

Research on the practical teaching of the integration of aesthetic education and moral education in Colleges and Universities

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Abstract: with the proposal of the concept of “five educations at the same time”, the integration of aesthetic education and moral education in Colleges and universities is becoming more and more in-depth, which is conducive to further implementing the concept of morality education, correcting college students’ three outlooks, and improving their moral sentiment and aesthetic interest. Colleges and universities should further promote the integration of aesthetic education and moral education, build a “professional +” integration mode, and urge professional teachers to infiltrate aesthetic education and moral education; Build a “practice +” integration mode, and use social practice activities to promote the integration of aesthetic education and moral education; Organize traditional cultural theme activities to enhance students’ cultural self-confidence and sense of social responsibility; Actively open the second class, lead students to learn intangible cultural heritage and folk art, improve their aesthetic ability, and further promote the deep integration of aesthetic education and moral education.

Key words: colleges and universities; Aesthetic education; Moral education; Fusion path

Under the background of the new era, colleges and universities should comprehensively promote the integration of aesthetic education and moral education. On the one hand, they should take Chinese etiquette, folk art, traditional festivals as the starting point, lead students to feel the broad and profound Chinese excellent traditional culture, improve their aesthetic ability and cultural confidence, and implement the ideological and political concept of the curriculum. On the other hand, schools should use practical activities to promote the integration of aesthetic education and moral education, so that students can feel the beauty of struggle and life in social practice and labor practice, so as to enhance their creativity. College teachers should shoulder the mission of teaching and educating people, excavate the aesthetic education and moral education materials contained in professional courses, use new media to push traditional cultural information, correct their attitude towards Chinese and Western culture, further enhance their national self-confidence, and integrate calligraphy, painting, embroidery and other arts, so as to improve students’ aesthetic ability and promote their all-round development.

1. The significance of the integration of aesthetic education and moral education in Colleges and universities in the new era

1.1 It is conducive to the implementation of the concept of morality education

There is a complementary relationship between aesthetic education and moral education. Colleges and universities should actively promote the integration of aesthetic education and moral education, which is conducive to the implementation of the concept of moral education, the realization of the educational effect of $1 + 1 > 2$, and the promotion of the all-round development of morality, intelligence, physique, art and labor of “after 00” college students. At the same time, the integration of aesthetic education and moral education is conducive to accelerating the construction of the “three complete education” mode, improving college students’ moral quality, enabling them to shoulder the historical mission of the great rejuvenation of the Chinese nation, allowing them to inherit and carry forward traditional culture and national spirit, and cultivate more excellent successors to the cause of socialism with Chinese characteristics.

1.2 Conducive to building a new mode of collaborative education

College students are in an era of great change that has not been seen in a century. Their aesthetic ability, moral quality, cultural self-confidence and other qualities are related to the fate of the country and the rise of the nation. Therefore, colleges and universities should actively promote the integration of aesthetic education and moral education, further enhance the cultural self-confidence and national pride of “Post-00” college students, and let them shoulder the expectations of the country and the people. The integration of aesthetic education and moral education is conducive to enriching the content and methods of moral education in Colleges and universities, making moral education more “human” and artistic, cultivating students’ feelings of home and country, allowing them to inherit and carry forward intangible cultural heritage, and building a new pattern of collaborative education of virtue integration.

1.3 Conducive to promoting students' all-round development

The integration of aesthetic education and moral education is conducive to the integration of high-quality educational resources, breaking the deadlock of aesthetic education and moral education, promoting the integration of material civilization and spiritual civilization education, guiding students to treat western culture dialectically, eliminating their worship of foreign countries, aesthetic distortion and other problems, shaping their healthy and positive personality and sunny and optimistic attitude, Promote the all-round development of College Students’ morality, intelligence, physique, art and labor. At the same time, colleges and universities should pay attention to traditional culture, etiquette education and folk art education, so that traditional culture can be inherited from generation to generation, enhance students’ cultural confidence, and improve their aesthetic ability and ability to create beauty.

