

Research on the Integration and Development of Moral and Aesthetic Education in Vocational Colleges

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ABSTRACT

With the development of society, people's requirements for vocational skills are no longer limited to technical aspects, but rather focus on comprehensive human development. Moral education and aesthetic education, as important components of the curriculum system, are crucial for cultivating the comprehensive literacy of vocational college students. This article is based on the current situation of the integration of moral education and aesthetic education in vocational colleges, examines the importance of the integration of moral education and aesthetic education in vocational colleges, and elaborates on the feasibility of the integration based on the characteristics of moral education and aesthetic education in vocational colleges. It proposes to start from the establishment of a teacher teaching community, curriculum design and teaching reform, interdisciplinary cooperation and integration, and the integration of practice and community participation, and effectively integrate moral and aesthetic education into the education and teaching process of vocational colleges, thereby further promoting the improvement of vocational education quality.

Keywords: Vocational colleges, Moral education and aesthetic education, Integrated development.

1. INTRODUCTION

In contemporary society, vocational education is increasingly valued, and at the same time, society's requirements for students' comprehensive literacy are constantly improving. Traditionally, vocational education mainly focuses on cultivating students' professional skills, while art education and moral education are often relatively weak. However, with the development of society and changes in people's needs, integrating aesthetic education and moral education into vocational education has become an important topic.

However, the integration and development of moral education and aesthetic education is not simply an addition, but an organic combination, mutual infiltration, and complementary process. It requires educators to integrate moral and aesthetic education throughout their teaching, cultivate students' moral sentiments and aesthetic abilities through diversified teaching strategies and methods, and enable them to feel the power of beauty and moral guidance in practice.

2. THE CURRENT SITUATION OF THE INTEGRATION AND DEVELOPMENT OF MORAL AND AESTHETIC EDUCATION IN VOCATIONAL COLLEGES

Currently, the integration of moral and aesthetic education in vocational colleges faces some challenges and problems. Moral education and aesthetic education have not yet received sufficient attention and integration in the education system of vocational colleges, and they lack systematization and depth, specifically manifested in the following aspects:

2.1 Single Development of Knowledge Transmission and Thinking Training

For a long time in the past, some vocational colleges only valued knowledge learning and neglected the cultivation of students' thinking ability, innovation ability, and comprehensive

literacy. In the cultivation of vocational talents, it is not difficult to find the phenomenon of "talking on paper", where the helplessness of reading from textbooks often occurs, or is simply limited to the development of students' knowledge and skill cognition, while neglecting the development of students' emotions, personality, will, personality and other non-cognitive aspects.

In this situation, teachers often teach based on the content of textbooks or their own knowledge structure, less considering the actual problems and needs of vocational students, and less paying attention to the characteristics, diversity, and possibilities of development of vocational students. The teaching content is limited to rote learning, disconnected from social reality, and disconnected from students' actual problems. Some vocational college students have accumulated a certain amount of knowledge, but their thinking ability is weak, the application of knowledge and skills needs to be improved, and their transferable ability is also limited.

2.2 The One-sided Development of Individual Strengths and Physical And Mental Health

With the rapid development of society, there is widespread concern about the development of knowledge and skills among vocational college students. However, the development of moral and aesthetic education is relatively weak, lacking in the exploration and cultivation of students' individual strengths. Some vocational college students lack a strong sense of self-directed research and active exploration, and ignore the enhancement of physical and mental health, practical ability, and aesthetic ability. In modern society, the existing knowledge education has a certain positive impact. However, if functional fixation and fixed thinking patterns are formed, and students' personality can not be brought into play, it will lead to the tedium of learning knowledge and skills, and it is difficult to produce products or services with some new and unique experience value.

Such a single education often overlooks the "integrity" of students as individuals, such as the expression of emotions, the cultivation of sentiments, the cultivation of psychological qualities, and the development of creativity. And people are "natural, living, realistic, emotional, and objective beings, which means that only by relying on realistic and emotional objects can people

express their life." "Passion and enthusiasm are the essential forces that people strongly pursue their own objects." [1] In vocational colleges, the existing or potential negative thoughts and behavioral tendencies among students are precisely manifested as: In the relationship between people and things, it manifests as self loss, and in the relationship between everyone, it manifests as extreme individualism and moral indifference.

