

The Path and Value of Integrating Ecological Aesthetic Education into the Teaching of Environmental Art Design Major

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Abstract: In the changing environment of rapid technological development, the country pays more attention to the field of education. In the process of daily education and teaching, it is also necessary to focus on the implementation of ecological aesthetic education for students and its integration into the teaching of other subjects. The major of environmental art design is a professional discipline that scientifically and rationally solves the coordinated development of man and nature at this stage. Establishing a close connection between the two is an important part of the education and teaching process of colleges and universities at this stage. Based on this, this article conducts an in-depth exploration and analysis of the teaching plan for integrating ecological aesthetic education into environmental art design teaching. Combining with the actual situation, abundant resources, etc., this paper provides new development directions and concepts for the construction of ecological aesthetic education, and effectively improves the quality and efficiency of classroom teaching.

Keywords: Environmental art design; Ecological aesthetic education; Path; Value

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1. Introduction

In our everyday lives, work, and study, we continuously consume the Earth's resources, which are not inexhaustible. In order to effectively protect the Earth's resources and promote their regeneration or reuse, an appropriate crisis awareness should be established and effective protection and management of the ecological environment should be implemented. With the continuous advancement of material living standards and quality, ecological aesthetic education should be focused on in the daily education and teaching process. It is necessary to integrate ecological concepts and knowledge into the teaching content, and further strengthen students' awareness of ecological responsibility. At the same time, ecological concepts and design ideas can also be organically integrated into the process of teaching environmental art design. It is important to cultivate and guide students' own sense of responsibility and values, and improve teachers' own aesthetic education realm through the use of ecological art concepts, thereby laying a solid foundation for the transformation of traditional aesthetic education and the development of ecological aesthetics.

2. Advantages of integrating ecological aesthetic education into environmental art design teaching

2.1. Promoting student growth and development

The natural environment in our daily lives can not only bring us new life experiences and feelings, but also present more intuitive beauty and enlightenment ^[1]. Integrating the concept of ecological aesthetics into the teaching of environmental art design plays an important role and significance in improving and strengthening students' own awareness of ecological protection and the concept of resource conservation and green development. At the same time, it also plays a positive role in scientifically and rationally expanding students' inquiry and analytical perspectives, thereby broadening their design horizons. In addition, since ecological aesthetic education has a subtle teaching effect, it is also helpful in promoting students to establish harmonious ecological concepts and awareness. Through a subtle approach, students can develop a profound respect for nature, gain an understanding of the symbiotic relationship among various species, prioritize self-care, and ultimately acquire the knowledge and skills to learn and live more effectively.

2.2. Meeting the talent development needs

When teaching environmental art design in colleges and universities, it is necessary to integrate ecological aesthetic education content into the teaching process. The main reason is that there is a close connection between the two, and the ecological concept is integrated into the environmental art design classroom. It can not only encourage students to establish a close connection between indoor and outdoor environmental design knowledge and ecological aesthetic concepts, but also comprehensively cultivate and guide students' practical skills. In addition to promoting students' understanding and mastering of environmental art design knowledge, the integration of ecological aesthetic education into environmental art design can also strengthen and improve students' own awareness and ecological responsibility ^[2], cultivate more talents with a strong awareness of ecological concepts for the society, and effectively improve the quality of talent training and teaching efficiency in colleges and universities.

2.3. Implementing the construction of ecological civilization

Amid the ongoing progress in the reform and development of ecological civilization, the current focal point of effort lies in enhancing the quality of the ecological environment. The relevant government report also clearly pointed out that we must keep up with the development pace of ecological civilization construction, optimize and innovate the existing ecological environment, and provide important basic support for the harmonious coexistence of man and nature. The basic connotation of building a Beautiful China mainly involves taking green and life as the leading factor, and using green as the core foundation for construction and development, which is also the embodiment of life and growth.

When optimizing the environment in our daily lives, it is necessary to consider improving people's own ecological concepts, ecological awareness, and environmental awareness of sustainable development. Therefore, we need to optimize and innovate existing traditional education models and concepts, integrate new educational concepts and development models, and accelerate the development of ecological aesthetic education. Through these actions, we can not only effectively improve ecological civilization literacy, but also implement ecological development policies and make specific contributions to the construction of ecological civilization in China.

