

Development and Sharing of Soft Resources of High-quality Aesthetic Education Curriculum in colleges and Universities

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Abstract

The soft resources of high-quality aesthetic education curriculum are the core factors affecting the quality of aesthetic education. The insufficiency of storage and uneven allocation of soft resources of high-quality aesthetic education curriculum in colleges and universities are the fundamental problems that restrict the quality of aesthetic education. Strengthening the development of soft resources of high-quality aesthetic education curriculum and achieving sharing without school boundaries is a necessary measure to promote the quality of aesthetic education in colleges and universities.

Key words: Aesthetic Education Curriculum, Soft Resources, Development, Sharing

Introduction

Aesthetic education is an important part of quality education. The curriculum is the most direct and important way to implement aesthetic education. The curriculum which is determined by curriculum content that is derived from curriculum resources. The curriculum resources are the sum of all human, material and natural resources that can be utilized in the curriculum construction process, such as curriculum design, implementation, evaluation, etc. It includes teaching materials and all resources in schools, families and society that help to improve the quality of students ^[1]. The aesthetic education curriculum resources are the foundation and premise of the implementation of aesthetic education. It includes hard resources and soft resources. Material resources belong to the category of hard resources, such as facilities, equipment and teaching environment; developmental resources belong to the category of soft resources, such as teachers, teaching materials and the curriculum itself. The history of higher education shows that it is not the hard resources of the curriculum that determine the quality of education, but the soft resources of the curriculum ^[2]. The soft resources of high-quality aesthetic education curriculum are the core factors that affect the quality of college aesthetic education.

I. The Status Quo of Soft Resources of High-quality Aesthetic Education Curriculum in Colleges and Universities

The Third Plenary Session of the 18th Central Committee of the Communist Party of China made important arrangements for the comprehensive improvement of aesthetic education ^[3]. The State Council has put forward clear requirements for strengthening school aesthetic education. In recent years, under

the implementation and promotion of the efforts of relevant departments in various places, the school's aesthetic education has made great progress. But on the whole, aesthetic education is still a weak link in the entire education. On the one hand, in some local schools and related departments, they do not understand or even misunderstand aesthetic education, equate aesthetic education with art education, or confuse aesthetic education with moral education, and have no realizing of the importance of aesthetic education; the allocation of school aesthetic education curriculum resources couldn't meet standard; have less qualified teachers of aesthetic education and Lack of a coordinated promotion mechanism. On the other hand, the rapid expansion of the scale of higher education has led to the inability to maintain the simultaneous expansion or growth of high-quality aesthetic education curriculum resources in colleges and universities. The phenomenon of storage insufficiency and uneven allocation is becoming more and more obvious.

The storage insufficiency of soft resources in high-quality aesthetic education curriculum in colleges and universities is mainly due to insufficient actual supply and potential developable resources. The actual supply is insufficient, mainly because there are too few soft resources in the quality aesthetic education curriculum that is actually developed and utilized. The lack of potential developable capacity is mainly due to insufficient soft resources for potential developable and available quality aesthetic education curricula in a certain period of time. To develop a soft resource of high-quality aesthetic education curriculum that is compatible with the number of students in the school, in order to improve the potential development of high-quality curriculum soft resources, it is necessary to have a certain number of high-quality teachers, and the primary task is to improve the quality and ability of aesthetic education teachers. The soft resources allocation of high-quality aesthetic education curriculum is uneven, mainly because the distribution of high-quality quality aesthetic education teachers is too concentrated. Teachers are carriers of high-quality curriculum soft resources. The excessive concentration of high-quality aesthetic education teachers will lead to the concentration of soft resources in high-quality aesthetic education curriculum. Storage insufficiency and uneven allocation of high-quality aesthetic education curriculum have fundamentally affected the improvement of the quality of aesthetic education.

