



**A STUDY OF THE INTEGRATION OF AESTHETIC
EDUCATION IN THE EDUCATIONAL MANAGEMENT OF
PRIVATE UNIVERSITIES: A CASE STUDY OF XIANGSIHU
COLLEGE OF GUANGXI MINZU UNIVERSITY**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF BUSINESS ADMINISTRATION
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This Independent Study has been approved as a Partial Fulfillment of the
Requirement of International Master of Business Administration in
International Business Management

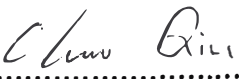
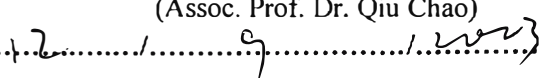
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Title: A Study of the Integration of Aesthetic Education in the Educational Management of Private Universities: A Case Study of Xiangsihu College of Guangxi Minzu University
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Degree: Master of Business Administration
Major: Educational Management

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ABSTRACT

The purpose of this paper is to analyze the penetration and integration of aesthetic education in the educational management of private colleges and universities, and to discover a new model of aesthetic education in the educational management of colleges and universities in today's context. The three objectives of this study are: 1) To design the layout of aesthetic education system in private college education management. 2) To create a general environment of all-member participation of aesthetic education system in private college education management. 3) To implement the practical activities of aesthetic education system in private college education management.

This paper took Xiangsihu College of Guangxi Minzu University as a case study, using educational management theory to analyze the penetration of aesthetic education in teaching in private colleges and universities and the theory of aesthetics to help students better understand and appreciate art and culture, but also to stimulate their creativity and innovative thinking. After research it was found: First, at present, Chinese private colleges and universities do not have enough awareness of aesthetic education, the construction of the aesthetic education system is not perfect, the specific practice of aesthetic education is difficult to get substantial development, and the reform of aesthetic education is imperative. Secondly, through the study of the research points, we found that the students of private colleges and universities have a strong interest in aesthetic education, and they are more eager for the implementation of aesthetic education at the school level, so as to improve the aesthetic literacy of college students, so that they can have strong cognitive ability and aesthetic ability, so as to become excellent talents with all-round development of morality, intellectuality, physicality, aesthetics, and labor. Thirdly, aesthetic education should be integrated into all aspects of education management in private colleges and universities, and the role of aesthetic education in education management in colleges and universities should be brought into full play, so as to correctly guide the development of aesthetic values in colleges and universities and improve the overall level of teaching management. This study hopes to provide other researchers with more experiences and references to help improve the overall level of aesthetic education management in higher education.

Keywords: private university, education management, aesthetic education, integration

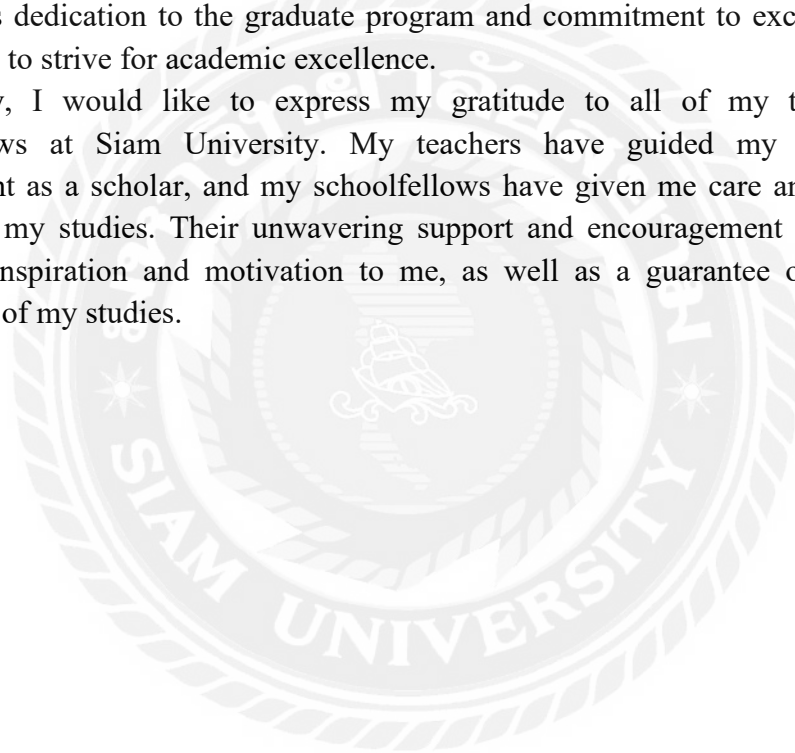
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Declaration

