

Research on the Construction of Aesthetic Education Bases in Primary and Secondary Schools based on the Integration of Large, Medium and Small Schools

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Abstract: Accompanied by the increase of aesthetic education discourse and policy in recent years, the integration of aesthetic education has become one of the important topics in the development of quality education in today's society. From the perspective of the reform of primary and secondary aesthetic education, integration has become an inevitable trend in the field of aesthetic education. This paper will be based on aesthetic education, based on the integration of primary and secondary schools, primary and secondary school aesthetic education base construction of the relevant content for in-depth analysis and research.

Keywords: large and small integration, primary and secondary aesthetic education, aesthetic education base construction

Introduction

Primary and secondary school students are at a critical stage of their physical and mental development, and they need to receive higher-quality education to cultivate and establish correct aesthetic concepts and qualities. Education has always paid great attention to the demand for aesthetic education, and has not only issued a number of policy documents related to aesthetic education, but also gradually incorporated aesthetic education into the whole process of talent cultivation at all levels and in all types of schools. At present, schools of all levels and types are actively committed to aesthetic education innovation and reform work, fully mobilize and make use of resources to build aesthetic education base, intended for the majority of student groups to provide a better quality of aesthetic practice environment to help students learn and grow better.

1. Explanation of the connotation of aesthetic education and the construction of aesthetic education bases

Aesthetic education has always been an important content in the field of education and teaching in China, and the work of aesthetic education focuses on the education and guidance of students' aesthetic value orientation, aesthetic quality and skill level. To promote the construction of aesthetic education bases in primary and secondary schools is the inheritance and development of aesthetic education in the new era, as well as the inevitable trend of promoting the construction of an integrated education system in the new era. What is aesthetic education, as the name suggests, it refers to the student body to carry out the

education of understanding, discovering and creating beauty, through the aesthetic education, not only can play a role in improving students' aesthetic quality and cultivating their sentiment, but also can cultivate and stimulate students' imagination and creativity in a subtle way, which is of vital value and significance for the promotion of students' all-round development^[1].

Aesthetic education is an important component of the concept of five education, and is an indispensable core link for cultivating high-quality talents. With regard to the construction of the aesthetic education base, its essence is to more scientifically and efficiently guide the majority of students to creatively participate in and join the aesthetic education practice learning, and to better cultivate and promote students' innovative spirit, innovative thinking, innovative and creative ability to improve. On the basis of organizing and carrying out practical aesthetic activities such as creative awareness, creative thinking and creative practice, the aesthetic education base will be responsible for explaining and teaching the necessary aesthetic knowledge, skills and methods at the same time.

2. Introduction to the new functions of primary and secondary schools' aesthetic education bases based on the integration of large and small schools

2.1 Meeting new requirements for aesthetic education services

Under the background of quality education, aesthetic education in primary and secondary schools has been put forward a lot of new requirements, which are more prominent in the aesthetic education service. Based on the integration of primary and secondary schools, the construction of primary and secondary school aesthetic education bases needs to pay more attention to the new requirements of the aesthetic education service, to ensure the quality of aesthetic education practice and education at the same time, and actively leverage their own advantages to promote the deep integration of the city, school, industry and education, and to try to provide services for the development of the local economy, with an emphasis on the field of culture and art, and to empower the local primary and secondary schools to innovate and reform the work of the aesthetic education. The quality of the city school industry and education, at the same time, actively use their own advantages to fully promote the depth of integration.

2.2 Integrating new resources for aesthetic education

The construction of aesthetic education bases in primary and secondary schools based on the integration of large, medium and small schools needs to attach great importance to the excavation and utilization of new resources related to aesthetic education, and to re-examine the needs of aesthetic education in primary and secondary schools with a more open mind and a broader vision, and to seek innovations and breakthroughs on the basis of the existing foundations. In terms of resource integration and utilization, the construction of primary and secondary school aesthetic education bases should be actively involved in social affairs, such as aesthetic education precision poverty alleviation, revitalization of the countryside, assisting the cultivation of teachers of aesthetic education, promoting the cultivation of applied talents and the development of social and regional culture and art of the aesthetic education of the construction of the pioneer area, demonstration area, etc., and at the same time, participate in the construction of the mechanism of collaborative education between school and school, school and enterprise, and to take the opportunity to build up a bridge between the school and the society, for the subsequent development to accumulate resources and lay the foundation.

2.3 Promoting new developments in aesthetic education

Based on the integration of primary and secondary schools, the construction of primary and secondary school aesthetic education base is not only a new initiative and a new path for innovation and reform of

primary and secondary school aesthetic education, but also a new attempt in the sustainable development of primary and secondary school aesthetic education, which is highly expected to be able to use the aesthetic education base to explore the depth of the local as well as wider region of the cultural and artistic resources, and at the same time is committed to ploughing into the primary and secondary school aesthetic education curriculum system construction work for primary and secondary school aesthetic education to bring in more new elements to the work of the primary and secondary school aesthetic education, and to be able to build a new feature of the development of the aesthetic education and to explore a new direction of the aesthetic education^[2].

