

Research on the Educational Values and Implementation Paths of Aesthetic Education in Secondary Vocational Education

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Abstract

With the development of the times and the renewal of educational concepts, aesthetic education has become an indispensable element in China's education system. Aesthetic education is an inherent requirement for developing compound talents and a necessary condition for the individual development of students in terms of the educational value of aesthetic education. As a branch of secondary education in China, secondary vocational schools undertake a unique mission in talent development, facing the changes of the times and the requirements of policies, implementing aesthetic education and developing all-round developed high-quality laborers and technical talents have become the exploration direction of secondary vocational schools. This research starts from the perspective of aesthetic education and secondary vocational education, explores the educational value and implementation paths of aesthetic education in secondary vocational education, and provides theoretical perspectives for the practice of aesthetic education in secondary vocational schools.

Keywords

Aesthetic education; secondary vocational education; implementation path.

1. Introduction

National policies have increasingly emphasized aesthetic education in recent years. "Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools" and the "Aesthetic Education Power Plan" and other policies were introduced, which have clearly proposed the goals and measures for strengthening aesthetic education, advocating the integration of aesthetic education into all stages and fields of education to enhance students' comprehensive qualities. Moreover, it is required that vocational education should further strengthen practical teaching and develop aesthetic education courses with vocational education characteristics. It is evident that this "Opinion" puts aesthetic education in the key location of vocational education reform, providing a driving force for vocational education reform. Therefore, how to respond to the policy requirements of the state, combining the current situation of educational work, promoting the reform of aesthetic education and integrating aesthetic education into the educational path of vocational education have become a key point for exploration in secondary vocational education.

2. Concept Definition

(1) Aesthetic Education

Aesthetic education is called "aesthetic education", the French literary theorist Schiller first proposed it in "Letters on the Aesthetic Education of Man" in the 1750s. With the development of humanism, the idea of aesthetic education has gradually received attention, and the concept definition of aesthetic education has been developing towards systematic direction. Generally speaking, aesthetic education has two definitions: broad and narrow. Broadly speaking, aesthetic education is an education that guides people's aesthetic practice activities with

certain aesthetic theories, develops people's healthy aesthetic concepts and ideals, uplift people's mind and spirit, and enhances people's abilities to perceive, appreciate and create beauty. Narrowly speaking, aesthetic education is an education that organizes students to learn art courses in a planned, purposeful and organized way in the field of school education, and develops students' aesthetic literacy. It can be seen that whether it is broad or narrow, aesthetic education emphasizes the ultimate goal of educating people, the implementation of aesthetic education also advances towards the goal of promoting students' self-improvement, enhancing their aesthetic sentiment and artistic character, etc.[1]

(2) Secondary Vocational Education

Secondary vocational education is an important part of China's secondary education, aiming to develop high-quality laborers and technical talents who meet the requirements of China's socialist modernization, have all-round development in morality, intelligence, physical fitness and aesthetics, have comprehensive vocational abilities, and can work on the front line of production and services. Although the development direction of secondary vocational education is more inclined towards the skill field, according to the development goals guaranteed by the Ministry of Education, vocational education should not only develop students' scientific and cultural literacy, the ability to continue learning and innovative spirit, professional ethics and skills, employment and entrepreneurial ability, but also develop students' ability to appreciate and create beauty, and promote the development of students' physical and mental health. It is clear that secondary vocational education itself has the need for aesthetic education, the integration and promotion of aesthetic education in various works is not only a response to relevant policies, but also a response to the educational goals.

