

# Study on the Connection of Aesthetic Education and Classrooms in Primary and Secondary Schools

Yongsong Shi<sup>1</sup>, Dan Cheng<sup>2,\*</sup>

<sup>1</sup>School of Art, Hanjiang Normal University, China

<sup>2</sup>School of Early - Childhood Education, NanJing XiaoZhuang University, NanJing, China

\*Corresponding author.

## Abstract:

To implement the important discussion on education of Xi Jinping, General Secretary of China and the national education conference spirit, the educational function of the school aesthetic should be further strengthened to construct the comprehensive cultivation and education system which integrates morality, intelligence and physic conditions, aesthetics and labour. The aesthetics is used to cultivate, influence and develop people. The aesthetic education is incorporated into the talent cultivation among all levels of schools and goes throughout all the stages of the school education to cultivate the well-rounded socialism builders and successors. This paper studies the relationship between aesthetic education of higher institutes and classroom teaching in primary and secondary schools, and integrates the aesthetic education into people's mind quietly and naturally. In this way, the classrooms in primary and secondary schools are enriched, enlightening the wisdom, moistening the heart, as well as nurturing the root and soul of the nation. In ancient times, farming and reading were handed down to the family. Currently, education is used for rejuvenating the country and benefiting the people. Aesthetic education of schools is a project for cultivating people.

**Keywords:** *aesthetic education, teaching linkage, educational resources, teaching rules*

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## I. INTRODUCTION

At present, great changes have taken place in educational concepts, which are reflected in concepts, forms, teaching methods, teaching comments and teachers' behavior. These changes also set higher requirements for the construction and development of the art education courses in colleges and universities, and the cultivation of art teachers for primary and secondary schools is the most important task in the aesthetic education in colleges and universities. Therefore, more attention must be paid to the innovation and development of the aesthetic education teaching in primary and secondary schools. Meanwhile, the self-construction of the art education curriculum and teaching in colleges and

universities must be sped up. Excellent aesthetic education workers can be cultivated by constantly improving the curriculum construction. While training art teachers, higher institutes should be devoted to the construction of majors and try to cultivate the innovation and the creativity based on the curriculum standards of the art education in primary and secondary schools. Therefore, the teaching objectives of the art education in higher institutes can be combined with the teaching construction and the talent cultivation goals of the aesthetic education. This promotes the aesthetic education of primary and secondary schools towards well-rounded objectives.

In the process of talent cultivation, higher institutes should make the new talent cultivation plan according to the real demands while enhancing students' operational skills and innovation ability. Finally, the local mode of cultivating the art talents for higher institutes is established and it meets the requirements of the society. Moreover, the theoretical discussion is transformed into the practice of practical skills. The innovative talents are required for the social progress. Incomplete education is not aesthetic all, and the education without integrating the aesthetic education is the incomplete art education. An art teacher should try his/her best to look for the beauty in textbooks and life while teaching scientific and cultural knowledge in class or the daily communication. Aesthetic factors should also be incorporated into education and teaching, so that students are influenced not only by beauty in study and life, but also in psychological and emotional resonance.

## **II. IMPORTANCE OF CONNECTING THE AESTHETIC EDUCATION OF HIGHER INSTITUTES WITH THE CLASSROOMS IN PRIMARY AND SECONDARY SCHOOLS**

### **2.1 Nurture the root and soul, enlighten the wisdom and enrich the heart**

The aesthetic education of higher institutes is connected with the classroom teaching in primary and secondary schools. It is promoted together with the local educational administration department so as to establish a whole-staff, whole-process and all-round aesthetic education concept. It also aims to deal with the relationship between art education, the discipline education in primary and secondary schools, activity education, aesthetic environment education, aesthetic family education and aesthetic social education. To clarify the relationship between "teach them knowledge" and "teach them to fish", the "win-win" of aesthetic education in higher institutes and primary and secondary schools is realized on the basis of the characteristic aesthetic education and the mass aesthetic education.

The classroom education of primary and secondary school is the most common and effective "adult" education method to strengthen the service awareness of higher institutes' aesthetic education and improve the social service ability in the stage of compulsory education. In different development stages, the direction, speed and level of the ideological development may be different. Aesthetic education plays a leading role in the development of students. Aesthetic education helps people have visual

impressions, and make people feel touched rationally. The effective education measures also bring about different changes in students' concepts. Regarding "temporary stagnation or retreat", in order to avoid the differences of the educational content and the cognitive levels of educational objects, the appropriate teaching methods should be selected according to ages and ideological statuses. The implementation of the effective aesthetic education must follow a long-term and repeated development process, that is, the development process of ideology. The excellent traditional culture is the foundation of a nation, reflecting the wisdom and spiritual wealth of the motherland, and students are guided to feel, understand and experience the language beauty as well as to taste and think in learning, so that students can be purified and influenced by the heart. Effective education must be carried out according to the development characteristics of students' ideological and moral quality.