I, Zhang Xiayi, hereby certify that the work embodied in this independent study entitled "A Study of the Integration of Aesthetic Education in the Educational Management of Private Universities: A Case Study of Xiangsihu College of Guangxi Minzu University" is result of original research and has not been submitted for a higher degree to any other university or institution.

张喜依

(Zhang Xiayi)

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1. Introduction

1.1 Research Background

In recent years, the development of private universities has shown an upward development trend in the form of the entry of social capital and economic transformation. The diversification of social investment in running schools and the legal status of private education have also been improved, which makes the development of private universities characterized by diversity and multi pattern, and it plays a more and more important role in various fields of society (Duan, Yang, & Wang, 2022). As an important part of quality education, aesthetic education is a major way to cultivate college students' aesthetic cultivation and aesthetic appreciation ability, shape college students' noble moral personality and sentiment, and promote students' all-round development (Cheng, 2017). It contains functions that cannot be replaced by other disciplines. This paper affirms the role of aesthetic education from the perspective of quality education.

However, the understanding of the function of aesthetic education has not been the same between academia and education. In academic circles, there are not only disputes over the advantages and disadvantages of aesthetic education in quality education, but also different arguments on the nature and legitimacy of aesthetic education (Song, 2021). More scholars put forward the view that aesthetic education is subordinate to moral education, which denies the basic positioning of the reference that aesthetic education has "irreplaceable role". For a long time, the deviation of people's cognition of the structure of ability and quality has led to the school's single emphasis on the role of intellectual education, while ignoring the development of human quality and other potential, resulting in the imbalance between the quality and ability of talent training (Qian & Luo, 2021). Education has fundamentally changed the student-oriented concept and the essential requirement and original intention of promoting people's free and all-round development. With the development and progress of social culture, people have higher and higher requirements for aesthetics, and the mission and responsibility of school aesthetic education are becoming increasingly prominent (Liu, 2020).

In the new era of fully implementing quality education, cultivating comprehensive quality talents has become the sacred responsibility and mission of educational management in universities (Wei, 2019). However, in the actual education management, there is a lack of promotion of aesthetic education, which not only limits the development of university management, but also hinders the cultivation of high-quality talents in society. Therefore, it is necessary to strengthen the implementation of aesthetic education in education management and promote the better cultivation of college talents (Song, 2021).

Xiangsihu College of Guangxi Minzu University, founded in 2002, is a purely private college with private capital investment. Since its establishment, this college has been aiming at cultivating students' all-round development in moral, intellectual, physical, aesthetic and social aspects, paying special attention to aesthetic education, setting up a practical base for aesthetic education on campus, cultivating students to

discover and create beauty in life, and making aesthetic education the most important course for students outside of academic education.

1.2 Research Problems

With the continuous development of social economy, people's living standard is improving, and they are no longer worried about material wealth, but instead they put more energy into spiritual life, and are pursuing high quality of life. In the high quality of life, "beauty" is everywhere, but the understanding of "beauty" also needs to be guided, and the work of aesthetic education has naturally become an important part of the current school education (Zhang, & Fan, 2020). In China's university management, due to the influence of traditional concept, education managers and students do not pay much attention to aesthetic education, no systematic project has been formed, the education method lacks artistry, and there is a lack of capital investment and curriculum development, as well as the small number of university courses on aesthetic education, inadequate coverage of said education, inadequate teaching contents and forms, lacking integration with various courses, and there is also a lack of experience and practice of aesthetic education (Jin, 2022). Therefore, in modern college education, it is necessary to return to the original position of aesthetic education work, deepen curriculum reform and improve teaching art and perfect beauty cognition (Gao, 2022). Meanwhile, it is advisable to optimize the top-level design, enhance the connotation of activities, enrich the emotion, willpower and innovation in terms of aesthetic appreciation. In this way, the functions of aesthetic education can be explored to provide general guidelines for the "All-round Aesthetic Education" (Liu, 2020).

