Teachers’ Aesthetic Accomplishment

Liu Yi-jie
Southwest University, Chongqing, China

Teachers’ aesthetic cultivation is their voluntary pursuit of conscious activities combining aesthetic introspection and conscious practice. It leads teachers’ accomplishment to develop from pure intellectual accomplishment to the unified category of human care, and highlights self-value through teachers and students’ development and teaching activities. Aesthetic cultivation elevating is not only conductive to enhance professional smart structures and promote the harmonious development of body and mind, but also has special meaning for the development of society and students. Teachers’ aesthetic cultivation is not the only characterization of classroom, it goes deep into teaching objectives, teaching content, teaching process, and teaching evaluation.

Keywords: teacher, aesthetic accomplishment, realization in teaching and learning

Introduction

Following the fast development of society and great changes of time, teachers’ professional development is required constantly; professional knowledge and skills, high-minded sentiment, educational bottom line, and personal accomplishment are also needed. Dehumanization and utilitarianism of teachers’ activities and skipping classes are often occurred in school. These phenomena deviate from teachers’ basic value, reduce spiritual demand, and alienate the cultivated students. All the negative factors of education reflect the problem of lack of aesthetic cultivation.

Significance of Teachers’ Aesthetic Accomplishment

Teachers’ aesthetic cultivation is a significant factor of teachers’ professional development and human natural instincts. In the traditional way, researching teachers’ personality only focuses on their thought, culture, and teaching ability, but it does not refer to students’ development affected by humanities of teachers, and it ignores teachers’ aesthetic characteristics and basic sense. Aesthetic dimension should be developed in order to explore inner nature and external features of teachers’ aesthetic characteristics, and teachers’ aesthetic cultivation should be set up by figuring aesthetic structure perfectly (Yuan, 2001, pp. 250-260).

Teachers’ Aesthetic Cultivation Is the Combination of Outside Purpose and Inner Purpose

Finding, appreciating, and cultivating the beauty of teaching is the way that school bails utilitarianism and moves towards character building and character development. It leads education and teaching to dysteleology, and it is the introspection of self-value. This pure value converts activities and content of teaching into aspiration of aesthetic cultivation. The aspiration needs teachers’ aesthetic cultivation to be developed.

A teacher, with profound aesthetic cultivation, could educate students by deep aesthetic consciousness and healthy sense of aesthetic cultivation. He/she could have the view of aesthetic cultivation in school, class, and
education, and also could develop himself/herself in a positive and utilitarian way. This kind of accomplishment will permeate into classes harmoniously. Regardless of sublimation of individual aesthetic cultivation or rules of educational restrictions, teachers’ aesthetic cultivation still embodies that aesthetics needs external teaching value. Aesthetic cultivation not only fulfills external aesthetic structure, but also embodies self aesthetic cultivation. Teachers develop their personality structure constantly and show personal charisma according to aesthetic study and aesthetic psychological structure. The aesthetic value of self-use is a significant factor of teachers’ aesthetic cultivation and is the foundation. Teachers’ aesthetic cultivation is the combination of aesthetic pursuit and self-consummation, which gives teachers meaning, motivation, and direction of their aesthetic cultivation.

Teacher’s Aesthetic Cultivation is Kind of Cultivating Self-discovery

Although outside teaching purpose and inside self-development point at teachers’ aesthetics, the only way to lead teachers to the way of teachers’ aesthetics is the cultivation of self-discovery.

Cultivating self-discovery contains self-arousal, self-introspection, and self-building (Fei, 2005, p. 3). Teachers’ cultivation of self-discovery is the cultivation of cultural belief, rational acquaintance, and behavioural principles, which derives from introspection of teaching culture. Few teachers pursue their aesthetics by the view of benthamism or utilitarianism, because their aesthetic cultivation is a long process of cultural deposition, which cannot be achieved in a short time. However, their aesthetic cultivation contributes a lot in a long circumstance, such as improvement of life quality and sublimation of the soul, as well as ascertainment of the teaching career and achievement of self-value. Therefore, when teachers feel the benefit of aesthetic cultivation, they will dedicate to pursuing it. When their aesthetic cultivation germinates, it will continue to push self-improvement and come towards cultivating self-discovery.

People’s aesthetic cultivation is not inborn, it needs a long time to develop, and so is teachers’. Not all the teachers know how to appreciate the beauty of education and how to find the proper way of aesthetic cultivation. Instead, many teachers do not have the ability to appreciate teaching process and teaching activities, or some teachers get aesthetic cultivation gradually, but they do not discover, and continue to be the labor of teaching. When teachers are cognizant of the benefit from the beauty of teaching, the beauty grows up in their heart and helps them find more beauties of teaching. They begin to rethink teaching practices and consummate their mind and activities. Based on the activities, their aesthetic cultivation is further promoted. Obviously, teachers’ aesthetic cultivation is a behavior of self-discovery combining aesthetic introspection and self-practice.

