



**RESEARCH ON THE PRACTICE AND INNOVATION OF "GREAT
AESTHETIC EDUCATION" IN HIGHER EDUCATION TEACHING
MANAGEMENT IN THE NEW ERA**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
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AESTHETIC EDUCATION" IN HIGHER EDUCATION TEACHING
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Thematic Certificate

To

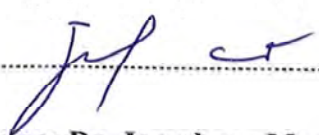
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of International Master of Business Administration in Education Management

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ABSTRACT

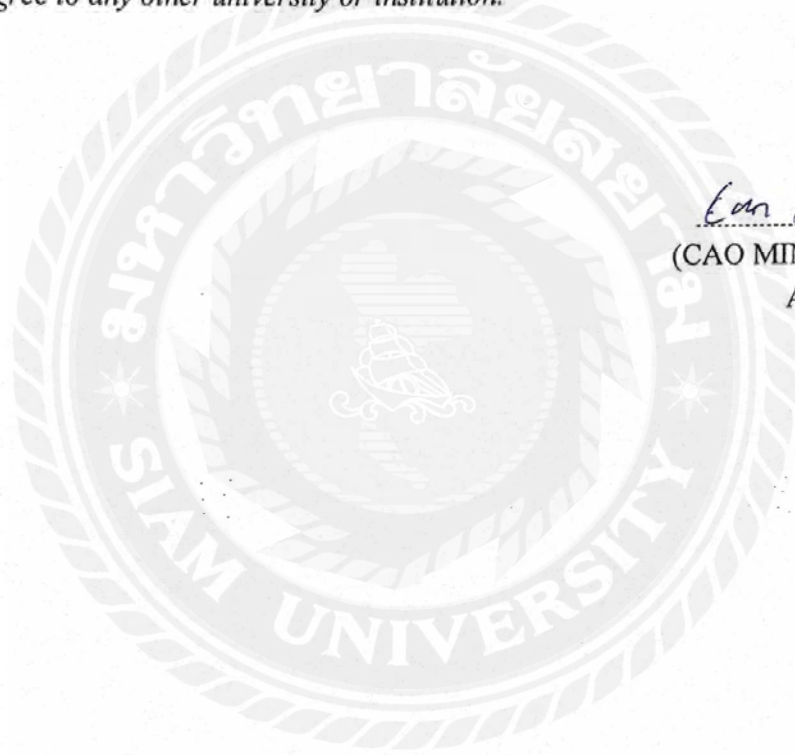
Aesthetic education in the new era includes educating people with beauty and plays an important role in shaping a beautiful mind. Aesthetic education is the most important and basic education of life outlook. Teachers in colleges and universities should insist on cultural confidence and establish the content system of aesthetic education goals. Aesthetic education is an important carrier of moral education. To build a new pattern of education of "Great Aesthetic Education," teachers should insist on the core values of socialism, strengthen Chinese traditional culture, lead students to establish worldview and values, and enhance cultural confidence. Moreover, teachers should improve the awareness of social services and take the initiative to assume the responsibility of social aesthetic education.

The research content of this paper was centered on the practice and innovation of "Great Aesthetic Education" in higher education teaching management in the new era. The specific research process, the concept of aesthetic education was elaborated, then the problems of aesthetic education in vocational education in the current situation was reviewed, and finally the practice and innovation strategies of "Great Aesthetic Education" in higher vocational teaching management in the new era was summarized.

Keywords: great aesthetic education, cultural confidence, colleges and universities, aesthetic education teaching

Declaration

I, CAO MINGGANG, hereby certify that the work embodied in this independent study entitled "RESEARCH ON THE PRACTICE AND INNOVATION OF "GREAT AESTHETIC EDUCATION" IN HIGHER EDUCATION TEACHING MANAGEMENT IN THE NEW ERA" is result of original research and has not been submitted for a higher degree to any other university or institution.



Caο Minggang
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Apr 1, 2022

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CHAPTER 1 Introduction

1.1 Research Background

Wu GuanZhong, a famous painter and art educator, said, "There are not many illiterates in China today, but there are many aesthetic illiterates." Mu Xin said, "The lack of aesthetic power is a terminal disease, and knowledge cannot save it." Illiteracy is not scary, but aesthetic illiteracy is. Aesthetic education is a historical concept, and its meaning changes with the development of history, and is given new meaning by the times. In the era of globalization, "free and comprehensive development of human beings" has become the supreme pursuit of higher education from elitism to mass education, in this context, aesthetic education as education of human nature is more important than ever before. In the new era, the aesthetic education of colleges and universities should grasp the essence of human nature education, base on the law of physical and mental growth of college students, dissolve the alienation of modernization to young people, play the nurturing function of aesthetic education, cultivate students' spirituality, cultivate healthy aesthetic power and improve humanistic literacy through various ways such as artistic beauty, natural beauty, social beauty and life beauty, so as to shape students' In this way, we can build students' personality and promote their all-round development (Wang & Zeng, 2017). Scholar Lu (2021) emphasizes that beauty education in the new era has been given a new deep meaning. 21st century China has fully moved towards a well-off society, and the essence of the pursuit of quality of life lies in distinguishing higher needs for enjoyment and aesthetics, following the new situation of a well-off society in the context of the new pattern of a comprehensive poverty eradication with a subsistence solution is the level of human knowledge and education, and the pursuit of spiritual ideals and beliefs becomes the key to development. Their happy life depends not only on the continuous supply of material materials, but also on the continuous enrichment of spiritual life and the continuous improvement of spiritual character (Li, 2021). Aesthetician Zhang (2000) says, "There are four realms of life: the realm of desire, the realm of knowledge, the realm of morality, and the realm of aesthetics. Aesthetics is the highest realm". "Aesthetic education" means "aesthetic education". It was first proposed by the famous German poet and philosopher Schiller in the book "Aesthetic Education in Brief", and was introduced to China in the early 20th century by Liang Qichao, Wang Guowei, Cai Yuanpei and other founding fathers of aesthetic education. The basic connotation of "Aesthetic Education" is "from beauty to infinity". He believed that in order to achieve true liberation and freedom, human beings must transform themselves, and the only way to achieve such transformation is through aesthetic education. Wang (1903) analyzed aesthetic education in his paper "On the Purpose of Education" published in the World of Education: "What is the purpose of education? It is to make people complete human beings. What is a complete person? A complete person is one whose spirit and body must be harmoniously developed. The spirit is divided into three parts:

knowledge, emotion and will" and "beauty" is the ideal of emotion. The aesthetic education as one of the three main purposes of spiritual or mental education to establish the theory. From this perspective, we can consider aesthetic education as one of the main connotations of spiritual education. The call for aesthetic education has been a major issue in modern China. Cai proposed "aesthetic education" in his *General Theory of Philosophy*, a Chinese translation of the German *Asthetische Erziehung* (aesthetic education), which became one of the key words in modern Chinese scholarship and modern culture. Mr. Cai repeatedly discussed, called for, and tried to practice aesthetic education. Since the beginning of the 20th century, Cai Yuanpei's writings include "Views on New Education," "Replacing Religion with Aesthetic Education," "Don't Forget Aesthetic Education in Cultural Movements," "Methods of Implementing Aesthetic Education," "Trends in New Education in China," "Aesthetic Education," "Aesthetic Education in China in the Past 25 Years," "Aesthetic Education and Life," "Replacing Religion with Aesthetic Education," and "An Ethnographic View of Evolution. Throughout the world, it was Schiller who proposed "aesthetic education" to lay the theoretical foundation for modern people to become fully developed people of truth, goodness and beauty. Or Liang Qichao proposed "new people", and how to make people become new people, or Cai Yuanpei proposed aesthetic education. Aesthetics and aesthetic education have always been a hot topic of research in Chinese philosophy and social sciences, and an important direction for Chinese people to stand on their own feet in the world and achieve great national rejuvenation. Since the reform and opening up, China has been interacting with the world on all fronts, economically and culturally, and a fully developed human nature with a sense of beauty has once again attracted attention at a higher level.

General Secretary Xi Jinping attaches great importance to and cares about aesthetic education. In August 2018, in his reply letter to veteran professors of the Central Academy of Fine Arts, he stressed that "to do a good job in aesthetic education, we should adhere to the establishment of moral education, root in the life of the times, follow the characteristics of aesthetic education, carry forward the spirit of Chinese aesthetic education, so that the young generation of the motherland can grow up healthy both physically and mentally." In September of the same year, he emphasized at the National Education Work Conference that we should comprehensively strengthen and improve school aesthetic education, insist on educating people with beauty and culture, and improve students' aesthetic and humanistic qualities. (Ding, 2018). In October 2020, the General Office of the CPC Central Committee and the General Office of the State Council issued the *Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era*, which made specific arrangements for strengthening and improving aesthetic education and further enhanced the fundamental status of aesthetic education in school education. It can be said to be a remarkable sign of advocating aesthetic education and attaching importance to it. The "opinion" pointed out that aesthetic education is aesthetic education, education of sentiment, education of the mind, but also education to enrich the imagination and cultivate a sense of innovation, can enhance aesthetic quality, cultivate sentiment, warm the soul, stimulate

innovation and creativity. Aesthetic education is an education of aesthetics, sentiment, and the heart, which can enhance students' aesthetic qualities and stimulate creative vitality. In detail, aesthetic education can guide young people to discover beauty, understand beauty, and pursue beauty, so that the spirit of beauty can be integrated into daily life; in a larger sense, aesthetic education is about the formation of young people's personality, the shaping of their souls, and the people's firm cultural confidence. The Ministry of Education and other localities have issued specific measures to implement the "two offices" document one after another. On April 19, 2021, General Secretary Xi Jinping visited Tsinghua University and made his first stop at the Academy of Fine Arts of Tsinghua University, where he visited a special exhibition to celebrate the university's anniversary, listened to a report on the development of the academy's disciplines, and asked about the practice of integrating art and science. , science and technology complement each other, promote each other, complement each other" "to enhance cultural confidence, use beauty as a medium, and strengthen international cultural exchanges". This is a great encouragement to the art and design discipline, and it is a higher expectation and requirement for us. It also points out the direction for the work of higher vocational aesthetic education (Zhan, 2021).

1.2 Research Problems

In recent years, under the leadership and promotion of important policy documents such as "Opinions of the General Office of the State Council on Comprehensively Strengthening and Improving Aesthetic Education in Schools", "Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in a New Era" and "Opinions on Effectively Strengthening Aesthetic Education in Higher Education in a New Era", aesthetic education has become an important segment of China's educational reform and development. In order to make aesthetic education fully integrated into classroom teaching of all subjects, its problems, paths and strategies need to be analyzed and explored (Cheng & Song, 2021).

Some students in higher education institutions have poor learning ability and insufficient comprehension to discover and perceive beauty in their life and learning activities spontaneously, so it is necessary to receive strict and systematic aesthetic education to exercise their aesthetic consciousness and perception ability and enhance students' independent learning consciousness (Liao, 2019).

The research questions in this paper are mainly related to.

(1) The concept of aesthetic education in the context of the new era is constantly innovative, and higher requirements are put forward for higher vocational art education.

(2) Problems in the application of aesthetic education in vocational education in the current context and the reasons for these problems.

(3) What are the aspects to be implemented in order to build the prosperity of "big aesthetic education".

Aesthetic education is a long-term educational work that the state has always attached importance to and emphasized. In order to fundamentally keep up with the times, the research on the problem of aesthetic education must conduct in-depth research to find out various problems in the education process, find out the reasons for the lack of aesthetic education, so as to develop corresponding methods to solve the problem, and study how to let students in higher vocational colleges develop good aesthetic interests through aesthetic education and reach professional talents with sustainable development ability who have a certain aesthetic realm, which is also the practical significance of the research on the problem of aesthetic deficiency in higher vocational colleges (Li, 2016).

1.3 Research Objectives

In higher vocational education, in the face of new forms and demands, it is also necessary to promote aesthetic education to cultivate new talents that meet the requirements of the times. The Chinese society and economy are progressing, and with it, the market demands for job seekers are further improved. Not only good professional skills are required, but also the overall quality of students' temperament, cultivation, and mannerisms. While solid professional skills are an important guarantee for employment, the implementation and emphasis on aesthetic education in higher education institutions can play a more important role in cultivating students' personality, stimulating their potential, and becoming qualified skilled personnel (Chen, 2009).