In the education management of private universities, there is a need for overall planning of the aesthetic education teaching system. Diversify the curriculum according to students' interests and abilities, so that students can develop their potential in different fields; strengthen the training of teachers of aesthetic education and enhance their good artistic qualities and teaching abilities; create a rich and diverse campus cultural atmosphere through exhibitions, performances and lectures. Establish art teams and student societies to encourage students to participate in various arts and cultural activities and to promote the development of students' creativity and expression; establish an art resource bank to collect and collate outstanding art works and resources to support students' studies and research.

In the education management of private universities, it is necessary to create an overall environment of aesthetic education for all staff. Leaders should set an example by actively participating and supporting aesthetic education; teachers should participate in training to improve the level of aesthetic education and teaching ability; students should stimulate their interest and enthusiasm for aesthetic education and showcase their talents; and create a strong campus art atmosphere, strengthen art exchanges and actively participate in cooperation. By integrating aesthetic education into all aspects of private university education through the joint efforts and participation of all staff, an overall environment with a strong artistic atmosphere and a focus on creativity and aesthetic development can be created.

To combine the theory and practice of aesthetic education, the implementation of aesthetic practice activities in the education management of private universities. Corresponding plans for aesthetic education practice activities should be formulated to ensure the diversity and continuity of the activities; integrate the artistic resources and professional talents inside and outside the university, provide quality artistic guidance and resource support with the power of external professional institutions, provide students with opportunities to participate extensively in aesthetic education practice activities and showcase their artistic talents and achievements, and at the same time, evaluate and give feedback on aesthetic education practice activities from time to time to improve the At the same time, the quality and participation of aesthetic education practices will be evaluated and given feedback from time to time, so as to improve the quality and participation of aesthetic education practices and promote the comprehensive development of aesthetic education in the education management of private universities.

1.3 Objective of the Study

Based on the current situation and specific implementation of aesthetic education in education management in private universities, this study analyzes the education management of private universities from the perspectives of management mechanism, curriculum development and social practice of aesthetic education, correctly guides the development of aesthetic values in private university, and improves the overall level of teaching management (Guo, 2020). Based on the theoretical exploration and practical reflection on the research of quality education and aesthetic education in private universities, it focuses on the application of aesthetic education in private university, and provides more support for the effective promotion of aesthetic education in university from the reality of aesthetic education in private universities (Wu, & Wang, 2020).

1. To design the layout of aesthetic education system in private college education management.
2. To create a general environment of all-member participation of aesthetic education system in private college education management.
3. To implement the practical activities of aesthetic education system in private college education management.

1.4 Scope of the Study

The study focuses on the Integration of aesthetic education management in private universities in China. By reviewing a large number of literature reviews and theoretical reviews on private universities, education management, aesthetic education, and integration, it is important to promote the all-round integration of aesthetic education into private college education, continuously innovate the practical innovation, conceptual innovation, form and method innovation of aesthetic education management in private university in the new era (Wang, & Xu, 2020), give full play to the advantages of aesthetic education in the education management of private

universities and role, focus on improving the quality and level of aesthetic education management in private university, and enhance the importance of aesthetic education for university to cultivate people with comprehensive and harmonious development (Zhou, 2019).

1.5 Research Significance

Aesthetic education is a part of quality education in the education system and is an important key point in the deepening, expansion and reform of education, while the contemporary college students receive education in morality, intellect and physicality, aesthetic education is usually neglected (Lei, & Ren, 2020), which makes the cognition and selection of college students deviate and the aesthetic concept blurred, thus affecting the display of aesthetic interest and the enhancement of aesthetic ability, and the healthy growth of college students is affected (Yi, 2022). At the same time, the society has increasingly higher requirements for talents, who should not only have professional quality and excellent skills, but also have three correct outlooks and be confident. In such a context, universities in the new era have to make due efforts in how to improve students' aesthetic quality and take measures in how to use aesthetic education to encourage students to pursue their ideals and firm beliefs (Xu, 2021).