2.4. Establishing correct aesthetic concepts

According to survey and analysis, traditional aesthetic education has always emphasized one-dimensional harmony as its main core. Its teaching focus and knowledge guidance are placed on improving students' self-

interest and practical development, while often neglecting the consequences and harm inflicted by human activities on the ecological environment, resulting in an indifferent and neglectful attitude towards the ecology among individuals. When implementing ecological aesthetic education, it is necessary to implement aesthetics into reality based on the actual situation instead of staying at the superficial stage. At the same time, ecological laws and ethics should also be covered in the knowledge and content involved in the communication process. Only in this way can the truth, goodness, and beauty in life be organically combined.

3. Current situation of ecological aesthetic education teaching in colleges and universities

During the teaching process of environmental art design in colleges and universities, in addition to facilitating the mastery of knowledge and skills among students, it is also essential to cultivate and guide students' ecological aesthetic abilities [3]. Furthermore, it also allows students to have a new cognition and understanding of the content of ecological aesthetic education with a positive and optimistic outlook on life and values. When implementing ecological aesthetic education teaching, the previous traditional single teaching model can no longer meet the current actual needs and development of students, since it does not cultivate students' ecological aesthetic perception and appreciation abilities.

When implementing specific work, exploration and analysis can be carried out from three aspects. First of all, ecological aesthetic education is gradually marginalized as most universities do not attach great importance to ecological aesthetic education courses. Only a small number of colleges and universities are equipped with specialized teaching classrooms and courses. Those without specialized classrooms have reached 4.3%, while those with 1 classroom have reached 2.4%, and those with 2 classrooms have reached 2%, as shown in **Figure 1**. However, there is limited time for ecological aesthetic education teaching. Since colleges and universities have not put sufficient emphasis on ecological aesthetic education teaching, there is a lack of implementation of the cultivation of students' identification abilities. As a result, there is a need to continually supplement the teaching content and teaching links of ecological aesthetic education with resources, which does not produce an ideal teaching effect.

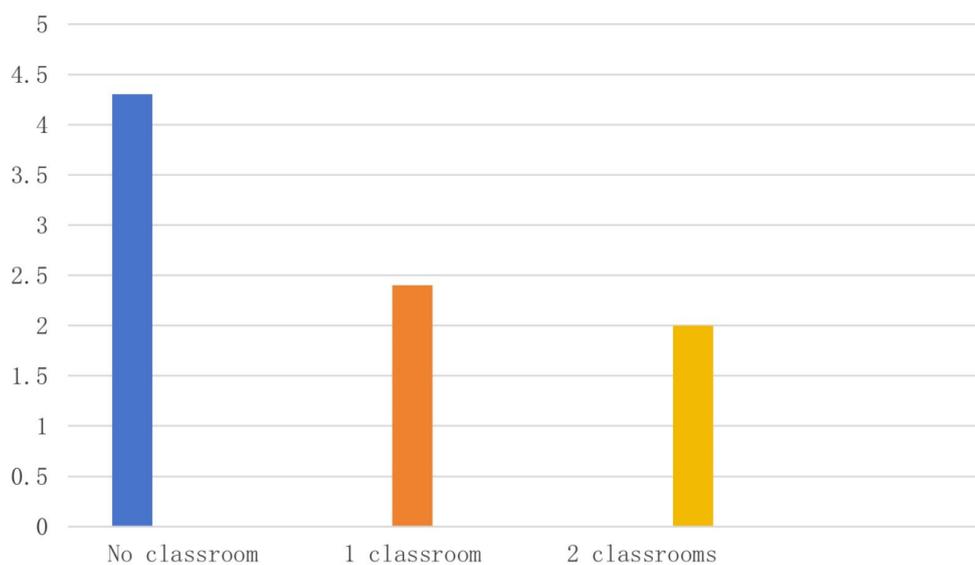


Figure 1. Proportion of specialized classrooms or courses

Secondly, there is insufficient application of information technology and resources in enriching and supplementing the existing ecological aesthetic education content and knowledge when teaching ecological aesthetic education. Ultimately, the existing curriculum system is singular and outdated, lacking alignment with the current development of ecological aesthetic education.

