

The Cultivation of Students' Aesthetic Ability in Art Teaching in Higher Vocational Colleges

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Abstract: As one of the special forms for human beings to understand and master the world, aesthetics plays a very important role in art teaching. However, in the process of art teaching in higher vocational colleges, teachers have not paid enough attention to the cultivation of students' aesthetic ability. With the continuous promotion of the new curriculum reform policy, as quality education has also raised the requirements for the development of art teaching, it is of great significance to analyze it. This article mainly analyzes the cultivation of students' aesthetic ability in higher vocational art teaching to strengthen students' aesthetic ability.

1. Introduction

With the continuous development of human spiritual civilization, many subjects such as fine arts and music have been added to the traditional subjects in the education system. Art is one of the most important subjects in higher vocational teaching activities. When teachers carry out teaching activities, they should organically combine it with students' own characteristics, focus on students' positive and healthy aesthetic psychology and consciousness, and help improve their own aesthetic ability.

2. Strengthening students' knowledge and skills

In higher vocational art teaching activities, fine art theory's knowledge and skills are two important contents. Through theoretical knowledge and skills training, students' aesthetic ability can be effectively improved. In the specific teaching practice process, we can see that many students lack the ability of art appreciation, which leads to mechanical copying and copying in the process of art learning. Even in some cases, some students only copy for the purpose of completing their homework, and they know nothing about the content and meaning of the copy, not to mention the correct appreciation of art works. Therefore, teachers should strengthen the teaching of students' theoretical knowledge and the training of their skills, so that students can effectively master the ability to appreciate artistic works from the aspects of composition, lines, colors, space and other artistic forms. At the same time, we should change the teaching evaluation of tradition, and turn the individual comments of previous into the interactive comments of teachers and students, also let more viewpoints participate in the evaluation, so that the students who are reviewed and the students who participate in the comments can experience a more diverse point of view, which is conducive to cultivating students' awareness of beauty and perceived beauty from a broader perspective.

3. Designing the situation and create a good atmosphere for art teaching

Compared with the traditional high school students, because the students in higher vocational schools have great differences in knowledge foundation, poor organizational discipline and low learning consciousness, this leads to frequent desertion, inattention and lack of interest in learning. Under such circumstances, teachers can design situations, create a good atmosphere for art teaching, and use multimedia technology to assist in the development of teaching activities. This will not only increase the amount of information students can obtain in class, but also meet the basic needs of all

students to a large extent. The key is to use multimedia technology to enrich, visualize and animate the teaching content, and at the same time bring multiple senses such as vision and hearing to students, so as to actively arouse students' interest in learning and improve their enthusiasm for learning art. Based on this, in the process of carrying out teaching activities of art, teachers in higher vocational colleges can design situations through multimedia technology to broaden the thinking space of students. For example, in the class of "Barge Haulers on the Volga", when the students are asked to observe the expressions that Burlak has in the process of working, the teachers can also play appropriate songs through multimedia software, so that the students can feel the hard work of the workers visually and audibly at the same time and form a certain aesthetic sympathy. After completing these operations, the teachers analyze the background and understand the artistic conception of the works as well, to strengthen the students' understanding of the connotation of the works.

4. Making full use of existing resources to cultivate students' aesthetic ability

The cultivation of students' aesthetic ability in higher vocational art teaching cannot be limited to the classroom level. Teachers should be good at discovering effective resources that can be utilized in real life, and give more scientific and reasonable guidance to students' own abilities, to help students' own aesthetic ability to be effectively improved.

4.1 Being good at using campus internal environment and resources

Teachers in higher vocational colleges can make full use of the internal environment and resources of the campus, such as the garden design and the campus sculpture, when carrying out art teaching activities, which can be used as important materials to cultivate students' own aesthetic ability. At the same time, teachers can also start with school uniforms so that students can design clothes according to the seasons and fully explore the aesthetic elements they have. In art class, relevant activities can also be organized so that students can design their feelings of fashion and beauty according to their own ideas. When the students present a certain aesthetic attitude and ability, the teachers should also standardize the students' own aesthetic concepts, avoid some aesthetic concepts that do not coincide with the students' identity, and help the students to establish correct aesthetic vision and concepts. This requires teachers to adopt appropriate methods to make students realize what is the correct "beauty" and what belongs to the category of personality beauty.

4.2 Using the natural scenery in real life to cultivate students' aesthetic ability

In the actual art teaching activities carried out by teachers, students can also understand and feel the beauty of natural scenery through sketching, and organize students to carry out research on beauty, using structure, flavor, color and other means to discover the artistic soul existing in the natural environment. Because the higher vocational students do not have a good foundation in fine arts, many students cannot do a good job in the basic composition of fine arts.

5. Exploring the use of diversified teaching methods

Due to the poor foundation of students in higher vocational schools, many students are not enthusiastic in class. How to effectively stimulate students' interest in learning is a problem worth thinking about. In higher vocational art teaching, we should combine the characteristics of art teaching and use diversified teaching methods to increase the interest of the classroom. For example, through the introduction of interactive teaching, and teaching of group discussion, also guided learning teaching, as well as stratified teaching, etc., we should stimulate students' interest in learning through diversified teaching methods so that they can enhance their aesthetic ability in the process of participating in discussions and interactions [4]. For example, when appreciating the work "Riverside Scene at Qingming Festival", the whole work is displayed to the students through multimedia technology, and the students can divide into groups in a freely combined way, with a fixed number of people in each group. Then the members of each group discuss the characteristics of

the work together. Each group forms a summary report according to its own discussion, allowing the students of each group to share the results of the discussion together. The students gradually increase their aesthetic ability and improve their overall quality in this relaxed and free atmosphere.

Table 1. The main form of art class in a higher vocational school

A.Listening to teachers	19.80%
B.Draw by oneself	15.50%
C.Explanation and guidance	56.10%
D.Others	8.50%

6. The usage of artistic works

Appreciation of artistic works can not only cultivate students' sentiment, but also effectively broaden students' own horizons and cultivate their aesthetic ability. In the process of appreciating artistic works, teachers can select those architectural structures with obvious characteristics and historical background. For example, famous historical buildings such as the "Sydney Opera House" and the "Forbidden City" allowed students to analyze lines, colors and other aspects, and explain the background of construction of such buildings to students, so that students can discover beauty and pursue beauty, and further promote the improvement of students' own aesthetic ability. In this way, students can discover the feelings of "beauty" in different times through observation, analysis, thinking and other ways, and taste the essence of culture also improve their aesthetic ability as well as cultural accomplishment.

7. Conclusion

With the gradual advancement of the new curriculum reform policy, teachers should pay more attention to the aesthetic education for students and focus on cultivating students' own aesthetic taste and ability. In the process of fine arts teaching in higher vocational colleges, how to effectively cultivate students' aesthetic ability is the point.

There is one of the problems that art teachers in higher vocational colleges pay attention to. Therefore, it is of great significance to develop students' aesthetic ability to carry out a comprehensive analysis and to use scientific and reasonable methods to carry out teaching activities.

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