The purpose of this study is to explore the correlation between career and aesthetic education by analyzing the value of aesthetic education in higher vocational education; to understand the current situation of aesthetic education of domestic higher vocational students through questionnaires and individual interviews, and to analyze the current situation of their cognition and demand for aesthetic education through the survey results; to understand the current situation of teachers' team, curriculum and activities of aesthetic education in higher vocational institutions; to explore the problems of aesthetic education in higher vocational institutions. It is hoped that the current situation of aesthetic education in higher education institutions will be improved, and corresponding solutions will be proposed. It is hoped that the study on the current situation and countermeasures of aesthetic education in higher education institutions will gain reference and provide services for the better implementation and execution of aesthetic education in higher education institutions (Yue, 2016).

1.4 Research significance

1.4.1 Theoretical significance

Since the 18th Party Congress, domestic colleges and universities have deepened education and teaching reform for the long-term development strategy of the country and the future trend of world changes, and clarified the cultivation mode of "trinity" of value shaping, ability cultivation and knowledge transmission (Yang, 2018). Many

universities have strengthened the integration of aesthetic education with professional courses, integrated cultural confidence and patriotism education into daily teaching, carried out in-depth art and design practice at the grassroots level, actively explored the creative transformation and innovative development of Chinese excellent traditional culture in contemporary times through courses and project practice, constructed a new Chinese aesthetic value system, and contributed professional strength to the construction of "good life". "This paper is based on the background of the times (Lin Lin). This paper is based on the background of the times (Lin, 2016). This paper is based on the study of practice and innovation of great aesthetic education in the teaching management of colleges and universities in the context of the times, hoping to form a systematic understanding of this issue (Gao & Shi & Gao, 2020).

1.4.2 Practical significance

Based on the cultivation of talents, academic research and creative practice, the university has launched a series of high-quality academic exhibitions and academic forums that are oriented to the frontiers of the discipline and key issues in the field of art and design and social service hotspots to promote and lead the development of the discipline. It has strengthened the integration of aesthetic education with moral education, intellectual education, physical education, and labor education, explored multiple types of aesthetic education resources under the concept of "Greater Aesthetic Education," created new departments that cross-fertilize aesthetic education with other disciplines, developed new courses and programs that cross-fertilize multiple disciplines, and created a new platform for research and practice in the integration of art and science (Lu, 2021).

1.5 Research Contribution

Aesthetic education is a compulsory course in life, and is a mandatory item of basic education in colleges and universities. Aesthetic education is to make life better, more successful career, more harmonious society, the country is stronger, the motherland more beautiful basic quality education of citizens. "The two offices of the opinion mentioned, "open all open enough on the good aesthetic education class", "strict implementation of the school aesthetic education course opening rigid requirements", "to strengthen the organization Leadership and financial security", "improve the legal system of school aesthetic education" from these iron-clad policy provisions can be seen, in the new era to promote art education and aesthetic education work, has come to the point of no delay, comprehensive It is not only necessary but also urgent to strengthen and improve the work of school aesthetic education in the new era; it is not only necessary but also urgently needed. In this study, the practice and innovation of "Aesthetic Education" in higher vocational teaching management in the new era are discussed in terms of teaching contents and teaching methods and strategies, and the main contributions are as follows.

- 1, Aesthetic education is an indispensable part of the "five educations" (Wu, 2022).

- 2, Aesthetic education has a unique function of educating people in the new era.
- 3, Aesthetic education is an important way to uphold cultural confidence and inherit and innovate Chinese culture (Wang & Zeng, 2017).

1.6 Theoretical Applications

The "Great Aesthetic Education" of higher education in the new era highlights the modernity and realism, creates the environment of "Great Aesthetic Education" of colleges and universities to educate people with beauty and culture, and promotes the implementation of modern aesthetic education (Wang & Zeng, 2017).

This study first establishes the concept of "Great Aesthetic Education" through literature research. The study will also examine the concept of "Great Aesthetic Education" in Chinese and foreign schools, clarify the humanistic connotation of "Great Aesthetic Education" in the new era, and explore the new meaning of aesthetic education and the innovative factors of the aesthetic education curriculum system (Lu, 2021).

Secondly, the key aspects around the deepening of the reform of the aesthetic education curriculum in higher education institutions and the improvement of the aesthetic education curriculum system. Through the questionnaire survey, we analyze the development status of aesthetic education courses in colleges and universities in Quanzhou City, Fujian Province, and through data collection and collation, we find out the shortcomings and problems to provide objective and detailed information and data for this paper.

Once again, the cultural environment of higher education is also an important carrier of aesthetic education and an integral part of the pattern of "big aesthetic education". According to the requirements of the Opinions, the core values of socialism and the genes of excellent Chinese traditional culture should be infiltrated into students' hearts through the campus cultural environment, and students should be guided to discover the beauty of nature, life and soul. Enhance the experience of aesthetic education in colleges and universities close to students and the effectiveness of educating people with beauty.

Finally, it is discussed that the reform, innovation and structural upgrading of higher education need to change the current situation of aesthetic education, pay attention to the modern value and significance of aesthetic education in the new situation, and how to build a modern "big aesthetic education" system in the whole society as a breakthrough and focus point of the reform of higher education, form an atmosphere that the whole society cares about and supports the development of aesthetic education and the comprehensive growth of young students, promote the overall development of aesthetic education in colleges and universities, and play a

proper role in building high-level universities and promoting the modernization of higher education (Zeng , 2012).



CHAPTER 2 literature reviews

2.1 Overview

The famous sculptor Rodin said that there is no lack of beauty in life, but a lack of eyes to find beauty. A correct understanding of the connotation of beauty education is the basic premise of good aesthetic education work. School aesthetic education has a broad sense and a narrow sense of the difference. Narrow sense of school aesthetic education, the main body is art education, mainly including music, art, dance, calligraphy, drama and other art courses. School aesthetic education in the broad sense, that is, the big view of aesthetic education, also known as beauty education, is to make people have the ideal of beauty, sentiment of beauty, character of beauty and quality of beauty by cultivating their ability to recognize, experience, feel, appreciate and create beauty (Zhao, 2020).

2.2 Related Concepts

2.2.1 "The concept of "Greater Aesthetic Education"

Educational theorist Teng (1987) first proposed the concept of "Aesthetic Education". He believed that there are elements of aesthetic education in all curricula and in all educational and teaching life, and that aesthetic education is present everywhere and at all times. As a resource of infinite value, "beauty" has been the eternal pursuit of human civilization for thousands of years, and education about "beauty" is an important way to pass on human civilization. The content of the "great beauty education" is diversified and innovative with the post-epidemic era (Ding, 2006). In terms of aesthetic objects, in addition to artistic beauty, natural beauty, social beauty and scientific beauty are all important aesthetic objects and materials for aesthetic education, among which Chinese excellent traditional culture and socialist core values are also important aesthetic connotations. As for the place of aesthetic education, all places of social life can bring unique aesthetic experience (Teng, 1995). Aesthetic education in the new era should be guided by socialist core values, emphasizing the parallel integration of art and design professional education and art general education, the organic combination of cultural confidence and international vision, the inheritance of excellent traditional aesthetic spirit and the innovation of the aesthetic spirit of the times, while vigorously promoting social aesthetic education, integrating aesthetic education into the quality improvement of all people, urban and rural environment construction and product intelligence, building a multi-level aesthetic education system, and effectively practicing "educating people with beauty, beautifying them with beauty, and cultivating them with beauty", and empowering the high quality and innovative development of the country in the new era. Yuan (2012) clearly put forward the "big art" concept, advocating that artists should have the ability to find, capture, perceive, interpret, integrate and create beauty in all things in modern life and social practice. The

implementation of this concept in teaching and creative practice means breaking down professional barriers and moving toward "breaking down the barriers between regional cultural systems". In the 21st century, cutting-edge technology is developing rapidly, and people's life style and art media are undergoing drastic changes. The new era requires universities to adhere to the correct political direction, establish the target content system of aesthetic education, establish the concept of discipline integration, promote the reform and innovation of aesthetic education teaching, promote cultural heritage and innovation, and enhance the awareness and ability to serve the society.

Table 2.1 Types of beauty

beautiful of species category	Social Beauty	Beauty of labor, beauty of people, beauty of life, beauty of human relations, etc.
	Artistic beauty	Beauty of music, painting, dance, literature, architecture, etc.
	Natural Beauty	The beauty of natural things and phenomena (including the beauty of human landscapes)
	Scientific Beauty	Beauty of scientific experiments, beauty of scientific formulas, etc.

2.2.2 Concept of higher education institutions

Higher vocational colleges, short for higher vocational colleges, are an important type of higher education in China and an important part of vocational education, cultivating talents with higher education knowledge and strong professional skills on the basis of completing secondary education.

On November 16, 2006, the Ministry of Education of the People's Republic of China issued the document "Some Opinions of the Ministry of Education on Comprehensively Improving the Teaching Quality of Higher Vocational Education", which clearly pointed out that "higher vocational education is a type of higher education development, shouldering the mission of cultivating highly skilled talents for the needs of the first line of production, construction, service and management, and playing an irreplaceable role in It has an irreplaceable role in speeding up the process of socialist modernization in China." At the same time, the "National Model Higher Vocational Colleges and Universities Construction Program" has been implemented, from then on, higher vocational education plays a pivotal role in China's higher education system, and higher vocational colleges and universities have entered a brand new development period (Fan, 2016). Therefore, higher vocational colleges and universities are an important type of higher education in China, and they are responsible for cultivating technically skilled talents, highlighting the cultivation of students' professional skills and requiring students to have strong practical abilities (Zhong, 2008).

2.2.3 Concept of aesthetic education in colleges and universities (higher education institutions)

The main task of aesthetic education in colleges and universities is to teach aesthetic knowledge, cultivate aesthetic consciousness and improve aesthetic quality among all students. The main way to implement aesthetic education is to vigorously implement the educational teaching and practical activities of literature, aesthetics, music, art and other disciplines in colleges and universities. The aesthetic education in colleges and universities should have new characteristics, contents and tasks based on the aesthetic education in colleges and universities. It should conform to the current age structure, psychological characteristics, cultural foundation, moral level and cultivation goals of higher vocational students.

2.2.4 Innovative Concept of Aesthetic Practice

The transmission of beauty is based on visual art. A common form of visual art is pictorial art. Images include graphics, color, space and other elements. Relevant studies have proven that the human brain's ability to process and remember images is much greater than that of words, and that image literacy is more intuitive and effective than word literacy. We guide teachers of various subjects to pay attention to the use of image art in curriculum design and teaching implementation, so that students can recognize, experience, and feel beauty in the learning process, which effectively improves the effect of education and teaching (Zhao, 2020).

Professor Ma (2021) emphasized that aesthetic education should not only be oriented to a single group, but should also be developed for the whole society and for everyone, in the process of cultivating people to discover beauty, recognize beauty and create beauty, to realize the prosperous development of social culture and art, so as to further promote social harmony and build an ideal country of aesthetic education for everyone. Now that the country attaches importance to aesthetic education, we have caught up with the good policy, and we hope that we will forge ahead on the road of aesthetic education development, so that the flower of aesthetic education will bloom more fragrantly!

2.3 Research on the implementation of aesthetic education in higher education

2.3.1 Two major principles for building an aesthetic education system

1, Practicality and professionalism. Vocational education is concerned more with practical operation ability and professional and technical literacy. In order to become a

sustainable talent of vocational range class, not only need the cultivation of professional skills, but also need to have a certain aesthetic literacy, can learn to do fine craftsmanship, good at creating, have the perception of beauty in order to create things rich in beauty. Therefore, the primary principle of constructing aesthetic education courses in higher vocational institutions should be practicality and professionalism, and building aesthetic education with professional characteristics from the perspective of professional skills (Chen, 2017).

2, Integrate the spirit of traditional Chinese art and spread the foundation of cultural confidence in excellent Chinese art works. Harmonization of the true goodness and beauty of Chinese traditional art through the spirit of Chinese traditional art in the aesthetic education curriculum. Chinese aesthetics requires the unity of beauty and goodness. The excellent traditional Chinese art works contain such a supreme pursuit, and the national confidence and cultural self-confidence that arises in the process of aesthetic education can act dynamically in the whole process of lifelong learning (Zhang, 2004).

2.3.2 Aesthetic Education Course Objectives and Teaching Model

2.3.2.1 Course Objectives

In terms of knowledge goals, through the understanding of the nature, origin and development of art, they have a certain understanding of art, practical art, plastic art, expressive art, comprehensive art, language art, and the creation and context of artworks in the art system, as well as a deeper understanding of nature, society, history and life through aesthetic learning activities. In terms of ability goals generate self-cognition through multiple views of the nature, origin and development of art, and have a certain appreciation of art works (Chen, 2018). The main objectives of the Aesthetic Education Program are to achieve.