2.3 Unbalanced Development Between Professional Advancement and Value Shaping

In the past, moral and aesthetic education in vocational colleges was easily marginalized, which led to some students neglecting the cultivation of humanistic care, social responsibility, and artistic cultivation, resulting in a certain imbalance in the shaping of professional talents' professional literacy and values. The contradiction and conflict between the rapid development of society and the difficulty in implementing moral education have brought a series of problems to the cultivation of modern vocational talents. There are common problems among students, such as vague self-awareness, lack of reflection on the meaning of life, confusion about self-worth, and lack of understanding of practical interests.

These problems seriously affect the survival and development of students. If vocational colleges only provide single and repetitive knowledge and technical training, it will not only lead to a lack of humanistic literacy and a loss of humanistic spirit, but also lead to problems in students' innovation ability and critical thinking. In vocational colleges, it is still common to emphasize skill training while weakening value shaping. Moral and aesthetic education courses often encounter situations of uselessness and marginalization.

3. THE IMPORTANCE OF INTEGRATING MORAL AND AESTHETIC EDUCATION IN VOCATIONAL COLLEGES

The integration of aesthetic education and moral education in vocational colleges is of great importance, as it can bring practical significance and long-term impact on improving students' comprehensive quality and adapting to social needs.

3.1 The Need for Students' Self-development

The requirements for professional talents in contemporary society are no longer limited to a single theoretical professor, but rather emphasize the cultivation of comprehensive qualities. Moral education and aesthetic education, as important contents of vocational education, can promote students' self-development, moral quality, creativity, and aesthetic ability, improve their self-awareness, self-restraint, and self-realization abilities, and thus enhance students' comprehensive literacy.

Through aesthetic education, students can come into contact with and appreciate various art forms, improve their aesthetic abilities, and cultivate a love and pursuit of beauty. Aesthetic education can also provide students with a channel for emotional release through artistic expression and appreciation, promote their emotional management and psychological adjustment abilities, help them better understand and express emotions, and enhance emotional resonance. Moral education focuses on cultivating students' moral character and sense of social responsibility, enhancing their self-awareness, emotional intelligence, and emotional stability, promoting their personal development and interpersonal integration, and helping them establish harmonious social relationships. Combining aesthetic education with moral education can better guide students to form correct outlooks on life and values, cultivate their aesthetic innovative thinking and interdisciplinary comprehensive abilities, expand their creativity and innovative abilities, stimulate their creative potential in the professional field, and provide more possibilities for their future development.

3.2 The Needs for Future Career Development

The demand for talent in future society is no longer limited to a certain knowledge or skill, but requires cross domain knowledge and skills. The integration of moral and aesthetic education can expand students' aesthetic perspectives and cultural literacy, enhance their humanistic care and social awareness, cultivate their positive attitude towards life and emotional management abilities, and enable them to obtain more happiness and satisfaction, becoming more confident, positive, and happy individuals. This all-round development of literacy will enable students to have stronger adaptability and problem-solving ability when facing various

complex social problems and challenges in the future, so as to meet the needs of future social development.

The professions that vocational colleges will engage in in the future have put forward new requirements for individual creativity and aesthetic ability. It is not only necessary to have solid professional knowledge and skills, but also to have a good sense of beauty and aesthetic ability in order to provide more creative and personalized products and services. The educational model of integrating moral and aesthetic education can cultivate students' good professional ethics, emotions, and behavioral abilities, enabling them to demonstrate higher levels of creativity and aesthetic abilities in professional practice, making them professional talents with comprehensive professional qualities.

3.3 The Need for the Transformation of Educational Concepts

Traditionally, vocational education emphasizes the cultivation of a single knowledge or skill, while neglecting other aspects of education. With the increasing demand for comprehensive quality in society, vocational colleges are also paying more attention to the comprehensive development of students. Each student has different interests, potentials, and development directions. The integration of moral and aesthetic education can meet students' diverse development needs through diverse educational methods and resources, enabling each student to explore their potential and realize personal value. Integrating moral and aesthetic education into vocational education breaks the limitations of traditional education's one-sided pursuit of single knowledge or skills, making education more focused on cultivating students' moral, emotional, and creative qualities, meeting the needs of personalized and comprehensive quality education, and also representing the transformation and progress of educational concepts.

The integration and development of moral and aesthetic education emphasizes students' experience and practical operation in practice, which is in line with the practice oriented education concept in modern education, aiming to cultivate students' practical abilities and problem-solving abilities. By combining moral and aesthetic education practices, students can participate in various moral and artistic creation activities, exercise their practical skills and innovative thinking.

