ABSTRACT

In order to promote the development of current socialist aesthetic teaching, firstly, the author gives a summary of the concept and development of Marxism aesthetic education, secondly, narrates the concept, types, characters of digital multimedia education resources separately, finally, the author proposed some steps for the construction of digital media teaching resources of socialist aesthetic development in China through the research on the construction of the frontier resources.

It has been a long history since the development of socialist aesthetic education was formed, during which the socialist aesthetic education guided by Marxism was put into the general educational policy of Chinese government. while the combination of socialist aesthetic education with digital media resources was began until the reform and opening up in 1980s.because of the great advantages digital media resources have, it can be widely used in the teaching process. Based on the detailed analysis of digital media resources and current socialist aesthetic education, the paper clearly ascertain the general requirements for the construction of digital media teaching resources in the course of socialist aesthetic education, and the innovation point of the paper lies in proposing the main contents of the digital media teaching resources construction in the socialist aesthetic education teaching.

INTRODUCTION

In China, Marxism as a national ideology, guided all aspects of social life. There into, from the perspective of historical materialism, the history of human development can be understood as a growth history of human perception and reason. As perception, people become the people with aesthetic practice via the development of objectification of senses; as reason, people become the people with historical development via information dissemination and continuation of human civilization. While the formation of aesthetic education comes from these two important aspects, namely, the spread and extension of the beauty of conception in the process of labor. As a kind of the spread of human consciousness, it was media made it. We have known that newspaper is the media of news dissemination, rose is the media of love transmission, so we can understand media as follows: media is the medium or tool to make a relationship

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between things. The digital media we are talking about, as a major material carrier in information era, is one of the most important material medium in new period. Applying digital media technique to aesthetic education lies in the digital construction of teaching resources. Construct digital media teaching resources scientifically and reasonably, will serve the development of socialist aesthetic education nicely.

THE FORMATION AND DEVELOPMENT OF SOCIALIST AESTHETIC EDUCATION

The Formation of Socialist Aesthetic Education

Aesthetic education has a long history in China, since the Spring and Autumn period and warring states, Laozi, Confucius and other sages has began the learning of beauty, which reflects the demand of enlightening beauty in heart to get pleasure. The introduction of aesthetic education as a subject was started by Cai yuanpei and Wang guowei, they introduced the western Schiller's aesthetic ideas into China and translated it into Chinese noun ‘aesthetic education’.

Socialist aesthetic education was started from 1950s. At the beginning of the foundation of People’s Republic of China, several things waited to be done, cultural and educational undertakings was lead to a new direction with political and economic changes. In 1949, common program proposed the public cultural education of new democracy, clarify the relationship between emotional education and intellectual education. As a component of emotional education, aesthetic education has its embryo. Since 1952, The Central People’s Government and the National Education Commission of China set up a series of educational policies for primary school. Tentative specification for primary school draft. Tentative specification for middle school draft. Tips on guiding pupils to read children books, these all required to implement the moral education, intellectual education, physical education and all-round development education for students.

The Development of Socialist Aesthetic Education

The true sense of the development of socialist aesthetic education was began on 1980s. Before this period, the devastating destruction of the Cultural Revolution plunged the entire nation’s culture into complete paralysis. So after the Third Plenary Session of the Eleventh, China has entered a new period of reform and opening up, during which, the status of aesthetic education was recovered. In May 28, 1982, the CPC Central Committee pointed that “in order to build a socialist country with modernity and high degree of civilization, we should not only have a high degree of material civilization, but also have a high degree of socialist spiritual civilization” in the released Notice of extensively and persistently develop the movement of five stresses, four points of beauty to get a new victory for the construction of socialist spiritual civilization. This demands that the department of education, science, culture, health and sports, the unit of newspaper, radio and television, literature and publication, all of which should regard the construction of socialist spiritual civilization as its central task. In March 1986, the four session of the six National People's Congress has adopted Report on the seventh five - year plan, the report points out that, all types of schools at all levels should conscientiously implement the policy of all-round development
including moral education, intellectual education, physical education and aesthetic education. In 1989, State Board of Education Art Education Committee guided and formulated National school of art education overall plan (1989-2000), this is the first programmatic document of national art education, it is the official starting of China’s aesthetic education policy, and the first development policy of China's aesthetic education. Strictly speaking, the development goals and main tasks of overall plan are not effectively completed, only part of them was achieved. In 1993, Program for the Reform and Development of Education in China states that “aesthetic education plays an important role in developing students’ healthy aesthetic concept and aesthetic ability, while cultivating the noble moral sentiment and training the all-round development of talents.” In June 1999, The decision of the CPC Central Committee on deepening educational reform and promoting quality education points out that “in order to implement quality education, we must organically unify moral education, intellectual education and physical education into different links of educational activities...we should change the situation of the weak school education as soon as possible, and integrated aesthetic education into the whole process of school education. It is the first time that the status and function of aesthetic education was clearly defined and explained in the form of official documents.

