

The Model and Method of Art Education in Primary and Secondary Schools in the New Era of Aesthetic Education

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Abstract: In primary and secondary school art education, the appreciation of nature, society, and art works is the process of discovering and appreciating beauty, which can improve people's aesthetic level and taste. Aesthetic education is an important topic in the scientific research of primary and secondary education in the new era. How to integrate aesthetic education ideas into campus activities and achieve comprehensive and harmonious education. This article further analyzes the models and methods of art education in primary and secondary schools in the new era of aesthetic education. Give full play to the role of schools, families, and society, coordinate and integrate aesthetic education resources between schools and society, and clearly propose to further build a collaborative aesthetic education mechanism that integrates schools, families, and society based on the existing trinity of classroom teaching, extracurricular activities, and campus culture. The three should be interconnected and coordinated, and carry out good social aesthetic education. Integrate the excellent Western teaching concepts, art techniques, and excellent traditional Chinese culture that have been borrowed from; To be based on practice and constantly innovate in practice; Pay attention to the integration of new technologies, establish a fault-tolerant mechanism that encourages innovation, and focus innovation on teaching reform.

1. Introduction

Art works are created by artists according to realistic beauty, which embodies artistic beauty. It is a free spiritual production and aesthetic creation. In art education in primary and secondary schools, the appreciation of nature, society and art works is a process of discovering and appreciating beauty, which can improve people's aesthetic level and taste [1]. "We are entering the new aesthetic education era, which has ten important signs." Zhou Wei, president of People's Fine Arts Publishing House, put forward the "new aesthetic education era" and pointed out that the new aesthetic education era has the following ten characteristics: national strategy, transformation from skill teaching to literacy training, transformation to social aesthetic education, taking Chinese excellent traditional culture as the foundation, innovative ability, aesthetic education integration, full coverage, lifelong aesthetic education, goal orientation and establishment of evaluation, testing and supervision system [2]. Aesthetic education is an important topic in primary and secondary education and scientific research in the new era. How to infiltrate aesthetic education into campus activities and realize comprehensive and harmonious education. In the new aesthetic education era, this paper further analyzes the art education mode and method in primary and secondary schools. In the process of learning art, primary and secondary school students gradually learn to coordinate their hands, hearts and minds to explore the world, understand that the impossible can be turned into possible value through artistic creativity, and gain the necessary learning ability, critical thinking and problem-solving ability, innovation and creativity, and communication and collaboration ability to achieve social innovation, lay a humanistic foundation and stimulate the scientific spirit. Aesthetic education belongs to the school, but also to the society [3-4]. It is necessary to give full play to the role of school, family and society, integrate the aesthetic education resources of school and society as a whole, and clearly put forward that on the basis of the existing trinity of classroom teaching, extracurricular activities and campus culture, we should further build a multi-integrated

aesthetic education mechanism of school, family and society. It is necessary to be interconnected and coordinated to carry out social aesthetic education. Aesthetic education is not mechanical. Aesthetic education in primary and secondary schools is not only traditional music education and art education, but also special. What is more important is to cultivate students' attitude towards life and enhance their life realm [5].

2. The Model of Art Education in Primary and Secondary Schools in the New Era of Aesthetic Education

In modern society, art not only opens up a wide range of material and spiritual worlds, but also makes tremendous contributions to promoting the comprehensive development of humanity. In this environment, attention to art education is increasingly deepening from society to families, and various types and methods of art education, educational ideas, and theories are flourishing throughout the country. Allowing students to collect data on their own is to cultivate their ability to search for information and discover beauty. According to the requirements of the class hours, the teacher arranges a collection plan in advance to allow students sufficient time to collect materials related to the teaching content, which they believe have the most aesthetic characteristics, through the internet and campus network, and store them in their own resource folder[6]. The core competencies of the art discipline are reflected differently in different stages and learning content. Firstly, the connotation of core artistic literacy is changing. As shown in Figure 1, school art education should provide retrospective analysis and forward-looking vision for young people, help them understand the significance of the past and future, gradually acquire the ability to respond to modern society and future challenges, in order to achieve global common core interests, gain a sense of responsibility, social responsibility, national identity, international understanding, and practical innovation ability, labor awareness, problem-solving ability, technology application ability, etc.



Figure 1 Art Classroom in Primary and Secondary Schools

From the perspective of written expression, image reading, artistic expression, aesthetic judgment, creative practice and cultural understanding are the five categories of art core literacy. These five categories of literacy exist in art education of different classes, with different levels and teaching requirements, which are also detectable through expert group research [7]. People in different social and historical stages or in different cultural backgrounds in the same historical stage have different literacy requirements for adapting to society and lifelong development. Students' aesthetic feeling occurs by directly perceiving the aesthetic object. The aesthetic object's shape, color, sound, light, movement, spatial transformation and other elements of perceptual material beauty act on students, causing students' intuitive perception, but when some factors of perceptual material beauty are arranged and combined by themselves [8]. Integrated development is the current development trend. To integrate aesthetic education is to extend the publishing product line of art education and build a three-dimensional and diverse communication system of art education

resources. We use the Internet technology to build a cloud platform for people-oriented education services, open teaching cases, demonstration courses and micro-courses for teachers free of charge, provide customized course services, and conduct remote interactive teaching. No matter which form it is, the key is to find a big idea that can resonate with primary and secondary school students, so as to avoid superficial learning or staying at the technical level, make learning deeper and more effective, and make the created works more touching [9-10].