The integration and development of moral and aesthetic education not only emphasizes intra disciplinary education, but also emphasizes interdisciplinary integration and intersection. This is in line with the interdisciplinary comprehensive education concept in modern education. By combining moral education with art education, students' comprehensive literacy and global thinking ability can be cultivated. This interdisciplinary comprehensive education can promote complementation and exchange between disciplines, and cultivate talents with more comprehensive literacy and innovative abilities.

The integration and development of moral education and aesthetic education emphasize interdisciplinary integration and intersection, which is in line with the modern educational concept of interdisciplinary comprehensive education. By combining moral education with art education, it can promote complementation and exchange between disciplines, and cultivate talents with more comprehensive literacy and innovative abilities.

4. THE CHARACTERISTICS OF THE INTEGRATION OF MORAL AND AESTHETIC EDUCATION IN VOCATIONAL COLLEGES

The combination of moral education and aesthetic education in vocational colleges can enable students to have both moral quality and artistic expression and creativity in their career development, and provide more comprehensive talent support for social development and work practice.

4.1 The Integration of Moral and Aesthetic Education in Vocational Colleges Is Comprehensive

Comprehension refers to "combining the various parts and attributes of the analyzed object or phenomenon into a unified whole." Therefore, the development of vocational college students' comprehensive literacy is not a single development, nor is it a standalone development. The highlight is connection and integration, which cultivates talents who are rich in exploration spirit and solve cross-border problems, and have rich and diverse abilities. Vocational colleges can integrate the educational resources and means of moral and aesthetic education, combine the moral education of moral education with the artistic education of aesthetic

education, and achieve complementary and enhanced advantages of each other.

The integrated development of moral and aesthetic education in vocational colleges has the characteristic of comprehension. Both aesthetic education and moral education have the functions of individual education and social advancement. Through educating people, social progress can be achieved, and their educational functions and emotions are integrated. [2] The educational goal is to integrate moral education and art education, promote students' comprehensive development, and enhance their comprehensive literacy and abilities; In terms of teaching content, moral education and art education are integrated into the teaching content, enabling students to receive the influence of moral education and artistic cultivation while cultivating skills. By integrating the teaching content of the two, students can fully understand and apply the knowledge they have learned. In terms of teaching methods, diverse teaching methods are adopted, such as discussion, practice, on-site investigation, artistic creation, etc., to cultivate students' critical thinking ability, aesthetic ability, and creative ability. By integrating teaching methods of moral and aesthetic education, we provide students with a wider range of learning and experiential approaches. The integration and development of moral and aesthetic education in vocational colleges also requires the creation of a positive educational environment, enabling the integration of morality and aesthetics, such as providing good moral models, creating a good artistic atmosphere, and carrying out the intersection and integration of moral and aesthetic education activities, so that students can feel and experience the comprehensive effects of moral and aesthetic education in a positive environment.

4.2 The Integration of Moral and Aesthetic Education in Vocational Colleges Has Interactivity

Establishing morality and cultivating talents is the fundamental task of higher education. Aesthetic education, as an important dimension of the goal of higher education, has unique value and significance in improving the effectiveness of moral education. Aesthetic education and moral education are both distinct and complementary, and their coordinated development provides new development ideas and approaches for higher education. Moral education and aesthetic education complement each other in terms of presentation, cultivating high-quality

technical and skilled talents in higher vocational colleges, Not just a single skilled worker. The integration of moral and aesthetic education focuses on the interactive development of humanistic literacy and job skills, combining being a person education with doing things education, and cultivating students with good adaptability to work positions and sustainable development abilities.

Truth, goodness, and beauty are closely linked and become a part of people's judgment and cognition of things. Seeking truth is cognition, seeking goodness is morality, and seeking beauty is reaching the realm. This is like a spring breeze turning into rain, moving with emotions and touching with form. Compared to moral education based on reasoning, aesthetic education is conducted in a relatively relaxed atmosphere, with the characteristics of infecting people, making them happy, and making them willingly accept. It undoubtedly has a subtle effect on cultivating sentiment, improving cultivation, and influencing personality from the outside to the inside. Hegel said, "Aesthetics has a liberating nature. [4] The so-called aesthetic education in universities refers to the use of natural beauty, social beauty, artistic beauty and other forms of beauty to purify the emotions and cultivate the temperament of college students, and to enhance their ability to feel, appreciate, and create beauty, cultivating their correct aesthetic concepts, ideals, and interests. Moral education endows rich content with aesthetic education, embodying beauty and embodying vitality, showing vitality and abundant energy.