The Perfection of Socialist Aesthetic Education

Since entering the new millennium, China has attached great importance to the development and improvement of socialist aesthetic education. In May 2002, Rules for the work of art education in schools adopted by Office of the Minister of Education, In March 8, 2006, Program of public art course in national colleges and Universities published by ministry of education, in May 18, 2007. The outline of the 11th Five-Year program for the development of national education formulated by ministry of education, in July 29, 2010, The national long-term education reform and development plan (2010-2020 ) issued by CPC Central Committee and State Council, all of them stressed to strengthen and improve the moral, intellectual, physical and aesthetic education; strengthen aesthetic education, cultivate students’ good aesthetic taste and humanistic literacy; promote the organic integration of moral, intellectual, physical and aesthetic education.

Since the eighteenth Congress of the Communist Party of China, there was a The decision of the Central Committee of the Communist Party of China on major issues concerning comprehensively deepening the reform, which gives a high degree of attention to the aesthetic education, and puts forward the direct request to improve the teaching of aesthetic education and improve students’ aesthetics and humanistic quality. In September 28,2015, General Office of the State Council of the People's Republic of China printed Opinions on Comprehensively Strengthening and improving the work of aesthetic education in schools, it was the first time to regard digital media resources of aesthetic education as the important theme of current educational development, above which mentioned that aesthetic education should make good use of network information means, and aesthetic education should be implemented by digital media equipment for digital teaching.
THE FOUNDATION OF DIGITAL MEDIA TEACHING RESOURCE

The Concept of Digital Media Teaching Resource

To separate and analyze the ‘digital media teaching resources’ from etymology, we should first ascertain the concept of resource, in different times, different types of reference books are different in their definitions, A dictionary of modern Chinese in our country explained it as the source of wealth, namely, the source of capitals and assets, while Marx defined it as follows: labor and nature together are the source of all wealth, nature provides material for labor, and labor transforms material into wealth. So we can see that Marx argues that resources are not only natural resources but also our human labor. In the twenty-first century today, we look at the word, it can be understood as all the things including material, energy and information that can be explored and used by human.

Since we have known what is resource, let’s look at the teaching resource. Teaching resource is the “people, wealth, thing, information” we are familiar with in the educational activities. People refers to teachers and administrators; wealth refers to educational appropriations; thing includes various equipments, instruments and facilities used by teaching; information, namely, refers to all kinds of practical contents related to teaching and learning. In practical teaching process, coordination of all kinds of teaching resources, arrange the allocation of people, wealth and thing, will undoubtedly lay a good foundation for the development of education and teaching.

And the so called digital multimedia teaching resource, refers to the teaching material which can show related knowledge content, it was handled by digital way, and can be worked in computer and internet. We can see that, it was hardware, software and network that consists of the new teaching resources. Due to the convenience, real-time, fast and other characteristics of computer and network, digital multimedia teaching resources can complete all kinds of work that the original teaching resources can’t. Building a complete set of these resources will provide a more favorable help for our education and teaching.

The Types of Digital Media Teaching Resource

As all the elements that can be used in our daily teaching activities, the teaching resources are various and each of these types was defined according to the concept of human resources in a certain period of time. Throughout history, human resources continue to evolve with the development of science and technology, from the various objects in nature to language, from books to the intuitive model, and then from a variety of traditional audio-visual equipment to digital multimedia resources, people's understanding of learning resources are constantly expanding, and people are constantly exploring new technologies for learning. Because of its heritage and many elements are involved in it, in different periods, different scholars have different classifications. Below, I will discuss the classification of digital multimedia teaching resources according to the definition of the classification of digital multimedia according to the International Telecommunication Union.