Generally speaking, the connection of aesthetic education and teaching in primary and secondary schools decides whether the new students can quickly integrate themselves into the new learning environment and develop good habits, which lays a good foundation for the next learning stage and brings a good beginning. Thus, it can be seen that the connection between aesthetic education in higher institutes and primary and secondary schools is conducive to improving the ideological and moral quality of primary and secondary school students.

## 2.2 Improve the classroom teaching quality in primary and secondary schools

How to improve the subject education quality of primary and secondary school students is one of the important courses in compulsory education. The effect of subject education in primary and secondary schools is affected by many factors, so it is necessary to analyze and solve the problem from many aspects and strengthen the connection between primary and secondary schools, government and universities. "The curriculum of aesthetic education requires further adjustment and improvement to solve the effective connection of aesthetic education in different phases. This is an important measure to get rid of the dilemma of aesthetic education [1]." A psychologist put forward the mastery theory, and he believed that most students can be well developed, but many of them fail to achieve good grades in schoolwork. The main problem does not lie in the student's intelligence level, but whether they can get appropriate and timely help in the learning process as well as enough time to study.

Therefore, in order to make students study hard and improve their ideological and political quality, it is necessary to fully consider the characteristics of students. Moreover, various measures should be taken to improve the educational effect. Strengthening the connection between aesthetic education and classroom teaching in primary and secondary schools will promote the effect of education and teaching in primary and secondary schools.

### 2.3 Enhance the adaptive ability of primary and secondary school students

Facing the new school environment, it is certain that the new primary and secondary school students will find it difficult to adapt. The inadaptation is reflected in many aspects mainly because of the adjustments in learning method, learning environment and teaching methods, especially students' inadaptation to the new teaching methods. If primary and secondary school teachers cannot guide students' psychology timely or take effective measures, students can't get adapted to the new environment quickly and be integrated in the new environment. This may cause some students to have negative feelings or boredom towards the new study life. According to the relevant survey data, some new primary and secondary school students suffer from the learning panic and anxiety to a certain extent. If these students cannot adapt themselves to the educational learning as soon as possible, the development of their learning and ability will be greatly influenced [2].

Facing the new environment and the new learning pressure, new students in primary and secondary schools often feel nervous and uneasy. If these negative emotions cannot be timely and effectively eased and solved, some students will feel tired, escape or even give up learning. Thus, some extreme actions may happen, making parents and teachers unprepared.

To deal with all the inadaptability of new primary and secondary school students, the aesthetic education offered by teachers are indispensable and plays an important role in the rapid transformation of new students. In aesthetic education, if attention is paid to the effective connection with the aesthetic education of middle schools right from the start, the existing knowledge level and cognitive ability of students are fully used to realize the natural connection at every stage of the teaching in primary and secondary schools. This can greatly reduce students' anxiety and fear towards the aesthetic education and continuously stimulate students' enthusiasm and learning potential. In addition, the integration of aesthetic education and moral education also helps primary and secondary school students to develop the good learning attitude, so that they can smoothly transition from junior middle school students to primary and secondary school students. Meanwhile, it also helps primary and middle school students better adapt themselves to the new learning environment and helps students improve their comprehensive ability.

### **III. EFFECTIVE COUNTERMEASURES OF CONNECTING THE AESTHETIC EDUCATION OF HIGHER INSTITUTES WITH THE CLASSROOM TEACHING IN PRIMARY AND SECONDARY SCHOOLS**

#### **3.1 Integrate the teaching resources inside and outside the school fully**

3.1.1. Promote the cooperation among colleges, governments, primary and secondary schools, and highlight the continuity of aesthetic education

Currently, primary schools, junior high school and senior high schools are set up separately in many places of China, and there are still some obstacles in the effective connection of aesthetic education in middle schools. In order to alleviate this obstacle, the rigid boundaries of primary schools, junior high schools and senior high schools can be broken and the integration can be considered. With the development of the economy, many developed countries have implemented the 12-year education system [3]. For example, Japan is actively exploring ways to remove the structural separation between junior and senior high schools and it is also trying to adjust schools in space. This is worth learning. In fact, such exploration is also being carried out in some parts of China. Schools have the motivation to cultivate high-quality students with great efforts, but by doing so, they can objectively achieve the better teaching in junior and senior high schools, including the effective connection of the aesthetic education in junior and senior high schools. Of course, such integration needs strong support from local education departments and governments.