1, to be sensitive to people: in the process of receiving art works, to form a higher level of appreciation and appreciation requirements for personal experience, literacy, and aesthetic interests (Zhang, 1999).

2, subliminal: in the aesthetic education course of the feeling of beauty in the long-term role of the human soul to purify, to play a subtle role in the human mind and emotions and spiritual outlook, prompting people to establish a more sound outlook on life, worldview, values (Liu, 2014).

3, Teach to play: Teach through the means of "music" to achieve, so that the function of edification to get a pleasant concrete image. In the process of aesthetic education, beauty is fully combined with the actual occupation to promote artistic imagination and creativity to improve the aesthetic psychological structure, and then realize the physical fitness with beauty, intellectual enlightenment with beauty, emotional pleasure with beauty, and moral support with beauty, and finally realize the five education through, five education together (Zhang & Jia, 2006).

2.3.2.2 Teaching Model

1, Basic art knowledge and skills: Vocational education organically combines art courses with professional courses, strengthens practice, and offers expanded art courses that reflect the characteristics of vocational education (Wu, 2022).

2, Art aesthetic experience: establish practical activities such as art practice workshops and experience learning in museums and non-heritage display and transmission sites. Carry out special displays of art, strengthen the construction of school student art troupes, select outstanding student art troupes to participate in major national performance activities, to promote the excellent Chinese traditional culture, revolutionary culture, advanced socialist culture as the guide, to play a model leading role.

3, Art-specific specialties: Vocational education strengthens art practice, cultivates high quality technical skill talents with aesthetic cultivation, guides students to perfect their personality cultivation and enhances cultural innovation awareness. Vocational education organically combines art courses with professional courses, such as architecture majors strengthen the combination degree of practical art, plastic art course content and vocational skills; preschool education majors strengthen the function of art and art education, art creation, art appreciation to improve the professional art literacy of kindergarten teachers (Zhou, 2013).

2.3.3 Curriculum implementation and development of resources

2.3.3.1 Course Implementation

Aesthetic education courses require teachers to master the most basic knowledge of aesthetic education and to understand the aesthetic goals of the art education courses they undertake; to master the skills of an art and its expressive language (Du, 2022); to master the systematic knowledge of at least one art and to be able to understand and interpret the humanistic connotations of the classical works in that art; to have a theoretical understanding of the psychological characteristics of aesthetic development; to master effective teaching methods that "follow the characteristics of Theoretically understand the psychological characteristics of aesthetic development; master effective teaching methods that "follow the characteristics of aesthetic education"; and have the ability to organize and guide students' art club activities in various aspects.

2.3.3.2 Course Resource Development

2.3.3.2.1 Courses offline.

On the basis of the teaching experience of the teaching faculty where the full-time

teachers of each major are teaching, the teaching materials shall be prepared in the framework of this course standard, and the teaching materials shall fully reflect the theoretical core, task-led and practice-oriented curriculum design ideas. The teaching materials should focus on practicality and give full play to guiding students' interests in shaping their specialties in art on the basis of theories of aesthetic education (Cai, 2018).

2.3.3.2.2 Online resources.

The teaching team should choose a suitable online teaching platform. Be responsible for the construction of resources for teaching projects and complete the construction of teaching courseware, activity videos, exercise sets and other resources. Make full use of information resources such as e-books, e-journals, multimedia course resource databases, digital libraries and educational websites to make teaching activities resources rich and varied so as to improve students' comprehensive literacy.

In conclusion, university aesthetic education is not optional; its direct goal is to improve students' aesthetic and humanistic literacy, which is an important quality deeply rooted in the heart. It can be the best partner of curriculum thinking and administration, and it is also an important part of the "five educations", which is an important means to cultivate high quality applied talents in higher education institutions. Aesthetic education and moral, intellectual, physical and labor education complement each other, and the construction of aesthetic education curriculum system must be relatively balanced and coordinated with other education to accelerate the revolutionary changes brought by the Internet, and digital media technology also enables the innovative development of aesthetic education curriculum system and enriches aesthetic education curriculum resources and educational teaching methods (Wu, 2022).

2.4 Research Relevant

2.4.1 Literature Analysis

In his "Methods of Implementing Aesthetic Education," Cai Yuanpei discusses various aspects of aesthetic education. In terms of human growth, the first is the fetal institution, the nursery school, the elementary school, and the secondary school; the second is the university. In addition to aesthetic education through special courses such as art, music, literature, and drama, there are also "aesthetic elements" in various sciences such as mathematics (proportion), science and chemistry (sound and color), thermology, electricity, chemistry, astronomy, mineralogy, botany, and zoology; and then there is aesthetic education in society: art museums, art Finally, there are the basic elements of local beautification: roads, buildings, parks, places of interest, monuments, etc. In the structure of these aesthetic education system, the school art aesthetic education occupies an important position. As pointed out in the "Opinions": "school aesthetic education curriculum to art courses as the main body, mainly including music,

art, calligraphy, dance, drama, opera, film and television courses. Preschool education stage to carry out the art game activities suitable for the physical and mental characteristics of young children. Compulsory education stage to enrich the content of the art curriculum, in the opening of music, art, calligraphy courses, based on the gradual opening of dance, drama, film and television and other art courses. Diversified art courses are offered at the high school level to increase the selectivity of art courses. Vocational education organically combines art courses with professional courses, strengthens practice, and offers expanded art courses that reflect the characteristics of vocational education" (Jiang, 2018).

Although aesthetic education is not the same as art education, "art education is an important part of aesthetic education and plays an important role in shaping a beautiful mind" (Xi, 2018). In short, "the purpose of aesthetic education is to cultivate a lively and perceptive nature and to develop a noble and pure personality".

2.4.2 Research

In order to better understand the current development status of aesthetic education in higher education institutions, the author issued 468 questionnaires to students in higher education institutions in Quanzhou, and 463 questionnaires were collected, with a recovery rate of 99.1%, of which 376 were valid, with an efficiency rate of 81.2%. The specific contents of the questionnaires were mainly related to the quantity, content and teaching methods applied in the development of aesthetic education courses in higher education institutions in Quanzhou.

2.5 Theoretical foundation

In different periods, people have understood and analyzed aesthetic education differently. In the modern era, when the rational movement of science and technology was preached, the issue of the ontology of aesthetic education had been neglected or misunderstood for a long time, leading to the phenomenon of superficiality, instrumentalization, utilitarianism and even blindness in the theory and practice in the field of aesthetic education. However, with the development of educational reform, China currently puts forward new requirements for aesthetic education, repeatedly emphasizing the important status and value of aesthetic education. Therefore, clarifying the essential connotation of aesthetic education provides a solid theoretical foundation for the subsequent exploration of the meaning of aesthetic education in higher vocational courses and the construction of the system, etc (Chen, 2013).

2.5.1 Philosophical Theory

The metaphysics of aesthetic education is aesthetics. In philosophy, aesthetics is often considered to be the study of "the philosophy of the art of beauty. In the Philosophical Manuscripts on Economics of 1844, Marx proposed that beauty is the

sensual manifestation of man's essential power and emphasized that the "freedom" of the human spirit must be based on practice. According to Marx, the essential power of man is embodied in transformed nature (i.e., beauty is embodied in human practice). Nature here is the object of man, the visualization of his essential power, the creation and reality of man on the basis of practice. From the viewpoint of the subject, it is the subjective "nature" that gives rise to the human senses. Therefore, it can also be said that nature (i.e., the objectification of human essence) creates human sensations that correspond to human essence and to the full richness of natural essence. In this view, Marx proposed that "labor creates beauty". It is evident that beauty originates from human material practices (Zhou & Hu, 2006).

Further developing from the understanding of beauty, Marx points out that "aesthetics is an intuitive and absolute sensual activity". The subjective nature (i.e., the objectified form of man's essential power) is the object of his aesthetic intuition, while man's essential power itself is its intuitive content. And this intuition is not a mere intuition, which is superficial. Aesthetics is the intuition of the human essence through objectified activity, the intuition of the human state of being and the ability to produce harmony with nature so that we can produce aesthetic experience and pleasure (Ma, 1985). Marx's understanding of aesthetic education is to ideologically inspire people to understand the laws of beauty and aesthetics, so that they can intuit their own essence from objects and appreciate the beauty of their own essence. Marx's rules on the nature of aesthetics are actually reflected in his discussion of the concepts of "human nature," "objectified man," and "the sensual manifestation of human creations," i.e., in the various social Marx's concept of "the nature of man," "the objectified man," and "the sensual manifestation of the human creation" is reflected in his discussion of the development of the whole man in various social practices. At the same time, Marx rebuked those of the past who regarded only the abstract universal forms of history (religion, politics, art, literature, etc.) as the reality of man's essential power and the activity of his class, ignoring the ordinary material industries, which are also sensual, external, useful objects that are the objectified essential power of man and the embodiment of his essential power. Marx believed that in the past the industries of capitalist society created beauty, but people did not intuit this beauty and failed to experience it. It can be seen that aesthetic education is to help people to spontaneously intuit these beauties produced by the practice of social life. These beauties are created by transforming the properties of the object "things" into "things" that are related to the subject, and the subject (human being) can also visualize the meaning of these "things". Thus, to a certain extent, aesthetic education plays an important role in the construction of human material and spiritual civilization.

What is aesthetic education? Philosophically, it is clear that beauty has its roots in the material practices of human beings. The essence of beauty is linked to the essence of human beings. Aesthetic education is to help people acquire the ability to visualize the essence of things in life, to promote the construction of the human psyche, and to

cultivate a person who is harmoniously united with reason and sensibility. Aesthetic education is a kind of education that encourages people to pursue the realm of "how to live" in life. Specifically, aesthetic education is the search for the discovery of human culture (i.e., the psychological structure) that has been formed by historical accumulation. Aesthetic education is to encourage people to transform their "instrumental ontology" into an "emotional ontology" and to consciously shape the inner human psyche (i.e., spiritual civilization) that corresponds to the ever-changing material culture of the outside world. From this perspective, aesthetic education is similar to a spiritual education (Huang, 1994).

2.5.2 Psychological Theory

Examining aesthetic education from a psychological perspective helps us to understand the formation of aesthetic education in terms of the inner psychological logic of aesthetics, helps us to better grasp the characteristics of aesthetic education, and has important implications for understanding the essential connotation of aesthetic education as well as the selection of materials and the design and implementation of aesthetic education practices.

In Art and Visual Perception, the psycho-aesthetician Arnheim, starting from the basic theory of Gestalt psychology, pointed out that aesthetic imagination is caused by the "field" effect and "heterogeneous isomorphism" in the human brain. Specifically, the image structure of the aesthetic object (external things) stimulates the aesthetic subject (i.e., the connoisseur) and evokes the field effect in the cerebral cortex of the aesthetic subject, thus generating aesthetic imagination (Li & Liu, 1999). Moreover, there is an isomorphic correspondence between the existence of external things and human physiological and psychological activities (these three heterogeneous), that is, when the external characteristics of the aesthetic object and the internal psychological structure of the person to achieve structural consistency (i.e., isomorphism), it can stimulate the field effect in the subject's cerebral cortex, thus causing the aesthetic mental activity of the person, stimulating the aesthetic experience. In this regard, the principle of mirror neurons in the theory of self-cognition can also explain the generation of aesthetic mental activity. The discovery of mirror neurons demonstrates a strong causal relationship between the physical structure and properties of human beings (i.e., sensory organs of the body, motor system, etc.) and their mental and cognitive functions. Ward T & Casey A (2010) This principle suggests that "the so-called internal mental processes may be the mental simulation processes of bodily action experiences" (Ye, 2012). In other words, aesthetic activities are stimulated by aesthetic objects to awaken mirror neurons in the subject's brain island, so that the subject understands and imitates the form or meaning that exists in the aesthetic object, and empathizes with it, thus forming an aesthetic experience. From this point of view, aesthetic education is the stimulation of the external material structure, so that the body and mind of the aesthetic subject and the external material reach isomorphism, causing the empathy of the aesthetic subject, and thus awakening the similar response of the

physical and mental structure of the subject (Cai, 2015).

Psychologist Banir Berlin explained the mechanism of the generation of aesthetic pleasure with the theory of motivational arousal. He argues that aesthetic pleasure is caused by arousal effects, i.e., the aesthetic object draws the subject's attention, focus and excitement and awakens the subject's need for knowledge. He emphasizes the important role of the participation of cognitive factors in the aesthetic experience: the more and more advanced the participation of the subject's own cognitive factors in the aesthetic experience, the more intense its aesthetic pleasure will be. But styles that are too complex to be assimilated and understood will not cause aesthetic pleasure even if they are involved. Thus, in aesthetic activities, aesthetic objects (i.e., aesthetic materials) should be chosen to meet the subject's own cognitive factors so that the subject can produce a sense of pleasurable aesthetic experience (Zhao, 1998).

