

Exploring the Reform of Teaching Methods of Aesthetic Education in Colleges and Universities in the Context of New Media Communication



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Abstract: Nowadays, along with the development of the economy and society, new media technology has also penetrated into people's life and study. In the background of the new era, college students, as the core development force of socialism, should not only have a solid foundation of theoretical knowledge but also form a correct aesthetic concept. Under the background of new media communication, universities should actively carry out the teaching of aesthetic education for college students, so that students can truly know and appreciate beauty. This paper mainly explores the current situation of college aesthetic education teaching under the background of new media communication, the influence of new media on college aesthetic education teaching and the reform of college aesthetic education teaching, so as to cultivate new-age college students with comprehensive development of moral, intellectual, physical, aesthetic and social skills.

Keywords: new media, college aesthetic education, reform

1. Introduction

As a more important part of the education and teaching process, the teaching of aesthetic education is a carrier for the cultivation of socialist core values and the promotion of excellent traditional culture among college students. In the guidance of the relevant teaching conference, the responsible personnel also put forward the requirements of "improving the teaching of aesthetic education and enhancing students' aesthetic and humanistic qualities". In the process of continuous development and progress of society, higher development requirements have been put forward for college students. Colleges and universities play an important role as the transition link between college students and society. The teaching of aesthetic education in colleges and universities can adapt to the development of the times and help students form correct aesthetic concepts. Under the background of the "Internet" era, new media technology came into

being, which can reform the way of education in colleges and universities and promote the development of aesthetic education teaching.

2. The current situation of teaching aesthetic education in colleges and universities under the background of new media communication

In recent years, the development of colleges and universities no longer focuses only on the transmission of knowledge, but also on the cultivation of students' moral qualities and the shaping of their personalities. Aesthetic education teaching can have an impact on students' character, thoughts and emotions. As early as 2015, China provided relevant advice on the teaching of aesthetic education in colleges and universities, and clarified the goals for the teaching of aesthetic education in colleges and universities. After the relevant work advice was put forward, the teaching of aesthetic education in colleges and universities has also received more attention.

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Under the background of the "Internet" era, the teaching of aesthetic education in colleges and universities can make use of new technologies and constantly reform the teaching contents, aiming to educate students on aesthetics and sentiment and cultivate students' social responsibility and moral responsibility(Zhang, 2022). At present, although major universities are also actively carrying out the teaching of aesthetic education, and the related teaching of aesthetic education has been greatly improved, from the existing actual situation, there are still shortcomings in the teaching of aesthetic education at this stage.

2.1 The aesthetic education of students in colleges and universities needs to be improved

Although quality education has been comprehensively implemented in primary and secondary schools, data shows that the teaching of aesthetic education in primary and secondary schools has not been given sufficient attention, especially in junior and senior secondary schools, where parents and students focus on the secondary and senior secondary examinations and neglect the study of aesthetic education. As a result, the overall awareness of aesthetic education among students is insufficient. When students enter the university stage, the overall level of aesthetic education is low, and it is difficult for students to effectively integrate aesthetic education into their life and study.

2.2 The teaching resources of aesthetic education in universities are relatively backward

At the present stage, although some colleges and universities carry out aesthetic education and set up additional teaching courses related to aesthetic education, the current course content is relatively single and backward(Jin, 2022). In some universities, the curriculum of aesthetic education has not been effectively combined with new media technology, but still adopts traditional teaching methods, and students are not highly motivated to learn aesthetic education. At the same time, the investment in teachers for

aesthetic education in colleges and universities is not enough. According to relevant statistics, the teachers of aesthetic education in colleges and universities should account for 0.1%-0.2% of the total number of students, but it is obvious that the current colleges and universities have not reached this standard. In addition, some college teachers fail to adapt to the use of multimedia technology and fail to bring the advantages of multimedia resources into play.