Strengthening the ideological guidance and spiritual personality guidance for college students is a practical issue that we must pay attention to. Aesthetic education is to cultivate people's moral emotions and improve college students' aesthetic consciousness, aesthetic appreciation and creativity (Lei, & Ren, 2020), which is an educational way and means to realize the return of aesthetic spiritual personality and people's free and comprehensive development (Miao, 2021). The study of practical problems in the implementation of aesthetic education in private universities is of great practical significance to improve the quality of students and the level of education in private university (Sun, 2019). It has a positive impact on the educational development of private universities.

Permeating the awareness of aesthetic education in the educational management of private universities can help improve the quality of teaching and campus culture, cultivate students' aesthetic ability and taste, improve their ability to appreciate beauty, and create a strong campus cultural atmosphere (He, 2019). Aesthetic education teachers can expose their students' to aesthetic education, integrate aesthetic education courses into the school curriculum, encourage students' diverse creative expressions, cultivate students' appreciation of different forms of artworks, and enhance aesthetic attainment. In private universities, it is advisable to develop aesthetic education courses to guide students to discover the nature of beauty, cultivate aesthetic interest, promote depth of thinking, and stimulate creativity (Wu, & Lu, 2019).

Xiangsihu College of GuangXi Minzu University has landed practice bases for aesthetic education, including Mandarin promotion, painting and vocal music, and actively built a "big aesthetic education" education pattern in the school's aesthetic education practice, forming a synergy with other education to jointly cultivate socialist builders and successors with comprehensive development of moral, intellectual, physical, and aesthetic skills (Liu, 2020).

2. Literature Review

2.1 private university

The so-called private universities are mainly defined from the perspective of their ownership, which is an opposite concept to public universities. The term "privately-run" is explained in the modern Chinese dictionary as founded by the masses collectively, which is commonly understood as held or founded by social forces as the main body. In a general sense, people's understanding of the positioning of private universities mainly focuses on defining and distinguishing their nature from the two dimensions of ownership and funding sources of university (Yin, 2019). Professor Pan Chouyuan, a famous educator in China, points out that there are basically two differences between private and public schools: one is that private schools are established by private citizens or private legal persons; and the other is that the founders raise school funds without relying on government appropriation (Li, 2021). In different historical stages of China's social development, the national policy level also reflects the content of the government's definition of private education varies at different times, and from the historical development process, private education has undergone three stages of change from "private education" to "school run by social forces" to "private education" (Huang, 2023). In 2007, China promulgated the "Regulations on the Administration of Private Higher Education Schools", which defines the scope of private higher education institutions from the perspective of the level of operation and schools that provide academic education above the specialist level. The concept of private universities can be defined in three aspects: the nature of ownership, the source of school funding, and the positioning of school levels: namely, schools that implement higher academic education above the specialist level or educational institutions that implement higher non-academic education, which are organized by enterprises and institutions, social civil groups and other social organizations or individual citizens using non-state financial education funding (Guo, & Hu, 2017), in accordance with the higher education setting standards set by national and local educational administrative departments for the society (Li, 2021).

2.2 Education management

The State implements the policy of actively encouraging, strongly supporting, correctly guiding and managing private education in accordance with the law (Private Education Law). This means that the state should uphold an attitude of respect and encouragement for the autonomy of private education in the process of developing private education in China (Jing, & Zhou, 2020). At this stage, the basic policy adopted by the state for the development of private education in China is to strengthen the targeted guidance in the development process of private education, while taking practical and effective measures to enhance the management function of private education (Zhang, 2020). The former state has taken a series of reasonable and effective management measures to regulate the process of private higher education in order to further ensure that private higher education can reflect better educational purposes, and a relatively stable form of management is composed according to certain principles and

forms in accordance with various laws and regulations and relevant guidelines and policies adopted by China in education (Zhang, 2022). At this stage, the management process realized in the process of running private higher education in China is not mature because of the limitations of a series of special conditions, and a set of management models adapted to conduct efficient management in accordance with scientific laws has not been established (Wang, 2019). The development process of private higher education in China still reflects an obvious immaturity, which is mainly due to the fact that there are still obvious flaws in the series of management systems currently adopted for macro-education under the general pattern of macro-education in China (Que, Wang, & Wang, 2019). In the later stage, in order to make China's private higher education achieve better and faster development, the government should continuously optimize the management of the development process of private higher education in China and pay attention to said process in real time, and regulate the development process of private higher education in China in a multi-level and multi-angle management way (Liu, 2019).