Digital multimedia teaching resource, in itself, is the application of digital multimedia resources to teaching. The classification of digital multimedia resources by the International Telecommunication Union has the following five types: sensing
media, media representation, display media, storage media and transmission media. When we applied these forms in teaching, that is the digital multimedia teaching resources we called.

Firstly, sensing media teaching resource, it refers to the media that can make direct feeling on our organs, such as the sound we hear, the picture we see, the odor we smell, and so on. This type of media is very intuitive, it allows learners to have immersive experience, so that learners can have a very intuitive understanding of the learned.

Secondly, media representation teaching resource, if we regard sensing media as final object, it means that media refers to the process from digital to sound change and visualization. For example, the appearance of a picture is the process of image coding—the abstract letter 1 and 0 was figured into the picture with JPEG format we are familiar with. This is the foundation of our digital multimedia technology, which supports the construction of all upper layer.

Thirdly, display media teaching resource, it refers to the input/output device we often see, such as the hardware equipment including projector, display, mouse, keyboard and so on, it is also the material basis of our teaching resources.

Fourthly, storage media teaching resource, it refers to the storage of all our teaching resources utilized by the hard disk, optical disk, video tape and other physical media.

Finally, transmission media teaching resource, namely, the physical media of transmission and transmission range, such as our campus network is a network area connected through cable and optical cable. The current kinds of teaching resource areas is becoming more and more blurred, and the application of various resources without boundaries has become one of the important signs.

The Characters of Digital Media Teaching Resource

THE DIGITIZATION OF THE PROCESS OF COMPUTING AND STORING

As a product of the digital age, digital media teaching resources must follow the characteristics of the digital age, that is, the nature of computer digital computing and storage, just as the smallest unit of everything in the world is the atom, the computing and storage units of digital multimedia teaching resources are 0 and 1. Whether we see the color of the rich picture, or hear the melodious songs, it was presented through the organic arrangement of 0 and 1.

THE NETWORK OF THE PROCESS OF INFORMATION TRANSMISSION

Along with the development and popularization of network computing, the state has helped educational institutions at all levels to establish the education network and campus network, the domain name of edc was popular, which makes all kinds of teaching information resources, whether in the coverage or in speed, have had great changes.

THE SERATION AND OPENING OF THE RICH CONTENT OF TEACHING RESOURCE

As a component of the digital multimedia resources, sound, video, animation greatly enriched the types of teaching resources. And the network of information makes all kinds of resources to be integrated, forming a category system based on different fields, subjects and majors. The process of seration not only combined different teaching resources in different areas together, but also facilitate the use of resource by different kinds of people. The seration and opening of the teaching
resource offers a firm guarantee for the socialization of education and lifelong education we advocated.

CONSTRUCTION OF DIGITAL MEDIA TEACHING RESOURCES IN THE COURSE OF SOCIALIST AESTHETIC EDUCATION

The General Requirements for the Construction of Digital Media Teaching Resources in the Course of Socialist Aesthetic Education

STANDARDS AND SPECIFICATIONS

There was an old saying in China, nothing can be accomplished without norms or standards. The occurrence and development of everything should be followed in certain standards and norms. During the construction of digital media teaching resources in the course of socialist aesthetic education, if we cannot effectively formulate relevant standards and norms, it will lead to such problems, resources cannot be shared, teaching system can’t be interacted and so on. The development of standards is related to the sustainable development of the whole system. However, as a complex system engineering, its standards and norms should not only meet the content and principles of socialist aesthetic education, but also meet the requirements of digital media technology. So, first of all, we should sum up the cross category from these two, then formulated these standards and norms guided by the results of this cross category.

From the perspective of socialist aesthetic education, in the latest *Opinions on comprehensive strengthening and improving the work of school’s aesthetic education*, it was fully reflected. The first part of the overall requirements gives a comprehensive interpretation of the guiding ideology, the basic principles and overall objectives of the construction of socialist aesthetic education. First of all, it sets the integration of various resources, promoting the integration of aesthetic education and aesthetic education of social work education work as the basic principle;

From the perspective of digital media teaching resources, technology should be the core of the problem of resource construction. Making complete standards and norms will directly lay the foundation of the construction of the system. China's information technology standardization project of education was began in 2003, and it has been improved so far. The project aims to achieve resource sharing, system interconnecting, and guarantee the quality of online education. By tracking the international standards research, with the introduction of relevant international standards, then combined with China's actual situation, and ultimately formed *Chinese E-Learning Technology Standards system* (CELTS) with Chinese characteristics. Among the CELTS system there are three norms related with resource construction, that is: CELTS-3, CELTS-41 and CELTS-42. The "Chinese E-Learning Technology Standards of Educational Resources" (CELTS-41) is formed on the basis of the original "Technical specification of distance education resources construction" by the Ministry of education. These standards and specifications keeps developing and progressing with the technical updating.

