

# Innovative Exploration of Aesthetic Education Teaching in Colleges and Universities in the Era of Digital Media

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## ***Abstract***

With the advent of digital media era, the application of digital media has become the focus and breakthrough of the reform of aesthetic education teaching in colleges and universities. Digital media has changed the art itself and the teaching methods of aesthetic education in colleges and universities. Aesthetic education, as an important part of quality education, has been paid more and more attention in Colleges and universities. However, due to insufficient ideological awareness of students, high employment pressure, narrow content of aesthetic education and single evaluation system, the effect of aesthetic education on the improvement of college students' quality is not obvious. Digital multimedia technology has the characteristics of intuition, strong visual impact and large amount of information. It is an important means to expand art teaching resources. How to effectively use teaching software and courseware to implement digital multimedia classroom teaching has become a new problem worth exploring in college aesthetic education teaching.

***Keywords:*** Digital Multimedia; Aesthetic Education in Colleges and Universities; Innovation

## **1. INTRODUCTION**

The combination of art and modern science and technology has become the trend of art development. Digital multimedia technology is the product of the development of modern social science. Because of its intuitive, image and large amount of information, it has become the focus and breakthrough to promote the reform of subject teaching methods. Compared with traditional art teaching, modern digital multimedia technology, as a modern advanced teaching means and a modern communication platform, undoubtedly has a tremendous impact on art teaching, and has brought infinite vitality to modern art education.

## **2. THE PRESENT SITUATION OF AESTHETIC EDUCATION**

### ***2.1 College students' weak learning initiative***

Although colleges and universities pay more attention to aesthetic education, at present, students are under severe employment pressure, lack of correct ideological understanding of aesthetic education, and inject more limited energy into the study of professional skills while ignoring or neglecting the improvement of humanistic quality [1]. Under the current employment situation, schools are often helpless to the students' idea of quick success and instant benefit [2].

### ***2.2 Less content of aesthetic education***

In real life, the forms of beauty are various. In the process of aesthetic education in colleges and universities, it is often emphasized that art aesthetic education is the main form, while other forms of aesthetic education are neglected [3]. Most of the courses of art aesthetic education are offered part-time by art teachers [4]. Although they consciously reduce the difficulty when giving classes to ordinary students, the professional thinking pattern of professional teachers has been formed, and the framework of the chapters of professional textbooks has gone deep into the mind. Professionalism is still too strong, and the importance of public aesthetic education curriculum is

generally not high, which makes the preparation of curriculum inadequate, and is difficult to smoothly link up with the original learning experience of ordinary students, resulting in students' general interest in such courses reduced [5].

### ***2.3 No sound and scientific evaluation mechanism of aesthetic education***

At present, our country has not yet established a sound and scientific evaluation mechanism of aesthetic education [6]. The evaluation index system of aesthetic education is single, attaching importance to the top students of art, ignoring all students; attaching importance to the evaluation of results, ignoring the evaluation of process; attaching importance to the results and achievements of art competitions, ignoring the educational requirements of activities themselves; attaching importance to the evaluation of students' knowledge and skills, neglecting the evaluation of the internal motivation level of higher-level students' aesthetic requirements [7].

## **3. AESTHETIC EDUCATION TEACHING IN COLLEGES AND UNIVERSITIES IN THE ERA OF DIGITAL MEDIA**

### ***3.1 The impact of digital media technology on aesthetic education teaching***

Since entering the information age, science and technology have developed rapidly, and the total amount of human knowledge is growing rapidly [8]. The rapid renewal of knowledge makes the relatively inefficient traditional education mode incompatible with the development of modern society. If art education wants to keep pace with the development of the information age, it is necessary to replace the traditional education mode with the information-based teaching method [9]. The basic characteristics of modern digital multimedia teaching are embodied in digitalization, networking, intellectualization and multimedia in the teaching process [10]. Digitalization makes information resource technology simpler, more reliable and more unified. Without aesthetic education, the education is imperfect, so that our colleges and universities pay more and more attention to aesthetic education. Science and technology education pays attention to the cultivation of people's logical thinking and skills, while art education pays more attention to people's emotional world and advocates purifying people's mind through aesthetic education. Since human beings entered the digital era, the boundaries of natural science, social science and humanities have become increasingly blurred. The combination of science and technology and art has become the mainstream of human ideology and culture in the new century. Interdisciplinary research has also become the trend of teaching and scientific research in colleges and universities. Many specialties have begun to be merged, which has led to the emergence of a large number of interdisciplinary and comprehensive disciplines.

### ***3.2 Application of digital media technology in aesthetic education teaching***

Aesthetic education teaching in colleges and universities has two levels: public art teaching and professional art teaching. With the gradual deepening of cultural quality education in China, colleges and universities have made a lot of explorations around the functions of public art education, curriculum construction and settings, teaching reform, textbook compilation and faculty building. The abundant art education resources brought by digitalization bring new ideas to art teaching. The application of digitalization in public art teaching is bound to become the trend of public art teaching. Digital media technology, which integrates words, images and sounds, has special teaching advantages, and can make teaching and learning more interactive, vivid and image. The introduction of digital AIDS into public art teaching can enrich the teaching content and optimize the curriculum structure. By combining the Internet with multimedia equipment, teachers can use various excellent teaching resources at any time through the information superhighway according to the needs of teaching, and can also display the works and resources of the world art palace in front of students. Digital media technology also has a tremendous impact on professional art teaching.

