

Research on Aesthetic Education of Film and Television Advertising Major in Higher Vocational Colleges Under the "1+X" Certificate System

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ABSTRACT

With the implementation and continuous development of the "1+X" certificate system, the education direction and training focus of higher vocational colleges, as pioneers of vocational education, also need to be correspondingly improved. The film and television advertising major is popular among students in higher vocational education due to its vividness and fun. In the wave of the "1+X" certificate system reform, the adjustment on its development ideas of the film and television advertising major should also be made in a timely manner. The schools should not only pay efforts in the cultivation of students' professional skills and techniques, but also truly implement the "1+X" certificate system for film and television advertising major, and provide strong support for students to comprehensively improve their comprehensive self-cultivation and better integrate into their work positions in the field of aesthetic education.

Keywords: "1+X" certificate system, Film and television advertising major, Aesthetic education.

1. INTRODUCTION OF THE "1+X" CERTIFICATE SYSTEM

In February 2019, the State Council issued the "Implementation Plan for National Vocational Education Reform", which clearly stated that the national vocational education reform should launch a "1+X" certificate system in vocational colleges and applied undergraduate colleges and universities, that is, "the academic certificate + several vocational skill level certificates". Among them, "1" represents the academic certificate, and "X" represents several vocational skill level certificates. This means that students in vocational colleges must obtain a graduation certificate and relevant professional vocational skill certificates in order to graduate smoothly. The initiation and implementation of this policy have further promoted the development of vocational education, implemented the original intention of vocational education, and solidified the path of cultivating vocational education students with comprehensive professional skills.

2. THE NEED OF URGENT IMPLEMENTATION OF THE "1+X" CERTIFICATE SYSTEM IN HIGHER VOCATIONAL COLLEGES

With the continuous increase in education efforts by the country, the development momentum of ordinary colleges and universities is steadily increasing. More and more students are entering ordinary colleges and universities to study, and students with strong learning abilities are further devoted themselves in higher education institutions to continue their studies. In this way, a large number of outstanding talents have been cultivated for the country and society.

Compared with ordinary college students, there is a certain gap in the overall ability of vocational college students, and they also have their own characteristics.

2.1 Complex Student Source Categories

As for vocational colleges in Hainan Province, the types of student sources are complex and diverse. A small portion are graduates from key high schools in Hainan Province or various cities and counties, about half of the students are graduates from non-key high schools, there is also a portion of graduates from vocational schools, banking schools and other vocational schools, and even some students are students who have been promoted to the five-year junior high school system. Due to the complex and diverse student population, they do not have similar learning experiences, making it difficult for students to have a unified ideological understanding, which has made higher requirements for school management and teacher teaching.

2.2 Weak Awareness of Self-directed Learning

Higher vocational college students lack initiative in learning. Some students believe that their abilities are limited, their acceptance ability is poor, and they have the idea of "slacking off". Students believe that their grades in the previous learning stage were not ideal, so that after entering higher vocational colleges, they still lack confidence to make progress and cannot experience the joy of learning, let alone actively engage in self-learning.

2.3 Unclear Learning Objectives

Many higher vocational college students are in a state of confusion when they first choose their major, not understanding the learning content and employment direction of their major. Most of them are professional preferences filled out based on their interests and hobbies. Therefore, in the later stages of learning, once it is discovered that their chosen major is not as easy and fun as previously imagined, their learning enthusiasm will be greatly reduced, let alone learning goals.

Based on the characteristics of vocational college students themselves, the implementation of the "1+X" certificate system will definitely play a positive role in the development of higher vocational college students.

3. ANALYSIS OF THE CURRENT SITUATION AND PROBLEMS OF AESTHETIC EDUCATION IN FILM AND TELEVISION ADVERTISING MAJOR UNDER THE "1+X" CERTIFICATE SYSTEM

3.1 The Schools Attaching Insufficient Importance to Aesthetic Education

Famous painter and art educator Wu Guanzhong said, "There are not many illiterates in China today, but many are aesthetically illiterate." The country strongly advocates for the comprehensive development of "morality, intelligence, physical fitness, aesthetics, and labor". It can be seen that aesthetic education has been highly valued nationwide. However, aesthetic education, as a fundamental literacy that students majoring in film and television advertising must possess, has not received sufficient attention in their daily learning. Most professional teachers focus their attention on whether they are proficient in software operation, how to design fonts, layout and other practical skills, while neglecting students' exploration of beauty. If professionals in the film and television advertising industry don't receive aesthetic education, appreciation and pursuit of beauty, they will not know what kind of works they will produce. This indicates that some teachers lack a deep pursuit of teaching in the teaching process, only teaching students basic skills on the surface, without truly implementing the "X" in "1+X".

3.2 Students Lacking Enough Understanding of the Connotation of Aesthetic Education

There is a certain gap in overall quality between students majoring in film and television advertising in higher vocational colleges and students majoring in related majors in ordinary colleges and universities. Students believe that the purpose of studying in higher vocational colleges is to quickly master a technology and utilize it for better employment. Therefore, in their daily learning, they focus their attention on professional skills and practical courses, but are not interested in aesthetic education courses that can improve their comprehensive literacy and development. Sometimes, they even skip classes and do not like to learn. This is because that they have not fundamentally realized that aesthetic education and

cultivation are the foundation that truly supports their long-term development of professional skills.