2.3 Aesthetic education

Aesthetic education aims to cultivate students' sentiments, so that they have ideals of beauty, sentiments of beauty, character, achievements of beauty, and the ability to appreciate and create beauty (Liu, 2020). Aesthetic education is the education of "comprehensive education". In terms of how education is implemented, moral, intellectual, physical, aesthetic, and labor education are different and have their own characteristics, while aesthetic education achieves the all-round development of human potential by mobilizing people's emotional involvement (Zhang, 2000). In school teaching management, aesthetic education is a relatively independent education alongside moral education, intellectual education, physical education, and labor education. In today's quality education, with the development of Chinese education, more attention has been paid to the cultivation of basic aesthetic qualities of future citizens (Jia, 2019). The background of focusing on aesthetic education in the educational management of private universities is the demand of society for quality education and comprehensive development (Xian, 2021). With the continuous development of economy and society and the improvement of people's living standard, people are no longer satisfied with the traditional sense of knowledge transfer, but pay more attention to the cultivation of students' comprehensive quality (Yu, 2020). The definition of "aesthetic education" in the educational world is "education that cultivates students' aesthetic appreciation, aesthetic expression, and aesthetic creativity through various kinds of beauty in a purposeful, organized, and planned way, and promotes their comprehensive and harmonious development of moral, intellectual, physical, aesthetic, and labor qualities." (Gao, 2019). The great aesthetic education concept emphasizes that the content of aesthetic education should not be limited to natural beauty, social beauty, artistic beauty, and formal beauty, but all living forces, i.e., all factors with aesthetic significance, should be applied to the whole education and teaching process (Zhang, 2020). All pedagogical activities, such as the goals, content,

methods, assessment, and the image of the teacher's own gestures, can be transformed into the process of aesthetic education (Xu, 2021). The characteristics of aesthetic education determine that it is not only dedicated to improving people's aesthetic cultivation, but also aims to promote the overall harmonious development of people. Aesthetic education is characterized by freedom, emotion, image, and pleasure (Wang, 2020).

2.4 Integration

Private universities need to improve their aesthetic ability and professionalism in their own educational undertakings and management, to improve aesthetic education by infiltrating the content of aesthetic education into teaching practice and applying theory to practice (Men, Liu, Yi, & Wang, 2022). To comprehensively strengthen and promote the management of aesthetic education in private university, it must be combined with the core connotation of aesthetic education as an important content for shaping a beautiful mind and establishing moral education, and in the process of carrying out aesthetic education, schools need to be rooted in the fundamental characteristics of aesthetic education and the needs of students' healthy physical and mental growth, and on this basis, promote the penetration and integration of aesthetic management in other disciplines, so as to follow the educational characteristics of aesthetic education, so how to strengthen aesthetic education in the practice of aesthetic education is a question that needs to be considered in the education management of private universities at present (Zhou, 2018). In order to meet the demand of society for high-quality talents, the education management of private universities has begun to focus on the implementation of aesthetic education. In addition, the government is also gradually promoting the policy of quality education, which requires all kinds of schools to focus on the development of students' ideology and morality, cultural literacy, and physical and mental health, which also prompted the education management of private universities to focus on the implementation of aesthetic education (Li, 2023). Universities are important positions for talent training in China. The level of education and the quality of teaching will have a significant impact on the overall quality of talent training in China (Hu, 2014). Aesthetic ability is of great significance to the growth and development of students. College students are currently in a critical period of temperament training and personality shaping (Huang, 2023). Therefore, improving the level of aesthetic education in university is of great significance to the cultivation of talents in China (Zheng, & Zhang, 2022).

