

Research on the Implementation of Integrating Aesthetic Education with Labor Education in Higher Technical and Vocational Normal Colleges in the New Era

Guanlin Lv¹ Haowen Sun²

^{1,2} Department of Preschool Education, Jilin Engineering Normal University, Changchun, Jilin 130052, China
¹ Corresponding author.

ABSTRACT

This paper explores the characteristics of labor education and aesthetic education in the new era, as well as the significance and implementation of their integration in higher technical and vocational normal colleges in the new era. Specifically, the authors first analyze the characteristics of labor education and aesthetic education in the new era, with their importance and necessity highlighted. Then, the significance of their integration in education is expounded, including their roles in promoting students' all-round development and satisfying social needs. Lastly, this paper introduces the implementation paths in detail, including constructing integrated teaching programs, holding related activities with campus characteristics, calling for multi-party cooperation and collaborative education, and establishing comprehensive guarantee mechanism. All these paths contribute to the integration of labor education and aesthetic education, and students' all-round development.

Keywords: *Aesthetic education, Labor education, Integrated education.*

1. INTRODUCTION

In the new era, labor education features multiple dimensions. To begin with, labor education attaches importance to mental work and creative work. Instead of only referring to manual labor as traditionally, labor has changed in nature with the progress of science and technology and the change of industrial structure, and mental labor has become an integral part. Presently, labor education aims to train students' vocational skills, innovative ability, and creative thinking, thus adapting to the needs of modern society. Second, labour education features intelligence. In the era of intelligence, workers are facing new requirements due to the rapid development of advanced technologies represented by information technology and artificial intelligence. In other words, they are supposed to acquire and process information, think innovatively, and so on. Therefore, labor education in the new era should be

intelligent. Third, labor education features practice and application of knowledge. According to labor education, students should actively participate in social practice activities to gain an insight into society and occupation and solve practical problems based on prior knowledge. In this way, students can better understand themselves, establish a healthy outlook on life and career, and foster a positive personality. Fourth, labor education features system. This refers to the organic combination and orderly organization of education content, education methods, education environment, etc. Besides, labour education emphasizes systematic curriculum, as well as the organic combination of practice and theory, thus building a complete education system through diversified means.

Similarly, with the progress of Chinese society and education, aesthetic education has shown new characteristics in the new era, which highlight its new mission in contemporary society. First, aesthetic education presents a trend of pluralistic development. No longer limited to traditional art fields, such as painting, music and dance, aesthetic education

² Haowen Sun, an undergraduate student, Department of Preschool Education, Jilin Engineering Normal University, Changchun, Jilin 130052, China

embraces modern emerging art forms, including digital art, film, television art, and design art. Pluralistic development makes aesthetic education more inclusive and diverse, and better meets students' needs. Second, aesthetic education emphasizes practicality and experience. Aesthetic education traditionally focuses on aesthetic and theoretical knowledge, while it puts more emphasis on students' personal participation and creation in the new era. Through participating in art practice activities, students can deeply understand the essence of art and the creation process, so as to cultivate their own aesthetic feelings and artistic creation. Therefore, practicality and experience stimulate students' creativity and innovation. Third, aesthetic education features interdisciplinary and integration. No longer limited to the art disciplines, aesthetic education in the new era emphasizes its cross-integration with other disciplines, which equips students with more knowledge in artistic creation, thus expanding their breadth of thinking and creative depth. Fourth, aesthetic education values social responsibility. In the new era, aesthetic education is not only for personal aesthetic experience and artistic creation, but also for the cultivation of students' social responsibility and sense of mission, so that they can deeply understand the society and better serve the society. In this way, the organic combination of art and society is realized, endowing aesthetic education with more far-reaching social influence and value.

2. THE SIGNIFICANCE OF THE INTEGRATION OF AESTHETIC EDUCATION AND LABOR EDUCATION IN HIGHER TECHNICAL AND VOCATIONAL NORMAL COLLEGES IN THE NEW ERA

The integration of aesthetic education and labor education is of far-reaching and positive significance to higher technical and vocational normal colleges in the new era. The integration of aesthetic education and labour education aims to cultivate students' comprehensive quality in multiple dimensions and levels, so that they can grow into modern talents with artistic aesthetics, innovation, labour skills and social responsibility. First of all, the integration of aesthetic education and labor education can promote students' comprehensive quality. Aesthetic education values aesthetic experience, creative thinking and emotional expression, and expands students' vision and aesthetic feelings through art, music, literature and so on, thus stimulating their creative potential. Meanwhile, labor

