

"Cultivating People with Aesthetic Education, Fostering Character and Civic Virtue" Taking the "Aesthetic Education Plus" Three-dimensional Space Education Mode of Environmental Design Specialty in Neusoft Institute Guangdong as an Example

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ABSTRACT

This paper aims to strengthen and improve school aesthetic education by focusing on environmental design aesthetic education curriculum construction, aesthetic education teaching reform, aesthetic education practice activities, and aesthetic education campus environment construction. Teachers should take the curriculum as the basis, integrate aesthetic education with traditional culture, and constantly improve students' aesthetic quality and humanistic quality through their own practice and exploration. The teaching practice should be in line with the campus construction, create the aesthetic education campus environment, use art to help the construction of beautiful countryside, take activities as the carrier, and build the characteristic art practice workshop, so that students can experience the aesthetic taste in practice, which is of great significance for promoting the school aesthetic education work.

Keywords: *Aesthetic education practice, Design specialty, Aesthetic education.*

1. INTRODUCTION

Aesthetic education is an important teaching task of colleges and universities and is the educational policy of the Party and the country. Strengthening and improving aesthetic education is also the need to carry forward the spirit of Chinese aesthetics. The so-called "cultivating people with aesthetic education, influencing people with aesthetic education, and laying the foundation with aesthetic education" mean incorporating aesthetic education into the whole process of talent training in schools, which is the need to cultivate and build comprehensively developed socialist builders and successors. Under the pattern of "grand aesthetic education", teachers should promote the reform and innovation of aesthetic education teaching, train professional art talents in colleges and universities, improve aesthetic quality, enrich spiritual life, improve aesthetic taste, take high art as the main form, let art promote aesthetic education, and foster character and civic virtue with aesthetic education. The environmental

design specialty should give full play to its professional characteristics, dig deep into its discipline characteristics, continuously improve the quality of talent training, build a "aesthetic education+" three-dimensional space education mode, and integrate aesthetic education into the curriculum system, practice activity system and campus environment construction. It needs to integrate aesthetic education into the whole process of professional curriculum teaching design, practical creation, cultural activities and other personnel training. Facing the revitalization of rural areas, urban and rural environmental construction, and the strengthening of the education of family-country feelings, teachers should effectively promote the improvement of students' aesthetic and humanistic quality and innovation ability. The environmental design specialty allows students to master not only professional knowledge and skills, but also stimulate the enthusiasm of teachers and students for aesthetic education and serve campus culture. Teachers should pay attention to the guidance of students' learning

attitudes and values and the cultivation of their cultural quality, and cultivate students' ability to recognize, appreciate and create beauty, which is of great significance for young students in the new era to purify their minds, improve their personality, and inspire curiosity and imagination.

2. CREATIVE MEASURES

The curriculum of environmental design specialty is highly practical, and the practice teaching is mostly carried out in the form of case projects, giving full play to the advantages of environmental design specialty, striving to improve students' aesthetic and humanistic qualities, and promoting students' all-round growth. In terms of curriculum setting, teachers should excavate the elements of teaching aesthetic education, find the integrating points between aesthetic education and classroom content, combine with curriculum practice projects, pay attention to the overall and hierarchical content, and pay attention to the interaction and diversity of forms. In carrying out practical activities, teachers should base on excellent traditional culture, organize aesthetic education activities, promote aesthetic practice innovation, and create a campus aesthetic education atmosphere. In order to promote the all-round development of students, teachers should improve the aesthetic education management system,

actively promote the in-depth development of aesthetic education, optimize the curriculum setting, form the advantages of a rich second classroom, and create unique achievements and brand courses.

2.1 *Aesthetic Education Integrates Traditional Culture Based on Curriculum*

Aesthetic education is an important way to foster character and civic virtue, promote all-round development, inherit and innovate excellent traditional culture. The curriculum of environmental design specialty strengthens the combination of students' aesthetic education theory and practice, excavates the local excellent traditional culture, expands the school aesthetic education practice, and creates a practical way to integrate professional curriculum and aesthetic education culture. Therefore, it is necessary to strengthen the aesthetic education of traditional culture, carry forward the spirit of Chinese aesthetic education, actively disseminate local excellent traditional culture, and implement the "intangible cultural heritage into the curriculum", so as to continuously enhance the attraction and cohesion of traditional culture to college students and actively explore the creative transformation and innovation of Chinese excellent traditional culture in the contemporary era.