II. Principles of Soft Resources Development for Quality Aesthetic Education Curricula in Colleges and Universities

The development and utilization of high-quality aesthetic education curriculum soft resources is a key issue for the effective implementation of aesthetic education curricula in colleges and universities. The choice of soft resources for high-quality aesthetic education curricula determines the direction in which students acquire the knowledge, ability and quality of aesthetic education. The development characteristics of the times, classic and high-quality aesthetic education curriculum resources that meet the characteristics of students, and the rational integration and organization of resources, can achieve the most effective goal of aesthetic education and promote the development of students' aesthetic quality. The higher the quality of the aesthetic education curriculum, the more efficient the student may gain from the development of aesthetic quality. To solve the problem of Storage insufficiency soft resources of high-quality aesthetic education curricula in colleges and universities, it is possible to realize the increase of soft resources of high-quality aesthetic education curricula through development, so that more potential available soft resources can be transformed into practically available soft resources. A good quality curriculum is most likely to be achieved as a result of good quality curriculum development processes [4]. Therefore, the development of soft resources for high-quality aesthetic education curricula is not a process without rules, but a process that follows the principle of "led by curriculum professionals, systematic, inclusive and sustainable".

1. Led by curriculum professionals

The most efficient development of soft resources in aesthetic education curricula is achieved by the results of group cooperation efforts. Numerous authorities over the years have underscored the group nature of curriculum development [5]. The development of soft resources for high-quality aesthetic education curricula in colleges and universities is a specialized field in the development of educational programs. It should be led and managed by qualified and experienced aesthetic teachers or experts. These professionally trained teachers and curriculum specialists carry the weight of curriculum development, and they advocate the professional core of planners [5]2. In theory, the deeper the qualifications of the aesthetic education teachers or experts in colleges and universities, the higher the academic title, the greater the number of soft resources and the better the quality of the aesthetic education curriculum they carry, which means not only the actual supply of soft resources for high-quality aesthetic education curricula, but also this means that the development of soft resources for quality aesthetic education curriculum can be incremental. Capacity development may be necessary to ensure that those responsible for curriculum development have the technical and process-oriented skills, knowledge and experience to undertake the task [4]2.

2. Systematic

Systematic curriculum development is more effective than trial and error [5]3. By reviewing the development and reform process of the entire education curriculum, the development of soft resources for high-quality aesthetic education curriculum

in universities should be comprehensive, transparent and open, and systematically follow the established procedures. In addition, the development of soft resources in college aesthetic education should also consider good research and practice within and outside a specific country. This means looking inward (current curriculum), looking outward (things that others are doing - local, national and international), and looking to the future (what we need to do to prepare for the future of young people). All those involved in the development of soft resources for quality aesthetic education curriculum should agree on and understand this systematic process. Curriculum planners are more likely to be productive and successful if they follow an agreed-upon model for curriculum development that outlines or charts the sequence of steps to be followed [5]4.

3. Inclusive

The inclusive development process of quality curriculum soft resources is more likely to produce inclusive quality aesthetic education curricula. A good quality curriculum needs to be inclusive – to assist all students, regardless of ability, ethnicity, cultural background, gender, social-economic circumstances or geographical location, to reach their individual potential as learners, and to develop their capabilities to the full [4]3. The inclusive development process of high-quality aesthetic education soft resources will help to find the right balance between a series of stakeholder goals such as principals, teachers, and students themselves. The development process of high-quality aesthetic education soft resources not only recognizes the interests of these legitimate stakeholders, but also seeks their insights in an open-minded and diversified spirit. If the perspective of each stakeholder group is sought and recognized in the development of high-quality aesthetic education soft resources, the college aesthetic education curriculum itself is more likely to be inclusive and practical, and to meet the needs of the various students seeking services.

4. Sustainable

The development of soft resources for aesthetic education curricula should be a dynamic and sustainable process. With the rapid development of society, the emergence of new knowledge and new technologies, and the changes in the needs of learners, the development of soft resources for aesthetic education curricula will never end, but will continue to improve. The developers or planners of the curriculum soft resources will continue to pursue the idealization of the curriculum soft resources, but the idealization of the curriculum soft resources cannot be achieved. The education system should always provide leadership, resources and expertise in the development of soft resources for aesthetic education curricula to ensure continuous monitoring, inspection, evaluation and improvement of the development of soft resources in aesthetic education curricula, and strive to find better development plans for soft resources of aesthetic education curricula, so that realize the goal of aesthetic education in colleges and universities.

