

Development of Aesthetic Education Programs in High Schools

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Abstract: Under the general environment of aesthetic education, the aesthetic education program is a very important presence in the education system, and most high schools have begun to carry out the construction of the aesthetic education program, but it is still common that the aesthetic education program is neglected and occupied. Based on these problems, this paper analyses the development of aesthetic education in China and summarizes the factors that affect the development of aesthetic education. Combined with these studies, it proposes strategies for the development of the high school aesthetic education curriculum. This study provides a reference for the research and development of high school aesthetic education curricula and supports further in-depth research on the development strategy of high school aesthetic education.

Keywords: Aesthetic education programs; Senior secondary school education; Aesthetic education

1. Introduction

Aesthetic education means cultivating people's ability to know, experience, feel, appreciate, and create beauty. Aesthetic education has a positive impact on moral, intellectual, and physical education. With beautiful and touching artistic images, aesthetic education can help students to understand people's lives, ideals, and struggles, give them a vivid education in ideology and morality, and promote the healthy growth of their political qualities, moral outlook thoughts, and feelings.

The development of aesthetic education has been a topic of interest in various fields of education. Rohal et al.^[1] focused on the development of physical qualities in students of non-profile higher education institutions through game sports, highlighting the importance of incorporating physical activities into educational programs. Pleshkov et al.^[2] emphasized the need for closer interaction between higher educational institutions and regional education development programs, indicating the significance of collaboration in enhancing educational initiatives. Lemonchois^[3] discussed the democratization of arts in practical artistic education, emphasizing the role of creative imagination and artistic circles in supporting the artistic dimension. Olefirenko et al.^[4] explored the features of implementing art programs in general educational institutions, shedding light on the unique characteristics of art education programs. Yushchenko et al.^[5] delved into the formation of a culture of interpersonal relationships among senior preschoolers through art and play activities, highlighting the pedagogical strategies for aesthetic education and development. Overall, the literature review indicates a growing interest in the development of aesthetic education programs across various educational settings, emphasizing the importance of incorporating arts, physical activities, and humanities into educational curricula to foster holistic development among students.

2. Development of aesthetic education in China

The development of aesthetic education in China can be traced back to modern times. Modern educator Caiyuanpei first proposed aesthetic education as the purpose of education, and then Professor Zhao Lingli first established a classification system for the goals of aesthetic education, which provided a direction for the setting of aesthetic education curricula at different stages, the development of aesthetic education teaching materials, and the study of aesthetic education curriculum models. 15 October 2020, the government formally issued the "Opinions on Comprehensively Strengthening and Improving the Work of Aesthetic Education in Schools in the New Era". Since then, Chinese education administrations and schools of all levels and types have been actively exploring ways and means to develop new aesthetic education, and have made many achievements and experiences that have propelled China's aesthetic education into a new stage in its history.

However, the work of aesthetic education in schools is still long-term, complex, and differentiated, there are still some problems and deficiencies, such as the lack of resources for aesthetic education in kindergartens and primary and secondary schools in a few regions, the poor environment for aesthetic education in some schools, the narrow perception of aesthetic education among some teachers and students, the lack of funding for aesthetic education in very few regions and the relatively marginal aesthetic education curriculum, and the single teaching

method for aesthetic education in a few schools. The root causes are related to the utilitarian orientation of educational values, the narrow perception of the value of aesthetic education, the distribution of resources for aesthetic education, and the scientific nature of the evaluation of aesthetic education^[6].

3. Strategies for the development of aesthetic education programs in high schools

At present, under the influence of exam-oriented education, China's high school aesthetic education has many problems. Re-understanding the value of art education, gradually reforming the current examination system, improving the curriculum system of art education, and changing the understanding of all sectors of society about art education will play a key role in improving the art education quality of high school students.

3.1 Changing concepts and re-conceptualising

Aesthetic education belongs to the realm of the spiritual, pure, and disinterested^[7]. One of the important functions of aesthetic education is to satisfy the needs of the human spiritual world, not simply a tool for profit and livelihood. Focusing on the value rationality of art education can lead art education to turn to hidden values and functions, focusing on the long-lasting development of human beings and the enhancement of cultural literacy; it can lead art education to turn from the traditional teaching of skills to the comprehensive development of creativity, aesthetic ability, etc., to enhance national art literacy and achieve sustainable development of culture and art. Such a goal is more valuable and far-reaching than those visible instrumental goals, and it is also a convenient way for aesthetic education to break out of its predicament and achieve a breakthrough.

3.2 Explore a new system favorable to the development of aesthetic education

Under the influence of the baton of the college entrance examination, the concept of "score determination theory" has confined schools, parents, and students for a long time. To change this phenomenon needs to start from various aspects: first of all, the reform of the examination system for higher education, not to score as the only criterion for the selection of talents, assessment of students' qualities in various aspects, the admission of colleges and universities to comprehensively evaluate the ability of students. Secondly, we should absorb the theory of "multiple intelligences", improve the examination and evaluation system, and change the mode of the college entrance examination "one examination for life"^[8]. Finally, the reform of the examination system, the basic knowledge of the history of art included in the content of the examination of the college entrance examination, the usual performance of art education and assessment results as secondary schools and universities admission evaluation of important content, in the form of examination to attract the attention of parents and society as a whole, to enhance the quality of art education, and to promote the growth of students in all-round health.

3.3 Improving the aesthetic education curriculum system and enhancing the efficiency of the implementation of the aesthetic education program

In the process of implementing the aesthetic education curriculum, schools should draw on local characteristics and customs, take into account the specific conditions of the region, the ethnic group, and the school, make flexible use of local art resources, combine the three levels of the school, the community and the family, promote traditional Chinese culture and art, and develop a uniquely attractive aesthetic education curriculum^[9], to help students to understand and master the local characteristics of the culture and art customs, and at the same time, to pass them on and carry them forward.

With the advent of the information age, teachers of aesthetic education should make full use of the advantages of information technology, combine traditional teaching technology with modern media technology, link reality with imagination, flexibly use modern digital technology to achieve innovation, make full use of the advantages of the network for teaching aesthetic education and disseminate and exchange with each other^[10].

4. Conclusion and Future Directions

This study stands based on previous research, sums up the experience of the reform of aesthetic education in developed countries, analyzes the reform of aesthetic education in China in recent years, and summarizes the influencing factors affecting the development of aesthetic education curricula. Combined with China's current reality, it explores new ways of developing socialist aesthetic education with Chinese characteristics and puts forward strategies for the development of the high school aesthetic education curriculum. It provides a reference for further research on the development strategy of high school aesthetic education and the practice of high school aesthetic education curriculum.

In the future, educators need to use the characteristics of the local region, expanding the carrier of the activities to increase the characteristics of the high school aesthetic education curriculum; combined with the strength of family aesthetic education and social aesthetic education to increase the strength of aesthetic education in the school; combined with the construction of a variety of forces in the teaching force

and the integration of teaching resources to expand the teachers; by increasing the evaluation dimensions to improve the evaluation mechanism of aesthetic education.

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