2.5 Past Research

In the context of value pluralism, aesthetic education in the colleges encounters both internal and external crises which are characterized by the fact that aesthetic education is shifting from the academic domain to practicality, namely, from the western enlightenment concept under the context of west philosophical aesthetics to the systematic practice acting on the national lives. The common predicaments are reflected by the poor adjustment to the reform of aesthetic education, the dispersion and

fragmentation of the curriculum system, and the confinement of aesthetic capacity into professional cognitive practice (Zhou, 2021). Researchers have used the method of comparative analysis and studied the aesthetic education in colleges and universities in China, to build a new aesthetic education system combining design aesthetics and traditional art courses. Compared with art education, aesthetic education aims to cultivate aesthetic judgment and understanding of design everywhere in daily life, which will promote the transformation of contemporary Chinese university aesthetic education, which is lack of close contact with students' daily life (Liu, 2020). General education refers to the education of the common content to all college students, and it is an amendment to the narrow professional subdivision education pattern. The purpose of the university aesthetic education in this view is not to train and improve the special art skills, but to cultivate the ability of college students to appreciate and create beauty, to improve the aesthetic quality of the college students, to promote the physical and mental harmony and freedom, and finally to lay the foundation for realizing the artistic and poetic life (Xue,2015). Universities are important positions for talent training in China. The level of education and the quality of teaching will have an important impact on the overall quality of talent training in China. Aesthetic ability is of great significance to the growth and development of students. College students are in the critical period of temperament training and personality shaping. Therefore, whether the improvement of the level of aesthetic education in colleges and universities is made can be of great significance for the cultivation of talents in China. At present, there are still some problems in the aesthetic education of colleges and universities in China, which has obviously hindered the improvement of the level of aesthetic education in colleges and universities. Therefore, it must be given enough attention (Wei, 2014). Cai Yuanpei was the founder of China's capitalist education system in the early 20th century. He was praised by later generations as "the leader of the academic community and the model of the world". His thought of "promoting moral education with aesthetic education" broke the disciplinary boundary between aesthetic education and moral education and played an important role in the development of moral education in China (Zhang, & Wei, 2019).

3. Research Methodology

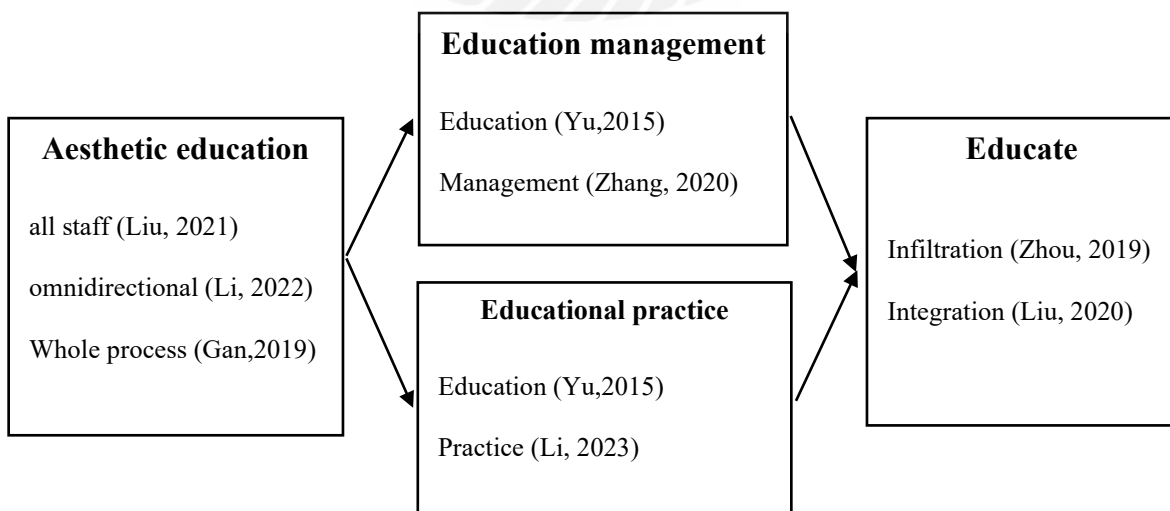
The research method used in this paper is the literature method. The theoretical basis is education theory, aesthetic theory and educational management theory, which are useful for studying the current situation of private colleges and universities in aesthetic education, the problems encountered in the current management of aesthetic education and the ways and methods of infiltration and integration of aesthetic education management in private colleges and universities in the future, and all the above three theories are closely related to the literature method. Educational theory, aesthetic theory and educational management theory not only provide a rich theoretical foundation and theoretical support for the research of this paper, but also increase the feasibility of adopting the literature method for the research of this paper and make the overall structure of the paper more reasonable. Based on these three theories, the

research can be better conducted using the literature method. By adopting the research method of the literature method, the research questions can be better addressed, the research objectives can be achieved and the corresponding research conclusions can be drawn, which facilitates the smooth development of the research on the topic. Therefore, this paper chooses the literature method as the research method based on educational theory, aesthetic theory and educational management theory.

