

Research on Construction and Innovation of Aesthetic Education Mechanism in Higher Vocational Education

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Abstract: *Against the backdrop of the rapid development of education in China, higher vocational education has become one of the largest student populations. As a key group of educated individuals, the quality of their education is particularly crucial. However, in recent years, influenced by exam-oriented education and the tendency to "prioritize technical skills over humanistic cultivation," vocational college students commonly face issues such as low self-confidence and a lack of innovative awareness. At the same time, there is an urgent need in China for high-quality talents who possess both exquisite skills and an innovative spirit, in order to genuinely realize the inheritance and promotion of the craftsman spirit. Thus, it is essential to enhance students' professional skills and comprehensive qualities. Aesthetic education can create favorable conditions for the holistic development of vocational students and provide an effective pathway for cultivating high-quality, skilled talents that meet the demands of the times.*

Keywords: Higher vocational colleges; Aesthetic education; Aesthetic education.

1. INTRODUCTION

We live in an era of rapid development of the knowledge economy, and the issue of the quality of workers cannot be separated from the development of technology. The prosperity of the country and the development of the nation cannot be separated from the high-quality popularization of knowledge. And there is such great pressure just domestically. Looking abroad, the competition and popularization of knowledge have a huge impact. In international competition, innovative talents occupy the dominant position in knowledge and technology, while high-quality labor is the biggest advantage for gaining the initiative in international competition. As early as 2016, Premier Li Keqiang had already put forward a work report on this issue, and many problems have become increasingly apparent. The report first proposed the "craftsman spirit", also known as the "craftsman spirit", which still has a huge impact on people today. This clearly indicates to everyone the standards of talent that China needs: high-quality, dedicated, and innovative.

Under the driving trend of new requirements and new situations, vocational education is particularly important. Faced with new situations and demands, how to cultivate new talents that meet the requirements of the times has put great pressure on the education industry. Therefore, it can be seen that aesthetic education is particularly important. With the progress of China's social and economic development, employment pressure has also arrived. The improvement of the quality of employment personnel marks the progress of the market economy. The market requires employment personnel to improve their professional skills more and more, not only starting from skills, but also demanding further improvement in students' cultivation, speech and other aspects. Implementing and valuing aesthetic education in vocational colleges plays a more important role in cultivating students' personalities, stimulating their potential, and becoming qualified skilled talents.

2. OVERVIEW OF ART EDUCATION IN VOCATIONAL COLLEGES

Aesthetic Education, "beauty" comes from aesthetic education, while "education" can be called educational development. Both are indispensable. Although contemporary students have the eyes to discover beauty, substantive education still lacks mature expression, so aesthetic education is particularly important. In terms of promoting self growth, a scholar from the Western world has conducted in-depth interpretation of the quality characteristics of personality and found that aesthetic education can greatly promote the balance and development of personality. They have classified it in detail, including emotions, reason, body, and will. There are many factors that affect students' emotions, personality, and thoughts. Healthy education is conducive to students' healthier growth. Many exam oriented education does not have this function, only providing students with data-driven support and not fully recognizing ideological education. Aesthetic education precisely compensates for this. As an independent form of education, aesthetic education has a unique function, which can not only help students recognize and discover the beauty of life, but also promote students' thinking. Ability and personality development.

Therefore, the national education department has also issued an important decision, which provides a new analysis of higher vocational education: "One of the important components of higher education in China is higher vocational education, with the core goal of improving teaching quality and guided by ideological concepts. This decision proposes that higher vocational

colleges should not only attach importance to students' moral and intellectual education, but also strengthen physical exercise and aesthetic education.