2. Problems in the integration of aesthetic education and moral education in Colleges and Universities

2.1 The impact of the Internet

With the rapid rise of new media such as microblog, twitter and wechat, foreign culture and Internet culture have impacted the values of college students, resulting in problems such as worshipping foreign things, indulging in online games and money first, and ignoring the learning of traditional culture, calligraphy and intangible cultural heritage, which has brought challenges to the integration of aesthetic education and moral education. Although colleges and universities are actively promoting the integration of aesthetic education and moral education, students' enthusiasm to participate in traditional festivals, Chinese etiquette and intangible cultural heritage activities is not high, and their aesthetic ability is uneven. Some students even pursue strange clothes, and their aesthetic outlook is distorted, affecting the integration of the two.

2.2 Lack of integration of aesthetic education and moral education

Many colleges and universities lack professional aesthetic education teachers, most of which are in the charge of Ideological and political teachers and counselors. However, their artistic quality needs to be improved, resulting in the imbalance between moral education and aesthetic education, which is not conducive to the cultivation of College Students' aesthetic ability and cultural confidence. Some colleges and universities rely on professional construction in aesthetic education, pay more attention to the teaching quality of professional courses, and are obviously unable to cope with the whole process and all-round aesthetic education, ignoring the in-depth exploration of local intangible cultural heritage, folk art and other aesthetic education resources, as well as the organization of comprehensive practical activities of moral education, affecting the integration of aesthetic education and moral education.

2.3 Aesthetic education and moral education activities are not coordinated

Aesthetic education in Colleges and universities covers a narrow range of majors, mainly art majors or art courses, while other majors pay more attention to professional skills training and moral education, ignoring the exploration of aesthetic education resources, resulting in the imbalance between aesthetic education and ideological and political education. At the same time, moral education in Colleges and universities emphasizes the political and scientific nature, neglects the artistry and vividness, and lacks attraction to students. While aesthetic education emphasizes the artistry and professionalism, and ignores the penetration of moral and ideological education. The proportion of aesthetic education is relatively low, and there is a lack of integrated education activities between the two.

3. Practical strategies for the integration of aesthetic education and moral education in Colleges and universities in the new era

3.1 Build a "major plus" integration mode and integrate high-quality educational resources

First of all, colleges and universities should pay attention to the integration of aesthetic education, moral education and professional course teaching, further promote the integration of all kinds of educational resources, strengthen the construction of moral and aesthetic education team, introduce professional aesthetic education, and urge counselors, political cadres, and professional course teachers to actively participate in the integration of moral and aesthetic education. For example, the school can hold a seminar on the integration of aesthetic education and moral education, organize professional course teachers, ideological and political education and aesthetic education teachers to jointly explore the aesthetic education and moral education materials contained in various majors, build a "professional + aesthetic education + moral education" integrated education mode, and solve the pain points and difficulties in the current process of moral education and aesthetic education integration, Formulate a detailed education plan for the integration of aesthetic education and moral education, and promote the cooperation between professional course teachers and aesthetic education, ideological and political teachers. Secondly, college teachers should actively learn the relevant knowledge of Ideological and political education and aesthetic education in the course, explore the aesthetic and moral education elements contained in the teaching of professional courses, create a batch of high-quality "moral education + professional + aesthetic education" Demonstration Courses, let professional course teachers speak out "Ideological and political flavor", and make the teaching of professional courses more artistic. For example, teachers can infiltrate calligraphy education in professional courses, introduce the Chinese nation's calligraphy culture inherited for thousands of years, correct their writing habits, guide them to understand the history of calligraphy evolution, correct their learning attitude, and strengthen their ideals and beliefs.

3.2 Constructing the "practice +" mode to promote the integration of aesthetic education and moral education

Colleges and universities should implement aesthetic education and moral education, let aesthetic education and moral education take root in classroom and campus life, and further improve college students' aesthetic ability and moral quality. First, the school can organize the campus cultural activities of "classic forever", set up the display activities of Hanfu show, ink painting, calligraphy and embroidery, encourage teachers and students to actively participate in the performance, let them show their artistic talents, encourage them to learn the tradition and inherit the traditional culture, and further improve the quality of campus cultural construction. In addition, the school can also set up Chinese etiquette lectures, invite professional etiquette teachers to teach traditional etiquette, and link up with the socialist core values, explain Chinese etiquette habits in different periods for students, and demonstrate various etiquette actions for students, so as to further cultivate students' good habits of speaking civilization and understanding etiquette. Second, the school can organize the activity of "giving love and volunteer service", and the counselors, Youth League Committee and ideological and political teachers can lead students

