teachers can help students better understand the elements of aesthetic education on the premise of determining learning goals and tasks.

### 3.4 Evaluation design

Regarding the evaluation of aesthetic education, we should not only pay attention to the degree of students mastering professional knowledge, but also do a good job in the evaluation of students' "three views". Teachers should evaluate the effect of aesthetic education implementation through evaluation methods of different dimensions, and at the same time formulate detailed evaluation criteria for the effect, thus forming a complete evaluation mechanism. Common evaluation methods of aesthetic education include student self-evaluation and mutual evaluation, teacher evaluation, etc., and form feedback data on the effect of aesthetic education implementation of courses by analyzing the evaluation results.

## 4. Difficulties in the implementation of aesthetic education in vocational colleges

In recent years, the work of aesthetic education in vocational colleges and universities has been highly valued by the society and the educational circle, and certain results have been obtained in the exploration of theory and practice. However, from the perspective of the overall implementation, aesthetic education in vocational colleges and universities is still "high and low", and the reasons for this phenomenon are mainly reflected in the following three points:

First of all, the aesthetic education path of the school is too shallow, that is, it emphasizes "art" but lacks "beauty", fails to clearly recognize the essence of aesthetic education in the new era, lacks systematicness and regularity, and does not meet the realistic needs of the reform and development of aesthetic education in vocational colleges and universities <sup>[5]</sup>. At the same time, the cognition of the functional status and strategic status of aesthetic education is not deep, and there is a problem that aesthetic education is separated from professional education or has no marginalization. Secondly, the school's aesthetic education path is too rigid, mainly manifested in a single channel and rigid form, no abstract values and aesthetic education of the fun, the image of the combination, coupled with the failure to "materialize" the connotation and form of beauty, so it does not adapt to the "five education" under the vocational college education system; Finally, the path of aesthetic education in schools is too narrow, which mainly refers to the insufficient path and resource construction of aesthetic education, and the old and single implementation method of aesthetic education <sup>[6]</sup>. In addition, school lack of perfect aesthetic education evaluation system, cannot meet the young students in the level of aesthetic education personalized development needs.

## 5. The exploration of "Love Course" platform and maker education in the online education of art and aesthetics in vocational colleges and universities

### 5.1 "Love Course" platform to carry out online aesthetic education summary

By 2021, there are 220 domestic colleges and universities offering online aesthetic education courses on the "Love Course" platform, accounting for more than half of the total number of colleges and universities on the platform. The level and number of colleges and universities offering aesthetic education courses on the platform are shown in the following Table 1. In the latest statistics of 137 double first-class universities in China, up to 67% of colleges and universities set up aesthetic education courses on the platform. At this stage, the platform has a total of 556 aesthetic education courses, of which the number of courses is the largest proportion of comprehensive double-first-class colleges, with a total of 254 courses, accounting for 30.1%.

Table 1: The level and number of colleges and universities offering online aesthetic education courses on the "Love Course" platform

| School level           | independent college | academy | General undergraduate institution | Double first-class university |
|------------------------|---------------------|---------|-----------------------------------|-------------------------------|
| The number of colleges | 3                   | 1       | 124                               | 92                            |

### 5.2 Case analysis of the application of "Love Course" platform and maker education in art aesthetic education online education

With the support of the concept of maker education, according to the fifth chapter of "Chinese Music Art Appreciation" in "Art Appreciation of College Students", we designed a special task for our students, that is, through students' creation and performance of works, to create a "Voice of Youth - online sharing concert". Among them, students are required to create works based on the knowledge required in aesthetic education general courses, based on the meta-theory of knowledge education harvest, through the design, selection, creation and performance of four links, students as a unit to upload to the teaching platform, a group of works to form this online sharing concert. The feature of this task is that students create and interpret online music based on their understanding of the cultural theories of folk music. Each chapter of the textbook should have a music piece, and each group is responsible for one chapter. The collection of works collected in the teaching platform has realized the sharing of the group, the group and the whole school.