3. THE SIGNIFICANCE OF IMPLEMENTING AESTHETIC EDUCATION IN VOCATIONAL COLLEGES

The implementation of Aesthetic Education in vocational colleges holds profound significance, extending beyond mere artistic training to address critical gaps in the current educational paradigm. Its importance is multifaceted, primarily functioning in the following key areas: **Fostering Holistic Development and Well-being:** Aesthetic education humanizes the learning environment by cultivating emotional intelligence, creativity, and perceptual sensitivity. For students often immersed in highly technical and skill-based curricula, engagement with the arts provides a crucial counterbalance. It nurtures mental well-being, reduces stress, and enhances self-confidence, thereby contributing to the development of a well-rounded personality. **Cultivating Innovation and Critical Thinking:** The core of aesthetic education lies in encouraging imaginative exploration, interpretive analysis, and divergent thinking. These processes are directly transferable to technical fields, where innovative problem-solving and the ability to envision novel solutions are increasingly valued. By engaging with art and design, students learn to observe critically, think flexibly, and challenge conventional approaches—a cornerstone of the innovative spirit that modern industry demands. **Instilling the Craftsman Spirit with a Humanistic Core:** The "Craftsman Spirit" entails not only masterful skill but also dedication, precision, and a pursuit of excellence. Aesthetic education deepens this concept by infusing it with a humanistic dimension. It teaches students to appreciate the beauty in craftsmanship, to strive for elegance in functionality, and to understand the cultural and social context of their work. This transforms technical skill into a more profound, value-driven practice, aligning with the national imperative to cultivate a new generation of artisans with both skill and soul. **Enhancing Employability and Career Longevity:** In a competitive global economy, employers seek individuals with strong soft skills. The competencies honed through aesthetic education—such as communication, empathy, teamwork, and creative thinking—are highly transferable and greatly enhance a graduate's career adaptability and leadership potential. This prepares students not just for their first job, but for a lifetime of career evolution.

3.1 Achieving coordinated personal development and cultivating a well-rounded personality

The basic task of aesthetic education is to strengthen the cultivation of students' appreciation ability as the main purpose, followed by creativity and thinking ability. Both are equally important. From ancient times to the present, aesthetic education has been highly valued by major ideological educators, because aesthetic education aims to cultivate students' health and perfection, which cannot be replaced by other types of education. He reflects the beautiful things of reality in artistic images and education. On the one hand, from the perspective of individual emotions, aesthetic education can satisfy and release emotions, provide sufficient means, and achieve personality cultivation through internal and normative effects, external sublimation and other means. On the other hand, aesthetic education can also cultivate students' temperament and cleanse their hearts. Through the cultivation of aesthetic education, students' appreciation and creation of art can be deepened, and vocational college students can enhance their awareness of socialism, encourage them to develop their thinking and creative abilities, and innovate. The process of aesthetic education can not only help people get rid of extreme psychology, but also experience life with a healthy mindset. It can also regulate one's mentality and achieve a state of balanced development, laying a good foundation for the development of abilities, political qualities, and ideological and moral values. It can be seen that aesthetic education can balance students' visual thinking and creative abilities, and is also beneficial for their healthy life development.

3.2 Stimulating Creativity

Aesthetic education plays an irreplaceable role in stimulating human creativity, allowing people to experience the completeness and joy of life, maintain creativity, and promote the coordination and balance of personality. China has implemented aesthetic education in many places, and the main reason for vigorously developing aesthetic education is that it is more interesting compared to other types of education. It can enhance people's aesthetic ability and creativity, bring psychological and physical joy, and elevate the objective emotions in people's hearts, create vivid life activities, enhance people's aesthetics, and spontaneously generate creative desires, providing a foundation for creativity in practice. Art education also has freedom, which can liberate the consciousness and material constraints through the brain, emit one's own personality charm, and promote the ability of the soul. In summary, as a new type of innovative education, aesthetic education is unmatched by other forms of education.

4. THE PROBLEMS OF AESTHETIC EDUCATION IN VOCATIONAL COLLEGES

4.1 Students have misconceptions about aesthetic education

Art education is a relatively important component of education, not only valued by students themselves, but also by schools. Many frontline educational institutions are focusing on creating this educational priority, but problems have also emerged one after another. Many schools have opened many art education related courses according to the requirements of the times. However, due to insufficient attention and insufficient educational resources, many institutions have slowly taken a wrong approach. In order to attract many students, many institutions exaggerate art education, resulting in deep misunderstandings and

the increasing benefits of art education. However, art education is an important art education in the field of education, and the two cannot be treated equally.