There is a mutual promotion and coordinated development relationship between moral education and aesthetic education. Moral education can stimulate students' emotional experiences and aesthetic sentiments through means of aesthetic education, such as artistic performances and cultural activities, and enhance their pursuit and understanding of beauty. Aesthetic education can cultivate students' correct values and behavioral norms through the guidance of moral education, enabling them to maintain good moral literacy in creating and appreciating art. This interactive integration can promote students' comprehensive development and cultivate them into professional talents with character and aesthetic.

4.3 The Integration of Moral and Aesthetic Education in Vocational Colleges Has Unique Characteristics

Compared with undergraduate colleges, vocational college students have their own uniqueness, unique experiences, and personalities. Each person's career choices and development require determining their level of problem-solving ability and type of problem-solving differences. The comprehensive literacy of vocational college students is no longer limited to standardized literacy, but has been repositioning as personalized, experiential, and diverse to meet the needs of vocational college students' growth and success.

The moral education in vocational colleges emphasizes the cultivation of students' professional ethics and professional literacy, enabling them to take on social responsibility in professional practice. This is in line with the goal of cultivating practical and innovative vocational talents in vocational colleges. Vocational college aesthetic education focuses on cultivating students' artistic expression ability, design thinking, and aesthetic concepts, so that they have good creativity and aesthetic literacy. This meets the requirements of many professional fields involved in vocational colleges for students' creativity and aesthetic ability, as well as the operational and practical characteristics of vocational colleges.

Vocational colleges have the advantages of professionalism and uniqueness, which provides a unique opportunity for the integration of moral and aesthetic education. By combining the educational concepts and methods of moral and aesthetic education with professional characteristics, unique educational models and experiences can be created. For example, introducing artistic creation and aesthetic education into professional practice to cultivate students' professional literacy and innovative thinking; at the same time, integrating professional practical values and professional ethics into moral education enables students to better handle ethical and moral issues in their career development. This unique integration enables students to fully expand themselves and adapt to the development needs of their career field. By integrating moral and aesthetic education, professional talents with professional ethics and comprehensive qualities can be cultivated to better adapt to social needs and the challenges of industry change.

Based on the characteristics of the integration of moral and aesthetic education in vocational colleges mentioned above, it is not difficult to see that moral and aesthetic education in vocational colleges have a compatibility in cultivating students' comprehensive qualities and professional abilities. Therefore, it has certain feasibility.

5. APPROACHES TO THE INTEGRATION AND DEVELOPMENT OF MORAL AND AESTHETIC EDUCATION IN VOCATIONAL COLLEGES

The integration and development of moral and aesthetic education in vocational colleges is of great significance for the improvement of students' comprehensive quality. The importance placed by society on moral and aesthetic education, as well as the diversification of professional needs, provide a broader space for the integration of moral and aesthetic education.

5.1 Integration in the Construction of the Teaching Staff

The integration and development of moral and aesthetic education in vocational colleges require vocational college teachers to learn, communicate, and cooperate together under common educational goals, so as to fully integrate moral and aesthetic education in teaching. Teachers can promote learning and communication through regular thematic seminars, teaching observation, and teaching mutual assistance. They can also share their teaching experience and resources, and jointly research teaching strategies and methods for the integration of moral and aesthetic education. Teachers collaborate with each other to design teaching activities and projects, thus integrating moral and aesthetic elements into the curriculum. Based on the establishment of a learning community, teachers can jointly improve their teaching level and professional literacy, constantly update their educational concepts and technologies to adapt to the constantly changing educational environment and student needs.

Vocational colleges need to provide teachers with training and professional development opportunities in related fields, provide an educational environment of free exploration and practical creation, and equip them with the concept and ability of integrating moral and aesthetic education. In addition, vocational colleges can

encourage teachers to use innovative teaching methods and means in moral and aesthetic education, try new teaching strategies, design interesting and meaningful teaching activities, and cultivate students' artistic appreciation and moral qualities. Teachers should study relevant educational theories and methods, understand the integration principles of moral and aesthetic education, and be able to flexibly apply teaching methods and resources to flexibly apply moral and aesthetic education in classroom teaching practice, stimulating students' interest and understanding of beauty and morality.