3. Analysis of Educational Methods in the New Era of Aesthetic Education

3.1. Guide students to appreciate from multiple perspectives

In art classroom teaching, aesthetic experience is indispensable at all times. This improvement process is a centralized thinking process in which students process and process information, form personalized creative methods, innovate knowledge, and use acquired knowledge to guide themselves in solving problems. From the perspective of content arrangement, the old version of the textbook is introduced through stories, while the new version is introduced through contexts. For most children, for those whose parents do not understand art, and for those who are not taken to art museums or attend weekend art classes, the art knowledge provided by school art classes will be deeply preserved in their memories. Whether art is important or unimportant to them, whether art is boring or emotionally stimulating, whether art belongs to them or others, will all depend on the scattered art teaching in the school. Our choices have a lasting effect because as children grow up, their memories of art classes in high schools are what they understand as art.

However, regardless of the method of introduction, the key is to improve students' ability to discover, analyze, and solve problems, which is the foundation of textbook writing and the specific manifestation of core competencies. The "small studio" is a garden for young children to learn art knowledge and skills; The "Little Woodhouse" is a handmade column that introduces the use of different materials to make handicrafts, attracting children to actively participate in this activity and exercising their hands-on and brain skills; The "Subject Education" column introduces new concepts and teaching methods of art education; From the perspective of Chinese and foreign art history and culture, "Wandering the World of Fine Arts" analyzes and introduces famous works by Chinese and foreign masters, in order to broaden students' horizons and enhance aesthetic education. Many students also spontaneously integrate traditional Chinese culture into it, and their understanding and understanding of multiculturalism have also been improved. What is even more gratifying is that the role of students has achieved multiple transformations from viewers to designers, craftsmen, planners, hosts, and speakers in this process. Gain the ability to create beauty through these processes. For example, guiding students to interpret and recognize images, promoting a multi-dimensional and multi-directional way of thinking in the process of cultural understanding and inheritance, and combining it with other disciplines to comprehensively interpret art works and phenomena.

3.2. Stimulate students' inner feelings

Teachers should innovate their own thinking, pay attention to creating creative situations in teaching, guide students to think in many directions, and add innovative elements to art performance. In the process of art learning, we can break the existing perceptual experience, stimulate students' innovative consciousness and creative desire, and create artistic works with individuality without losing aesthetic value. The mission of art education is not only knowledge education, skill education, classroom education and curriculum education, but also the cultivation education of aesthetic quality and humanistic quality. This determines that art teachers who lead the cultivation education should have feelings. Pay attention to summarizing the existing knowledge of primary and secondary school students with the concept of big view, ensure that the concept of big view throughout the whole course is re-examined regularly, and determine the achievement standard. In the process of curriculum implementation, we should encourage children to establish a sense of connection when solving problems, identify important information, open up creative

thinking, dare to challenge difficult problems in real situations, understand children's "eyes are superior" from the needs of students, and do not deviate from their age and psychological characteristics, their actual level and life experience, but consider students' works from artistic considerations, not to mention adult standards.

3.3. Wake up students' sleeping imagination

In art classroom teaching, especially in the field of design application, directional thinking or imitation thinking restricts the development of students' innovative thinking. Through the design techniques of deconstruction and reorganization, students have given Czech toys new life, not only activating their creative thinking, but also improving their aesthetic ability, design ability, styling ability, hands-on ability, and the ability to apply interdisciplinary knowledge and skills to solve problems. Integrate the excellent Western teaching concepts, art techniques, and excellent traditional Chinese culture that have been borrowed from; To be based on practice and constantly innovate in practice; Emphasize the combination of traditional and new creative methods by combining them with new technologies; Have the courage to innovate, take bold action if you have set your sights, have a fault-tolerant mechanism to encourage innovation, and focus innovation on teaching reform. The exhibition of art teaching achievements in primary and secondary schools is shown in Figure 2. Each primary and secondary school carefully prepares exhibits, delicately arranges exhibition areas, and fully showcases the art teaching achievements and characteristics of their respective schools. The exhibited works vividly depict the natural landscape and local customs of Wuyi, comprehensively showcasing the development achievements of local art courses in our county.



Figure 2 Exhibition of Primary School Art Teaching Achievements

Students appreciate and understand the form and content of their classmates' works from multiple perspectives, gradually forming and improving their visual perception ability, mastering the basic methods of using language and body to express their feelings and understanding, and forming a healthy aesthetic taste. Art courses attach great importance to the cultivation of students' individuality and creativity, so in art teaching, it is necessary to guide students to change their "directional thinking" habits, use "multi-directional thinking" methods for creative practice, and awaken students' dormant imagination.

4. Conclusions

Entering the new era of aesthetic education, the requirements for teachers, both in ideological quality and skills, are getting higher and higher and more specific. The new aesthetic education era is an era of integration, and the integration of art teaching is mainly reflected in three aspects: first, the integration of art discipline and other disciplines; Second, the integration of "moral, intellectual, physical and aesthetic education"; The third is the integration of art and technology. It is not only

the result and goal of integration, but also the direction of art teachers' efforts to better improve students' acceptance, knowledge and skills and humanistic aesthetic accomplishment. From the perspective of art core literacy, to cultivate students' comprehensive quality, teachers need to change the concept of education, change teaching forms, innovate teaching methods, improve teaching evaluation, and carry out life-oriented art classroom teaching according to the actual situation in the region. Primary and secondary education subjects mainly focus on knowledge and ability. As far as subjects with similar aesthetic education are concerned, aesthetics focuses on knowledge education and art focuses on skill education. The ultimate goal of aesthetic education is not only knowledge and skills, but more importantly, it is to cultivate students' attitude and realm towards life. Art and aesthetics are only ways, not the end of aesthetic education. In the future, we should imagine many roads leading to the future aesthetic education, describe the grand blueprint of the development of aesthetic education theory and practice from all directions and angles, and jointly realize the ideal of aesthetic education.

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