Similarly, art education is also an important aspect of aesthetic education, but it is not the ultimate goal. The value of aesthetic education has been clearly stated in relevant work reports, that is, aesthetic education, but it is not singular. It is also the education of students' minds and sentiments, which has important psychological and spiritual effects on everyone.

4.2 Lack of systematic training for art education teachers in vocational colleges

The fundamental purpose of aesthetic education is to enable students to cultivate innovative and imaginative thinking in their daily lives, without being confined to a single data based learning method. It can help students purify their minds and cultivate good moral character. Therefore, in this stage, schools are particularly important. Schools are places for teaching and educating students, and they have the responsibility to better enable students to receive good and correct education to the maximum extent possible. Therefore, for aesthetic education, schools should not only do it verbally, but also take practice as the foundation and shoulder the responsibility of educating and nurturing talents. Cultivating students with aesthetic ability and noble sentiments is not only the responsibility of students, but also of teachers, which is often based on their growth environment and life experience. Therefore, teachers of aesthetic education should not only have strong professional qualities, but also undergo systematic learning and relevant knowledge training. In teacher training, teachers should integrate knowledge related to aesthetic education. However, this should be based on the actual situation of school teachers and students, and relevant aesthetic education activities should be organized. Classes can also create relevant aesthetic education handouts based on their own characteristics to strengthen students' personality education and cultivation. Outdoor activities can also be added, starting from hobbies, to improve students' artistic literacy, explore beauty and related issues, and truly realize the importance of aesthetic education. However, at present, there are no professional teachers for aesthetic education courses, resulting in two main problems for aesthetic education teachers in class. On the one hand, the current aesthetic education teachers lack aesthetic education awareness and cannot integrate aesthetic education ideas into teaching well. On the other hand, the cultural, professional, and aesthetic cultivation of teachers varies greatly, and the quality of classes cannot be guaranteed.

From the professional perspective of teachers, aesthetic education should not only stay on the surface of the curriculum, but also start from students' true hobbies and psychology. Although there are inherent advantages in undertaking the task of aesthetic education teaching, there are also significant disadvantages that cannot be ignored: firstly, the lack of professionalism. The term 'professionalism' referred to here refers to the professionalism cultivated by aesthetic education teachers. The term 'major' referred to here does not only mean having professional knowledge and abilities in subjects such as mathematics, Chinese, music, and art. Having the necessary professional knowledge and abilities for education and teaching is equally important. Teacher education should cultivate the composite knowledge and abilities that teachers need to possess. From the current situation, the curriculum systems of majors such as music education, dance education, and art education are not much different from professional art education, and there are still too few courses specifically designed for school aesthetic education teaching and students' extracurricular art activities. Students in these majors generally have limited knowledge and understanding of the nature and characteristics of aesthetic education, as well as the teaching methods of aesthetic education courses. After graduation, there are not many students who are capable of teaching aesthetic education courses. Some professional art colleges lack courses specifically introducing and researching art education courses, textbooks, and teaching methods for primary and secondary schools. Graduates from these majors have weak humanistic and logical understanding of art, weak cultural sensitivity to art, and need to improve their ability to interpret and analyze the meaning and structure of classic art works, as well as their ability to evaluate the value of current artistic and cultural phenomena.

4.3 The content of art education courses in vocational colleges is outdated and lacks attractiveness

From the survey, it can be seen that many students believe that the course is hollow and tasteless, lacks practicality, the content is outdated, and has not kept up with the trend of the times during actual classes.

Such course learning not only fails to have a positive effect on some students, but also makes them feel disgusted. Some students believe that these works are outdated, while others find it difficult to understand deeper meanings. The times are constantly advancing and developing, and human aesthetics are also developing with the times. If the teaching content of aesthetic education does not add some fashionable elements and contemporary atmosphere, it will not be able to arouse the interest of students, especially vocational college students, and it will not be able to play the true role of "educating people and nurturing emotions" in aesthetic education. They will doubt and deny themselves in their hearts, thus showing a certain resistance to these works, making it even more difficult to achieve the teaching effect of improving students' aesthetic literacy.