What is aesthetic education? Aesthetic education is an educational activity that helps the individual to assimilate with the external material structure under the stimulation of the external material structure in order to shape the common aesthetic psychological structure of human society. Specifically, first of all, the external material needs to conform to the individual's own cognitive factors in order for aesthetic education activities to occur, which indicates that the development of aesthetic education activities requires the individual to have a certain prior knowledge base. From this level of understanding, aesthetic education is carried out on the basis of intellectual education. Secondly, the individual in aesthetic education activities has to perceive, remember, associate, imagine and other series of mental processes of external materials, and in this process produce certain aesthetic emotions, aesthetic understanding, so as to make themselves and external materials to achieve a state of harmony and unity. Again, aesthetic education in this individual itself and the external material repeatedly isomorphic process, prompting individuals to accumulate, precipitate aesthetic experience, the formation of a certain aesthetic tendency or aesthetic psychological structure (Yue, 2019).

2.6. Theoretical framework

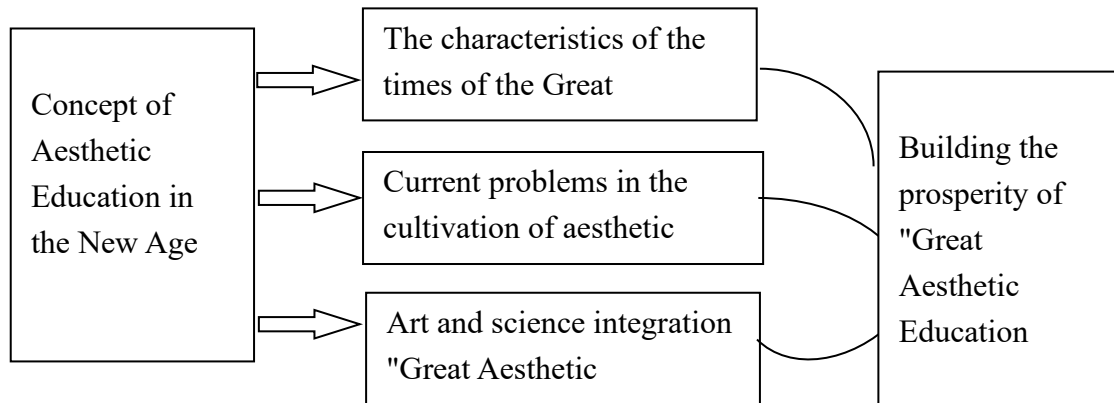


Figure 2.1 Theoretical framework diagram

2.7. Theoretical Applications

Birkhoff, an American experimental psychologist, has conducted a large number of experiments to explore and propose the theory of "aesthetic degree formula", by which he studied various factors that measure the subject's aesthetic feelings, as well as the levels and relationships of the components of these factors (Ye & Zhao, 2019). In the 1980s, the aesthetic educator Liu Zhaoji pioneered the psychology of aesthetic education in China. Since then, experimental research on the physiology and psychology of aesthetic education and logical thinking research have been gradually carried out and become an important basis for arguing the scientificity of aesthetic education in colleges and universities. There are three main research paradigms.

First, the study of aesthetic cognition, which combines aesthetics and psychology, emphasizes the psychological basis for the production of aesthetic sensibility. For example, university experiments on the influence of aesthetic conceptual understanding on the level of aesthetic sensibility proposed that the rationality of aesthetic conceptual understanding is a significant factor in each influencing factor of aesthetic sensibility. On the other hand, from psychological experiments scholars have explored the relationship between aesthetics and physiology in depth and found that aesthetic education applied with physiological neurological basis is conducive to the development of students' nervous system and "promotes the overall harmonious development of students' perceptual rationality, aesthetic qualities and physical and mental qualities" (Chen, 2017).

Second, experimental physiological and psychological research based on the teaching of art courses in colleges and universities, such as experiments using brain imaging technology to study the effects of music appreciation on college students' emotional experiences, neural mechanisms and physiological reactions, which are beneficial to the development of college students' psychological quality (Ran, 2009).

Third, the study of aesthetic logic. Aesthetic logic is an open and compound multi-value logic proposed based on aesthetic cognition. Aesthetic logic provides a logical basis for the implementation of aesthetic education in colleges and universities, and becomes the basic thinking of the current implementation of aesthetic education in

colleges and universities, i.e., to cultivate the ability of college students to appreciate art, rather than the dichotomy of right and wrong.

Currently, there is no lack of research on the art curriculum for higher education in China. Zhang (2009) suggests that in order to cultivate the vocational art ability of preschool students, the art curriculum should focus on cultivating students' practical hands-on ability and appreciation of artworks, and should be based on the concept of "employment-oriented, application-based, skill-first, and connotation development".

Zhu (2010) proposed in the study of aesthetic education for college students that aesthetic education, that is, aesthetic education, is an important part of the Party's education policy, an important content of comprehensive quality education for young college students, and an important part of ideological and political education for college students. Aesthetic education has a unique function and role that cannot be replaced by other education. This paper is a brief review of the main research literature on the aesthetic education of college students.

Zhang (2010) says in his article "Research on Improving Students' Humanistic Quality through Basic Art Education" that "Aesthetic education is an aspect of cultural education and an indispensable and important part of quality education. It has a unique significance in improving the level of knowledge and cultivating the cultural quality of all people. As an art education in the new century, it is to improve students' aesthetic awareness, cultural literacy, and cultural quality, and to cultivate a sense of innovation. We should continuously integrate traditional culture in the art classroom and try to create a cultural learning atmosphere for them, which is the basic requirement for art educators in the new century.

Zhang & Wang (2008) mentioned in "Analysis of the Current Situation of Poetry Aesthetic Education Research in China" that poetry aesthetic education is carried out with poetry as the aesthetic object. In recent years, as the work of aesthetic education has gradually attracted the attention of the education sector and the society as a whole, for example, many teachers have tried to use poetry education as a position to carry out aesthetic education for students and have conducted fruitful researches, which has undoubtedly strengthened the function of poetry aesthetic education and promoted the construction of aesthetic education in schools. However, to a large extent, these studies are still superficial and incomplete.

Fan (2021), president of the Chinese Artists Association, said, "The grand blueprint for the comprehensive construction of a modern socialist country puts forward the strategic goal of building a culturally strong country and an educationally strong country, and art colleges and universities bear the heavy responsibility of cultivating new types of art talents, of which it is high time to strengthen the training of high-level art professionals, and it is necessary to start from the requirements of the new era, recognize the high-level art professionals in the construction of a strong cultural nation and the prosperous development of literature and art, and recognize the primary and

direct responsibility of art colleges and universities in cultivating high-level art talents."

Lu (2021): To build a new pattern of education with the "Great Aesthetic Education" as the leader, emphasizing that the concept and connotation of aesthetic education are innovative with the times. The Academy of Fine Arts of Tsinghua University always insists on taking the people as the center, serving the image of the country and promoting people's well-being, and strives to promote the interaction and integration of art and science at a high level and deep level, with the purpose of "Great Aesthetic Education", taking moral education as the root, promoting the spirit of Chinese aesthetic education, and building a "Great Aesthetic Education" system with a new era for China's higher art education to become world-class. It explores the practical path of "Great Aesthetic Education" system with new era style, promotes the reform and innovation of university aesthetic education, and strives to form a new pattern of education that meets the needs of the times and future development.



CHAPTER 3 Research Methodology

3.1 Overview

The research of this paper adopts a mixed research method and takes 'the practice and innovation research of "great aesthetic education" in higher vocational teaching management in the new era' as the core. In the specific research process, it mainly focuses on the concept of aesthetic education in the new era, the current situation of aesthetic education in vocational education and the existing practical problems, and finally analyzes and summarizes the practice and innovation strategies of "great aesthetic education" in higher vocational teaching management in the new era on this basis (Sun & Ye, 2021).

The main reasons for using mixed research methods are as follows: literature research is to analyze the literature under the guidance of the theory of "aesthetic education" and to provide the direction of analysis for case studies and research studies. Based on the philosophical theory of aesthetic education and the psychological theory of aesthetic education, the literature analysis can better sort out the theoretical information needed for this study and explore the practice and innovative research factors of "Great Aesthetic Education" in higher education teaching management in the new era. The use of questionnaires can make the study supported by practical materials, and also can get the data related to the construction of aesthetic education courses in colleges and universities. The case study can reflect some characteristics of the data and provide effective data support, and finally implement the practice and innovation of "Great Aesthetic Education" in higher education teaching management in the new era, and realize the comprehensive value of aesthetic education for individuals and society (Fang, 2017).

3.2 Study Design

The research direction of this study is mainly in the order of literature analysis-reality review-strategy exploration, taking the problems that still need to be solved in the implementation of aesthetic education curriculum in colleges and universities in the new era as the logical starting point of the study. The general idea of the study is formed by clarifying the ambiguous understanding about aesthetic education and centering on the key issue of how to root aesthetic education in the curriculum and make it integrate into the whole process of school education.

(1) Identify the research questions. Mainly through a more comprehensive literature collation of research results about aesthetic education, to find out the problems that need to be further deepened in the research, and to establish the main research questions, research content and research value of this study.

(2) To understand the current situation of the aesthetic education curriculum. Understand the current status of the implementation of the school aesthetic education curriculum, and clarify the problems that still need to be solved through the analysis of

the current situation.

(3) Clarify the essence of the theory. According to the demand of school aesthetic education practice, clarify the essence of aesthetic education, grasp the value and purpose of aesthetic education, and take it as the theoretical premise of constructing higher vocational aesthetic education curriculum, explore the essence of aesthetic education curriculum and the system construction of aesthetic education curriculum, so as to clarify the status of aesthetic education curriculum in higher vocational curriculum and the development direction of aesthetic ability of students inherent in the curriculum (Yue, 2019).

(4) Exploration of implementation strategies. After clarifying the purpose and characteristics of the comprehensive aesthetic education curriculum and the system construction, we will try to find out more scientific and reasonable strategies and methods to implement the comprehensive aesthetic education curriculum, so as to solve the problem of rooting the school aesthetic education in the curriculum and carrying out regular implementation (Zhou, 2021).

3.3 Research Hypothesis

To study the practice and innovation of teaching and management of "great aesthetic education" in the new era of colleges and universities (higher education institutions), the essence is to analyze the actual changes of teachers and students in terms of their awareness of aesthetic education concepts, ability and quality, and practical actions, and put forward the following hypotheses.

1. The popularization and application of the great aesthetic education in the new era has a positive impact on the realization of the deep expansion of the connotation of art education in colleges and universities.

2. The practice and innovation of aesthetic education in the education of higher education curriculum has a positive effect on the education of higher education students' rich imagination and cultivation of creative consciousness.

3. The research on the innovation of aesthetic education practice has evolved from the integration of science and art to the ultimate construction of the "great aesthetic education" prosperity in the new era.

3.4 Research Methodology and Analysis

The primary criterion of science is whether the method used is scientific or not, and a discipline must have a scientific research method in order to develop into a scientifically sound academic. The author classified and counted the research methods adopted in 15 1 journal literature according to the connotation and characteristics of educational research methods (see Table 3.1).

Table 3.1 Frequency distribution of research method types

Research Methodology	Discursive Research	Qualitative Research	Quantitative Research	Total
Literature / Articles	142	0	9	151
Percentage	94%	0%	6%	100%

According to the literature samples retrieved from 2011 - 2020, it can be seen that discursive research is the main research method for the study of higher vocational aesthetic education courses, with the total number of articles reaching 142, accounting for 94% of the total sample, quantitative research accounts for 6%, and other research methods are 0. Discursive research is based on pure theoretical thinking based on experience; empirical research accounts for a relatively small proportion, among which quantitative research is the main method, involving measurement, questionnaires, experimental methods and other methods. According to the research questions and research purposes, the following research methods were selected for this study.

① Literature research method

The literature research method refers to a research method that collects literature on the basic theories of aesthetic education and the current state of implementation of aesthetic education, and composes and analyzes the literature in order to develop a knowledge and understanding of the nature of aesthetic education and the nature of a comprehensive aesthetic education curriculum (Sun, 2000). In the research process, and with historical research and comparative research as the core. Using the form of historical research, it seeks to analyze and explain the trajectory of basic theoretical research on aesthetic education and clarify the transformation of ideas about aesthetic education by exploring its ontological connotation, purpose and value, status and role. Comparative research aims to be a logical method of thinking that identifies similarities and differences among objects. Through comparison, the narrowness of the research process can be overcome, and the individual phenomena and problems studied can be put into a broad context so that their universal laws can be better revealed. The comparative approach is used to study, analyze, and understand the similarities and differences in theoretical perspectives and theoretical foundations among researchers, thus forming a deeper understanding of the nature of aesthetic education and integrated aesthetic education curriculum research (Sun & Ye, 2021).