Teachers’ Aesthetic Cultivation Portrays and Perfects Their Aesthetics Structure, Expressing as the Requirement, Manner, Ability of Aesthetics, etc.

The improvement of teachers’ mental structure means multiple mental functions integrating and developing. Scientific cognition rejects sensibility generally, but considers that sensibility has the characteristics of socialization and rationalization, which helps society develop. Perfection of aesthetics structure shows stable state of multiple mental activities, so teachers’ self aesthetic cultivation should be developed consciously according to the demand of social development and help teachers, society, and nature co-exist harmoniously.

Teachers’ Aesthetic Cultivation Is not Inborn, It Shapes Itself by Self-education, Self-exercise, and Self-improvement During a Long Time

People’s ability to recognize aesthetic cultivation is gradually accumulated by personal knowledge. In the
beginning, people appreciate aesthetics naturally, along with increased knowledge and experiences; they start to share aesthetics, at the same time, their aspiration of aesthetics is increased, which stimulates them to create and spread aesthetics. Teachers’ aesthetic cultivation has no exception of this. The only difference between teachers and other people is the place where they create aesthetics. Teachers’ aesthetic cultivation has no limitations, it grows up with people’s acknowledgement. The teaching profession has a long history, which contrasts with other extinct works. Teachers create culture, they create aesthetics after all. For example, engineers design machines, artists create art, both engineers and artists are taught by teachers. Teachers are supposed to try their best to gain aesthetic knowledge and improve self aesthetic cultivation in order to bring benefit to education.

**Value of Teachers’ Aesthetic Accomplishment**

The improvement of teachers’ aesthetic cultivation is not only good for strengthening their professional structure and promoting the development of physical and mental health, but also has special meaning for their career, professional development, and students’ progress.

**Having a Major Social Value**

Poetic social life and socialization of aesthetic cultivation are significant for social aesthetics cognition; teachers should affect and cultivate more aesthetic people by their self aesthetic cultivation, and they should become the medium of social aesthetic cultivation. Many people think that teachers’ aesthetic cultivation is emerged and takes effect in the school field, but actually it is not. Being a social unit, teachers and society have a very strong relationship, which figures aesthetic cultivation diversely. On the contrary, teachers’ aesthetic cultivation gives feedback to society through affecting students.

Education is a kind of cultural event, when the event starts, it links developing soul and eminent objective culture, and arranges this culture in people’s spirit to turn it to subjective culture. Human culture could pass on from generation to generation because of the constant change from objective culture to subjective culture in education. (Zhao, 2003)

Teachers’ aesthetic cultivation forms culture and shapes cognition and goal by cultural exchanges, then, distinctive aesthetic value comes out.

Embellishing educational environment played an important role in forming aesthetic social culture. In the aspect of physical environment, school environment is a significant component of social environment. Planting trees, cleanliness, and neatness play a role of leading and modelling. In the aspect of spirit environment, good discipline is useful for social spirit. A harmonious interpersonal relationship could both promote students’ healthy improvement and support social life.

People need abundant material life, the more they need is the bravely spiritual home. Mental environment in school looks like a mirror; it reflects the developmental level of social spiritual civilization. Aesthetic cultivation seems like clean fresh air purifying people’s life in school and society. Marx said that people pursue aesthetic society constantly. Human’s aesthetic cultivation decides if society can be suitable for people.

**Enhancing Teachers’ Professional Development**

Individual aesthetic cultivation is a requisite factor that ensures teachers’ professional development. Elegant and appropriate aesthetic cultivation of teachers, firstly, could help them perfect their professional intellective structure. Aesthetic cultivation has the function of regulating and modifying individual intellective structure. Individual cognition activities are formed by multiple cognition working in cooperation,
except known knowledge structure effect and individual emotion; volition and concept of value are also involved. Intelligence development has always been a part of the development of aesthetic culture, because people have the standard of selection, perception, and judgment of aesthetic object in the process of aesthetic cultivation.

At the same time, teachers’ aesthetic accomplishment gives teachers spirit ablution in the aspect of individual mind, affects practical reform, transforms teachers’ ideology deeply, and promotes human’s psychological development. According to the promotion of aesthetic cultivation, it could help teachers eliminate the negative emotions and experience positive ones, so that teachers’ physical and mental state is more healthy and perfect. Healthy physical and mental state promotes the aesthetic teaching and helps teachers get beauty to improve self aesthetic judgment growth in education. Improvement of moral trait is an important point in individual psychological development. Marx (1983, p. 43) pointed out that people’s characters gradually come out after communication and practice of social relations, they show the moral, law, politics, and ideology of people. Teachers’ aesthetic accomplishment function is developed and transformed to teachers’ personal inner character by means of moral, law, politics, and ideology, which are affected by awareness, emotion, idea, and behavior. Hereinto, awareness is the basic factor, emotion is the lubricant, idea is the power, and behavior is the outlook of overall activities; the four elements are independent and combinative. Teachers’ aesthetic accomplishment is to ameliorate their moral character through four aspects: (a) developing teachers’ individual moral cognition; (b) promoting teachers’ occupation feeling; (c) training teachers’ inner willpower; and (d) shaping teachers’ external behavior. Hence, teachers’ aesthetic accomplishment has great value and important influence on the development of their moral character.