The literature method is mainly through the library, knowledge network, various journals and other literature resources for literature review and research, and carefully study the literature review and theoretical review of private colleges and universities, educational management, aesthetic education, infiltration and integration. Taking this as a clue, a large amount of literature has been collected for reference and a large number of scholars have been studied on private colleges and universities, educational management, aesthetic education, infiltration and integration to grasp the relevant information as a whole and provide help for the theoretical basis of the whole text. The similarities and differences between different scholars' studies were also identified to facilitate the further development of subsequent research thereby gaining new ideas and methods to provide better support for the study. At the end of the literature collection, we conducted an in-depth and detailed study of the collected literature and comprehensively collated it. After studying the literature, the core issues of the study are clarified and the problems to be solved are analysed and summarised. Combining the overall theory with the actual situation of the penetration and integration of aesthetic education in the educational management of private colleges and universities, we put forward strategies and suggestions with operability, and also bring some reference to the development of aesthetic education management in other colleges and universities.

Through the field research on the practice base of aesthetic education in Xiangsihu College of Guangxi Minzu University, the development and role of its practice base of aesthetic education and the promotion of aesthetic education in private university were grasped, showing the real and accurate research results.

4. Findings



The implementation of the integration of aesthetic education in university is a systematic project, which is the landing point for promoting the aesthetic education of college students (Huang, 2023). This paper takes the exploration of "aesthetic education practice" of Xiangsihu College of Guangxi Minzu University as a case, focusing on improving students' aesthetic ability and creating a good campus atmosphere, strengthening the synergy of aesthetic education and moral education, educating people with beauty and educating people with culture, improving the mechanism system of aesthetic education and expanding the space of aesthetic education in multiple ways, integrating the resources of aesthetic education and consolidating the cornerstones of aesthetic education (Li, 2021).

Aesthetic education is an education related to the overall development of people and should be implemented in the whole process of teaching and management. Aesthetic education and management include not only the improvement of aesthetic abilities, but also the cultivation of high morals and emotions, including the enlightenment of wisdom and the stimulation of creativity (Denac, 2014). To give full play to the role of aesthetic education in college education management, it is necessary to first change the subordinate position of traditional concepts in comprehensive quality education, then change the misconception that aesthetic education is based on the idea of skills, and highlight the role of aesthetic education in cultivating the aesthetic field and promoting personality shaping. In the process of cultivating awareness of aesthetic education, teachers should enhance their subjective initiative and play an exemplary role (Wang, 2019). In addition, we should stimulate students' internal needs for aesthetic education and guide them to properly understand the value of aesthetic education (Lei, & Ren, 2020) and actively participate in the practice of aesthetic education in order to fully raise awareness of aesthetic education, which plays an irreplaceable role in the process of university education management (Huang, 2023).

The penetration and integration of aesthetic education in the management system of university is a multi-level dynamic system. Therefore, under the planning of the general goal and general strategy, it is necessary to establish the connection and cooperation between the parts of the division of labor to form a joint force of aesthetic education management to promote aesthetic education (Du, 2020). In an in-depth study of national review and effectiveness, the value tendency of blind pursuit of obedience and utilitarianism in the management process should be overcome, and the starting point of aesthetic education should be used to improve students' ideological understanding and spiritual shaping autonomy of educational management, and truly highlight the humanistic spirit in the educational management of university (Liu, 2020). On the basis of the policy of aesthetic education and the purpose of human resources training in schools, the plan of aesthetic education is formulated, the plan of aesthetic education is implemented in many ways, the results of aesthetic education are evaluated in many ways, and the efficiency of aesthetic education is summarized and improved (Huo, & Jing, 2021). At the same time, in order to improve the humanity and effectiveness of educational management in universities, the value tendency of blind pursuit of obedience and utilitarianism in the management process should be overcome, and the starting point of aesthetic education should be used to improve the students'

ideological understanding and spiritual shaping autonomy of educational management and truly highlight the humanistic spirit in educational management in university (Kai, & Wen, 2020).