Statistics on the number of articles issued

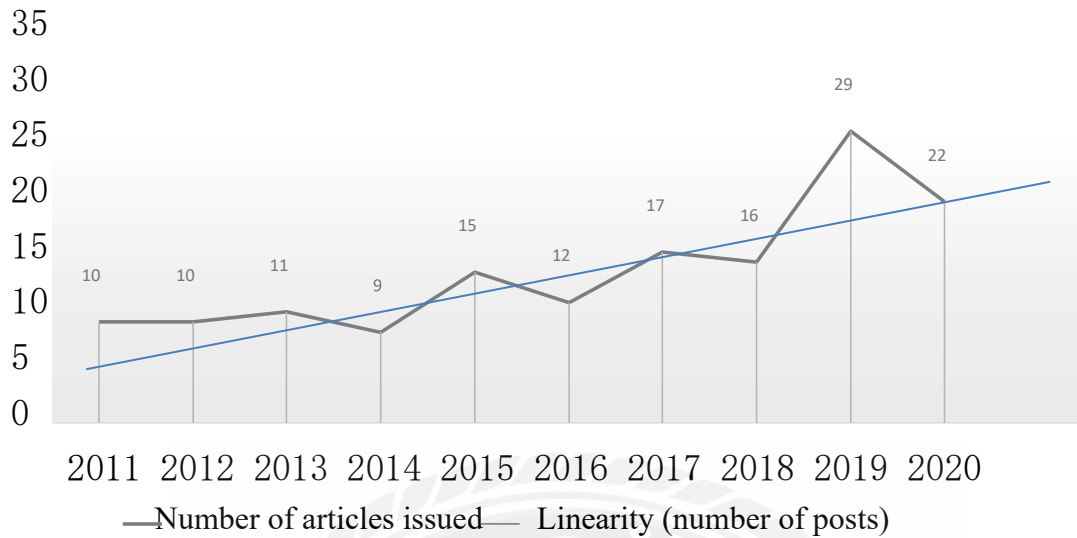


Figure 3.1 Statistics on the number of articles issued in the study of higher vocational aesthetic education curriculum

Analysis of research trends

Based on the changes in the number of annual publications, we can understand the overall trend of the development of this research field. In the past ten years, the number of literature related to "higher vocational aesthetic education curriculum" has been on the rise (see Figure 3.1), which shows that the importance of higher vocational aesthetic education curriculum has been increasing year by year, and the related researches have been gradually enriched in various forms (Sun & Ye, 2021).

②Survey Method

Survey research is a kind of descriptive research, which refers to the purposeful and planned collection of materials of the research subject through observation of primary materials in a natural state, so as to form an objective and scientific understanding of an issue. This study mainly uses observation and interviews (Tan, 2010). To understand the reality of the implementation of aesthetic education in the school curriculum, to understand the awareness and views of school teachers about aesthetic education, as well as the factors that influence the implementation of aesthetic education in schools and the attitudes and methods used to integrate aesthetic education into the curriculum. The purpose of the research using the survey method is to grasp the practice patterns of aesthetic education in schools.

Table 3.2 List of high-frequency keywords for research on aesthetic education programs in higher education from 2011 to 2020 (top 20)

Frequency	Mediator centrality	Year of the first appearance	keyword	Study the hot, point plate	Frequency ratio of each plate
65	1.11	2011	higher vocational school		
7	0.05	2011	Higher vocational education		
33	0.52	2013	aesthetic education	Higher vocational aesthetic education is 56.10%	
24	0.2	2011	Aesthetic education		
4	0.04	2017	liberal education		
13	0.22	2011	Aesthetic		
5	0.01	2013	power		
5	0.0	2015	meaning		
4	4	2013	student	Basic theory of aesthetic education	
4	0.0	2013	sitting up		
4	3	2013	exercise		
3	0.0	3	Humanistic quality	position	
3	0.05		aesthetic consciousness		
4	0.02	2011	moral education		
4	0.04	2011	physical culture		
10	0.26	2012	Curriculum system of higher vocational aesthetic education		
8	0.04	2011	Aesthetic education class		
8	0.06	2013	Art appreciation course		
13	0.38	2011	College Chinese	Curriculum construction of higher vocational aesthetic education 25.70%	
6	0.03	2016	teaching method		
6	0.05	2011	Curriculum Revolution		
10	0.1	2011	Countermeasures and suggestions		

3.5 Analysis of Hotspots of Research on Aesthetic Education Curriculum in Higher Education

The content analysis method is used to determine the classification units of higher vocational aesthetic education curriculum research, rooted in the deeper connotation of literature information content, and to carry out specific analysis of higher vocational aesthetic education curriculum research from a microscopic perspective.

3.5.1 Research on the basic theory of aesthetic education

The higher vocational aesthetic education curriculum is rooted in the basic theory of aesthetic education, and clarifying the value and status of aesthetic education is the premise of the research on higher vocational aesthetic education curriculum. The studies have fully affirmed the multiple values of aesthetic education for higher vocational students. First, the value of humanism, aesthetic education is an important way to cultivate the humanistic spirit of higher vocational students. Second, the value of aesthetic education (Yang, 2019), which has the function of aesthetic education and aesthetic education. Third, the development value, aesthetic education helps to cultivate good moral sentiment, make people have aesthetic ability and creativity, and improve the ability to change right and wrong. Fourth, the practical value, aesthetic education can improve the professional business quality of students, is an important factor for skilled personnel to improve productivity. Fifth, the cognitive value, aesthetic education can promote the understanding of literary knowledge and enhance the understanding of human civilization. Scholars understand the status of aesthetic education in general terms as follows: the organic combination of aesthetic education and physical education, still beauty refining beauty; aesthetic education and intellectual education integration of beauty enlightenment; aesthetic education and moral education interlocking standing beauty and morality. However, the top priority of school teaching is still intellectual education and moral education, and it is an indisputable fact that physical education and aesthetic education are complementary to each other (Ye, 2013). In short, aesthetic education has many values and plays a "unifying" and "penetrating" role in the implementation of education, but it is still in a subsidiary position in the school education system.

3.5.2 Research Overview

As one of the basic policies of education in China, aesthetic education has its own unique nature. If the essence of aesthetic education, i.e., the connotation, characteristics, and nature of aesthetic education, cannot be clarified, it is easy to confuse aesthetic education with moral education and with art education, etc., which not only affects people's understanding of the comprehensive value of aesthetic education, but also affects the design and implementation of aesthetic education curriculum in schools. The situation of relevant articles in terms of the connotation and characteristics of aesthetic education, the purpose and significance of aesthetic education, and the status and role of aesthetic education are sorted out as follows.

3.5.2.1 Research on the basic connotation of aesthetic education

The analysis of the definition of the connotation of aesthetic education is a prerequisite for purifying the essence of aesthetic education and conducting research on the practice of aesthetic education. Some of the studies in this area are: the section on

the connotation of aesthetic education in Psychology of Aesthetic Education - Making Teaching and Learning Full of Beauty and Vitality (Guo & Zhao, 1998), Aesthetic Personality Education: The Essence of Aesthetic Education in Cultural Perspective, Aesthetic Education: Education to Make Perfect and Harmonious Personality (Zhao, 2014), Towards the integrity of aesthetic education, aesthetic education: connotation and path, on aesthetic education as an intellectual practice of moral education artistic, on knowledge education, labor education and aesthetic education and their integration, on aesthetic literacy and its cultivation (Du, 2014), perceptual education: the modern proposition of aesthetic education (Du, 1999), the double prescriptive nature of the essence of aesthetic education, the epistemology of Lime education, on aesthetic education and its psychological effects, an overview of Chinese aesthetics and aesthetic education thought, aesthetic education - the key to education modernization, Introduction to Aesthetic Education (Li, 1992), etc. At present, the definition of the connotation of aesthetic education is mainly divided into two views: "aesthetic education or emotional education theory" and "completion theory". Du Wei points out, "Aesthetic education is emotional education." Aesthetic education is a kind of education to improve students' aesthetic quality, based on the full emphasis and individual initiative, and to encourage individuals to accumulate aesthetic quality on the basis of aesthetic experience. Zhang Jian points out, "Aesthetic education is an education to cultivate students to recognize beauty, love beauty and create beauty." Li Hong and Liu Zhaoji point out, "Aesthetic education is education to cultivate students' ability to recognize beauty, appreciate beauty, love beauty and create beauty." According to Fang Hongyi, "Aesthetic education is the intellectual practice of the art of moral education."

3.5.2.2 Research on the purpose and value of aesthetic education

A clear understanding of the purpose and positive significance of aesthetic education is the key to carrying out the practice of aesthetic education. 2018 "comprehensive implementation of the Party's education policy to solidly promote the work of aesthetic education in the new era" again stressed that "the work of school aesthetic education must be integrated into the whole process of school education, school aesthetic education work is to promote the creative transformation and innovative development of excellent traditional culture, to reshape the cultural confidence of the Chinese nation is inevitable Requirements. To cultivate the eyes to discover beauty, the soul to feel beauty and the literacy to create beauty, and to put a deep Chinese cultural imprint, this is the most basic goal of aesthetic education." Scholars have also paid much attention to the analysis and research in this area. For example, "establishing people with beauty": the value implication and practical path of the "new realm theory" of aesthetic education, the reflection on the legitimacy of aesthetic education - and the aesthetics of life, Aesthetic education in schools in the new era should return to the original heart and start again, Why is aesthetic education important - the value and realization of aesthetic education in basic education, On the independent value of aesthetic education, The current significance of modern aesthetic

education (Han, 2012), on aesthetic education and teacher professional training.

Cheng Ling points out that "the purpose of aesthetic education is to establish people." (Cheng, 2018) He believes that education is aesthetic education, so the purpose of education is the purpose of aesthetic education. From the perspective of life aesthetics, Fan Zao points out that the purpose of aesthetic education is to promote life care and reshape human life consciousness. Cai Lin believes that the purpose of aesthetic education is to examine "beauty," promote "beauty," highlight the overall function of "beauty," and promote the harmonious development of human beings. Chen Ping believes that the purpose of aesthetic education is to enhance students' aesthetic experience, develop their imagination and creativity, and have an important impact on their personality development. Cai Leike believes that aesthetic education can achieve the purpose of emotional nurturing and is an important way to realize the ultimate value of life. Aesthetic education is important for the cultivation of noble morality, the stimulation of creative spirit and the change of customs. Han Zhongjian points out that the special significance of aesthetic education lies in the transcendent spirit of pursuing the elevation from the general realm of life to the realm of aesthetics, which embodies the highest spiritual interest of man's continuous search for the meaning of existence. Zhong Shilun emphasizes the importance of aesthetic education in teacher education and proposes to offer a compulsory course on aesthetic education in teacher education (Zhong, 2008).

