



Research on the Aesthetic Education Strategy and Practice of Art Majors in Colleges and Universities

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Abstract: As an important way to cultivate students aesthetic emotion, creativity and humanistic quality, aesthetic education plays a pivotal role in modern education. However, the traditional teaching mode of aesthetic education in modern colleges and universities has been difficult to meet the diversified needs of modern society for talent training, and higher aesthetic education is in urgent need of digital transformation to adapt to the development trend of information society. The paper aims to explore the strategies and practices of higher education, analyze the challenges of higher aesthetic education, and propose practical solutions.

Keywords: digital wisdom aesthetic education, teaching strategy, practical research, information technology

1. Introduction

With the deepening of globalization and informatization, the social demand for talents increasingly diversified, the traditional aesthetic education teaching mode is often confined to the classroom and teaching materials, difficult to meet the needs of students personalized, diversified learning, and number of aesthetic education for higher education brought unprecedented opportunities of development, this not only means that technology update and upgrade, but also a profound teaching concept and education mode. It is expected that through the study of this paper, more educators can pay attention to and think about digital intellectual aesthetic education, and jointly promote the prosperity and development of higher aesthetic education.

2. The Necessity of Digital Intelligence Transformation of Art Majors in Colleges and Universities

Today, with the tide of informatization sweeping the world, digital intellectual aesthetic education is not only the inevitable trend of the development of higher education, but also the key to the innovative development of higher aesthetic education. Exploring the necessity deeply, it is not difficult to find that the digital intellectual aesthetic education has a profound influence on the development of higher aesthetic education. First of all, digital intelligence aesthetic education can greatly expand the space and scope of aesthetic education teaching. Traditional aesthetic education teaching is often limited by the physical space and teaching resources, and the digital intelligence aesthetic education can break these restrictions, enrich the teaching content and form, and also provide students with a more convenient and efficient way to learn. Secondly, digital intelligence aesthetic education is helpful to improve the quality and efficiency of aesthetic education teaching. Traditional aesthetic education teaching often adopts a single and teacher-centered teaching mode, which is difficult to stimulate students interest and enthusiasm in learning. Digital intelligence aesthetic education can use advanced technical means to innovate teaching methods and means to make teaching more vivid, intuitive and interesting. Finally, digital intelligence aesthetic education can promote the international exchange and cooperation of aesthetic education teaching, expand the space and scope of aesthetic education teaching, and improve the teaching quality and efficiency. From the above points, it is necessary for the digital and intellectual transformation of art majors in colleges and universities.[1]

3. Implementation Strategy of Digital Intellectual Aesthetic Education for Art Majors in Colleges and Universities

3.1 Construction of digital intelligence teaching resource database

The construction of digital teaching resource base is an important cornerstone of the transformation of higher aesthetic education. In order to build a comprehensive, rich and efficient resource library, we need to start from the following aspects. First of all, extensive and in-depth resource collection and sorting. This includes the collection of art works, teaching videos,

documents, museums, art museums, concert halls and other cultural institutions have rich art resources into the teaching resource database, and the digital processing of them, to provide a broader learning vision for teachers and students. At the same time, a feedback mechanism should be established to collect the opinions and suggestions of teachers and students on the resource database, and the construction of the resource database should be constantly improved and optimized, and a comprehensive, rich and efficient digital teaching resource database should be built to provide strong support and guarantee for the digital transformation of higher aesthetic education.[2]

3.2 Innovative teaching methods of digital intelligence

In the process of the transformation of art majors in colleges and universities, innovating the mathematics teaching method is a crucial link. By introducing advanced information technology means, the traditional teaching mode is broken, such as recording teaching videos and uploading courseware to provide teachers and students with more rich and diversified learning experience. This online teaching method not only breaks the limitation of time and space, and enables students to learn anytime and anywhere, but also provides teachers with more flexible teaching arrangements and management means. Secondly, we can use advanced technologies such as virtual reality and augmented reality to build an immersive art learning environment, stimulate students interest and enthusiasm in learning, and improve their art appreciation ability and creativity. Finally, data analysis, intelligent evaluation and other means can achieve accurate grasp and personalized guidance of students learning situation. At the same time, they can pay attention to the integration and complementary with traditional teaching methods, and flexibly use different teaching methods and means to achieve the best teaching effect.

3.3 Cultivate a team of digital and intelligent talents

With the deepening of the digital transformation of higher aesthetic education, it is particularly important to cultivate a team of aesthetic education talents with digital literacy. This team not only needs to have profound artistic literacy and aesthetic education experience, but also needs to master modern information technology, and be able to skillfully use digital tools for teaching and scientific research. At the same time, it is also very important to establish the incentive mechanism for digital intelligence talents. Through the establishment of digital intelligence teaching achievement award and excellent digital intelligence course award, the teachers with outstanding performance in the transformation of digital intelligence are commended and rewarded, so as to stimulate their enthusiasm to continue to explore and practice the enthusiasm of digital intelligence teaching. Establish an interdisciplinary and cross-field cooperation mechanism, and promote the integration and innovation of aesthetic education, information technology, pedagogy and other disciplines. Through the implementation of the above strategies, we can effectively promote the transformation process of digital intellectual aesthetic education in higher education, and improve the teaching quality and effect.

4. Research on the Practice of Digital Intellectual Aesthetic Education of Art Majors in Colleges and Universities

In the process of the practice of digital intellectual aesthetic education in higher education, many universities and aesthetic education institutions actively explore, and a number of successful practice cases have emerged. These cases not only show the feasibility and effectiveness of digital intelligence aesthetic education, but also provide valuable experience and reference for other universities. For example, the Dunhuang Art Academy of Northwest Normal University has made active exploration and practice in the digital Dunhuang. The school uses modern information technology to protect and inherit Dunhuang culture through digital use, which provides convenience for more people to understand and appreciate Dunhuang art. Through digital scanning, three-dimensional modeling and other technical means, Northwest Normal University digital reproduces and preserves Dunhuang murals, sculptures and other precious cultural relics, so as to build a digital Dunhuang art resource database. At the same time, virtual reality, augmented reality and other technologies are used to create an immersive Dunhuang art experience platform, so that the audience can feel the charm of Dunhuang art personally, making a positive contribution to the protection and inheritance of Dunhuang culture.[3]

5. Conclusion

With the rapid update of science and technology, higher requirements are put forward for aesthetic education workers. They need to constantly learn and master new digital technologies to meet the needs of digital intellectual aesthetic education. However, due to the high technical threshold, some aesthetic education workers may feel powerless and difficult to keep up with the pace of technological development. Faced with many challenges, but as long as we actively respond to them and adopt effective strategies, we can overcome these difficulties and promote the vigorous development of higher aesthetic education.

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