3.3 Unreasonable Curriculum Design in Aesthetic Education

Many higher vocational colleges do not have specialized aesthetic education courses, and even for some art majors, there are very few arrangements for aesthetic education courses, especially for science and engineering majors. Most of the aesthetic education courses in higher vocational colleges are public elective courses, and these courses do not have strict assessment and evaluation. Teachers of these courses only teach superficial knowledge in a general manner. For art education practical courses, such as club activities and second classrooms, aesthetic education teachers cannot continue to follow up. As a result, the teaching effect of aesthetic education courses is not ideal, and students cannot appreciate the fun and importance of aesthetic education courses.

3.4 Absence of Enterprises in Aesthetic Education

Vocational education has always followed the educational philosophy of "recruiting students as soon as possible, entering schools as soon as entering factories, and joint training between schools and enterprises". At present, most of the school-enterprise cooperation training models are limited to on campus practical training, enterprise internships, and other aspects, lacking higher-level cooperation in aesthetic education. They overlook the use of aesthetic education to enhance students' comprehensive professional qualities. It is necessary for them to integrate enterprise culture into school aesthetic education, and cultivate high-level talents with comprehensive professional abilities and comprehensive qualities. At the same time, in order to maximize profits as soon as possible, enterprises often prioritize students with high skill levels and good professional skills, which further make aesthetic education marginalized. Aesthetic education becomes a decoration of teaching content.

4. THE DEVELOPMENT DIRECTION OF AESTHETIC EDUCATION IN FILM AND TELEVISION ADVERTISING MAJOR UNDER THE "1+X" CERTIFICATE SYSTEM

4.1 Improving Top-level Design and Strengthening Teaching Teams

It is necessary to improve the curriculum of aesthetic education so as to fundamentally strengthen the aesthetic education of film and television advertising major. It is best to establish a professional aesthetic education teaching and research section and a dedicated aesthetic education teaching team.

For the current situation of teachers, first of all, schools can hire external experts to give specialized art education lectures to enhance the awareness of teachers and students about the importance of art education teaching. Secondly, schools can strengthen the training of aesthetic education for existing professional course teachers, striving to continuously improve themselves through training. Striving to form a cohesive aesthetic education teaching team can not only make certain breakthroughs in aesthetic education theory teaching, but also enable students to truly feel the charm of aesthetic education teaching in practice, truly change the traditional aesthetic education teaching model of the past that students can only learn theories and skills without practice, gradually losing enthusiasm for aesthetic education courses.

Improving top-level design, strengthening teaching teams, and adopting new teaching concepts will definitely make art education shine in the field of film and television advertising, and provide students with a helping hand for more comprehensive development.

4.2 Increasing the Publicity Efforts of Campus Aesthetic Education

It is a must to intensify the promotion of campus aesthetic education in all aspects within the campus, make full use of various campus resources, and let the awareness of aesthetic education penetrate into the hearts of every student. Using campus broadcasting, new media, and bulletin boards to promote aesthetic education, students can recognize the importance of aesthetic education in their growth and learning process, and have a pair

of eyes to discover beauty. This skill of discovering beauty is particularly important for students majoring in film and television advertising. Only with a certain level of aesthetic level and sentiment can they lead their professional skills to develop faster and more long-term, and produce excellent works with innovative consciousness.

4.3 Closely Bonding Aesthetic Education with Traditional Chinese Culture

Looking at the interests of higher vocational college students, it is not difficult to find that students from various majors have focused their attention and attention on some popular fashion elements. The understanding of China's cultural treasure, traditional culture, can be said to be very limited. This phenomenon is very frightening for students majoring in film and television advertising. While it is true to understand cutting-edge fashion trends, without the strong foundation of traditional culture, popular culture can only be a flash in the pan. Therefore, in aesthetic education, it is necessary to gradually infuse traditional Chinese culture into students' education. Teachers should tell students that only by organically combining the highly distinctive traditional Chinese culture with modern popular culture, can their works not only be visually appealing but also more imaginative.

This can not only enhance students' professional skills, but also improve their comprehensive literacy, enabling them to develop comprehensively and truly implement the "1+X" certificate system.

4.4 Emphasizing the Implementation of Aesthetic Education Practice Projects

Combining students' majors with the theory of aesthetic education, another important aspect that cannot be ignored is the implementation of practical projects in aesthetic education. Only with the implementation of aesthetic education practice projects can students truly feel the joy of aesthetic education, and thus better enhance their enthusiasm for learning aesthetic education.

For students majoring in film and television advertising, schools can guide them as planners and implementers through a series of activities, such as organizing campus photography exhibitions, campus short video competitions, campus graphic design competitions, and other rich and colorful activities. On the one hand, these can exercise students' organizational skills, and on the other

hand, these can also better promote their professional learning.

4.5 Strengthening Aesthetic Education in School-Enterprise Cooperation

Ultimately, the implementation and promotion of aesthetic education aims to enable students to develop comprehensively and enter the workforce with the best posture and level. This requires both schools and enterprises to work together and cooperate with each other. It will be necessary for schools and enterprises to actively carry out enterprise practice and job practice, not only familiarize oneself with work processes and improving professional skills, but also integrate enterprise culture into practice, and combine aesthetic education with enterprise practice, aesthetic education with professional development, and aesthetic education with moral education development, enhancing one's comprehensive literacy.

5. CONCLUSION

Under the wave of implementation and development of the "1+X" certificate system in vocational education, higher requirements have been put forward for students in higher vocational colleges. Compared to traditional training methods, the lack of aesthetic education is particularly prominent in the new situation. Therefore, in response to this phenomenon, timely adjustments must be made in the field of aesthetic education. As the teachers in the field of film and television advertising, they should also actively reflect on the aesthetic education and cultivation of students in their field, striving to continuously strive to cultivate students with more comprehensive and professional aesthetic qualities. It is hoped that, every student can have a pair of eyes to discover beauty and a mind to make good use of beauty.

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