Figure 1 Work of students' practice: "Reincarnation · Years".

The student's work "Reincarnation · Years" ("Figure 1") is decorated in the form of wood carving, combined with the paper-cut patterns of the Chinese Zodiac and modern style, combined with modern

aesthetic sense, and combined traditional beauty with modern beauty. It is hoped that this work will enable more people to have a deep perceptual understanding of traditional art, understand wood carving skills, and

approach the intangible cultural heritage of wood carving.



Figure 2 Work of students' practice: "Wing Chun".

The student's work "Wing Chun" ("Figure 2") carries forward the national intangible cultural heritage — the excellent traditional culture of Foshan Wing Chun, which is a tribute to tradition and a spirit.

The main content of the work is Wing Chun moves, which uses a syringe to put the pigment into the bubble wrap one by one, and conveys a kind of emotion and a kind of spirit through Wing Chun.



Figure 3 Work of students' practice: "Guangdong Lion Dancing".

The student's course work "Guangdong Lion Dancing" ("Figure 3") introduces that every festival or major event in Guangdong will be accompanied by Lion Dancing, which will always flourish and will be handed down from generation to generation. The influence of transmitting its cultural value is far-reaching. Guangdong Lion Dancing has been listed in the national intangible cultural heritage list. The work takes clay carving as a traditional handicraft, and uses

the shape of Lion Dancing to symbolize the indomitable spirit of the Chinese nation and the yearning for a better life.

2.2 The Teaching Practice Should Be in Line with the Campus Construction and Create the Aesthetic Education Campus Environment

University campus environment is one of the elements of school aesthetic education and an important way of educating people, with both a dominant and a recessive side. The dominant material landscape environment can stimulate emotional activities and sprout the ability of aesthetic creation in the process of influence and edification. The recessive campus cultural landscape can reflect the spiritual outlook, aesthetic taste and value trend of the group.

The environmental design specialty gives full play to its professional advantages, introduces the "aesthetic education campus" into the curriculum practice in a project-based way, and integrates the "recessive classroom" into the design and creation of public space on campus of colleges and universities, and teachers guide students to make comprehensive use of it. For example, the practice projects of professional courses such as Public Art Design, Formations and Design, Landscape Design, Conceptual Design, and Space Basic Design are brought into the practice of aesthetic education

innovation, and the practice results are displayed in the school public space in an all-round way to improve the campus cultural atmosphere. For example, the course of Conceptual Design uses installation art to decorate the campus. Students create installation art with interactivity and humanistic care, improve the environmental vitality of the campus public space, and create an elegant, aesthetic and vibrant campus cultural environment. In the construction process of campus environmental beauty, students personally participate in the construction of campus environmental beauty, undertake the design of campus environmental beauty, integrate their own works into the construction of campus environment, promote the continuous renewal and improvement of the construction of beautiful campus, and improve their learning enthusiasm. Through the aesthetic education practice project, the curriculum allows genes such as socialist core values and Chinese excellent traditional culture to infiltrate students' minds through the campus cultural environment, guides students to discover the beauty of nature, life and soul, fills the campus with artistic atmosphere and breath, and makes aesthetic education more permeable. This practice has aroused a good response among the teachers and students in the school and stimulated the enthusiasm of the whole school for campus life and art.



Figure 4 Work of students' practice: "Shadow Character Crossing the Curtain".

The student's work "Shadow Character Crossing the Curtain" ("Figure 4") is presented in the form of a combination of wood carving and shadow play, bringing the intangible cultural heritage shadow play to the campus, so that more people can understand the intangible cultural heritage, feel the profound and excellent cultural crystallization of traditional culture,

and see the beauty of this art, so as to further understand the story behind the intangible cultural heritage and its importance. Teachers can transform intangible cultural heritage from "into campus" to "on campus", which has a subtle educational effect on students and makes students firm in cultural confidence.



Figure 5 Work of students' practice: "Art Travels Thousands of Miles".

The student's course work "Art Travels Thousands of Miles" ("Figure 5") takes the pigment bucket as the inspiration, and the dumped pigment implies the continuous creation of art students. The collision of various colors creates different visual effects, so as to convey the beautiful life like gorgeous colors, and promote the discovery of the beauty of art and life.