3.5.2.3 Research on the status and role of aesthetic education

The status and role of aesthetic education is not only reflected in art education, but also in promoting the development of other disciplines and even the complete development of education. 1999, China promulgated the Decision of the State Council of the CPC Central Committee on Deepening Education Reform and Promoting Quality Education comprehensively, in which it was clearly stated that "aesthetic education not only cultivates sentiment and improves literacy, but also helps develop intelligence, and is irreplaceable for It has an irreplaceable role in promoting students' all-round development". Scholars have also conducted in-depth analysis and research on this issue, such as, on the important position of aesthetic education in the construction of socialist spiritual civilization (Luo & Wang, 2004), the position and role of aesthetic education in the comprehensive quality of college students, the position and role of aesthetic education in quality education (Zhao, 2000), a trial discussion on the position and role of aesthetic education in quality education (Li, 2004), the problem of the status of aesthetic education in education (Zhang, 2001), on the promoting role of aesthetic education to moral education (Fan, 2007), review and foresight of aesthetic education in China in the century (Duan & Duan & Yang, 2001), brief analysis of the penetration of aesthetic education in university ideological and political education (Tao & Wen, 2010), on the penetration of aesthetic education in teaching public courses in

colleges and universities (Huang, 2014), a trial discussion on the ideological and political education in colleges and universities should be infiltrated with aesthetic education (Lu, 2012), the infiltration of aesthetic education in teaching ideological and political theory courses, the views are as follows: Sun Litao points out that aesthetic education is an important part of education and teaching, which has the role of cognitive deepening, intelligence development, moral probation and emotional purification. Luo Yao et al. emphasize that aesthetic education is an indispensable spiritual connotation of civilized society and has an important position in the construction of socialist science and culture, ideology and morality. Zhang Guilian emphasizes that aesthetic education is an important part of school education and has an important role for students in moral quality, cultural quality and healthy psychology. Zhao Hongen emphasized that aesthetic education is an indispensable pillar of quality education and has an irreplaceable and independent status. It has a significant role in promoting personality perfection, improving people's ideological and moral quality, scientific and cultural quality and people's physical and mental health that cannot be ignored. Li Xingguang believes that aesthetic education is an important way to cultivate students' aesthetic, moral and creative qualities, and has an important position and role in education. Zhang Chuting pointed out the much-needed affirmation of the status of aesthetic education and elaborated the important role of aesthetic education in developing human thinking, cultivating human sentiment, stimulating human creativity, and promoting human moral, intellectual and physical development. Tao Jianxin, and Wen Deyi emphasize the important role of aesthetic education in promoting the perfection of human nature, enhancing moral cultivation, and achieving a high degree of unity between behavioral and moral norms. Bao Wenxin emphasizes the important role of aesthetic education, and believes that aesthetic education can make people form a perfect personality. Aesthetic education is emotional education, which gives the educated person the inner needs of being a human being, extends the human psyche, and enhances the human realm (Bao, 2003). Duan Xiaojing and others also emphasize the important role of aesthetic education in promoting quality education and cultivating creative talents. Fan Yuji believes that the ultimate value orientation of aesthetic education is consistent with that of moral education and plays an important role in promoting the implementation of moral education (Fan, 2007).

3.5.3 Review of related studies

In terms of the role of aesthetic education, most scholars positively affirm the significant role of aesthetic education in the overall development of human beings. However, there are still issues that need further clarification and explanation regarding the connotation, status, and purpose of aesthetic education.

First, the connotation value of aesthetic education has yet to be fully understood. Although most scholars have realized that aesthetic education is not the same as art education, and define aesthetic education as aesthetic education, emotional education or education to promote the formation of perfect human nature, a comprehensive

understanding of the connotation of aesthetic education exists mostly in the academic research of aesthetics and other philosophical theories, which is still partly questioned by the public, and there are still some ambiguous understandings about aesthetic education in the existing research, such as considering aesthetic education as a subordinate concept of moral education. The basic connotation of aesthetic education is still partly questioned by the public (Guo, 1993). The basic connotation value of aesthetic education has not yet formed a unified and broad consensus.

Second, the status of aesthetic education needs to be clarified. Most scholars emphasize the important status and role of aesthetic education in quality education, but there is still room for further clarification of the specific status of aesthetic education, for example, what is the specific position of aesthetic education in school education? What is the difference between its status and that of knowledge education and moral education? (Wang, 2004) At present, in school practice, there is a lack of clearer regulations and institutional guarantees, and a lack of guidance and direction from corresponding teachers, making it difficult to ensure the proper status of aesthetic education in schools.

Third, the multi-layered richness of the purpose of aesthetic education and the contrasting differences in the size of the value of aesthetic education. Most scholars have given aesthetic education the main purpose of cultivating students' aesthetic sentiment and enhancing their aesthetic ability from the aspects of students' sentiment cultivation, moral cultivation and creative spirit; and the simultaneous purpose of promoting harmonious development of people and cultivating noble character; and the national purpose of focusing on enhancing students' aesthetic and humanistic qualities, promoting the creative transformation of excellent traditional culture and reshaping the cultural confidence of the Chinese nation. To realize these purposes and values of aesthetic education, it is also necessary to deeply study and analyze the essential connotation of aesthetic education, the relationship between the purposes of aesthetic education and its values, etc (Yue, 2019).

3.6 Research on the construction of higher vocational aesthetic education curriculum

3.6.1 Course Construction

The higher vocational aesthetic education curriculum is the carrier for the implementation of aesthetic education in higher vocational institutions, and a high-quality aesthetic education curriculum is conducive to the overall development of students. The market demand-oriented higher vocational education focuses on practical skills education, which leads to the uneven implementation of aesthetic education and makes the aesthetic education curriculum a weak link in the curriculum system. For this reason, scholars have explored the curriculum reform, construction of curriculum system and teaching methods in order to solve the problems of the aesthetic education

curriculum. In response to the problem of unclear objectives of the aesthetic education curriculum, scholars have positioned the curriculum objectives into the following three aspects: cultivating students' aesthetic ability, including the ability to recognize beauty, love beauty and create beauty (Duan, 2011); improving moral quality with the fundamental goal of establishing moral education; and the objectives of aesthetic education are attached to the overall educational goals of vocational education. In response to the problems of little variety of curriculum content, serious tendency of theorizing and perplexing and boring content, scholars have put forward different insights. For example, integrating the content of aesthetic education courses that permeate multiple disciplines such as humanities, nature and psychology; developing course content with regional and vernacular characteristics; using diversified cultures such as social culture, campus culture, public opinion culture and classroom culture as course content; using natural beauty and social beauty as aesthetic education course content; exploring the aesthetic education elements in each course content and other ways to enrich the content of aesthetic education courses. In response to the problem of lack of rationality in curriculum setting, studies have been conducted on the curriculum arrangement, proposing to shift the aesthetic education courses from elective to compulsory, and the dual-level curriculum setting of compulsory courses combined with elective courses; on the curriculum categories, proposing to incorporate art courses into the scope of aesthetic education courses, and to open art appreciation courses and art practice courses rich in local characteristics; and on the course offerings, proposing to stagger the offerings by major and by semester, which are constructive in three aspects Thinking. In response to the problems of single lecture form and backward teaching methods and means, scholars believe that the implementation of aesthetic education courses can be carried out in the following ways: in the teaching mode, using mixed teaching, Internet teaching and school system management mode. In the form of teaching, carry out aesthetic education practice and make full use of the second classroom. In terms of teaching methods, teaching tools such as knowledge visualization visual representation tools and traditional pattern design are used. The assessment of higher vocational aesthetic education courses mainly adopts the formative and summative evaluation method of regular grades (attendance + questioning + class performance) plus final grades (Zhou, 2019). The construction thinking in terms of course objectives, content, implementation and evaluation of the existing studies provides more possibilities for the deepening development of higher vocational aesthetic education courses.

3.6.2 Feasibility Analysis

First of all, integrating aesthetic education into the whole process of school education, penetrating into the teaching of various subjects, integrating with moral education and intellectual education, and enhancing the practicality of aesthetic education have been the concerns and policy requirements of China's education. Meanwhile, the overall curriculum system model of aesthetic education includes comprehensive aesthetic education courses in addition to aesthetic education in art

courses and aesthetic education in subject (non-art) courses. Scholars have conducted relatively rich and comprehensive studies on the infiltration or integration of aesthetic education into the curricula of specific subjects such as language, biology, and chemistry. However, relatively little research has been done on integrated aesthetic education programs with aesthetic education as the main goal, and the large number of previous studies on the integration of aesthetic education into other disciplines has provided some insight into this study, as well as evidence of the possibility of implementing integrated aesthetic education programs. Secondly, since the mid-1980s, experiments have been conducted to develop aesthetic education courses, and the research results of previous scholars are of great reference value to this study. Finally, in previous studies on the penetration and practice of aesthetic education in school curriculum, scholars focused on the penetration of aesthetic education in subject courses and explored the external forms of beauty contained in subjects, but lacked strategies and methods to integrate the spirit of aesthetic education and guide students to experience the inner beauty of knowledge. There are relatively few studies on the methods and strategies for the infiltration of aesthetic education into activity courses and even the hidden curriculum of schools. Drawing on the ideas of Marx, Dewey, Tao Xingchi and others on aesthetic education, on the one hand, provides a value for this study (Zhou, 2009); on the other hand, based on aesthetic education itself, it explores the ways of aesthetic education practice with a new perspective, and also provides a certain analytical framework for the objectives and methods of implementing aesthetic education in aestheticized subject curriculum, activity curriculum and hidden curriculum.

3.7 Research Value

3.7.1 Theoretical value

In view of the importance and necessity of aesthetic education to the overall development of human beings, both macroscopic theoretical thinking and microscopic practical examination of aesthetic education are topics that should be concerned and discussed in the research field. This study starts from promoting aesthetic education rooted in the curriculum, responding to the requirements of national policies, and carrying out research on the issue in the context of the current situation of aesthetic education. The specific values of this study are.

- 1, The study of comprehensive aesthetic education curriculum can help to correct the narrow concept of aesthetic education and deepen the comprehensive knowledge and understanding of the value of aesthetic education.

- 2, Using Marx's view of practical aesthetic education as a guide and Dewey's empiricist view of aesthetic education as a methodology, the study analyzes the essence of aesthetic education and points out the inherent practical definition of aesthetic education, which can provide a theoretical basis for the practical study of aesthetic

education. From Marx's and Dewey's views on aesthetic education, the purpose of a comprehensive aesthetic education program is clarified, and the specific direction of aesthetic education is clarified for its expansion of practical approaches and integration into daily life. From Dewey's view of aesthetic education, we explore the content and methods of the integrated aesthetic education curriculum, reveal the specific analysis framework of the integrated aesthetic education curriculum, and provide certain strategic guidance for the integration of aesthetic education into the curriculum.

3, Based on the results of the current situation survey and analysis, the dilemma of aesthetic education practice is revealed, and the aesthetic education curriculum system is constructed to provide reasonable methods and approaches for enhancing the curriculum construction of aesthetic education practice and the regular implementation of aesthetic education in schools.

3.7.2 Practical value

1, Although there have been many studies on the integration or infiltration of aesthetic education into subject curricula, there is still some ambiguity in the studies, and the purpose, principles, methods and contents of aesthetic education infiltration are still lacking in systematic theoretical analysis, and there are also studies in which the practicality of aesthetic education is not strong and the degree of integration is not high (Cai, 2018). The theoretical results of this study are based on Marx's and Dewey's views of aesthetic education, and provide strategic guidance for the implementation of integrated aesthetic education programs, expand the methods and approaches of aesthetic education implementation, and promote the normalization of aesthetic education implementation in schools. It not only helps to solve the practical dilemma of aesthetic education, but also helps to improve the overall quality of students.

2, The theoretical results of this study are based on the real problems that aesthetic education is limited to art education, its value is not prominent, its integration into the curriculum is not high, and it is separated from the actual learning life of students, etc., and the strategies of the comprehensive aesthetic education curriculum are constructed (Yue, 2019).

3.8 Research Innovation

The possible innovations of this study are the innovation of research perspectives and concepts.

(1) Innovation in the connotation of aesthetic education. Aesthetic education as a practical activity, a pursuit of a beautiful way of life. It is neither a discursive education of beauty nor an intellectualized art education. Rather, it emphasizes its practicality, i.e., it overcomes the limitations of the current aesthetic education that focuses on the transmission of knowledge and skills in art education, and breaks the limitations of aesthetic education that is not integrated with life.

(2) The research perspective starts from Marx's view of practical aesthetic

education and Dewey's empiricist view of aesthetic education, establishes a systematic and comprehensive aesthetic education curriculum, provides an effective methodological guide for the practice of aesthetic education in schools, ensures the status of aesthetic education in schools to call for a comprehensive understanding of the value of aesthetic education, in order to strengthen teachers' attention to aesthetic education and improve the effectiveness of aesthetic education practice in schools.

3.9 Questionnaire design

At present, what exactly is the current situation of aesthetic education in higher education institutions? The author has investigated and analyzed the teachers and students in colleges and universities in Quanzhou City, Fujian Province (Yang, 2010).

Table 3.3 Questionnaire content design

Higher education students' perception of aesthetic education	1、 Higher vocational students' exposure to art
	2、 What are the main art courses you have studied?
	3、 What is the art that you have more daily contact with (multiple choice)?
	4、 By what means did you come into contact with the above art (multiple choice)?
Aesthetic situation of higher education students	1、 Do you think there is a standard for beauty?
	2、 Who has the most influence on your aesthetic concept?
Self-evaluation of higher education students	1、 The demand situation of higher vocational students for aesthetic education
	2、 Do you think aesthetic education is necessary for your growth?
	3、 Do you think aesthetic education will help you in your future career?
Higher Education Students' Perceptions of Aesthetic Teachers	1、 Which way do you like the teacher to teach the aesthetic education class?
	2、 What do you think is the problem with the teacher's class?
The demand of higher education students for the amount of aesthetic education courses	1、 Do you think the aesthetic education courses offered by the school can meet the demand?
	2、 Do you want to increase the weight of aesthetic education courses in universities?