It can be seen that in order to effectively improve the above situation, only by establishing a close connection between ecological aesthetic education and other disciplines can the advantages and effects of combining ecological aesthetic education with literature, art and design, and other related knowledge be truly discovered. As shown in **Figure 2**, ecological literature knowledge accounts for 35%, while popular science knowledge only accounts for 30%, and art and other knowledge account for the remaining 35%. Combining ecological aesthetic education with practical teaching guidance for students can not only provide students with new aesthetic experiences and insights, but also implement the new concept of ecological harmony into students' daily lives and learning.

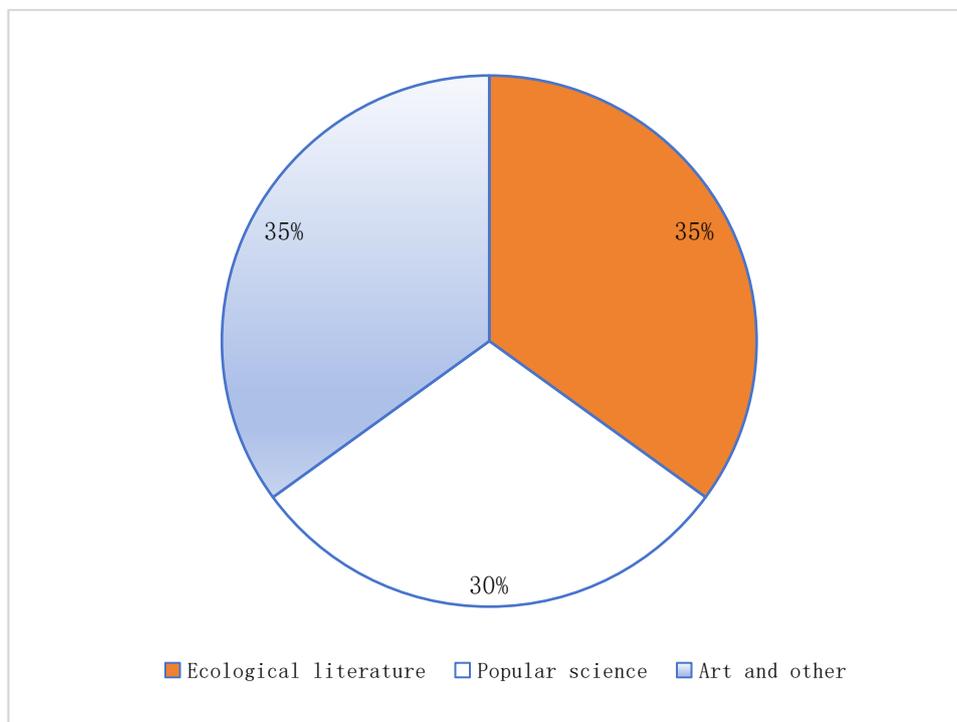


Figure 2. Knowledge proportion

4. Teaching measures for integrating ecological aesthetic education into environmental art design teaching

4.1. Implementing ecological aesthetic education through classroom teaching

In the process of teaching ecological aesthetic education in colleges and universities, the content of aesthetic education does not only refer to theoretical knowledge, but also involves a variety of channels and methods ^[4]. Analyzing from the perspective of curriculum, the existing traditional teaching methods and concepts in colleges and universities have run counter to the development of ecological aesthetic education. In response to the above situation, attention should be paid to strengthening the implementation of aesthetic education

teaching and guidance for students, and to improving students' own learning interest and attention. At the same time, when closely integrating ecological aesthetic education knowledge and environmental art design content, emphasis should also be put on the selection of methods and knowledge content. It is necessary to regard attention and points of interest as the main core support, and focus on highlighting and emphasizing the function of aesthetic education in protecting students' healthy personality. In addition, environmental art design teachers must also scientifically and rationally grasp the characteristics of ecological aesthetic education, further optimize and innovate the aesthetic education curriculum system, and promote students' emotional resonance with the ecological aesthetic education content.