III. Sharing without school boundaries of soft resources of high-quality aesthetic education curricula in colleges and

universities

Optimizing the allocation of aesthetic resources, improving the utilization rate of aesthetic resources, and finally promoting the improvement of the quality of aesthetic education curricula is the goal of sharing without school boundaries of the soft resources of high-quality aesthetic education curricula in colleges and universities. The improvement of the quality of aesthetic education in colleges and universities is the ultimate goal of the sharing without school boundaries of soft resources in aesthetic education. In recent years, although the sharing of high-quality aesthetic education curriculum resources in colleges and universities has been greatly supported by the state, the efforts of the schools and the cooperation of teachers and students, there are still problems such as the scarcity of high-quality aesthetic education curriculum resources and the imperfect sharing mechanism.

On May 21, 2012, the Ministry of Education of China issued the "Implementation Measures for the Construction of Quality Resource Sharing Curricula"^[6], clearly stating that the Ministry of Education will organize the construction of the "National Excellent Open Curriculum Sharing System... to realize the basic free sharing of curriculum resources, to expand resources and share conditions, ensure the convenient access and use of national-level quality resource sharing curricula to meet the diversified needs of university teachers and students and social learners for independent learning and lifelong learning. In order to comprehensively improve the quality of aesthetic education in colleges and universities, it is necessary not only to solve the problem of Storage insufficiency of soft resources of high-quality aesthetic education curricula, but also to solve the problem of uneven allocation of soft resources in high-quality aesthetic education curricula. To solve the uneven distribution of soft resources in aesthetic education curricula, "The most effective way is not to adjust or reconfigure, but to develop and share cooperation. It is the average use of high-quality resources by colleges and universities, and the equal access of high-quality resources to college students ^[7]". In other words, to solve the problem of uneven allocation of soft resources in college aesthetic education, the most effective measure is to realize the sharing without school boundaries of soft resources of high-quality aesthetic education.

In order to realize the sharing without school boundaries of soft resources in high-quality aesthetic education curricula in colleges and universities, we must first establish a resource sharing mechanism that is regulated and guided by the government and promoted by universities. At present, the sharing of curriculum resources in institutions of higher learning at home and abroad mainly includes inter-library loan and document transmission, introduction of foreign original textbooks, cross-school electives course, mutual recognition of credits and degrees, mutual recruitment of teachers and mutual visits by scholars. Among them, teachers' mutual hiring and scholars' mutual visits are common in China's higher education institutions, such as: "academicians and first-level professors, first-time colleges and universities to establish archives, and national colleges and universities mandatory sharing system... second- and third-level professors first hired universities to

teach and teach The guiding and sharing system of regional colleges and universities...The specially appointed professors and specially-appointed scholars are the first hired by colleges and universities to teach and establish a mandatory sharing system for regional universities^{[7]2"}. Establishing a high-quality aesthetic education curriculum for soft resource carriers without a school-wide sharing mechanism can promote the balanced development of high-quality aesthetic education curriculum soft resources development, overcome the uneven allocation of resources, and promote the sharing of high-quality aesthetic education curriculum soft resources without campus.

The Bologna Process deserves special attention in the sharing without school boundaries, even without national boundaries of high-quality curriculum soft resources. It proposes the establishment of a European higher education zone and proposes six action strategies: one is to establish an easy-to-understand and comparable degree system; the second is to establish an undergraduate and master's degree-based higher education system; the third is to establish a European credit exchange system; the fourth is to promote the flow of teachers and students and academic staff; the fifth is to ensure the quality of European higher education; the sixth is to promote higher education cooperation in Europe^[8]. The six action strategies of the Bologna Process aims to promote and integrate high-quality educational resources in universities, especially sharing without school boundaries, even without national boundaries of high-quality curriculum soft resources, to enhance the overall quality of European higher education.

Conclusions

The sharing without school boundaries of high-quality aesthetic education soft resources are not simple mutual borrowing or exchange between different school levels and different curriculum types. Instead, we should focus on improving the overall quality of college aesthetic education on the basis of respecting the differences between school levels and curriculum types. The systematic development of soft resources of high-quality aesthetic education curriculum and the sharing without school boundaries can effectively overcome the problem of storage quantity insufficiency and uneven allocation of high-quality aesthetic education curriculum in colleges and universities, which can effectively improve the overall quality of college aesthetic education and promote the development of students' aesthetic quality, and ultimately achieve the goal of college aesthetic education.

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