3.9.1 Program design and survey purpose

In order to have a deeper understanding of the current situation of teaching aesthetic education in higher education institutions and the implementation of aesthetic education, the author conducted a detailed survey, which included the object of implementing aesthetic education - students; the implementer of aesthetic education - teachers; a questionnaire survey was done with students as the object; the survey of teachers of aesthetic education was based on the interview method, and the teaching situation of teachers of aesthetic education in the students' perspective was also covered in the questionnaire; the current situation of curriculum was based on the literature survey, and the students' views on aesthetic education courses were also covered in the questionnaire; the survey of activities was interspersed within the questionnaire survey and interview method.

The questionnaire was anonymous, and in order to make the survey results more in line with the actual situation, a questionnaire combined with individual interviews was used; in order to increase the enthusiasm of the survey respondents and improve the efficiency of the survey, the survey took the form of a web-based survey, which was sent to students and their groups in the form of a website link, for 10 classes, with a total class size of 468 people, and 376 valid questionnaires were received.

3.9.2 Survey Subjects

The target population of this survey was: teachers and students in colleges and universities in Quanzhou, Fujian Province. In order to make the study relevant, the teachers surveyed were those who conducted the teaching of aesthetic education courses, and the students surveyed were the university students who received the teaching services of aesthetic education courses (Table 3.4).

Table 3.4 Basic information of survey respondents

Projects	Group	Number of people	Composition ratio (%)
Gender Distribution	Male	120	31.9
	Female	256	68.1
Grade Distribution	First Year	39	10.4
	Second Year	61	16.2
	Third Year	65	17.3
	Graduated	211	56.1
Professional Distribution	Science and Engineering	129	34.3
	Humanities	103	27.4

The survey covers a wide range of majors such as architecture engineering, interior design, and preschool education in colleges and universities in Quanzhou, Fujian Province, with students spanning a wide range of grades, including current students, internship students, and also students who have graduated. The interviewees include students, teachers of aesthetic education, and leaders of some institutions. A total of 30 questions were set in the questionnaire. A total of 376 valid questionnaires were collected, and 20 individual interviews were recorded.

3.9.3 Reliability and validity analysis of the scale

Before analyzing the data, the reliability analysis of the formal questionnaire was conducted to ensure that the formal questionnaire had good reliability and validity to ensure the smooth conduct of the subsequent study.

(1) Reliability analysis The reliability analysis of each dimension of the formal questionnaire and the overall questionnaire was conducted, as shown in Table 2.24 The Cronbach's alpha coefficient value of each dimension was greater than 0.8, and the Cronbach's alpha coefficient value of the aesthetic literacy questionnaire was 0.951, and the Cronbach's alpha coefficient value of the aesthetic education questionnaire was 0.932, indicating that the whole questionnaire has high reliability.

Table 3.5 Reliability analysis of the dimensions of aesthetic literacy

Dimensionality	Volume of questions	Cronbach α Coefficient
Aesthetic perception and experience	10	0.873
Aesthetic Attitude and Awareness	14	0.892
Aesthetic ability	9	0.877
Aesthetic literacy	33	0.951

(2) Validity analysis Validity analysis is divided into content validity and structural validity. The formal questionnaire was prepared on the basis of the previous study, and the suggestions of the relevant senior teachers were consulted during the preparation, and the language descriptions of the questions were embellished to meet the physical and mental development of the senior students. After the modification, before the formal distribution of the questionnaire, three expert teachers in the research field were consulted to ensure the content validity of the formal questionnaire to a certain extent. The method used to test the structural validity of the questionnaire was mainly factor analysis, and due to the small sample size in the pre-test questionnaire, only exploratory

factor analysis was used to test the structural validity. In the formal questionnaire stage, the number of questionnaires reached the desired number, and the author then used a combination of exploratory factor analysis and validation factor analysis to verify the structural validity of the questionnaires to ensure that the formal questionnaires had good structural validity and the subsequent research was conducted smoothly. Before the exploratory factor analysis, the validity test of the questionnaire was first conducted. As shown in Table 3.6, the KMO value of the whole questionnaire on aesthetic literacy of senior students was 0.940 with P value < 0.05, which was suitable for factor analysis (Liu, 2021).

Table 3.6 KMO and Bartlett's test for the formal questionnaire

KMO value		0.940
Approximate cardinality		12587.676
Bartlett sphericity test	df	528
	p value	0.000

Using principal component analysis to extract common factors for each dimension, ten factors were extracted from the questionnaire of aesthetic literacy of higher vocational students, each factor contained three or more questions, and the loadings of each question item under the corresponding factor were all greater than 0.5, and the cumulative variance explained by the ten dimensions was 71.377%. A total of three factors were extracted from the questionnaire of aesthetic education in higher education schools, and each factor contained three or more questions, and the loadings of each question item under the corresponding factor were greater than 0.7, and the cumulative variance explanation rate of the three dimensions was 80.996%; it indicated that the formal questionnaire had good structural validity in the exploratory factor analysis. The validation factor analysis was then conducted on the formal questionnaire, and the results are shown in Table 3.7

Table 3.7 Fitted indicators for validation factor analysis of the formal questionnaire of aesthetic literacy

Aesthetic literacy formal questionnaire validation factor analysis fitting index										
Indicators	X ²	df	p	X ² /df	GFI	RMSEA	RMR	CFI	NFI	NNFI
Value	2185.627	450	0.000	4.857	0.909	0.075	0.048	0.919	0.930	0.934

The analysis in Table 3.7 shows that the value of GFI of the formal questionnaire of aesthetic literacy is 0.909, which meets the standard value > 0.9, the value of RMSEA is 0.075, which meets the standard value < 0.1, the value of RMR is 0.048, which meets

the standard value < 0.05 , the value of CFI is 0.919, which meets the standard value > 0.9 , the value of NFI is 0.930, which meets the standard value > 0.9 , and the value of NNFI is 0.934, which meets the standard value > 0.9 . The data of most of the fitted indicators meet the standard values, thus indicating that this questionnaire has good structural validity.

Table 3.8 Fitted indicators for validation factor analysis of the formal questionnaire of aesthetic formation

Aesthetic Formation Formal Questionnaire Validated Factor Analysis Fitted Indicators										
Indicators	X^2	df	p	X^2/df	GFI	RMSEA	RMR	CFI	NFI	NNFI
Value	181.295	32	0.000	5.665	0.950	0.083	0.036	0.973	0.967	0.961

The analysis in Table 3.8 shows that the formal questionnaire of aesthetic formation has a value of 0.950 for GFI, which meets the standard value > 0.9 , 0.083 for RMSEA, which meets the standard value < 0.1 , 0.036 for RMR, which meets the standard value < 0.05 , 0.973 for CFI, which meets the standard value > 0.9 , 0.967 for NFI, which meets the standard value > 0.9 , and 0.961 for NNFI, which meets the standard value > 0.9 . The data of most of the fitted indicators meet the standard values, thus indicating that this questionnaire has good structural validity.

In conclusion, through the analysis, the formal questionnaire of this study has good reliability and validity, which was able to ensure the follow-up study.

3.9.4 Data Processing

The data processing of this study mainly used SPSS software for correlation analysis. After eliminating the invalid questionnaires with the same option selected in the quantitative part of the questionnaires collected, the descriptive analysis of the development of aesthetic literacy of senior students and the analysis of differences were conducted by using SPSS, and the descriptive analysis and correlation analysis of the cultivation of aesthetic literacy of senior students were conducted to understand the current situation of the development and cultivation of aesthetic literacy of senior students (Liu, 2008).

CHAPTER 4 Results Of The Study

4.1 Overview

While studying and constructing the theoretical framework of the Great Aesthetic Education, many schools try to practice the concept of the Great Aesthetic Education in their educational activities and build an educational model of the Great Aesthetic Education concept. Many schools have fully explored the elements of aesthetic education in their subject curricula and activity courses, excavating, sorting out, quantifying, and teaching and researching them one by one, and have achieved remarkable results.

The research on the Great Aesthetic Education concept has gone through a development process from theory to practice to the construction of a specific experimental framework for Great Aesthetic Education. At the same time, the nature and function of the Great Aesthetic Education concept has also undergone some changes. The development of the Great Aesthetic Education concept has changed from the initial "cultivating healthy aesthetic concepts and aesthetic abilities, cultivating noble moral sentiments" to "cultivating a perfect personality" to integrating aesthetic education into the whole process of school education and teaching, promoting students' cognitive and aesthetic harmonious development and promote students' overall healthy development, the concept of the Great Aesthetic Education has been constantly verified and revised in theoretical research and practical operation. However, neither the theoretical research on the concept of grand aesthetic education nor the teaching of aesthetic education under the guidance of subject-permeable aesthetic education has clarified the role of teachers in it, and there is no understanding of how teachers can improve their ability to implement grand aesthetic education. Elaboration and in-depth research are conducted.

4.2 Results and analysis of the survey

Through surveys and interviews, the author obtained the awareness, attitudes and evaluations of students and teachers of higher vocational institutions in Quanzhou City, Fujian Province on higher vocational aesthetic education, and further understood the real status of higher vocational aesthetic education in the new era in China.

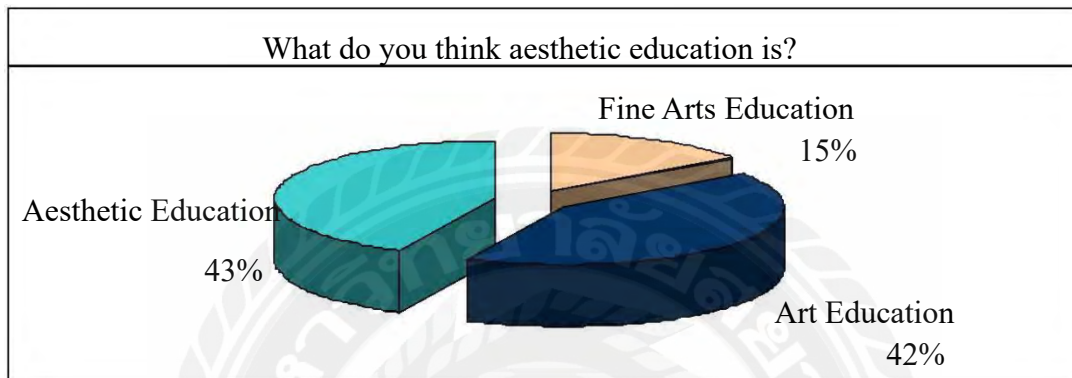
4.2.1 The current situation of higher vocational students' awareness and demand for aesthetic education

The aesthetic education of higher vocational students should be combined with the actual situation of higher vocational students, starting from the real situation of higher vocational students and grasping the aesthetic tendency, aesthetic psychology and aesthetic needs of higher vocational student groups in order to improve the aesthetic

ability of higher vocational students and better promote the growth and comprehensive development of higher vocational students. Therefore, it is necessary to accurately grasp the current situation and problems of aesthetic literacy of contemporary higher vocational students and conduct an in-depth study. This survey will understand the current situation of higher vocational students' awareness and demand for aesthetic education from three aspects.

4.2.1.1 Perception of Aesthetic Education

Table 4.1 Perceptions of Aesthetic Education

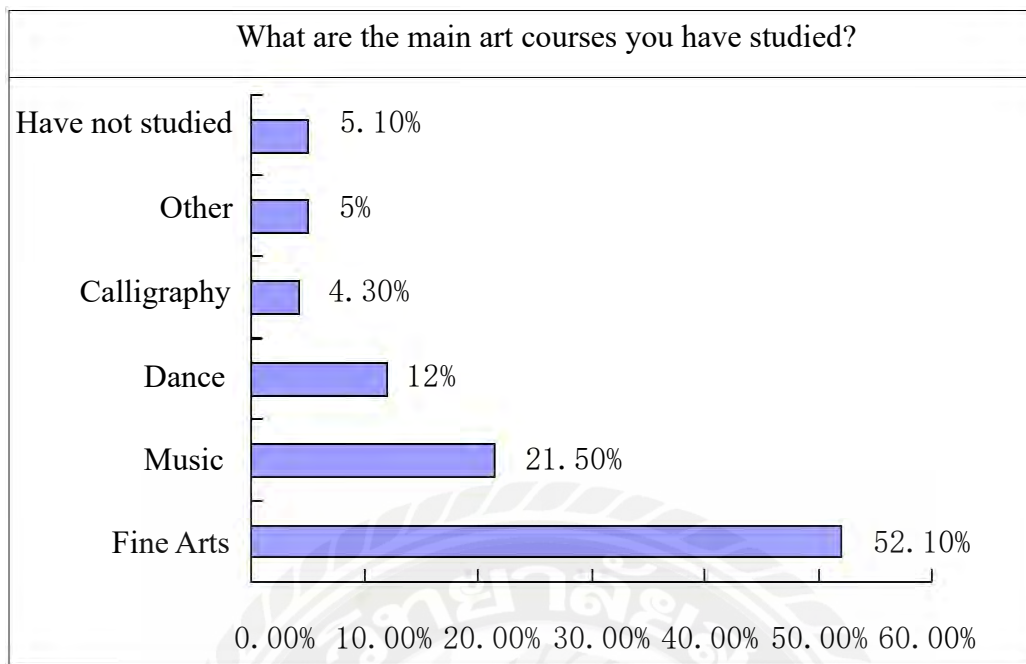


From the results of the answers to this question, more than half of the higher education students have incorrect understanding of aesthetic education. Inside the wrong perception of aesthetic education, the vast majority of students think that art education is equivalent to aesthetic education, and 15% of them think that aesthetic education is art education. From the survey, we can know that most students' understanding of aesthetic education is still rather one-sided. In addition, 42% of the students recognize that aesthetic education is aesthetic education, which shows the importance of the aesthetic education course to cultivate the correct concept of aesthetic education for higher education students.