2.3 Using Art to Help the Construction of Beautiful Countryside

As students majoring in environmental design, they should apply what they have learned to the practice of rural construction, apply more artistic elements to the construction of beautiful villages by designing rural theme landscapes, and demonstrate the creative and innovative practice of integrating art and beautiful rural construction and promoting rural development. In the process of practice, it also highlights the duty and responsibility of contemporary college students in rural revitalization, gives full play to the boosting role of art in rural revitalization, contributes youth strength to the construction of beautiful countryside, and stimulates the enthusiasm and creativity of college students to participate in the national rural revitalization construction.

2.4 Taking Activities as the Carrier, and Building the Characteristic Art Practice Workshop

In the context of diversified aesthetic needs, the environmental design specialty promotes the integration of in-class and extracurricular activities. On the basis of doing a good job in the innovative practice of aesthetic education in professional courses, it establishes a characteristic art practice workshop, and regularly opens the "Art Aesthetics House" art characteristic practical aesthetic education salon for all teachers and students, which carries out activities such as art practice, publicity and experience around "art and life", and trains students to pay attention to creativity, participate in innovation and enjoy creation, so as to experience the beauty of art in life. The course consists of a teacher team of aesthetic education instructors, and encourages non-art teachers and students with artistic expertise to participate in the development and implementation of aesthetic education courses. At the course activity site, students are encouraged to use the professional strength to arrange the scene according to different course themes, and create a scene atmosphere that conforms to the characteristics of the course. This cultivates students' aesthetic consciousness, aesthetic ideal, aesthetic creation and aesthetic appreciation ability in the process of course experience, enables students to perceive the unique beauty of art in the easy courses, and improves the effectiveness of aesthetic education.

So far, the "Art Aesthetics House" has opened 21 courses of aesthetic education salons, such as bamboo

weaving art, floriculture design, oil painting, woodcut art, Chinese painting, elaborate-style painting, scrapbook design, film appreciation and other characteristic practical courses, constantly enriching and improving the school brand aesthetic courses, and the enthusiasm of teachers and students to participate in aesthetic education is rising. The practical course of aesthetic salons allows all students in school to have the opportunity to accept aesthetic education. Aesthetic education is no longer exclusive to art students. The various forms of aesthetic education practice salon course, which combine theory with practice and experience with creation, have flexible curriculum organization and rich artistic atmosphere, and have received unanimous praise from teachers and students of the school. In particular, they have driven non-art majors and open a window of aesthetic education for them to gain more confidence. The workshop activities focus on the comprehensive quality and innovative consciousness of students, stimulate the enthusiasm of teachers and students to participate in the school, and stimulate students' learning motivation. The environmental design specialty takes the construction of teachers' and students' art practice workshop as an opportunity, and takes practical activities as the carrier to innovate artistic practice activities. In addition, the workshop also organizes students to hold a photography competition with the theme of "Neusoft · Shadow Chasing" for the whole school, the school wall painting and hand-painted map project, cultural and creative projects, etc. The environmental design specialty adheres to the combination of aesthetic education and campus culture, actively builds a "beauty" platform for school teachers and students, and mobilizes school teachers and students to participate in aesthetic education practice activities, as well as students' pursuit of beauty in their hearts. It advocates that students should have the ability to find, capture, perceive, interpret, integrate and create beauty in all things in modern life and social practice.

The workshop is commissioned by Guangdong Nanhai Science and Technology Bureau to set up a project — Nanhai Innovation and Entrepreneurship Hand-drawn Map, which is a functional map of artistic significance, being practical and commemorative, and has strong visual enjoyment, integrating statistics and analysis. The map focuses on the innovation and entrepreneurship resources of Nanhai District, covering high-tech enterprises, scientific and technological service institutions, incubators, maker space and other scientific and technological industry carriers and policies, which can be queried, counted and interacted, providing an

intuitive "navigation" for understanding the innovation and entrepreneurship in Nanhai District.