3. Path of building aesthetic education bases in primary and secondary schools based on the integration of large, medium and small schools

3.1 Adhering to the principles of co-construction, co-management, sharing and win-win to create a new construction model

The construction of aesthetic education bases in primary and secondary schools, based on the integration of primary and secondary schools, is primarily aimed at promoting the integrated and synergistic development of aesthetic education in primary and secondary schools. In the actual construction process, the relevant subjects should jointly uphold and practice the basic principles of co-construction, co-management, sharing and win-win situation, actively consult and fully consider, establish a more scientific, standardized and binding operation charter and management mechanism, and actively promote the deep integration of school government, school enterprises and schools.

Take “XX College Aesthetic Development College” as an example: relying on its own “Digital Design Industry College” as an incubation platform, the college has constructed and implemented the “3-3-5-1” construction model for the synergistic development of aesthetic education both inside and outside the school. What is the “3-3-5-1” model? What is the “3-3-5-1” model, i.e. three paths, three projects, five achievements and one brand. The strategy for the construction and development of aesthetic education bases is inclusive of a wealth of content. In terms of height, it is orientated towards the local government and the Education Bureau, and seeks to cooperate with the government to promote the construction of aesthetic education bases across the region as a major goal and direction. In terms of breadth, it includes schools for the professional development of teachers in primary, secondary and tertiary education, and actively guides professional research institutes and high-quality teacher groups to participate in the construction of aesthetic education bases. In terms of breadth, it is orientated towards internal and external aesthetic education resources, and has succeeded in concentrating aesthetic education resources in all fields and at all levels onto the platform of the base, which is of great help in improving the comprehensiveness and effectiveness of aesthetic education.

3.2 Building a sharing platform for specialized primary and secondary school aesthetic education resources

Firstly, the construction of innovative classes in aesthetic education bases, the strengthening of professional aesthetic education innovation, the integration of discipline construction into the planning of aesthetic education bases, and the attempt to promote the integrated and coordinated development plan of “project-driven + curriculum design”, so as to highly integrate the construction of disciplines into the construction and development of aesthetic education innovation in primary and secondary schools. It is recommended that schools should actively join hands with multiple parties. It is suggested that schools

should actively join hands with various parties to participate in the construction of innovative classes in aesthetic education bases, so as to enrich and enrich the teaching content of innovative classes in aesthetic education bases, and at the same time, obtain more comprehensive resources to help.

Secondly, formulate a perfect and implementable incubation plan for the aesthetic education base, and organize more open and comprehensive practice projects. Based on the existing resources and platforms, integrate and optimize them, leverage their strengths, establish an incubation circle of aesthetic education bases led by a professional team, plan and make use of them from a professional point of view, deepen the implementation of the mechanism of school-enterprise cooperation and synergistic development, and promote the high-quality development of aesthetic education through the organization and implementation of more comprehensive and open practice projects.

3.3 All-out efforts to build an applied teaching force for aesthetic education in primary and secondary schools

Firstly, to set up a dual-teacher teaching team and form a dual-teacher and dual-ability education team. On the basis of scientific evaluation of full-time teachers, the school also needs to further deepen the cooperation with local enterprises, the government and other sister schools, guided by the concept of integration of industry and education, and sincerely invite high-quality talents in the main body of the co-operation to join the work of primary and secondary schools' aesthetic education practice, to create a high-quality aesthetic education and applied teaching team, and to practically improve the professional competence and comprehensive quality of the teachers' group of the aesthetic education and practice base. In addition, the school should also make full use of the cooperation subject. In addition, the school should also make full use of the resources and platforms of the cooperation body, organize and arrange more full-time teachers in the school to go to the practice teaching bases and project cooperation enterprises to carry out professional curriculum training, project research and development of aesthetic practice, and improve the teachers' ability to adapt to the teaching and practical ability of aesthetic education in the school through carrying out the development of aesthetic technology related to the major of fine arts and art and design and the service of the local cultural practice. Secondly, we will try to implement the "Art and Design" programme.

Secondly, we will try to implement the "dual-teacher, dual-capability" main teaching form. Taking the aesthetic education talent cultivation mode of "resource sharing"+"student co-education" as the guidance, we try to explore newer paths, deepen the applied talent cultivation mode, fully gather the advantageous resources of the school government, the school, the school enterprise and the school, optimize the aesthetic education nurturing team, and improve the aesthetic education teaching and practice ability of the teachers through flexible introduction of government, enterprise and other aesthetic education teachers. Through flexible introduction of aesthetic teachers from government, enterprises and other aesthetic teachers, the university undertakes theoretical teaching and practical teaching tasks of aesthetic education, so as to improve the ability to educate people and serve the local community; at the same time, the university improves the incentive mechanism for "dual-teacher, dual-capable" aesthetic teachers, and incorporates aesthetic practice and local service into the teaching assessment.

4. Conclusion

In summary, based on the integration of primary and secondary schools, the construction of primary and secondary school aesthetic education bases may become the main channel and way of future aesthetic education practice, aesthetic education bases can provide the majority of primary and secondary school students with a better quality of practical learning platforms, students can contact and understand the base

of a richer knowledge and content, which is to enhance the overall aesthetic education of primary and secondary school students has a great role in helping.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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