education emphasizes practical skills, professional quality, and teamwork, endowing students with the ability to solve practical problems and adapt to the workplace. Such integration trains students comprehensively in aesthetics, practice, thinking and other aspects, laying a solid foundation for their future career. Besides, the integration of aesthetic education and labor education facilitates personalized growth. Such integration is not limited to a single model, but fully considers the characteristics and needs of students. Personalized education programs tailor the education content and methods based on students' interests, talents, etc, thus stimulating each student's enthusiasm and creativity. Such personalized growth can meet the diverse needs of students and cultivate individuals with unique creativity and characteristics. In addition, the integration of aesthetic education and labor education matters much to the cultivation of students' social adaptability and innovation. The demand for talents in modern society is not only knowledge and skills, but also multi-faceted and multi-level comprehensive literacy. Aesthetic education cultivates students' creative thinking and aesthetic perception, while labor education cultivates students' practical ability and social responsibility. The integration of the two helps students adapt to external environment, better integrate into society, solve practical problems, and demonstrate innovation in different fields. Therefore, the integration of aesthetic education and labor education is indispensable for the education reform of higher technical and vocational normal colleges in the new era. It lays a foundation for training multi-oriented and innovative talents that meet the needs of modern society by improving students' comprehensive literacy, individual growth and social adaptability. Therefore, higher technical and vocational normal colleges should explore, innovate, and improve the concept and implementation of integrated education, thus facilitating students' overall development.

3. THE IMPLEMENTATION OF THE INTEGRATION OF AESTHETIC EDUCATION AND LABOR EDUCATION IN HIGHER TECHNICAL AND VOCATIONAL NORMAL COLLEGES IN THE NEW ERA

The way to realize the organic integration of labor education and aesthetic education and cultivate students with comprehensive quality under the context of educational reform and innovation in the

new era has become an important topic. Accordingly, such integration in higher technical and vocational normal colleges in the new era should be carried out in the following ways: constructing integrated teaching programs, holding related activities with campus characteristics, calling for multi-party cooperation and collaborative education, and establishing comprehensive guarantee mechanism. The implementation of these strategies help to cultivate students with comprehensive literacy, meet the needs of society, and promote the education of higher technical and vocational normal colleges in China.

3.1 Constructing Integrated Teaching Programs

The construction of integrated teaching programs serves as the basis and premise of realizing the integration of aesthetic education and labor education in higher technical and vocational normal colleges in the new era. This is a comprehensive and profound process that requires the full consideration of curriculum planning and design. The corresponding design emphasizes the organic integration of aesthetic education and labor education to form a cooperative and mutually promoting relationship. The design of the curriculum should not only cover multidisciplinary knowledge, but also fully understand the inner connection between aesthetics, creation and expression of aesthetic education, and practical skills and professional quality of labor education. In the design, interdisciplinary integration is taken as the key, which aims to make aesthetic education and labor education blend with and complement each other. The project-centered teaching method helps to organically combine aesthetic education and labor education, so that students can experience such integration in the classroom, and improve practical skills and professional quality. In order to realize the integration, a sound curriculum integration mechanism should be established to ensure that the elements of aesthetic education and labor education can be connected with each other and form an organic whole. In addition, the curriculum evaluation is crucial. Scientific and reasonable evaluation criteria should be formulated to evaluate the effect of integrated curriculum in multiple dimensions. In this way, problems can be identified in time, and the curriculum can be optimized and adjusted to realize the expected educational goals.

3.2 Holding Related Activities With Campus Characteristics

Holding related activities with campus characteristics is one of the key measures to integrate aesthetic education and labor education in higher technical and vocational normal colleges in the new era. These activities should integrate aesthetic education and labor education on the basis of campus characteristics, and create a favorable learning and growing environment for students through creative activities of various forms. First of all, campus can hold industry-related cultural and artistic activities with campus characteristics, such as art exhibitions, concerts, dance performances, etc., providing a platform for students to show their creation and aesthetics, and deepen their understanding and love for art. Meanwhile, the campus can organize practical activities such as labor skills competition and engineering practice demonstration, so that students can show their skills through practice and feel the sense of accomplishment and self-confidence. Specifically, the activity design should emphasize the integration of aesthetic education and labor education. For example, students can be organized to participate in creative hand-making competitions, and hands-on creation, thus cultivating innovation while presenting aesthetic taste. In addition, simulated business practice activities can be carried out so that students can learn vocational skills and enjoy the fun of labour. In order to highlight the openness and interaction of the activity, the campus can invite enterprises, professionals and other people outside the school to participate in the activity, such as holding artist lectures, enterprise experience sharing meetings, so that students can get a richer experience of aesthetic education and labor education in the interaction with outside professionals, thus improving comprehensive literacy.

3.3 Calling for Multi-party Cooperation and Collaborative Education

Multi-party cooperation and collaborative education is key for the integration of aesthetic education and labor education in higher technical and vocational normal colleges in the new era. The education subjects are very extensive, covering schools, families, communities, enterprises, etc., which forms a comprehensive force for educating people and promotes integrated education. Among them, schools are the core carrier of education, and the integration of educational goals, programs and curriculum is essential for the integration of aesthetic education and labor education. Families should

actively follow the educational policy of the school, strengthen communication and cooperation with the school, and jointly commit to the all-round growth of students. Communities can provide abundant resources for schools, create practice opportunities for students, thus jointly creating an educational environment conducive to integrated education. Enterprises can work with schools to provide practice opportunities for students, so that they can better understand occupational requirements and be fully prepared for future careers. Such multi-party cooperation and collaborative education can stimulate students' potential to the greatest extent, cultivate students' innovative thinking, practical ability and social responsibility, and endow them with stronger comprehensive quality.