5. EXPLORATION ON THE CONSTRUCTION AND INNOVATION PATH OF AESTHETIC EDUCATION MECHANISM IN VOCATIONAL COLLEGES

5.1 Transforming students' understanding of aesthetic education

Studying art can have a profound impact on people's lives. The physical and mental development of vocational college students is at a critical stage in their lives, and their development in all aspects is not mature enough. Most children who study art have an

outgoing personality and have a higher success rate in society, and they are less likely to go to extremes. Due to their experience participating in team training or performing on stage, these students have certain advantages in interpersonal and organizational coordination skills. When encountering troubles or depressed emotions, they are often able to use art to relieve the troubles and worries of daily life, often maintaining a happy and transparent heart, and not easily going to extremes due to unhappy small things or difficulties that cannot be solved temporarily in life. In addition, learning art is not just about acquiring a skill, but the learning process also cultivates the spirit of overcoming difficulties and teamwork in young people. Before entering vocational schools, they generally lack correct and systematic aesthetic education. Vocational college students are psychologically fragile. To alleviate this state, it is necessary to have a correct understanding of aesthetic education and strengthen its positive role in vocational college students.

5.2 Strengthen the training of professional aesthetic education teachers

With the increasing emphasis on art education by the country, aesthetic education is developing towards universal accessibility, and art education should be aimed at everyone rather than just individuals. According to recent education policies and regulations, the enrollment of special talents will gradually be cancelled, and various bonus policies will also be gradually reduced. Art education will become an important part that everyone should participate in as a "standard". This is undoubtedly a great opportunity to enhance students' artistic literacy, and both schools, parents, and students should seize it.

For schools, they can learn from some provinces and cities to establish quantitative standards for art education, such as completing a certain amount of class hours per semester, choosing a musical instrument for learning, and participating in an art activity, etc., to incorporate art cultivation into students' daily learning. For parents, it is necessary to gradually change their educational concepts and attach importance to cultivating their children's artistic abilities and literacy.

5.3 Strengthen the sense of the times in the content of aesthetic education courses

The aesthetic education curriculum must keep up with the changing trends of the times, but at the same time, the implementers of aesthetic education must carefully screen the content, carefully control it, and incorporate the excellent parts of the era's culture into the curriculum. The 14th Five Year Plan period is an important starting point for the Central Academy of Fine Arts to build an international academic highland in the field of art education and a world-class art university. The Ministry of Education has also proposed several policies related to art education. Therefore, as the new generation, we should start from the root, start from the students themselves, actively respond, and fully invest in the issued education plan, promote traditional Chinese virtues, use the new knowledge we have learned to lead art education to a new level of development, build a new generation of top-notch talents, and use art education to maximize school education. We should focus on considering students' psychology, starting from their health. With the development of the times, the content of aesthetic education is also developing and progressing rapidly, which directly affects the effectiveness of vocational art education teaching. The aesthetic education courses in vocational colleges should be adjusted appropriately according to students' artistic literacy level and future development direction, in order to achieve individualized teaching. Art education should not only be loved by students, but also create new types of teaching in the classroom that students aspire to.

6. CONCLUSION

In response to the construction concept of "promoting the spirit of Chinese aesthetic education in new art disciplines", we should try our best to promote the sharing of our own aesthetic education, not only benefiting students, but also striving to enable everyone to benefit from it, deeply rooting art and drawing nourishment from human civilization. We also need to conduct deeper research from the direction of scientific research, build a good platform for information, lay a good educational foundation for students, cultivate a broad perspective, and nurture a broad picture. We also need to provide 'wide aperture selection' to shape diverse selection capabilities in a diverse selection space. Through the selection of multiple disciplines, majors, and learning paths, aesthetic education can help more students gradually recognize their future development, clarify their goals and personal styles, promote intellectual development and innovative abilities, follow the country's better education quality reform, and accelerate the new transformation of the times. In summary, the importance of aesthetic education is immeasurable and cannot be replaced by other exam oriented education.

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