3. Value Clarification of Aesthetic Education in Secondary Vocational Education

(1) Aesthetic Education is a Necessary Condition for the Development of Secondary Vocational Students

From the perspective of individual development, secondary vocational students are within the category of adolescence and are in the stage of developing self-identity in personality. Students are emotionally sensitive at this stage, compared with their peers, secondary vocational students face the pressure of Zhongkao-based educational streaming and employment and entrepreneurship, as well as the academic anxiety of transforming from basic theoretical courses to skill courses, therefore, their self-confidence and psychological construction level are usually lower than those of their peers, and they may even show identity confusion and low self-evaluation. The intervention of aesthetic education is not about enabling students to master mature artistic skills, its educational goal is more about guiding students to establish aesthetic sentiments and artistic character to get rid of the utilitarianism as much as possible, so as to develop students' comprehensive quality and sound personality.[2] Therefore, on average, the role of aesthetic education in the development of secondary vocational students is concentrated in the following points:

First, aesthetic education can enhance students' aesthetic ability, improve their inner spiritual realm, and uplift their mind and spirit. In secondary vocational schools, aesthetic education is usually completed along with aesthetic practice activities and aesthetic experience activities, and requires students' subjective participation and initiative, this educational method can provide students with a direct field for aesthetic experience, help them perceive the inner spiritual realm of artistic works and develop their aesthetic ability and inner strength imperceptibly.

Second, aesthetic education can promote students' intellectual development and help them expand their thinking dimensions. The practice work of aesthetic education in secondary

vocational schools is usually carried out by presenting specific artistic images or works, during this process, teachers guide students to analyze and appreciate artistic works, and guide them to form their own unique emotional responses from various artistic elements such as color, line, or melody. It is obvious that aesthetic education can also enhance students' sensory experience ability and help them transform sensory perception into artistic perception, this undoubtedly provides support for the development of students' thinking ability and their multiple intelligences.[3]

Third, aesthetic education can maintain students' mental health and develop their sound personality. In the process of aesthetic education, artistic creation and appreciation can make students convey their personal thoughts through artistic materials, provide them with a channel for self-expression imperceptibly and create a positive psychological environment for them, and promote their psychological self-consistency. In addition, art usually contains profound humanistic connotations and ideological content, the artistic emotions and aesthetic principles contained in it can influence students, promote their self-awareness and self-summary, and it is an effective way for students to develop sound personality.

(2) Aesthetic Education is a Basic Requirement for the Education of Secondary Vocational Students

In 2020, the introduction of the "Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era" provided requirements and ideas for secondary vocational schools to implement aesthetic education. Therefore, the construction of aesthetic education in secondary vocational schools has become an important way to implement the task of fostering virtue through education, and has become a focus point of school work. In addition, education, as an activity for developing people, its connotation establishes the high status of people in education, which requires education to follow the laws of beauty, focus on people's future, serve people's growth, and be committed to people's development. Secondary vocational schools are an important part of China's education system and also need to be consistent with the essence of education, this makes aesthetic education become the internal vitality of secondary vocational education and an indispensable part of it. In general, the aesthetic education is education requirements for secondary vocational schools is mainly reflected in the following two points.

First, aesthetic education can promote the transformation of education modes in secondary vocational schools. With the development of information technology, the previous extensive education modes have become rigid and cannot meet the needs of current social development, well-rounded compound talents with innovative thinking and abilities more keep abreast of the times. Since the vocational school is vocational branch in China's education system, its educational modes tend to exhibit characteristics of functionalism and one-sidedness, and it is easy to cause a negative educational mode that emphasizes skill development and neglects spiritual shaping. The emergence of aesthetic education can provide a fundamental guideline for the educational direction of vocational education, it can guide the education system of vocational education towards all-round education, in order to promote vocational schools to develop compound talents that meet the requirements of the times.

Second, aesthetic education can help the talent development of vocational schools meet the employment demands of enterprises and enhance the core competitiveness of vocational school students in the job market. With the rise of information technology, aesthetics has gradually integrated into the material production field and the spiritual cultural domain, and it is tied to social life and production. Therefore, the employment demands of enterprises have shifted from single skill orientation, which more requires innovative and skilled talents with aesthetic awareness. Professional skills are the competitiveness of vocational school students, but from the perspective of current social development, professional skills cannot fully meet the talent demands of enterprises. The development of aesthetic education can promote the

development of innovative thinking of vocational school students, nourish their souls, stimulate their inspiration and aesthetic imagination, which undoubtedly can promote their creativity, and it transforms students towards compound talents and help to enhance their core competitiveness in employment.