In our daily lives, there are many concepts that need to be integrated into ecological aesthetic ideas and concepts. At the same time, it is also necessary to focus on highlighting the ecological wisdom and concepts in traditional culture, so that the appeal of aesthetic education can be effectively brought into play. For example, when conducting site selection activities for Beijing courtyards, it is necessary to consider and analyze many aspects such as spatial layout, building size, door and window orientation, geographical environment, and actual conditions. After integrating ecological aesthetic education into environmental art design teaching, we can also make rational breakthroughs from the previous restrictions of geographical environment, various factors and conditions, and design a more ecological courtyard. This can not only make the courtyard construction more in line with the concept and awareness of ecological symbiosis, but also present the simplest environmental awareness.

4.2. Organizing campus activities to spread ecological aesthetic education resources

With the development and advancement of modernization, schools only focus on educational guidance and neglecting the presentation of natural life and environment. They do not provide opportunities and time for students to experience the ecology. The core of ecological education involves providing opportunities and platforms for students to get close to nature and experience the charm of nature. Through this way, students can experience and appreciate beauty. At the same time, since China has unique advantages and resources in carrying out ecological aesthetic education, students should be provided with the opportunities to be immersed in the complex and diverse ecological environment^[5]. Colleges and universities can organize campus cultural practice activities and actively encourage students to discover and explore nature, and comprehend and understand beauty. At the same time, in the ecological environment, students can experience the spring flowers and autumn moon as well as the sun, moon, and stars in nature, and in turn personally experience the community of life.

4.3. Focusing on teacher guidance in ecological aesthetic education teaching

In the process of educational teaching in colleges and universities, teachers are the main body in promoting education and teaching reform and innovation. Based on the actual development situation, it is significant to train new teachers and replenish resources for the existing teaching team. The main purpose is to enable teachers to have a new knowledge and understanding of ecological aesthetic education and high ecological literacy and ability. For its implementation, teachers can only effectively bring the advantages and role of aesthetic education into play after fully ensuring the quality and efficiency of classroom teaching, promoting students to establish a correct view of ecological development through guided learning, and improving students' own awareness of ecological responsibility and aesthetic ability. Secondly, the ecological aesthetic education teaching team in colleges and universities must also prioritize and actively address ecological aesthetic education at a comprehensive level. Emphasis should be put on increasing the importance of ecological

aesthetic education, effectively strengthening teachers' awareness of ecological aesthetic education, and creating an aesthetic education atmosphere for students in schools.

In the continuously evolving education and teaching environment, teachers must be proactive in optimizing and innovating their own concepts, teaching models, methods, etc. Daring to break through and committing to self-improvement are essential aspects of this process. At the same time, teachers must also reform the previous traditional teaching model based on the actual situation and transform it into a guidance model that is easy for students to accept.

For example, when implementing specific teaching, the project-driven method can be used to teach environmental design. Teachers can set tasks and goals for students based on textbook content. Students are guided to complete tasks through group cooperation. When it comes to information searching, design analysis, etc., each study group completes them independently. During the inquiry and analysis process, teachers can provide direction and guidance when students encounter difficult problems. The use of the project-driven method can give full play to the important role of cooperation awareness and effectively deepen students' own team awareness and cooperation concepts. Teachers can design exploratory tasks for students by setting up practical theme activities. The theme can be the development of rural eco-tourism with the task of designing tourist accommodation. By setting themes, it can not only effectively stimulate students' own subjective initiative, but also further deepen students' understanding and analysis of rural ecology and spatial aesthetics, thus effectively improve students' aesthetic ability and ecological literacy.

5. Conclusion

All in all, in the process of ecological aesthetic education teaching in colleges and universities, it is necessary to implement the student-centered concept and focus on highlighting the subject status of students in the classroom. On the premise of fully mobilizing students' interest and enthusiasm in inquiry and analysis, students' own subjective initiative should be strengthened, the organic integration of ecological aesthetic education knowledge and environmental art design knowledge should be promoted, and students' ecological concepts and awareness after continuous practical exploration and analysis should be improved. Integrating ecological aesthetic education into the teaching of environmental art design can play a positive role in improving teachers and students' ecological concepts and ecological aesthetic literacy. At the same time, it can also better implement the important values and principles of ecological civilization construction and provide assistance for the harmonious development of man and nature.

Disclosure statement

The author declares no conflict of interest.

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