2.3 Lack of innovation in teaching methods of college teachers

In the era of mobile Internet, with the development and application of multimedia technology, teachers in colleges and universities have gradually added videos and PPTs to be played in the classroom, but some teachers simply imitate them and do not develop and use the classroom content effectively, which often only makes the aesthetic education in colleges and universities flow in the form. The setting of many professional courses lacks standardisation. In most colleges and universities, teachers still focus on the development of student's abilities and skills, but less on the development of aesthetic education. A survey of the teaching of aesthetic education in colleges and universities across the country shows that there are regional differences in the teaching of aesthetic education in colleges and universities, with developed coastal regions having significantly better teaching of aesthetic education than western regions(Liu, 2020). In addition, in some colleges and universities, teachers fail to educate and guide students' aesthetics in the teaching process, thus reducing the quality of aesthetic education teaching. For example, in some colleges and universities, there are no corresponding courses on Internet moral education, and students have low recognition of bad information on the Internet and insufficient aesthetic ability(Lin, 2021).

2.4 College students have bad values

Under the new media communication environment, mobile phones and computers have also become necessary items for college students, but although the Internet brings convenience, it also

influences students in their thinking and life attitudes at the same time, and some students have developed negative ideological concepts, such as some students' money worship, hedonism and other bad values, which are also not in line with the realization of socialist core values in the new era background. It is just a superficial work of teaching aesthetic education.

3. The influence of new media communication on the teaching of aesthetic education in colleges and universities

3.1 The positive influence of new media communication on the aesthetic education of colleges and universities

With the development of science and technology, information technology is also integrated into people's production and life. In the field of university education, information technology education is also known as the trend of development of major universities. According to Tencent's statistics in 2015, QQ active users reached over 640 million and WeChat active users reached over 690 million.

Among these users, 45% of QQ users and 20% of WeChat users are post-95, and the application of new media is more popular among youth groups (Liu, 2016). According to relevant data, the number of Internet users in China is over 900 million.

and the penetration rate of the Internet reached 70%. Through a survey of teachers and students in colleges and universities, more than 78% of them think that Jieyin is the most commonly used new online media, followed by Weibo and Xiaohongshu, so some colleges and universities also try to use the Jieyin platform for the promotion of aesthetic education (Dong, 2022).

The dissemination of new media technology can make the educational and teaching activities of colleges and universities more open and diverse, and provide rich teaching resources for the teaching of aesthetic education in colleges and universities. The

application of multimedia technology in the teaching classroom of aesthetic education in colleges and universities can improve the existing education model, and teachers can incorporate contents of interest to students in the teaching classroom as a starting point to mobilise students' enthusiasm for learning. At the same time, media technology provides a huge amount of teaching resources for the aesthetic education classroom in colleges and universities, so that students can understand relevant knowledge from multiple perspectives, expand their horizons and improve their ideological and moral cultivation and aesthetic level. Under the background of new media, aesthetic education in colleges and universities can be promoted on campus through the platform, which enhances the interaction between teachers and students and stimulates the initiative of students' learning. With the continuous promotion of new media technology, the aesthetic education teaching classroom in colleges and universities has also begun to abandon the previous duck-fill teaching method, and teachers are guiding students to take the initiative to explore, through the study of high-quality courses, for the knowledge to learn (Qi, 2021). The new media technology has also increased students' aesthetic autonomy and improved the "indoctrination" method in the teaching of aesthetic education (Zhang, 2022). New media can be used to push out relevant learning needs based on students' interests and aesthetic preferences, enhancing students' motivation to learn. At the same time, due to the convenience of new media, students can also access aesthetic education content from different cultures, which can promote multicultural communication and thinking.

3.2 The negative impact of new media on the teaching of aesthetic education in universities

The Internet is a double-edged sword, and so is new media technology for teaching. While bringing in massive resources, new media technology also brings in a lot of negative information. In the era of

new media, various cultures and art forms are emerging, and university students have a certain curiosity about new things, but they lack corresponding self-awareness and poor self-control. Some negative information also affects students' aesthetics and allows them to form incorrect values. The open internet environment, with some internet platforms over-interpreting and spoofing social events for the sake of gaining attention, has caused students to abandon their ideals in the infiltration of such information and has had a negative impact. The new information nowadays is also more entertaining and commercialised, with everyone focusing on traffic and enjoyment, and lacking in the identification and pursuit of beauty, which also directly affects the shaping of students' personalities and reduces their ability to identify beauty.

4. Reform strategies for teaching aesthetic education in colleges and universities under the background of new media communication

4.1 Active use and integration of network resources

As early as 2015, relevant policies put forward a new development situation of "internet plus". In the guidance, it is also pointed out that it is necessary to innovate the teaching methods of aesthetic education in colleges and universities, and actively build aesthetic education teaching resources(Zhang & Gao, 2021). Teachers in higher education should start from themselves, constantly improve their aesthetic ability and make full use of online resources, such as the application of flash .