4. Path Exploration of Aesthetic Education in Secondary Vocational Education

(1) Curriculum Path - Construction of Explicit Curriculum

"Explicit curriculum" is targeted and organized aesthetic education teaching activities that are included in the school's teaching plan to achieve educational goals, which is dependent on teaching concepts, teaching modes, teaching methods, and curriculum structures. From the current aesthetic education curriculum in secondary vocational schools, most schools mainly build aesthetic education courses based on theoretical knowledge, such as "Music", "Art Appreciation", "Fine Arts", etc., and it imparts systematic cultural knowledge to students. However, in fact, such aesthetic education methods lack coherence, causing the aesthetic education curriculum to be disconnected from other courses in secondary vocational schools and students' psychological needs, even if secondary vocational schools require the implementation of aesthetic education ideas in other courses, relying solely on theoretical courses of aesthetic education may lead to the simple addition of aesthetic education to other courses. Therefore, in the shaping of explicit curriculum, secondary vocational schools should focus on building an open course, set up courses from the perspectives of theoretical courses, experiential courses, skill courses, and innovative courses.[4]

First, theoretical courses should focus on imparting systematic aesthetic theory knowledge to students, aim to develop students' aesthetic cognitive abilities, create curriculum for students, such as "art courses", "music courses", "philosophy courses" through branch courses. Theoretical knowledge is the foundation of students' development, therefore, in the curriculum, teachers should provide students with systematic aesthetic knowledge, develop their theoretical framework, and provide theoretical basis for students' self-growth and development. Second, experiential courses should focus on students' ability to perceive and appreciate beauty, aim to develop students' cultural connotations, emotional understanding, and spiritual character. In experiential courses, teachers should create various educational methods, when necessary, move the classroom from the school to the museum, emphasize students' autonomous participation and sensory experience. In fact, experiential courses should be dependent on theoretical courses, teachers should fully respect students' autonomy and not overly interfere with their thinking and emotions, make students independently perceive beauty and connect theoretical beauty with concrete beauty to generate their own unique feelings. Additionally, teachers should pay attention to students' communication and can create communication links to provide a field for students to express themselves, this not only helps students further organize their thoughts and explore their feelings during the output process but also help them gain new feelings from peer communication, further enriching their understanding of beauty. Then, skill courses should focus on students' operational abilities, oriented towards students' majors and future careers, and offer aesthetic courses that meet the spirit of craftsmanship, such as "Photography Aesthetics" and "Instrument Performance". These courses are the integration of aesthetic education and vocational education system of secondary vocational schools, which not only can exercise students' practical abilities but also develop their idealistic sentiments and moral qualities, help students connect aesthetics with their own lives, enrich their spiritual world, provide them with new perspectives to understand themselves and life, and promote the formation of their identity. Finally, innovative courses aim to enhance students' creativity, in these courses, teachers will focus on developing students'

creative and innovative abilities, by transforming and creating familiar art forms, they can deepen students' understanding of beauty while developing their divergent thinking, provide students with basic ideas for innovation and help them develop their innovative and creative abilities. It is evident that this explicit curriculum has a progressive logical relationship and covers multiple aspects of students' development, which is an important path for schools to implement aesthetic education.

(2) Cultural Path-Maintenance of the Hidden Curriculum

The hidden curriculum is a course of the educational context in schools that is presented in an indirect and implicit way, including aspects such as ideological hidden curriculum, material hidden curriculum, institutional hidden curriculum, and psychological hidden curriculum, it interacts with the explicit curriculum and is an important part of the school education system. When integrating and practicing aesthetic education, secondary vocational schools should start from the types and dimensions of the hidden curriculum and build a complete hidden curriculum[5].