#### **3.1.2. Deepen the understanding and learn more**

First, both the administrative departments of education and primary and secondary schools should strengthen the effective connection between art education and art training, so that primary and secondary school teachers can consider whether students' aesthetic learning study can get better educational results. In addition, it is necessary to fully consider the educational practices of primary and secondary schools. In practical education, many schools have neglected the training of teachers.

Next, the departments of education and research should strengthen the research on the effective connection of education and provide theoretical and methodological guidance for aesthetic education teachers in middle schools. It is a waste of time and energy to conduct the detailed theoretical research on the effective connection of aesthetic education in art teaching. It is necessary for the educational research departments to undertake their responsibilities, organize schools to conduct research on the effective connection of education, construct practical teaching methods, and promote and improve them in schools. Under the guidance of teachers, the effective connection of teaching is really realized through the continuous improvement of teaching practice.

Finally, the previous teaching concept should be changed. Students should be guided to walk out of the classroom and connect the aesthetic education with real life. Teaching objectives are determined based on knowledge, skills, emotions, etc. The multimedia is used to create scenes, and students are taken out into nature to learn. The most important thing in the development of aesthetic education is to cultivate students' aesthetic consciousness and taste, broaden their horizons and enrich their reading. The most important thing is that it can effectively improve students' learning and working ability, and encourage students to actively create a relatively perfect and sound spiritual life.

### 3.2 Value the law of teaching and students' development

#### 3.2.1. Make effective knowledge connections according to the curriculum standards

First, senior high school students are instructed to learn more abstract knowledge on the basis of specific knowledge. The aesthetic education of junior high schools only requires students to understand and master relevant knowledge for the simple use, while the aesthetic education of senior high schools needs to help students master more complex knowledge for the comprehensive use. Therefore, in the aesthetic education of senior high schools, teachers should try to help students understand the structure of knowledge on the basis of the existing knowledge. In other words, the detailed analysis of knowledge needs to be strengthened.

Next, in the new curriculum teaching of basic education, art teachers not only teach knowledge in the aesthetic education, but also work as the active adaptor, researcher and creator of teaching relations. Teachers are the propagandists, promoters, pursuers and explorers of the truth, but also the promoters, pursuers and explorers of truth. Teachers should not only consider what to teach and how to teach, but also why they should teach and conduct the innovative activities according to the actual education conditions. In a word, art education should give full play to and motivate students' creativity, potential, ability, etc., cultivating their sentiment and develop their personality[4].

Finally, the educational function of the traditional art can be maintained only by strengthening the education of traditional art and national art. Teaching excellent traditional culture and national art in the quality education can achieve the purpose of spreading national spirit and inheriting the essence of national art.

#### 3.2.2. Value the connection in students' ability

Firstly, in the aesthetic education of primary and secondary schools, educators must fully understand the textbook, read the content of the textbook through, teach according to the differences of students, and guide students to use the knowledge in the textbook reasonably. Meanwhile, it is necessary to create specific conditions to guide students to think independently, analyze and solve practical problems with

the knowledge they have learned, and constantly improve their creative ability and knowledge application ability.

Secondly, educators should provide students with a good learning environment, in which students can have different feelings. In the aesthetic education of primary and secondary schools, teachers quickly provide relevant materials for students to discuss after teaching specific theoretical knowledge. Students' ability to use knowledge can be improved through discussion. In this process, it is necessary to avoid the one-to-one correspondence between knowledge and materials, because it is not conducive to the development of students' comprehensive ability to use knowledge. Meanwhile, students' simple matching should also be avoided. Students are encouraged to participate in more aesthetic education activities. In the activities, their potential is played, their innovative ability and practical ability are improved, and their communication skills are consciously improved in the activity.

Thirdly, in order to help students have a comprehensive knowledge base and build the knowledge network of teaching materials, students' knowledge learning must be comprehensive whether it is from the requirements of social development, or from the requirements of college entrance examination. If the mastery of knowledge stays at a certain level, it is difficult for students to solve complex social problems and achieve good grades in college entrance examinations. Only when students have a comprehensive grasp of the textbook knowledge, can they combine it with the new situation to get a complete answer. Therefore, in the aesthetic education of senior high schools, it is necessary to build a complete network of the textbook knowledge, so that students have a more comprehensive knowledge base. It also creates conditions for the comprehensive use of knowledge.