The advancement of educational management in university depends on the development of the aesthetic curriculum. In universities, the aesthetic curriculum should cover all staff at multiple levels and perspectives, such as general education and public elective courses. At the same time, educational staff should carefully study the scientific value and effectiveness of the aesthetic education curriculum (Yao, 2021). The construction of teachers is a strong guarantee for the development of the whole line of aesthetic education curriculum. Teachers are required to have professional knowledge and level, professional quality and skills, constantly update the knowledge of aesthetic education, and deepen the practice of aesthetic education (Yang, 2022). Teachers of all disciplines should actively respond to the penetration of aesthetics and raise the level of teaching management in university to a new level (Wang, 2020).

The practical base of aesthetic education in Xiangsihu College of Guangxi Minzu University takes the purpose of promoting quality education, takes insisting on the organization form of innovative school art education as a breakthrough, and puts the cultivation of innovative spirit and practical ability and aesthetic ability throughout the whole process of aesthetic education. Targeted aesthetic education courses of interesting, practical and operational nature are offered. Up to now, the Aesthetic Education Practice Base has opened 17 courses containing various art forms such as voice, dance, recitation, painting and calligraphy, which have been recognized and praised by the majority of students. At the same time, in the form of teaching report performance, students' art learning is tested and evaluated, guiding students to effectively enhance cultural self-confidence, comprehensively improve college students' ability to discover, appreciate, create and spread beauty, and cultivate socialist builders and successors with comprehensive development of moral, intellectual, physical, aesthetic and labor.

5. Recommendation and Conclusion

In the context of social education career changes, the reform process of education career continues to deepen, the content and needs of aesthetic education management have put forward new requirements in the current social development process, and the penetration and integration of aesthetic education in the education management of private universities has a key role that cannot be ignored (Zhou, 2019). Compared with quality education, the development of aesthetic education management still has ambiguous problems in its own content and form, which leads to the failure to find practical paths and grasps in the implementation and execution of aesthetic education (Yao, 2021), the necessity and urgency of aesthetic education is becoming more and more prominent, which requires us to analyze the connotation and methods of aesthetic education in a pragmatic learning attitude to ensure that aesthetic education is put into practice (Zhang, & Fan, 2020).

The human pursuit of beauty is a deep spiritual need above the general material

pursuit, which promotes the long progress and harmonious development of society (Wang, 2020). The fundamental motivation for people to engage in various activities in society comes from the satisfaction of their own needs, and aesthetic needs are also such a driving force, inspiring people to constantly pursue beauty, understand beauty, appreciate beauty, and create beauty (Xu, 2021). The relationship between people and the objective world contains aesthetic relationship, in which people explore, discover and finally create harmonious and orderly imagery to satisfy and delight their bodies and minds. This is the process of aesthetic activity, which plays a vital role in the progress of society and the development of human beings (Wang, 2020).

The development of the times has placed higher standards and requirements on talents (Zhang, & Fan, 2020). As an important link in promoting students' all-round development, Aesthetic Education has played an important coordinating role in promoting moral, intellectual, and physical education, and it cannot be separated from the support of other forms of education (Wu, & Lu, 2019). By co-establishing aesthetic education curriculum and the cross-cultivation of disciplines, the work of college aesthetic education enables the "First Class" (traditional education) to cultivate both students' intelligence and aesthetic appreciation, helping students perfect their perception of beauty. By strengthening the top-level design of campus cultural activities, the "second class" (education as an extension of traditional education) can cultivate both virtue and beauty, helping students enrich their emotions in terms of beauty. By purifying the network ecology, firmly sticking to the direction of cultivating talents, the "third class" (extra-curricular education) can both enhance the sense of principles and beauty, thus guide students to strengthen students' willpower on beauty. Through the integration of school-enterprise resources, the "society" can not only produce "fruits of labor" but also nurture "beautiful fruits of labor" and encourage students to innovate aesthetic behaviors (Wu, & Wang, 2020). The work of aesthetic education in university should correctly understand the status of aesthetic education in the education system of "Educating Five Domains Simultaneously" and the law of its own development, give full play to the function of aesthetic education in other education systems, actively build an "All-round Aesthetic Education" pattern, and work together with other forms of education, to cultivate socialist builders and successors who develop morally, intellectually, physically and aesthetically (Liu, 2020).

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