## **4. REFLECTIONS ON THE INNOVATION OF AESTHETIC EDUCATION TEACHING IN COLLEGES AND UNIVERSITIES**

### ***4.1 Strengthening college students' ideological recognition of aesthetic education***

Aesthetic education, as an important way of quality education in colleges and universities, plays an irreplaceable role in improving the comprehensive quality of college students, promoting their overall development, cultivating their innovative ability and solving their employment competitiveness. It is necessary for college students to recognize these roles ideologically.

#### ***4.2 Broadening the horizon and expanding the connotation of aesthetic education***

Besides artistic aesthetics, aesthetic education should include craft aesthetics, life aesthetics and natural aesthetics. Aesthetic courses offered in colleges and universities, such as western art appreciation, music appreciation, vocal music theory and practice, tend to the level of artistic aesthetics and need the support of professional foundation, which is very difficult for non-professional students. From the existing experience and acceptance form of ordinary college students, the aesthetic forms of craft, life and nature are very suitable for their aesthetic requirements. Therefore, the connotation of aesthetic education should be expanded, and the education of craft aesthetics, life aesthetics and natural aesthetics that students can easily understand and accept should be strengthened.

#### ***4.3 Changing the single evaluation system of aesthetic education***

The task of the evaluation mechanism is to test whether the teaching activities achieve the intended teaching objectives. The purpose of developing aesthetic education curriculum is to help college students establish correct aesthetic concept, cultivate elegant aesthetic taste, improve humanistic accomplishment, cultivate innovative spirit and practical ability, improve the ability of feeling, expressing, appreciating and creating beauty, and promote the harmonious development of morality, intelligence and physical beauty in an all-round way. The goal of aesthetic education is multi-level, and the corresponding evaluation mechanism is pluralistic rather than single.

### **5. INNOVATIVE EXPLORATION OF AESTHETIC EDUCATION TEACHING IN COLLEGES AND UNIVERSITIES IN THE ERA OF DIGITAL MEDIA**

In view of the shortcomings of aesthetic education teaching in colleges and universities, in this paper, the innovative exploration of aesthetic education teaching in colleges and universities in the digital media era was put forward, as shown in Fig.1.

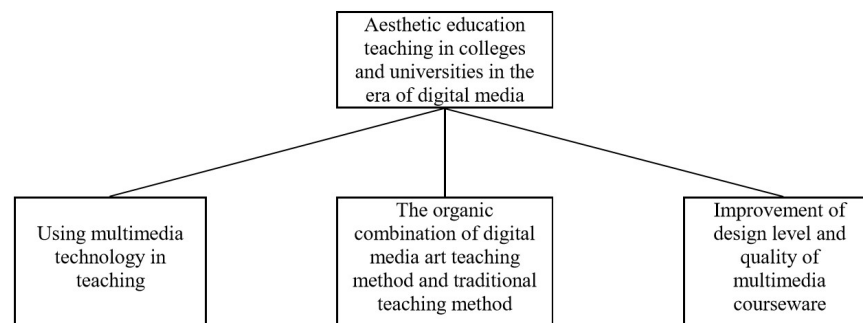


FIG. 1 INNOVATIVE EXPLORATION OF AESTHETIC EDUCATION TEACHING IN COLLEGES AND UNIVERSITIES IN THE ERA OF DIGITAL MEDIA

#### ***5.1 Organically combination of with digital media art teaching traditional teaching methods***

Teachers should combine digital multimedia teaching methods with traditional teaching methods to make them complement each other. Instead of relying too much on multimedia and computers, teachers should make use of traditional teaching methods to write on the blackboard and explain the important parts in teaching and the parts that need to be systematically summarized. In combination with traditional teaching methods, teachers should use teaching language, body language and facial expressions to disseminate teaching content information, and ask

questions and inspire students at any time, so as to improve students' attention to key content, and guide students to think, analyze and solve problems.

### ***5.2 Selective use of multimedia technology in teaching***

In theory, multimedia technology can be used in all art courses, but not in practice. Teachers don't use multimedia technology in every class. In order to achieve the best teaching effect, it's indisputable to make full use of advanced information-based teaching equipment. But if some teaching contents can get good results without using multimedia devices, teachers can choose not to use multimedia technology. Because multimedia is only one of many teaching methods after all. Teachers can choose and flexibly adopt appropriate teaching methods according to the teaching content to ensure the best classroom teaching effect.

### ***5.3 Improvement of the design level and quality of multimedia courseware***

Teachers should reasonably design the form of teaching courseware and control the information of teaching courseware to prevent students from visual fatigue. In addition, in the process of broadcasting multimedia teaching courseware, teachers should also strive to synchronize blackboard writing, explanation and physiological understanding, pay attention to the rhythm of lecture, so as not to make students feel hard in learn. When explaining courseware, teachers should make rational use of visual effects of graphics and animation to arouse students' attention to learning content. Courseware design also has the meaning of design, so that teachers should make more efforts in the text layout and picture material layout of courseware to enhance the artistry of courseware. The concise, clear and beautiful art teaching courseware can give people a clear and orderly feeling.

## **6. CONCLUSION**

Nowadays, people are calling for quality education. Although some achievements have been made in aesthetic education in colleges and universities, the phenomenon that intellectual education is more important than aesthetic education is widespread. Under such circumstances, students' aesthetic quality tends to be vulgar, and their ideological realm and moral sentiment are difficult to match with the current national educational policy, which runs counter to the fundamental task of implementing moral education. Obviously, there is still a considerable process to comprehensively promote the requirements of quality education. Therefore, it is imperative to fully implement the party's educational policy, guide contemporary college students to establish correct aesthetic concepts, cultivate noble moral sentiments, integrate the cultivation and practice of socialist core values into the whole process of aesthetic education in colleges and universities, and create a new model of aesthetic education in colleges and universities.

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