2.5 Creating a Characteristic Second Classroom

The environmental design specialty regularly holds the "Dialogue with Designer" activity, actively looks for off-campus resources, invites off-campus expert tutors to give lectures on campus, lets the whole school teachers and students enter the aesthetic education classroom, and invites aesthetic education tutors to enter the campus to share aesthetic education with students face to face, and so far, seven issues of second classroom activities has been held. For example, the fifth issue of "Design Helps Rural Revitalization" invited Li Xu, a designer who focuses on rural revitalization and is committed to rural image reconstruction, to show students the construction of two beautiful villages located in Yunfu and Shaoguan. From the design point of view, designer Li Xu analyzed and explored the rural revitalization strategy. In addition to the essence, there were also anecdotes during the project implementation process. Through the exchange of activities, the enthusiasm and creativity of college students to participate in the national rural revitalization construction were stimulated. The response of the students on the scene was warm. After the lecture, students expressed their feelings one after another. Student Liang Haiyi commented: "It's a great honor to hear the design dialogue between Mr. Wang and Mr. Li, which filled me with longing for the future. Designers can bring new look to people, but also retain the simplicity and warmth. Designers are not only thinking about design, but also thinking about humanities. It really makes me feel that design helps rural revitalization. I also have a lot of yearning for designers, who bring better quality of life to the villagers and also contribute to the country.

2.6 Linking with Community, and Carrying out "Aesthetic Education+" Jointly by Party and League

The professional teaching links with the community to promote the integration of schools and regions and win-win cooperation. The exhibition of student art works is not only for teachers and students in the school, but also for the community and society, extending towards the school aesthetic education space, stimulating students' innovative awareness and creativity, and further strengthening the function of aesthetic education. Students' works are regularly exhibited in the community, and students are

organized to undertake community activities, innovate cooperation methods, deepen cooperation content, expand cooperation channels, create brand activities, and form the requirements of educating people and combining with civilized practice activities in the new era. The environmental design specialty, in conjunction with the Nanhai University Town Community in Foshan City, Guangdong Province, has carried out a series of cultural activities with the theme of "Party building guidance and harmonious sharing", with the University Town Community Party-Mass Activity Center — Creation and Sharing as the carrier, to enhance students' sense of cultural participation and gain, and strengthen the guidance of ideological value in aesthetic education.

The 20 course practice works of students majoring in environmental design have been exhibited in the University Town Community with the theme of "celebrating the centenary of the founding of the Communist Party of China, the Red Awakening", to inspire students to love the Party and love the country with excellent revolutionary culture, follow the educational policy of "enlightening morality with beauty" and "educating morality with beauty", and promote the visualization and life of ideological and political education in aesthetic education, so that students can subtly accept the influence of beauty. The exhibition series activities are warmly welcomed by the community and attract the attention of local media.

3. MAIN EDUCATIONAL ACHIEVEMENTS

First, the training system is more perfect, giving full play to the characteristics of professional advantages, increasing the strength of curriculum construction, and constantly improving the quality of education in the form of art. The student-centered teaching mode focuses on improving the core nutrition and helps students form the special skills of art major on the basis of students' mastering the necessary basic knowledge and skills.

This brings into play the educational function of aesthetic education and expands the mind and innovative thinking with artistic imagination. Students master the professional skills of art, experience the artistic characteristics of different professional directions, cultivate the body and mind, be enthusiastic about life, and be imaginative and think independently, so as to shape the sound personality of themselves and promote the comprehensive development through aesthetic education.

Second, the opening of the workshop and the second classroom provides a richer perspective on understanding art, and encourages students majoring in environmental design to actively participate in the promotion of aesthetic education practice activities for the whole school, enriches campus aesthetic education activities, beautifies the campus environment, participates in diversified and characteristic development, and subtly cultivates college students' spiritual sentiment, so that students can effectively receive the edification and cultivation of art education.

4. CONCLUSION

In the process of innovation and exploration of school aesthetic education, Neusoft Institute Guangdong constantly summarizes and looks forward to the future. Through multi-dimensional exploration and practice, the environmental design specialty of Neusoft Institute Guangdong constructs the "aesthetic education+" three-dimensional space education mode to achieve the educational purpose of "cultivating people with aesthetic education, influencing people with aesthetic education, and laying the foundation with aesthetic education", guides students to enhance their confidence in national culture, pays attention to the cultivation and promotion of socialist core values and excellent traditional Chinese culture, forms a strong traditional cultural atmosphere on campus, and constantly develops comprehensive aesthetic education resources that integrate curriculum teaching, student art practice, campus cultural activities, and the construction of a beautiful campus environment, so as to constantly improve students' aesthetic and humanistic qualities, with correct reform direction and clear education orientation.

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