3.4 Establishing Comprehensive Guarantee Mechanism

A comprehensive guarantee mechanism is necessary for the integration of aesthetic education and labor education in higher technical and vocational normal colleges in the new era. The system takes into account multiple safeguards to realize integrated education. First of all, related education programs should be conducted for students to turn them into the one with the concept of integrated education, and higher ability to integrate aesthetic education and labor education. This requires continuous training, seminars, academic exchanges, etc, to give teachers an insight into the concept and method of integrated education, and help them to flexibly apply knowledge to practice. Secondly, resources inside and outside school should be fully mobilized to ensure adequate and reasonable allocation of educational funds, teaching materials and teaching equipment, which requires the establishment of a sound resource allocation mechanism, thus meeting the needs of integrated education. Moreover, a clear policy must be formulated to establish policy support and incentives for integrated education, as such policy can provide clear direction and policy basis for schools, and encourage schools to actively promote integrated education. Finally, a sound evaluation system should be established to evaluate the implementation of integrated education, identify problems in time and make improvements. The evaluation system should be scientific and targeted, and the effect of integrated education should be understood through multi-dimensional evaluation to provide a basis for continuous improvement. The comprehensive guarantee mechanism provides a solid institutional basis for the integration of aesthetic education and

labor education in higher technical and vocational normal colleges in the new era, so as to ensure its smooth progress to the greatest extent, realize the all-round development of students, and lay a solid foundation for their future careers.

4. CONCLUSION

Through the in-depth analysis of the characteristics, significance and implementation of labor education and aesthetic education in the new era, this paper provides enlightenment and suggestions for the integration of labor education and aesthetic education in higher technical and vocational normal colleges in the new era. First, this paper reveals the diversified, practical and innovative characteristics of labor education and aesthetic education in the new era, which puts forward new requirements for the reform and innovation of the education system. Moreover, the integration of the two is of great significance to education, and plays an important role in promoting the overall development of students, satisfying the needs of society, and facilitating the development of higher technical and vocational normal colleges. Finally, this paper puts forward specific paths to implement integrated education, including constructing integrated teaching programs, holding related activities with campus characteristics, calling for multi-party cooperation and collaborative education, and establishing comprehensive guarantee mechanism. All these helps integrate labor education with aesthetic education and foster talents with comprehensive literacy, innovation, and practical ability.

In general, the integration of labor education and aesthetic education in higher technical and vocational normal colleges in the new era is one of the important topics of education reform and development. Their organic integration helps schools better cultivate students' comprehensive quality and adaptation to social needs. Therefore, the integration of labor education and aesthetic education should be emphasized, the implementation path should be improved, and the cooperation and coordination in all aspects should be strengthened, so as to cultivate talents with innovative thinking, practical ability and social responsibility in the new era. This is also a guarantee to ensure the continuous progress of education and move towards a better future.

ACKNOWLEDGMENTS

This paper is funded by education and science planning project of Jilin Province: Research on the

Implementation of the Integration of Aesthetic Education and Labour Education in Higher Technical and Vocational Normal Colleges in the New Era (Project Number: GH23184), and the project facilitator is Lv Guanlin.

REFERENCES

- [1] He Yijing. Exploration and Practice of Integrated Development of Labor Education and Aesthetic Education in Higher Vocational Colleges in the New era [J]. PR World, 2023(13): 124-126.
- [2] Kong Li. Research on the Implementation Path of Integrated Development of Labor Education and Aesthetic Education in Higher Vocational Colleges in the New era [J]. Science and Technology Wind, 2023(13): 44-46.
- [3] Yu Yanan, Song Yanli. Study on the Dilemma and Path of the Integration of Labor Education and Aesthetic Education in Colleges and Universities [J]. Education and Teaching Forum, 2023(15): 169-172.
- [4] Dai Hui. Research on the Implementation Path of the Integration of Labor Education and Aesthetic Education in Higher Vocational Colleges in the New Era -- A Case Study of Nanjing Polytechnic Institute [J]. Science and Technology Wind, 2022(32): 59-61.
- [5] Ma Xiaoyu. Research on the Integration of Labor Education and Aesthetic Education of College Students in the New Era [J]. Questions and Research, 2022(25): 189-191.
- [6] Liu Xin. The Logic, Difficulties and Practical Path of the Integration Development of Labor Education and Aesthetic Education in the New Era [J]. Journal of Jinggangshan University (Social Sciences), 2012, 43(06): 97-106.