**Promoting Students’ Development**

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The individual all-round development of students cannot be achieved without aesthetic education. Students need moral beauty to inspire emotion, need special knowledge to create, and need physical beauty to be healthy. However, the reality is that some people treat learning objective knowledge as the only way to achieve all-round development mistakenly.

There is an old saying that “There is no royal road to learning”. It is the result of setting experience of beauty against learning. We should make students believe that learning is not a painful process, but a process full of happiness. At the same time, the development of students’ intelligence and moral not only needs knowledge, but also needs spiritual guidance and navigation. Through the discovery of beauty, experience enhances cognitive structure and personality traits and gives full play to value beauty’s functions, including administrating moral, inspiring intelligence, and encouraging aspiration.

First, teachers’ aesthetic accomplishment promotes students’ intelligence development. Self-improvement of teachers’ aesthetic culture is beneficial to the development of students’ intelligence. “Kids cannot get enough intellectual development without poetic and aesthetic impulsion after hundreds of times of testifying” (Li, 1984, p. 30). Teachers can enhance their aesthetic accomplishment to promote students’ intelligence development through teaching aesthetic activities in classroom. For example, aesthetic education is conducive to students’ intellectual function when teachers’ aesthetic ideas have been integrated into their mind; students’ way of thinking is affected by the aesthetic teaching activities. Meanwhile, teachers’ aesthetic accomplishment has inspired students’ creativity role. Experiments show that the processes of creative thinking and aesthetic sensation have the same structure, which means that teachers’ aesthetic creation in the classroom has direct
impacts on the potential ability of students (Li, 2007, p. 180).

Second, teachers’ aesthetic accomplishment promotes students’ moral cultivation. Aesthetics and goodness are always mentioned at the same time, which illustrates that they have internal consistency. From the etymological perspective, there is a same part in Chinese characters of aesthetic and goodness; the part means aesthetic ancient Chinese. Being perfect comes after Chinese traditional culture which defines ultimate aesthetics and goodness. Teachers’ aesthetic accomplishment improves students’ moral development because of the connection of aesthetics and goodness. Aesthetics is a common sense in teaching. Teachers, who have aesthetic accomplishment, have potential effects on students’ characters to let students have the aspiration of aesthetics (Li, Jin, & Zhang, 1998). Therefore, the aesthetics of goodness, formed in the process of improving teachers’ aesthetic accomplishment, is like sunshine illuminating thousands of students’ souls.

Third, it is good to cultivate students’ aesthetic interest. New education reform points out that school education is no longer the only knowledge-transfer education, the final goal is to achieve the comprehensive development of students to meet the social needs. Teachers should cultivate students who have widespread learning interest and great inner potential abilities. The importance of improving students’ learning ability is developing study interest. Normally, people pay more attention to general learning interest and development, but ignore the stimulation and cultivation of aesthetic interest, which caused by restraint of accomplishment. After filling themselves with knowledge, teachers could teach more to students. A teacher having good ethics and lofty personality must own fine aesthetic culture and have deep influence on students.

In the end, teachers’ aesthetic accomplishment can help students optimize personality. The growth of students is not only gaining knowledge and skills, but also being the process of forming full personality. Students, affected by family, school, and society in many aspects, need attention of spiritual growth, because they have high pressure and do not have mature sense of worth. Teachers have to counsel and guide students in aesthetic education way in order to cultivate students’ healthy personality. Teachers’ aesthetic accomplishment is a positive personality charm. Practice tells us that teachers who have positive personality charm are easy to be closed to students and to stimulate students’ enthusiasm (Yu, 2002). Teachers should improve their own aesthetic culture and cultivate their characters in order to affect students and optimize their personality. Consequently, teachers should be those that students love and model, using their personal charisma to attract students, influence students, and guide students’ academic and personal development.

Conclusion

Pursuing aesthetic teaching and enforcing aesthetic education are becoming more and more important nowadays, which require that teachers’ development should not only focus on increase of knowledge and moral, but also pursue individual aesthetic cultivation. Teachers are no longer a teaching machine; the true meaning of the teaching career is experiencing the inner aesthetics of teaching and passing the aesthetics to students (Amicis, 1923). In this way, teachers could both have the achievement of global aesthetics experiences and aesthetic creation according to teaching, this is the happiness of development, is the essential power from life, and also is the ultimate goal of modern teaching.

References