OPENNESS AND SHARING OF THE CONSTRUCTION REQUIREMENTS

Whether Chinese government's views on the construction of aesthetic education, or the Chinese government's technical requirements for the construction of educational resources, both of them have referred to the openness and sharing of
resources. Open refers to that the form of resources can be easily modified and split, sharing refers to teachers and students in or out school can use the teaching resources with the network with no charge. The resource library established through these two aspects, can make full use of the advantages of digital media teaching resources. Nowadays, with clear division of labor, win-win cooperation is the theme of today's society. All institutions engaged in aesthetic education while maintaining their own characteristics, but also should absorb all available external resources, and make the exchange of availability, in order to promote efficient and good modern teaching.

SUSTAINABILITY OF CONSTRUCTION REQUIREMENTS

As a communication carrier of ideology, socialist aesthetic education, present various novel educational contents and teaching methods with the development of the times. As a learning resource of the ecological environment, the nature of digital media teaching resources is the interaction and transmission of educational content. Therefore, timely updating and relative stability of the two is an important factor in the realization of educational needs. The digital media teaching resources in the socialism aesthetic education is the tool that people can reach its convenience of unlimited time and space is obvious. In different spaces and different times, through the interactive use of resources, users can update the resource indirectly and effectively, which can help teaching resources to gain self-expansion and self-reproduction, so it can truly has the self-improvement of sustainable development.

The Main Contents of the Digital Media Teaching Resources Construction in the Socialist Aesthetic Education Teaching

CONTENTS OF THE CONSTRUCTION OF RESOURCE MATERIAL LIBRARY

The smallest unit of aesthetic education resources can be understood as material, we can understand material library as a professional knowledge of the sum of the relevant knowledge points. If there is no good material, even the perfect multimedia production tools cannot create a good multimedia teaching resources. So the preparation of multimedia material is the core of the construction, the content and the way of its construction can be divided as follows: the text material (including keyboard input, handwriting input, voice input etc), picture material (including scanning input, digital camera input, using various graphics software production etc), sound material (including recording mode input, acquisition input and MIDI music input etc.), animation and video materials (including VCD, DVD, DV and other ways of recording input, 2D and 3D animation software production input etc).

STEPS IN THE CONSTRUCTION OF RESOURCE MATERIAL LIBRARY

Firstly, The organization of people. According to the goal and task of the socialist aesthetic education digital media teaching resource material library, rightly choose, reasonable use, scientific evaluation and training staff, while attributed the responsibilities of each position to the individual, will ensure the smooth operation of the entire material library and the completion of the task.

Secondly, The coming out of the program. Drawing up the work intelligence of socialist aesthetic education digital media teaching resource material library. Make a comprehensive collection of the content of the material library, in order to ensure the integrity and diversity of resources, and carry out a detailed classification of all the resources in the material library, to ensure the convenience and speed of the material query.
Thirdly, The management of the process. Monitor, control and improve the operation of the socialist aesthetic education digital media teaching resources material base, to ensure its stability and make sure that it has sufficient ability to operate well. According to the internal and external factors and information of the material library, adjusted dynamically to the content of the material library in time, in order to keep the stability and convenience of the material library.

Finally, Evaluation of effects. Make a detailed record and analysis on the situation of the use of the socialist aesthetic education digital media teaching resource material library for all kinds of people, according to the feedback of the using results to make a diagnostic evaluation, identify its advantages and improvements, in order to improve the service mode of the material library, and make the construction and use of the digital multimedia teaching resource material library in a process of virtuous circle.

CONCLUSIONS

In summary, on the basis of the analysis of the concept and development of socialist aesthetic education guided by Marxism, we know that in the current situation, we should use some modern means to strengthen the education. While digital multimedia education resources has its advantages in various aspects, so it is necessary for us to combine them naturally, through the research on the construction of the frontier resources, we realize the general requirements of the combination, and then proposed the main contents of it, which is of great importance.

REFERENCES