

Constructing Labor Aesthetics Based on Literature Education

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Abstract

Human beings are the product of their own creative activities. Human beings need labor, and labor is aesthetic. The process of labor is also the process of mastering the art that people make in the face of the world. Therefore, it is necessary for people to construct labor aesthetics, especially for teenagers in the new era, the construction of labor aesthetics is more related to their understanding of their own living state and its essential attributes. In the construction process, we should not only make students fully realize the aesthetic value of labor, cultivate students' aesthetic feelings of labor, gradually improve students' aesthetic ability of labor, but also encourage students to develop good labor habits, establish correct labor concepts, and practice their complete understanding in practical actions, so as to achieve the mutual unity of labor and aesthetic. In the diversified path and perspective of labor aesthetic education, we choose literature education as an important breakthrough.

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Keywords

Literary education, Labor education, Aesthetics of labor

1. First, the significance of constructing labor aesthetics based on literature education

1.1 The freshness of literary education itself is conducive to the realization of labor aesthetics

Literature is a personalized aesthetic activity, which reflects, explains and evaluates life with vivid and specific images (TONG Qingbing, 1989). Therefore, the educational function of literature is not achieved by the naked preaching in the works, let alone the exhortation, but has the characteristics of vividness, liveliness and imperceptibly. Literary educators' attention to the expressive power of literature and the stimulation of expressive vitality will deepen people's deep understanding of labor aesthetics. From the perspective of language alone, literature can be fully vivid, lively and

full of beauty. Supplemented by mature creation methods and skills, we can enjoy many famous works that can influence people's aesthetic judgment and even values in the literary world. The freshness of these literary works is enough to promote the freshness of literary education itself. If vividness belongs to the life of literature, then literary education should also try to present to the objects of education in a fresh way, so that they can get a different cognition of labor value and labor meaning from the artistic, vivid and interesting literary narration, and achieve the aesthetic experience and creative experience of labor. Of course, in this process, teachers themselves have a higher literary accomplishment has become a necessary condition, teachers through rich literary knowledge and unique aesthetic ability for students to receive results to bring high quality and efficiency (TONG Qingbing, 2020).

1.2 The initiative and foresight of literary education itself is conducive to the realization of labor aesthetics

The initiative of literary education itself refers not only to the active cultivation of teenagers' humanistic quality through literary education, but also to the sense of substitution caused by literature itself in this process. When discussing the relationship between literary language and literary aesthetic field, Professor Tong Qingbing pointed out that some changes have quietly taken place when a writer uses language to process the thoughts and feelings he or she has experienced. "At this time, the language has become, A 'momentum', a 'atmosphere', a 'mood', a 'charm', a 'rhythm', a 'rhythm', a 'colour', everything the writer has ever experienced is unconsciously invested in it. Experiences, thoughts, feelings, emotions, associations, personality and skills are all melted into the language, which has become a whole thing (Williamson, 2020). It's no longer just a language medium for meaning." Thus, we can see the richness, completeness and uniqueness of the creation subject experience constituted by literary language, and the unique aesthetic field of literature itself cannot be replaced by other aesthetic cultures. The aesthetic feeling brought by literature education is personalized and creative. In the process of reading the works, students can deeply feel a strong experience atmosphere based on life but higher than life. In this atmosphere, students can get the benign educational stimulation brought by the forward-looking literature. The functional value of literary education based on reality and looking to the future will be imperceptibly realized, especially the acquisition of labor aesthetic values will be three-dimensional and have the texture of life (Atkinson, 2018).

1.3 Constructing labor aesthetics based on literature education can promote the potential effect and effectiveness of labor education

Labor education emphasizes the way of labor experience, so that students can feel the hard work, happiness, cherish the fruits of labor, respect the working people, improve the knowledge and skills of scientific labor, and develop the habit of working. This potential goal of labor education requires people to establish perfect education mechanism in primary and secondary school classrooms. On the one hand, "to promote labor education, we must incorporate labor education into the school curriculum system, strengthen curriculum construction, and carry out diversified labor practice", so as to promote students' moral cultivation in labor practice. On the other hand, labor education itself must be regarded as a systematic project, which not only highlights the status of labor education in the curriculum setting, but also actively gives play to the guiding role of classroom theory. At the same time, we must actively explore ways and methods to effectively stimulate labor cognition, labor interest, labor consciousness and labor spirit, especially in the aesthetic aspect to achieve a higher cognition ladder, which plays an important role in cultivating the enthusiasm and initiative of the subject of labor education. Literary education can fully respect the subject status and subjectivity of the educatees on the basis of interest stimulation and value dredging, because this kind of classroom does not take academic performance as the final evaluation standard, but takes the activation of students' thinking and the strengthening of students' aesthetic attitude as a basic direction of efforts. Furthermore, the great emotional power and creative consciousness hidden in the inner world of students are explored, and the problem awareness and survival resilience of students are cultivated. In the whole process, literary education can effectively avoid the dull preaching of the education subject, and also effectively avoid the passive acceptance of the education subject (Manon, 2009).