#### 5.2.1 Applying Policies

(1) Rely on "offline face-to-face teaching + online education" to complete knowledge integration

The video of each group's student works was uploaded to the teaching platform at a designated time, and relying on the online sharing concert, the stage practice experienced the process of "offline learning - online inspection - fine presentation". The works in the concert are transferred to the offline stage by means of "like" and "comment", which extends online education to reality and transforms the teaching of single theory into artistic practice. The group leader is responsible for the theoretical learning, communication and discussion of the group, so that the whole learning mode is more interactive and open. In the Song Dynasty music section, for example, students first master the cultural theory knowledge through face-to-face teaching by teachers in class, and then learn about the arrangement, types, timbre and even the music and dance costumes of the Song Dynasty in the

"Love Course" platform. After obtaining the knowledge foundation, students give full play to the creativity of music and dance preparation, and can perform the scenes of Song Ci. In the process of "offline face-to-face teaching + online education", students complete the integration of relevant knowledge and information, achieve the ultimate goal by completing scattered tasks, and better retain the systematic learning process of art aesthetic education.

(2) Implement evaluation based on the fit degree of "Maker education theory + online shared concert"

The learning results uploaded on the platform include not only written materials, but also music and dance works rehearsed by students. The students' learning results are displayed in non-literal forms through PPT made by themselves based on artistic styles. As for evaluation as an important part of online education learning, detailed evaluation indicators are set in combination with corresponding theoretical knowledge, and students and teachers jointly act as assessment subjects. Such a way of displaying learning results is also a major feature of online art and aesthetic education infiltrating the concept of maker education. Generally, the online score composition of art education online education includes video (15%), graphic (15%), discussion (10%), homework (10%), and exam (5%). "Creation" is the source of water in maker education, which plays a role in students' ability to transform existing knowledge, but in order to improve students' ability and accomplishment, they must enter the field of art practice. Although students' practical works are the object of evaluation, their essence is the degree of mastering music theory knowledge and understanding the depth of artistic aesthetics. Through the completion of the online sharing concert activity, it is an extension of the traditional education task, but also reflects the value of art aesthetic education online education. At the same time, the integration of online education and maker education thinking enables students to form a new learning mode of aesthetic education curriculum knowledge, stimulates students' interest in exploring "beauty", and realizes "teaching fish" while "teaching fish". Through a series of educational activities to improve the students' ability to innovate and create, not only highly fit the characteristics of art aesthetic education disciplines, but also to meet the requirements of cultivating innovation in the new era.

(3) In-depth integration of information technology into educational practice

Some students already have some musical skills, and their existing abilities can ensure the successful completion of the online learning task, that is, the skill as a tool to understand the theory. Although students have limited musical skills, they have shared and research-based learning through the "Love Course" platform, which provides a platform for them to contact music skills. School can create online shared concerts, rely on maker education, and use the "love course" platform to provide interactive opportunities to realize learning while creating, so that practice returns to theory again. Compared with the traditional single offline teaching mode, the teaching quality is greatly improved by relying on information technology. For aesthetic education general courses, the focus of online education is to cultivate skill practice through theoretical learning, and realize the deep integration of theory into practice.

### 5.2.2 Application Effect

(1) Extend traditional education

Even though online education has many advantages, it cannot completely replace the traditional teaching mode. In the art and aesthetic education teaching, the unique advantages of traditional education should be brought into play, and the teaching should be extended with multiple horizons and multiple dimensions. Knowledge education is the characteristic of traditional education mode, and online art aesthetic education under maker thinking can effectively transform theoretical knowledge into artistic practice for students to recognize. For example, the creation of music works needs a certain theoretical basis, and the historical knowledge and humanistic knowledge related to

music, as well as the fit between music works and music theories, are important indicators for the implementation of process evaluation. The significance of creating online shared concerts is not only to make theoretical learning tangible, but also to place the generation of theoretical knowledge in the process of producing works, so that it has the significance of independent learning, which is also in line with the requirements of vocational college education.

(2) Academic performance improved significantly

This paper selects the general knowledge course "Appreciation of Chinese Music History and Famous Works" to calculate the academic performance of students in our school in the three academic years, and counts more than 800 students. The traditional knowledge education adopted in 2019-2020 academic year will be implemented, and the online education of art and aesthetic education combined with the "Love Course" platform will be implemented in 2020-2021 and 2021-2022. Judging from the feedback of students' academic performance, the teaching effect of this course has been greatly improved. Since 2019, the excellence rate of students has gradually increased, and the failure rate has also decreased. In particular, the online art and aesthetic education of "Love Course" platform combined with maker education has been implemented from 2020 to 2021, and the average score has increased by 14 points compared with the previous year. The failure rate decreased by 13%, the excellence rate increased by 3%, and then stabilized in a certain range. The comparison of the excellence rate and failure rate of the general studies course of Chinese Music History and the Appreciation of Famous Works in the three academic years is shown in the following table 2. The trend of the excellence rate and failure rate of the general studies course of Chinese Music History and the Appreciation of Famous Works from 2019 to 2022 is shown in Figure 1.