to go deep into rural schools, nursing homes and communities to carry out volunteer services, so that they can experience the hard work of volunteers and enhance their sense of social responsibility. For example, teachers can lead students to go deep into the community, help community staff maintain public facilities, clean public health, carry out lectures on popular science education, etc., so that students can help others within their ability, repay the society, and further improve their sense of social responsibility and moral quality.

3.3 Organize traditional culture theme activities to enhance students' cultural confidence

Colleges and universities can use students' associations to promote the integration of aesthetic education and moral education, combine the activities of associations with aesthetic education and moral education, let aesthetic education infiltrate students' hearts, and further improve their aesthetic ability and cultural confidence. First of all, the school can organize "exploring traditional festivals" community activities, with the theme of Chinese traditional festivals, customs and food, to encourage students to show the unique customs, food and art of their hometown, promote exchanges between students, and create a good campus cultural atmosphere. Each association can prepare posters and banners to publicize the knowledge of traditional festivals such as the Spring Festival, the Lantern Festival and the Double Ninth Festival, as well as the relevant customs and habits. It can also cook local delicacies on site, promote the home culture, and express its love for home, the motherland, and traditional culture. Second, the school can organize campus art design activities, guide students to participate in the school landscape design, library interior decoration and campus billboard design, let them play their strengths to beautify the campus, enhance their sense of belonging on campus, and make them love the school more. For example, students can doodle on the well cover of the road in the school, design cartoon prompts for the school bathroom, design landscape painting patterns for the external wall of the teaching building, and beautify the well cover and the external wall of the building around the school, so as to further improve their ability to create beauty and enhance their sense of social responsibility.

3.4 Actively opening the second classroom to promote the all-round development of students

Colleges and universities should actively open the second classroom, promote the integration of aesthetic education and moral education, and improve students' aesthetic ability, love of traditional culture and patriotic enthusiasm. First, colleges and universities can open the second classroom of aesthetic education, tap local folk art, intangible cultural heritage and other resources, invite local intangible cultural heritage inheritors to participate in teaching, and integrate traditional arts such as embroidery, printing and dyeing, paper cutting and seal cutting into aesthetic education, so as to further enrich aesthetic education resources. Intangible cultural heritage inheritors can teach the cutting knife, embroidery needle and paper cutting techniques hand in hand, introduce the development history, creation concept and integration with modern art of these intangible cultural heritage, and call on more college students to learn and inherit intangible cultural heritage and improve their moral quality. Students can follow the inheritors of intangible cultural heritage, learn their craftsman spirit of excellence, indifference to fame and wealth, perseverance and innovation, establish a correct outlook on life and values, and constantly improve their professional ethics. Secondly, the second class can also explain Tang poetry and Song Ci, lead students to feel the broad-minded and caring feelings of literary giants Li Bai, Dufu, Su Shi, Ouyangxiu and others, infiltrate aesthetic education and humanistic education, further stimulate students' spirit of struggle, let them learn professional skills, and improve their personal artistic quality, Further improve the quality of the integration of aesthetic education and moral education in Colleges and universities.

4. Conclusion

Colleges and universities should comprehensively promote the integration of aesthetic education and moral education, integrate social resources and enterprise resources, enrich the content of aesthetic education, promote the integration of professional course teaching, moral education and aesthetic education, organize rich and colorful aesthetic education activities, carry forward traditional culture, Chinese etiquette, intangible cultural heritage and folk art, and lead students to experience colorful traditional culture in depth, Stimulate their love for traditional culture and enhance their cultural confidence. College teachers can lead students to participate in volunteer activities, cultivate their hard-working spirit and sense of social responsibility, encourage students to beautify the campus with art, stimulate their enthusiasm to participate in aesthetic education activities, comprehensively promote the integration of aesthetic education and moral education, and improve the quality of talent training in Colleges and universities.

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