2. Second, the way of constructing labor aesthetics based on literature education

2.1 Reasonable construction of exclusive literature classroom

For primary and middle school students, active and effective literature education must be directed to the classroom. Students can receive systematic learning and training in the classroom, and teachers can realize timely construction of

labor aesthetics through literature education in the classroom. First of all, the reasonable construction of exclusive literature classroom is necessary. The realization of labor aesthetics through literature education is not equivalent to the realization of labor aesthetics through Chinese teaching, because there are certain differences between the concept of literature and the concept of Chinese, and the educational objectives of the two are different. The reason why it is "exclusive" is that such a classroom is actively pointing to the aesthetic labor, with a clear purpose. Secondly, exclusive literature classes are diverse. Exclusive literature classroom does not mean that it must achieve fixed teaching content in fixed time and place, which is easy to cause rigidity. We emphasize the clear planning behind the exclusivity and the flexibility behind the planning, which can be completed in the way of elective courses or short-term training. In the labor classroom, literature education means are actively integrated, or they complement each other with Chinese teaching means. What is not fully developed in Chinese class can be fully realized in literature education class. Of course, literature classroom should also avoid the waste of resources, must be around the core goal of effective behavior.

2.2 To optimize relevant literary texts

Since literature bears the responsibility of transmitting the ideal, it should make the aesthetic nature of labor become a main melody of literature. The responsibility of conveying the ideal is the basic value orientation that literature itself should pursue. For the practitioners of literary education, people should choose the essence from the numerous texts in the literary world and choose the relevant literary texts as the vivid teaching materials for the construction of labor aesthetics, because the implementation of literary education itself needs the reading, explanation and acceptance of literary texts as the basic premise. Thus, humanistic knowledge can be transmitted to achieve the important goals of improving the quality of the educated and cultivating the sentiments of the educated. The dependence of literary education behavior on literary texts makes the selection of literary texts a key point in the construction of labor aesthetics.

Of course, the selection of literary texts is not only the selection of texts related to the aesthetic nature of labor, but also the balance between The Times and the content. In ancient literature, there are the labor scenes in the Book of Songs, the laborers in the pastoral landscape in the works of Returning to the Garden, the ordinary laborers in the Tang and Song poems, and the ordinary laborers in the famous works of modern and contemporary literature, such as Xiangzi in the Camel Xiangzi by Lao She, Liang Shengbao in the History of Enterprise by Liu Qing, and Sun Shaoping in the Ordinary World by Lu Yao. The colors are all over the place. From these, we can not only see the attitudes of people in different times towards labor and the deep-seated problems such as epochal and institutional nature behind these attitudes, but also pay attention to the human tragicomedy derived from labor, and perceive the beautiful and healthy aesthetic images in the labor scene. Moreover, some labor images can be used to observe the alienation of some labor behaviors in the history of human development, such as the labor form in Xia Yan's reportage "Bonded Labor". Labor has become one of the important objects of literature, literature from its own laws of art attention to the process of leisure and sweat. Through literary education, we should not only let students feel the tearing and pain at the moment when labor and aesthetics are separated, but also let them develop romantic imagination in the ocean of literature and point part of their imagination to the effectiveness and enthusiasm of labor aesthetics. These imaginations are associated with difficulties and bravery, with hard work and with harvest. It is helpful for the young generation to strive to realize the unity of labor and aesthetics at a higher stage in the new era. Students not only realize the beauty of labor through labor practice, but also fully understand the different connotations of labor through literary aesthetics, so that they can understand that labor not only means skills and creation, but also realize a more comprehensive value identification. Finally, they will make unremitting efforts toward the goal of restoring the essence of human conscious labor and free labor.

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