Table 2: Comparison table of excellence rate and failure rate of Chinese Music History and Appreciation of Famous Works in three years of general studies

| school year | Excellent rate | Failing rate |
|-------------|----------------|--------------|
| 2019-2020   | 14%            | 14%          |
| 2020-2021   | 17%            | 1%           |
| 2021-2022   | 18%            | 2%           |

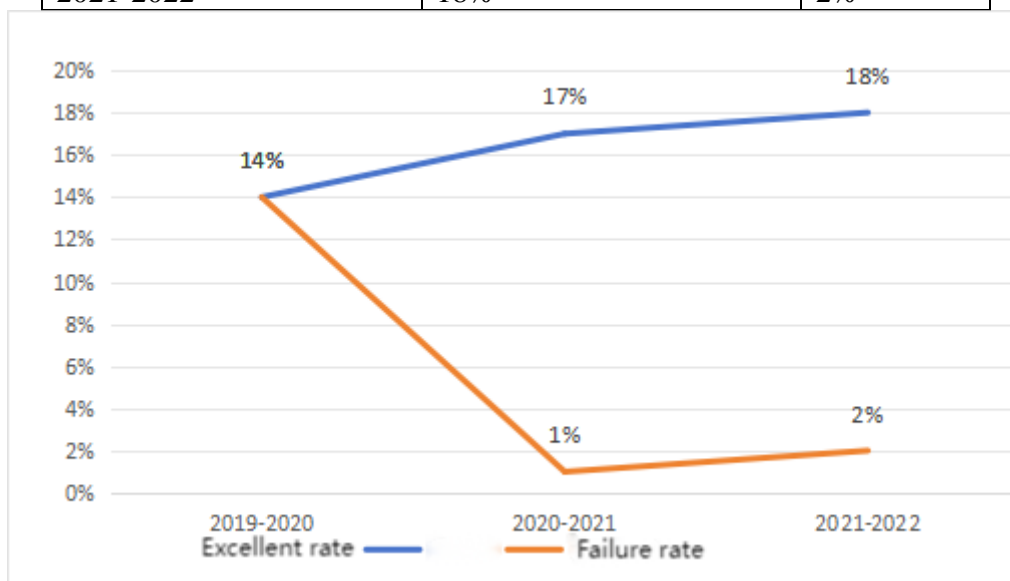


Figure 1: Trend of excellence rate and failure rate of the General Course of The History of Chinese Music and Appreciation of Famous Works in 2019 — 2022



## 6. Suggestions on promoting the high-quality development of online art and aesthetic education in vocational colleges and universities

### 6.1 Form the artistic aesthetic education characteristics of "online education + caring education = dynamic generation"

In this paper, "generation" refers to "process", mainly because "generation" is born in a new situation, and there is a corresponding relationship between it and presupposition [7]. The process of artistic aesthetic education is full of variables and some "added value" that can be predicted. As for the unpredictable part, its internal direction is the creativity of the process. Based on the online education platform of MOOC College, the evaluation evidence extracted from the expected effect is then combined with the evaluation evidence for reverse teaching design of online education learning experience, and experiential teaching activities are used to create conditions for students to complete online self-study tasks. Judging from the implementation of online art and aesthetic education, it is still difficult to avoid the cold feeling of online teaching without the attention and ownership of offline education, which restricts the development of students' initiative to a certain extent [8]. To this end, colleges and universities can use SPOC to fill the shortcomings of the MOOC teaching model, set classes at different levels, and publish learning nodes to guide students to watch videos, complete assignments, and participate in discussions, so that students can devote more energy to more valuable learning activities. At the same time, through wechat groups, Tencent conferences and other auxiliary teaching, mainly responsible for online question-answering and direct communication with students, improve the interaction and increase the sense of belonging, even if the distance between teachers can feel the love, help human-computer interaction "dynamic generation" [9]. In addition, through modern teaching assistive technology, the three major teaching links of pre-school, middle school and post-school are improved to ensure that there are no barriers to long-distance communication between students and teachers, and to create a new normal of online art and aesthetic education (see Figure 2).