5.2 Integration of Curriculum Design and Teaching

Moral education, by virtue of moral cognition and practice, and aesthetic education, by virtue of cognitive beauty and creation of beauty, are well integrated, promote and complement each other, and strengthen the perfection of teaching in the form of non-mandatory and non-rigid indoctrination.[6] Therefore, moral education and aesthetic education can be integrated into the curriculum, and curriculum content and teaching links rich in moral values and Elements of art can be designed, enable students to benefit from both moral and aesthetic education during the learning process.

Moral education and aesthetic education courses should be integrated in content to enhance students' comprehensive literacy. The values and moral norms of moral education can be integrated into aesthetic education courses, such as emphasizing students' respect for beauty and social responsibility in art appreciation courses. Similarly, artistic creation and expression can be introduced into moral education courses, allowing students to experience the power of morality and artistic expression through artistic practice. In daily teaching and learning, teachers can creatively apply artistic methods and means in conjunction with the subjects they teach, presenting aesthetic dimensions and moral connotations, and stimulating students' creativity and thinking abilities. For example, organizing role-playing activities, group discussions, artistic creations, and other forms to guide students to think and express issues related to beauty and morality, cultivating their aesthetic taste and moral awareness. Teachers can utilize multimedia technology and resources to enrich teaching content and form. For example, using multimedia materials such as pictures, audio, and

videos to showcase artistic works and moral models, helping students understand and experience the connotations of beauty and morality. At the same time, through interactive teaching and online resources, students are encouraged to participate in practical aesthetic and moral education activities.

Moral education and aesthetic education teachers should strengthen cooperation, create interdisciplinary courses, jointly explore the intersection and common goals of moral education and aesthetic education, combine the subject content related to moral education and aesthetic education, promote cooperation and integration of different disciplines, and make moral education and aesthetic education penetrate and promote each other, for example, taking a certain professional ethics as the main thread, while integrating relevant knowledge such as art, philosophy, and social sciences. This interdisciplinary integration can deepen students' understanding of moral and aesthetic education, cultivate their ability to think in multiple ways and comprehensively analyze. In addition, the content of aesthetic education and moral education can be integrated with vocational skills courses to form an interdisciplinary teaching model. Through the collaborative cooperation of teachers, moral and aesthetic education elements are organically integrated into the learning of vocational skills, enabling students to feel the power of beauty and morality in the practical process.

5.3 Integration of Practice and Community Participation

Through practical activities and community participation, organize joint activities of moral and aesthetic education, allowing students to experience and exercise in the integration of moral and aesthetic education. For example, organizing students to participate in artistic creation, public welfare activities, moral practice, etc., to encourage them to perceive and experience the combination of moral and aesthetic education in practice. Conduct moral education activities, such as lectures and training, to guide students to establish correct values and moral concepts. Encourage students to participate in volunteer service activities, provide assistance to communities and vulnerable groups, cultivate students' civic awareness and sense of responsibility, and convey the values of moral education.

The integration of moral education and aesthetic education should focus on practical orientation, and

cultivate students' abilities and qualities through practical operation and experience. In moral education, practical activities such as artistic creation and speech competitions can be carried out, allowing students to experience the importance of moral education through actual artistic creation and expression. At the same time, in aesthetic education, attention should also be paid to the guidance of moral values, so that students have the correct moral choices and behavioral norms in practice, for example, integrating artistic creation into social practice projects, or introducing artistic performances and speeches into moral education. Such interactive learning can provide students with the opportunity to combine theory with practice, enhancing their moral judgment and creativity.

In addition, the integration of moral education and aesthetic education can create campus cultural organizations with aesthetic and moral education characteristics, and organize various artistic activities, such as concerts, dance performances, theatrical performances, etc., allowing students to participate in artistic creation, performance, and appreciation, and cultivating their artistic appreciation ability and aesthetic taste. Art exhibitions can be organized to showcase students' creative achievements, enhance their artistic expression abilities, and convey moral values through art works. Art decorations, sculptures, courtyards, etc. can be set up to make the campus a beautiful and artistic space, creating a positive, harmonious and pleasant atmosphere, and cultivating students' aesthetic awareness and lifestyle taste.

In the education of vocational colleges, the integration and development of moral and aesthetic education not only enables students to have good moral qualities, actively participate in social work and assume social responsibilities, but also has a good aesthetic perspective and creativity, and can innovate and provide creative solutions in the professional field. This is of great significance for their personal and professional development. Therefore, in vocational education teaching, by exploring different ways to integrate moral and aesthetic education, it is necessary to provide students with comprehensive development education and cultivate professional talents with moral qualities and creativity.

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