

Research on the Countermeasures of Aesthetic Education at the Stage of Basic Education under the Concept of Ecology

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Abstract: In recent years, with the gradual implementation of educational reform, in the stage of basic education in China, we should not only pay attention to the education of subject knowledge, but also pay attention to the development of aesthetic education. However, in the ordinary aesthetic education work, although it can cultivate the aesthetic ability and aesthetic consciousness of primary and middle school students, it cannot let the students perceive the deep meaning of aesthetic education, that is, the harmonious symbiotic relationship between man and nature. Therefore, it is the development trend of aesthetic education in the future to effectively integrate the ecological concept into the aesthetic education in the basic education stage. The article first expounds the problems existing in the development of aesthetic education in the basic education stage under the ecological concept, and puts forward corresponding countermeasures according to the problems, so as to improve the effectiveness of aesthetic education.

Key words: ecological view; elementary education; aesthetic education

1. Introduction

Ecological view refers to the general understanding or viewpoint of human beings on ecological problems. The formation of these ecological concepts is mainly based on the basic concepts, basic principles and basic laws provided by ecological science. Therefore, applying the concept of ecological view to the aesthetic education in the basic education stage can help primary and middle school students shape their ecological aesthetic quality as soon as possible, and promote them to treat nature with an aesthetic attitude, care for life and protect the earth. In addition, because different people have different ecological views, the important task of aesthetic education in the basic education stage under the concept of ecological views is to strengthen primary and secondary school students to establish a correct ecological view, promote their ecological thinking mode and green lifestyle, and finally lay a solid foundation for realizing the beautiful vision of "beautiful China".

2. Problems in the Development of Aesthetic Education in the Basic Education Stage under the Ecological View

2.1 Lack of comprehensive grasp of theoretical knowledge

In 2017, since "Accelerating the reform of ecological civilization system and building a beautiful China" was first proposed at the working conference of the 19th National Congress of the Communist Party of China, the protection of the

ecological environment has always been an important part of a series of work carried out by the Communist Party of China, which has also attracted wide attention from all walks of life. In the information age, most primary and secondary school students also recognize the importance of protecting the ecological environment and generally agree that protecting the environment is the basic concept of protecting human beings. Therefore, many primary and middle school students are willing to improve the natural environment by practicing. However, in this process, due to the lack of sufficient ecological theoretical knowledge, some primary and middle school students' ecological concept is not mature, which easily leads to the primary and middle school students' difficulty in understanding the relationship between ecological view and aesthetic education, and weakens the quality of ecological aesthetic education.

2.2 Lack of initiative in independent education

China has a long history and a vast territory, with excellent culture and natural scenery all over various cities and regions. As for primary and middle school students, they are generally characterized by active thinking and strong curiosity, so they are very willing to go to tourist attractions to enjoy the natural scenery during winter and summer holidays or other holidays. However, due to the lack of effective publicity in many museums, cultural centers and natural scenic spots, ecological resources are seriously wasted. Many primary and secondary school students visit these places only when the school organizes visiting activities. They mainly deal with academic pressure in their daily life, so they lack the ability to actively cultivate their own ecological aesthetic literacy.

2.3 Knowledge and behavior deviation

The specific ecological aesthetic education implemented in reality can effectively improve the aesthetic perception of primary and secondary school students. However, the current social practice activities in the basic education stage are generally single in content and one-sided in form, which makes it difficult for primary and middle school students to deeply feel the aesthetic education under the ecological concept. In recent years, the state has begun to enrich the types of social practice activities for the basic education stage. However, when carrying out activities, they fail to formulate clear ecological aesthetic education goals, which makes primary and secondary school students gain less after participating in the activities. This kind of deviant behavior is easy to hinder the development of ecological aesthetic education.

3. Countermeasures of Aesthetic Education in Basic Education Stage under Ecological View

3.1 Give full play to the role of school education as the main channel

First of all, build a scientific ecological aesthetic education curriculum system. At the stage of basic education in China, aesthetic education based on ecological concept belongs to a new category. Schools need to set up special courses and build a scientific ecological aesthetic education curriculum system, so as to promote the popularization of ecological aesthetic education in the stage of basic education and make it popular with primary and secondary school students. Through the cross penetration between different disciplines, the school can continuously enrich the content of aesthetic education. Second, improve the teaching quality of ecological aesthetic education. Under the background of educational reform, higher requirements are put forward for aesthetic educators. Therefore, when carrying out aesthetic education in the basic education stage based on the ecological concept, educators should first improve the teaching methods, and help primary and secondary school students firmly grasp the ecological knowledge through inspiration and guidance.

3.2 Attach importance to social education supplement

On the one hand, use mass media for publicity and guidance. In order to better carry out the aesthetic education in the basic education stage under the concept of ecological view, we need to use the publicity power of the mass media to spread the ecological aesthetic education to the majority of primary and secondary school students. At the same time, students can also have a deeper understanding of the ecological environment. On the other hand, build an ecological aesthetic education

practice platform. If aesthetic education based on ecological concept wants to achieve the maximum effect, it should not only stay on the theoretical knowledge, but also practice the theoretical knowledge of ecological aesthetic education in life. Based on this, in order to enhance the internal drive of primary and secondary school students to learn ecological aesthetic education, we should take the state as the leading factor, enrich social practice activities and public welfare activities as much as possible. By letting primary and middle school students practice, it can stimulate their pursuit of natural ecological beauty.

3.3 Implementing family aesthetic education

On the one hand, establish a green and environmental friendly family style. As the first educational factor affecting primary and secondary school students, the family needs to form an educational joint force with the school and society to jointly promote the development of aesthetic education under the concept of ecological view. Parents should change the previous educational concept of only focusing on scores, and actively promote the common development of knowledge education and aesthetic education, so as to cultivate comprehensive talents with all-round development of morality, intelligence, physique, art and labor. In addition, parents should set an example and take the initiative to lead primary and secondary school students to go deep into nature, feel and appreciate the beauty of nature on weekends or holidays, so as to output the concept of ecological aesthetic education to primary and secondary school students. On the other hand, supervise and manage the behavior of primary and middle school students. In addition to instilling the concept of ecological aesthetic education into primary and middle school students, parents should also supervise whether primary and middle school students implement the concept of ecological aesthetic education in their life and study. For example, parents can supervise whether primary and middle school students love the environment and save water resources on weekdays. Through the penetration of these details, it can help primary and secondary school students establish a low-carbon and environmental friendly ecological life concept. When primary and middle school students fail to do so, parents should correct them in time, so that the ecological beauty can be always reflected in primary and middle school students.

4. Conclusion

To sum up, there are still many problems in the aesthetic education in the basic education stage under the ecological concept, which will restrict the normal development of aesthetic education. By giving full play to the role of school education as the main channel, paying attention to the supplement of social education, and implementing family aesthetic education, schools, society and families can form a reasonable aesthetic education, and jointly promote the implementation of ecological concept in the aesthetic education work in the basic education stage. Only in this way can we improve the effectiveness of aesthetic education and cultivate more high-quality ecological talents for the country.

Conflicts of Interest

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

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