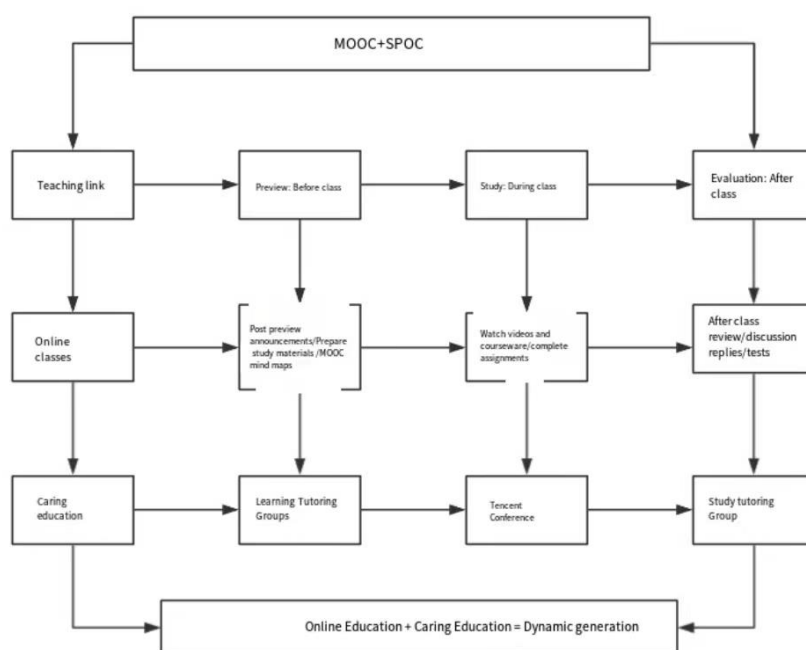


Figure 2: Schematic diagram of "online education + care education = dynamic generation"

## 6.2 Encourage learners to develop lifelong learning ability

Before the launch, the teaching resources, teaching language and teaching design will be planned in detail and reasonably arranged. The teaching language used by teachers is standardized and rigorous, and the teaching videos are concise and short. It only takes about 10 minutes to complete about 40 minutes of ordinary classroom teaching content, and then the video playback is used to review and consolidate. However, there are still some problems in the online education model, such as the lack of eye contact between students and teachers, and the lack of attention from teachers, which easily reduces the sense of identity in the classroom, and the lack of supervision by teachers further aggravates the passive learning of students<sup>[10]</sup>. How to avoid knowledge fragmentation after the design of art aesthetic education course; How to choose and use knowledge? In teaching practice, teachers are required to pay enough attention to the cultivation of students' learning ability. Finding problems is far more difficult than solving them. Teachers use "small problems" as the direction of learning and exploration for students, and then guide students to sort out fragmented knowledge through the mind mapping system. In the course "Appreciation of Chinese Music History and Famous Works", there is not only an overall mind map, but also a mind map for each chapter, so that the originally dispersed knowledge can be organized into a system, and students can comb the previous content at any time by using the free moving learning end. At the same time, the knowledge points of a class can be divided into different short videos or case videos, so that students can review and learn at any time according to their personal needs, which makes the teaching time flexible on the one hand and enriches the teaching space on the other hand. Through the online education mode of art aesthetic education, it can achieve the effect of learning from time to time and learning from everywhere, which is of great benefit to students to form a sense of lifelong learning.

## 7. Conclusion

To sum up, if the online education of art and aesthetic education in vocational colleges and universities wants to embark on a balanced and high-quality development path, teachers should guide them through technologies that do not yet exist and try to solve problems that have not yet been thought of, which requires both students and teachers to establish the concept of lifelong learning, teachers to innovate and students to accept<sup>[11]</sup>. This paper argues that the overarching height of online education remains curriculum construction. Therefore, we should change the past teaching content design to learning activity design and provide learning scaffolds using diverse online teaching modes as enablers and guides for online learning. It is worth noting that the online education of art aesthetic education cannot be achieved overnight and cannot remain unchanged, so "what can be learned" and "how can be learned" are the eternal direction of the exploration and construction of online education of art aesthetic education in vocational colleges and universities.

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