

How to Infiltrate Aesthetic Education into Philosophy Teaching

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Abstract: The purpose of philosophy education in Colleges and universities is to cultivate college students' correct outlook on life, world outlook and values, and improve their ability to treat themselves, nature and society with dialectical materialism. Therefore, college teachers can try to infiltrate aesthetic education into philosophy education. Through the following aspects, college students can understand the truth, the good and the beauty, stay away from the false, the ugly and the evil, and then lay a solid foundation for their future learning and development. Based on the author's philosophy teaching experience, this paper makes a brief analysis of the problem, and provides a reference for the majority of educators.

Key words: Philosophy; Infiltration; Aesthetic education

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1 Exploring aesthetic elements based on Course Teaching

At present, the most problematic part of philosophy education in Colleges and universities is the teaching content itself. Many teachers' content in class is too conservative, or even just stay in the "final conclusion" content, which makes philosophy knowledge in each stage isolated from each other in content. Teachers' knowledge structure gradually tends to be single and professional. As a result, students can only repeat the existing philosophy

content day after day through class learning, and teachers dare not understand it according to their own ideas. Reading the specific philosophy idea leads to the rigidity of philosophy teaching, which can't reach the standard of aesthetic education.

1.1 Looking for the beauty of simplicity through the course content

Philosophy as a high degree of induction and summary of people's daily life experience, students often can not fully understand the meaning of philosophy theory in the process of learning, there is often a "sandwich", which makes students unable to find the right way to understand philosophy, so the attitude of Philosophy in students' eyes is often mysterious and obscure. But the philosophy content is generally able to express a deeper meaning through concise language, so the key lies in how students find, or how teachers guide students to correctly excavate the truth contained in it. Therefore, in the process of daily expression, teachers should use concise language to urge students to think, provide them with a thorough and clear feeling, and make them have the experience of seeing the sun through the clouds.

Take Marxist philosophy as an example. Marxist philosophy is a theory to understand the real world from practice. For example, the sentence "the principle of the form of material existence" actually means "motion is the way of material existence, and space-time is the way of moving material existence". This is one of the basic contents of dialectical materialism. The sentence is expressed in a more concise way according to the complex form, which can be described as the beauty of simplicity in philosophy.

1.2 Beauty of speculation can be found through the course content.

Teachers can let students find the speculative nature of philosophy through the course content. Philosophy itself is the result of people's speculative summary of something, and its theory has a certain speculative nature. Teachers need to guide students to think about the content of the course, to find the connection with the society, to think about the correctness and feasibility of the theory, and to use a dialectical perspective to look at the things in front of them, so that students can distinguish the relationship between things. The speculative aesthetics in philosophy is actually a means for students to explore and think about the truth independently. Teachers can let students follow the way of their predecessors to make a speculative summary again, or overthrow and approve the ideas of their predecessors, so that students can really understand the actual content of philosophy education.

Take speculative philosophy as an example. Speculative philosophy is a kind of pure logical thinking starting from the concept, and it is also a philosophy of deducing objective facts, which can make the development of the objective world comply with people's independent thinking. In short, teachers should let students find the meaning of philosophical content and the real world. Because the constitution of the real world comes from people's spiritual world's knowledge and truth, and the real world is the result of realization on the basis of cognition. Specifically, in the process of judging things, teachers should let students abandon the opposition between subjective and objective, deduce the world, and conform to the philosophical category of idealism. Teachers should guide students to find the beauty of speculation, cultivate students to think from multiple angles, and help students understand the meaning of philosophy education.

1.3 Looking for the beauty of unity Through the course content

Philosophy, as a highly summarized result of Humanities and Social Sciences, has certain unity among different philosophical concepts in practice teaching. Teachers should make use of textbooks to find the unity of different philosophical contents in textbooks, help students sort out fragmented philosophical thoughts, make students find their

foothold of philosophical contents in the process of philosophy learning, help students establish the connection between different theories and practices, and concretely learn philosophical knowledge.

2 Changing teaching methods and developing aesthetic education

In the process of philosophy education in Colleges and universities, when teachers discover aesthetic elements, they can also flexibly use a variety of teaching methods to carry out teaching, respond to the call of higher education reform, and complete the infiltration of aesthetic education in philosophy education in Colleges and universities. The flexible use of a variety of teaching methods can also help teachers achieve the purpose of aesthetic education in teaching

2.1 Carrying out case analysis and guiding students to think

Philosophy comes from social practice and goes to social practice. It belongs to natural humanities and social sciences. Therefore, when teachers carry out teaching, they should use reasonable cases to simplify their own philosophical language, so that the philosophical language can be presented concretely to the students. Teachers can choose examples that fit the actual life to help students analyze philosophy knowledge, let students keep up with the teacher's ideas, effectively apply philosophy to students' life, and cultivate students' ability to use the learned knowledge. Teachers should also strengthen the content of students' practical learning through the process of practice, so that students can have deep philosophical thinking, so that students can improve their own shortcomings and play the effect of personalized development.

For example, teachers can explain the philosophical story of "Crow and rabbit" to students in class. The crow stands on the tree and does nothing all day. When the rabbit sees the crow, he asks: "Can I do nothing all day like you?" The crow said: "Of course, why not?" So the rabbit began to rest in the open space under the tree. Suddenly, a fox appeared. It jumped up, grabbed the rabbit and swallowed it. After the story is told, the teacher should explain some cases which are the same as the philosophical theory of the story to the students, so as to arouse the students' Thinking on their own cognitive level, and

make the students feel the practicality and beauty of philosophy through practical cognition.

2.2 Using questions to inspire students to understand

In the process of teaching, teachers should ask the same question, let the students' thinking go along with the questions asked by teachers, and cultivate students' thinking ability and self summarizing ability. For example, when teaching inevitability and contingency, teachers can first ask students what they think of through inevitability and contingency. After students answer specific examples, teachers can ask if there are any allusions that can specifically describe inevitability and contingency. When the students answer, the teacher will throw out the prepared teaching content to provide students with thinking template. Take "universal gravitation" as an example, even if there is no Newton, there will be another "Newton". It is inevitable to find this law; Newton himself discovered it by accident. Through the specific analysis of cases, students can deeply understand the beauty of speculation in philosophy and the philosophical content in teaching.

3 Integrating aesthetic taste and creating classroom atmosphere

In classroom teaching, teachers can combine a variety of teaching methods to help students feel the beauty of philosophy from different angles, enrich students' thinking mode through different classroom forms, and improve the efficiency of the course.

3.1 Observing from different angles

When teaching, teachers need to guide students to observe the same case from different angles and find the possible opposite in the real society. For example, a person spent money on insurance. Although nothing happened in this year and his money was wasted, when we think about it from another angle, this person passed the year safely. Insurance itself is prepared for those things that do not want to happen,

so the existence of insurance itself is reasonable.

3.2 Rational use of network resources

In the process of teaching, teachers can reasonably use network resources for teaching. For college students, they need to gradually form their own concept of right and wrong with the help of the Internet, so as to form their own real ideas on some contradictory issues, and use their knowledge to think from multiple angles, so as to get their own judgment. Teachers should let students actively listen to other people's opinions in the process of practice, give full play to the advantages of the knowledge they have learned, and infiltrate philosophical ideas into their own development process through various ways of learning.

4 Concluding remarks

To sum up, when carrying out philosophy teaching, college teachers should make students have a new understanding of philosophy, find out its beauty, strengthen their learning experience and improve their thinking ability through the key aspects of curriculum teaching, exploring aesthetic elements, changing teaching methods and integrating aesthetic taste.

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