### 3.3 Achieve the effective teaching connection from students' mental and emotional characteristics

#### 3.3.1. Make the effective teaching connection according to students' mental characteristics

First of all, the aesthetic education textbooks in junior and senior high schools are difficult to understand. To help students better understand the content, specific images need to be used for the educational assignments.

Secondly, teaching should be carried out according to the actual situations such as students' memory, attention rules and thinking ability. It is generally accepted by the scientific community that some differences are available in the attention, memory and thinking ability of primary and middle school students. Teachers should pay attention to the differences and adjust their teaching plans based on them. For example, in the process of aesthetic education and teaching, students' attention rules can be reasonably used after students keep focused for a long time. Teachers can explain some interesting and easy cases combined with the teaching content so that students can feel relieved. The intentional



attention is transformed into the unintentional attention. Meanwhile, in the daily teaching, the focus should be kept on the teaching plan that must be completed in unit time. In addition, the teaching content should be flexibly arranged.

### 3.3.2. Value students' emotional characteristics

In primary and secondary schools, the psychological states and emotions of senior high school students are obviously bipolar, with the characteristics of distortion and correction. There are great fluctuations in students' inner experience, which is relatively closed, so it is difficult to be detected by others. The emotional experience of senior high school students is richer, more specific and more far-reaching than that of primary and junior high school students. Meanwhile, as the emotional self-control and self-regulation ability of senior high school students continue to improve, they can sensitively experience the emotional differences between themselves and others. It can be seen from the practice of the senior high school education that: the requirements in the cognitive field are gradually improving, and the love for the motherland and the Party in the emotional field is gradually deepening from individuals to groups and from part to whole, and the connotations and breadth of love is also gradually deepening. Therefore, the different emotional characteristics of primary and secondary school students must be considered in order to realize the effective connection of aesthetic education. This concerns not only the improvement of the guidance effect but also the sublimation of students' feelings.

## 3.4 Creative teaching methods

### 3.4.1. Conduct the stepwise teaching

In the process of classroom teaching, students should be subtly led to attach importance to the combination of the art theory courses and the art practice courses as well as the construction of the school culture art community. Students are encouraged to participate in the aesthetic education through the club activities of students in their spare time. Besides, schools can make full use of social resources and cooperate with the social professional performing troupes and theaters. Students are guided to "go out", and appreciate the professional performance. In addition to this, teachers can lead students to participate in the community service, care for the elderly and other social practice activities. Students can also visit art galleries, museums, and a variety of fine arts exhibitions. Moreover, the related performances are held to do the corresponding artistic creation. In this way, students' social awareness is cultivated so that they can experience the beauty of mind and behavior while serving the society. The significance and value of aesthetic education is deepened so that students gradually get adapted to the study of aesthetic education[5]. Among many schools, the one-sided emphasis on the progress of aesthetic education guidance causes the indigestion of students, who are unable to fully grasp the teaching content. As a result, the future guidance becomes more difficult. The progress of education should be sped up, the depth of education gets strengthened, and the effective gradient training is



achieved. Through gradient training, the feedback about students' knowledge and ability can be timely obtained.

#### 3.4.2. Develop proper learning methods

Firstly, from the genetic point of view, students are born artists. Every student is born with the game spirit and artistic mind. Students are guided to listen carefully in class. The purpose of taking notes in primary and secondary schools is to provide a memory base for exams. Many students keep the habit of keeping a complete record of what the teacher explains, but it does not achieve the purpose of understanding the knowledge. Obviously, this does not completely meet the requirements of aesthetic education. In the process of aesthetic education, teachers should encourage students to learn from each other and be bold and innovative. Moreover, they should actively find problems, propose problems and solve problems.

Secondly, they can learn from each other in the process of aesthetic education. Meanwhile, many students do not have the habit of asking teachers for help when it comes to the professional knowledge of the subject. By studying together, students can form an atmosphere of mutual support and investigation among themselves, which promotes a good relationship among students. Therefore, primary and secondary school teachers should pay attention to creating an atmosphere of cooperative learning. The aesthetic education and cultivation should be carried out to promote their quicker growth just like the rain moistens things silently.

## V. CONCLUSIONS

The purpose of the aesthetic education is not only to teach skills, but also to "preach". Therefore, an effective connection between the aesthetic education of higher institutes and the classroom teaching of primary and secondary schools should be made, and a relatively perfect theoretical system and practical operation system should also be established.

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