First, secondary vocational schools should influence students' concepts through the construction of campus culture and class culture, and implement aesthetic education through the ideological hidden curriculum. Students in secondary vocational schools spend their daily study and life on campus, the campus and class are the main contexts for their learning and life, therefore, the construction of campus culture and class culture directly constitutes the cultural circle of students on campus, causing a continuous and profound influence on them. Therefore, secondary vocational schools should promote cultural construction, improve the construction of cultural columns and school history museums in the school area, and provide students with a field to experience campus culture. In addition, the construction of aesthetic education also relies on the setting of campus activities, so secondary vocational schools should promote the construction of campus activities and class activities, create a good atmosphere of aesthetic education and humanistic environment, and promote the healthy development of students' physical and mental health. Second, for the material hidden curriculum, it mainly reflects the subtle influence of the natural and humanistic landscapes of the campus on students. Therefore, secondary vocational schools should pay attention to the aesthetic experience of buildings, make the external design of building and public cultural facilities have aesthetic features, moreover, secondary vocational schools should actively collaborate with all sectors of society to hold art exhibitions, make students fully edified by the beauty at the material level and form a complete aesthetic system. Then, for the institutional hidden curriculum, it mainly is the construction of school rules and regulations in secondary vocational schools. Students in secondary vocational schools are in the transformation period of adolescence, secondary vocational schools should introduce clear school and class rules and regulations, supervise students' behaviors, guide their thoughts, make students perceive the importance of truth, goodness, and beauty, and establish correct concepts of good and evil, acute awareness, and persistent execution ability, so guide students in aesthetic education from the spiritual cultural level, make them establish correct values and promote the generation of aesthetic education in individual consciousness. Finally, the psychological hidden curriculum in secondary vocational schools is reflected in interpersonal relationships, including two main forms: peer relationship and teacher-student relationship. Therefore, secondary vocational schools should strengthen the training of teachers, help teachers establish the concept of a democratic new teacher-student relationship, and carry out lectures and class activities, etc., enhance the cohesion of the class, guide students to form friendly peer relationships, and build campus relationship network for students, and make students develop their own cognition and perception of beauty through interactions with others.

(3) Evaluation Path - Generation of the Evaluation System

Evaluation is an important link of education; however, the achievements of aesthetic education are difficult to be presented through quantitative forms such as scores, therefore, secondary vocational schools should innovate the evaluation system of aesthetic education, and explore effective evaluation methods that can record the development of students' artistic literacy based on following the laws of students' physical and mental development and aesthetic education.[6]

First, secondary vocational schools should establish a correct evaluation concept. Evaluating students' aesthetic education is not about ranking or selecting students, but about digging the deficiencies of students and the school in the level of aesthetic education. Therefore, when implementing the evaluation process, secondary vocational schools should establish a correct evaluation concept, adhere to the orientation of developmental evaluation, and put the evaluation purpose on promoting students' development and the improvement of the school's aesthetic education system. Second, secondary vocational schools should make the evaluation standards clear. According to the setting of the explicit aesthetic education curriculum, schools should investigate students from four perspectives: theory, perception, skill and innovation, and build evaluation criteria, and so provide basis for teachers to evaluate students. In addition, schools should also attach importance to the evaluation of implicit curriculum, collecting students' cognition and feelings through questionnaires or interviews, and take them as evaluation basis. It's worth noting that in the formulation of evaluation standards, secondary vocational schools should refine the standards based on their own circumstances to ensure that the evaluation standards cover multiple aspects. Finally, secondary vocational schools should adhere to a multi-subject evaluation system. When evaluating students' aesthetic education condition, schools should build a complete evaluation subject system, adhere to multiple evaluation methods such as teacher evaluation, peer evaluation, school-enterprise cooperation evaluation, parent evaluation, and self-evaluation, comprehensively investigate the final effect of aesthetic education and ensure the integrity and accuracy of evaluation.

5. Conclusion

This study takes "aesthetic education" as the entry point and focuses on discussing the importance of aesthetic education for secondary vocational schools and its implementation paths. It can be found through study that aesthetic education is not only a necessary condition for the development of secondary vocational students but also a basic requirement for the education of secondary vocational schools. Therefore, starting from the characteristics of secondary vocational schools, the researchers explore the feasible paths for secondary vocational schools to practice aesthetic education from the dimensions of developing explicit curriculum development, building implicit curriculum, and establishing evaluation system, and provide certain theoretical support and impetus for the implementation of aesthetic education in secondary vocational schools.

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