The 5G era has arrived, and new media technology will further develop. There are abundant resources for teaching aesthetic education on the internet, so schools should establish our aesthetic education website, give full play to the advantages of new media technology, integrate new teaching methods into it, change the traditional teaching concept, realise the teaching of students both online and offline, set up a curriculum more in line with student's actual needs and interests, and focus on the

cultivation of students' knowledge, skills, emotions and values. At the same time, universities should also increase the development of new media software, establish an authoritative campus culture media platform, combine with China's no desire, etc., integrate school and network-related aesthetic education teaching resources, and build an aesthetic education teaching resource library belonging to the characteristics of our university, so as to provide more and better information for students(Jin, 2022). In addition, colleges and universities can also make use of collaborative institutions, such as art museums, concert halls and exhibition halls, to integrate resources within the school, transform the structure of students' knowledge learning, promote the teaching and cultivation of students' aesthetic education, and improve students' aesthetic ability.

4.2 Enriching the form and content of aesthetic education teaching classes

Nowadays, education in universities also includes art education for students. Art education can improve students' aesthetic ability and cultivate their sentiments, which is necessary for students' all-around development in the background of the new era. Therefore, when teaching theoretical knowledge, universities should focus on integrating art appreciation or practice as a way to improve students' aesthetic ability. Traditionally, aesthetic education is taught in the classroom, and this single teaching method limits the development of students' thinking and does not achieve the effect of tailoring teaching to the student's needs. However, with the integration of multimedia technology, universities can develop online APPs(Liu, 2020), so that students are no longer confined to the classroom, but can freely choose the content and time of their studies, and learn anytime and anywhere. In addition, universities can also strengthen the connection between teachers and students by establishing study groups and club activities, etc. They can also publicize content related to aesthetic education through WeChat public numbers and official websites, so as to influence

students in a subtle way.

4.3 Improve the teaching quality of aesthetic education teachers

Teachers play a leading role in the teaching process. Teachers of aesthetic education in higher education should focus on improving their aesthetic concepts, keeping up with the times, judging and integrating resources better, and screening the most suitable content to guide students. In the teaching process, teachers should adopt diverse teaching methods to make students more actively participate in aesthetic education activities. Therefore, schools should pay attention to the improvement of relevant qualities of aesthetic education teachers and arrange corresponding training in a scientific and reasonable manner, so that teachers in colleges and universities can also continue to summarise their studies and improve their aesthetic cultivation. Through training, teachers are able to break with traditional teaching methods and use the advantages of new media for high-quality teaching. Aesthetic education needs to be transmitted to students through a carrier, so teachers should enrich the form of teaching and make full use of "5G + new media" technology to realise and restore relevant teaching scenes, making the classroom more realistic and improving students' aesthetic and sensory energy (Wang, 2022). Aesthetic education includes social beauty, natural beauty and scientific beauty, so universities can make teachers familiar with the use of new media through regular training tasks, and break the limitations of the previous aesthetic education teaching through new media technology to present better teaching contents to students.

4.4 Set a reasonable assessment mechanism

The teaching of aesthetic education should also focus on the assessment of students. However, unlike the previous forms of assessment, the teaching of aesthetic education should not only focus on the results of the examination papers, but also on the students' comprehensive abilities, such as their learning attitudes and their enthusiasm for participating in activities. Teachers should also be assessed on whether they are qualified for the course

content. Keeping the new media context in mind, everyone is a participant. The assessment should combine several aspects, evaluate students from multiple perspectives, enrich the assessment form and build a more perfect and effective teaching system for aesthetic education.

5. Conclusion

With the arrival of the 5G era, more technologies are integrated into the education and teaching process. The integration of new media technology in the teaching process of aesthetic education in colleges and universities can provide teachers with more teaching scenarios, reform and innovate teachers' teaching content, stimulate students' interest in learning and improve students' moral standards. In the teaching of aesthetic education, students can improve their aesthetic awareness, understand the true meaning of beauty and form correct aesthetic values. In the future, universities should pay attention to the advantages brought by new media for education and teaching, and effectively combine new media technology with teaching content to promote the development of aesthetic education teaching in universities.

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Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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