4.2.1.2 Level of aesthetic literacy

4.2.1.2.1 Artistic literacy of higher education students

Table 4.2 Exposure of higher education students to the arts



From the proportion of answers to this question, it is clear that all senior vocational students have received some degree of art education, among which "art" courses are the most popular. From the interviews, we can understand that most of the students' learning of art courses mainly focus on elementary school, and their memories of "art", "music", "dance" and "calligraphy" courses are all concentrated in primary school. "After junior high school and high school, the contact with these art courses has basically stopped. In their senior career, only a very small number of students picked up their former art hobbies and continued to contact these art courses through joining clubs, joining interest classes and self-learning.

Table 4.3 Exposure of higher education students to the arts

Question	Options	Number of people	Composition ratio (%)
Willingness to receive art education	Would love to	286	76
	Reluctance	9	2.4
	Doesn't matter	81	21.6
The main reasons for the lack of art education	Economic reasons	176	46.8
	No time	54	14.4

On the question of whether they are willing to receive arts education, a significant majority of students expressed great enthusiasm and willingness, which is somewhat related to the higher gender ratio of female students among the survey respondents. According to the survey of other scholars, girls are much more enthusiastic about art education than boys, especially concentrating on the types of art, music and dance; boys show more interest in sports and video games. From the survey, we know that higher vocational students have a greater demand for art education, but little exposure to art education, and the factors affecting them mainly lie in economy and importance.

Table 4.4 Higher education students' exposure to the arts

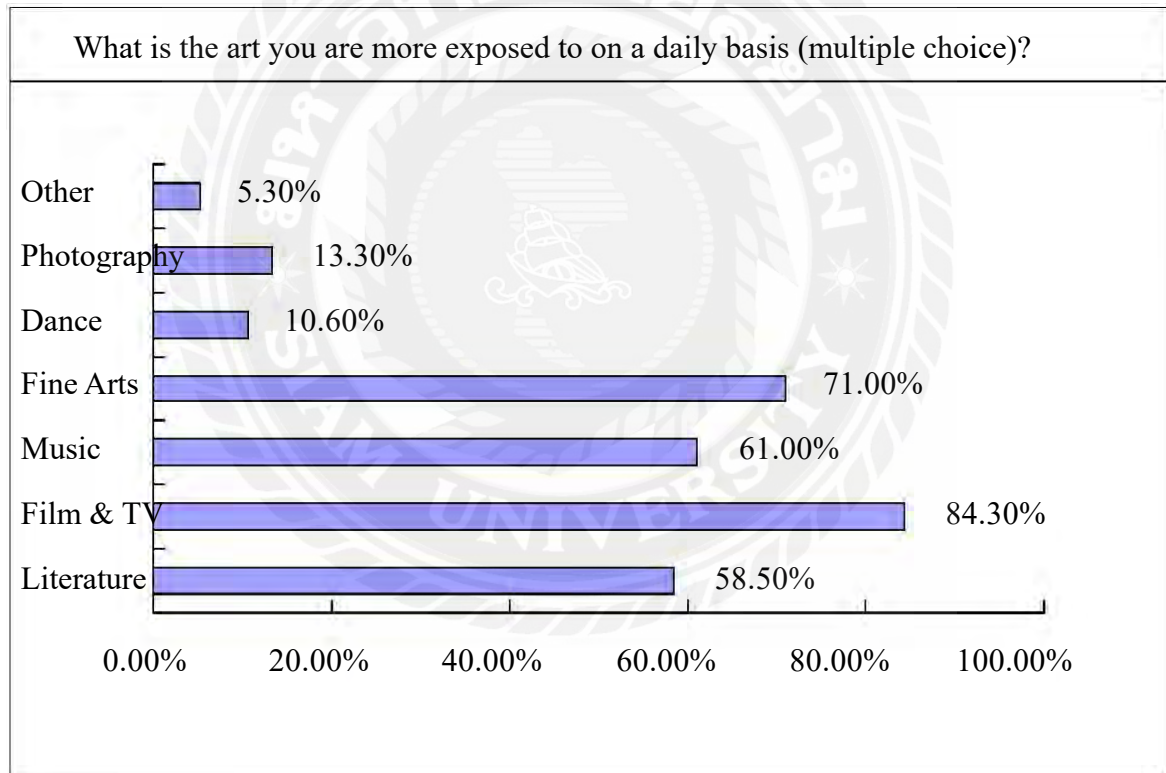
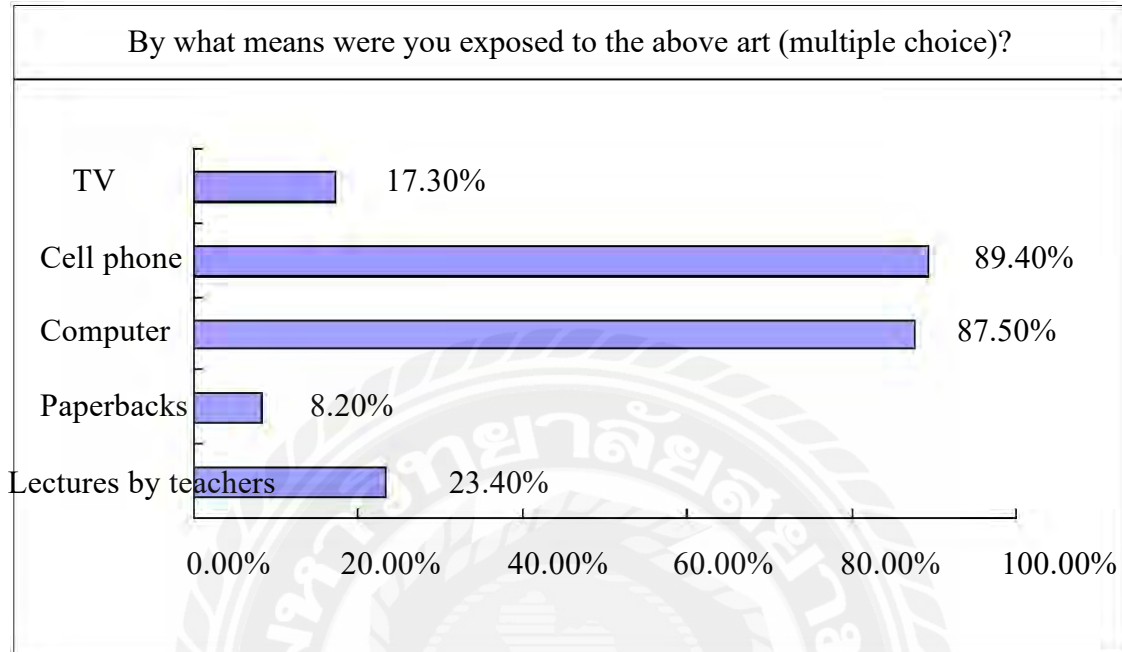


Table 4.5 Exposure of higher education students to the arts



Among the arts that senior vocational students have more daily contact with, "film and television", "art" and "popular music" account for most of them, while "literature The choices of "literature", "dance" and "photography" are also quite a lot. However, through the interviews, we can understand that students' daily exposure to art is mainly through computers and cell phones, and they have great interest in popular TV series, movies, music and online literature. Most of the students often doodle after school, and some of them expressed their wish to learn cartoon techniques systematically. It can be seen that higher vocational students have their own preferences in art interests. Although they lack interest in classical literature, classical music and traditional painting, they show a strong interest in art forms with easy and lively contents, easy access and low threshold of appreciation.

4.2.1.2 Aesthetic level of higher vocational students

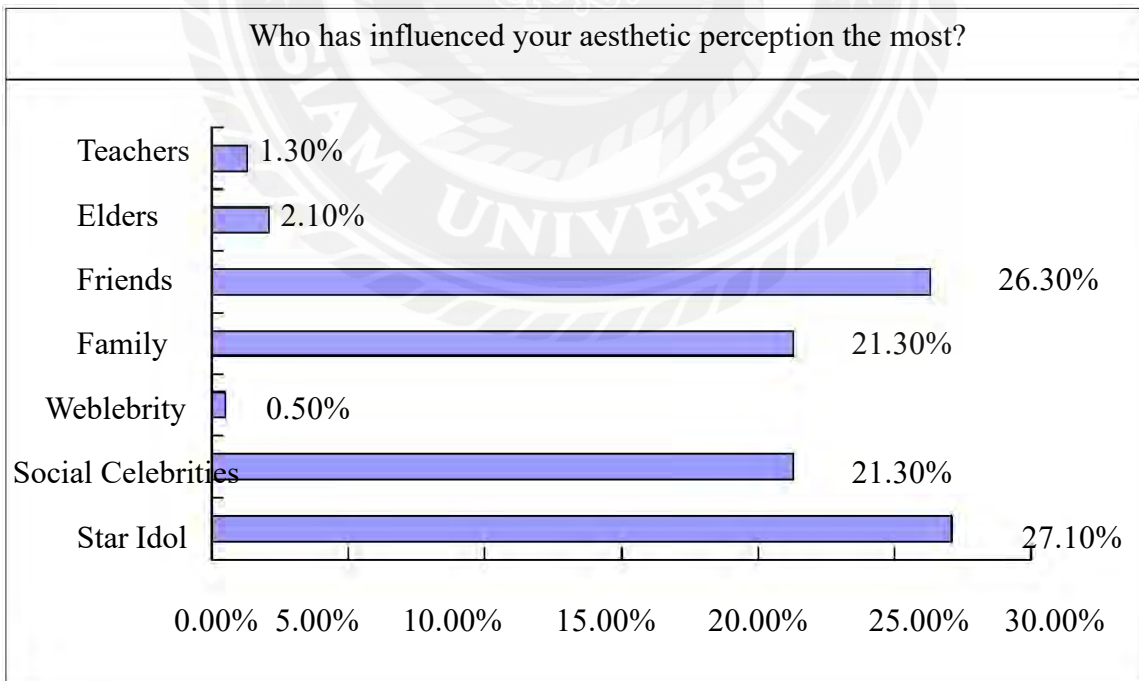
Table 4.6 Aesthetic situation of higher vocational students

Question	Options	Number of people	Composition ratio (%)
Do you think there is a standard for beauty?	There are standards	27	7.2
	No standard	53	14.1
	As times change	296	78.7

How do you see fashion	Since popular, it must be beautiful	31	8.2
	Popular fashion is not necessarily beautiful	318	84.6
	Not feeling beautiful, just going with the flow	27	7.2

Most students believe that there is a standard for beauty, but it is constantly changing; on the issue of fashion, most students realize that they cannot blindly follow the trend, and only a small number of students think that "since it is popular, it must be beautiful". The third option is worthy of consideration. In the questionnaire, only 7% of students said that the reason for following fashion is to follow the crowd, which has profound social factors and psychological influence of "herd" thinking. It is because of the lack of aesthetic education from elementary school to university campuses that students do not receive aesthetic education systematically, resulting in the lack of a "measuring tape" of beauty in their hearts, and in the specific details of aesthetics, they are unable to independently reach their own judgments and confidently follow their own judgments, so they can only adopt a safer "herd" mentality to cater to themselves. "In the specific details of aesthetics, they cannot independently make their own judgments and confidently follow their own judgments.

Table 4.7 Aesthetic situation of higher vocational students



In the answer to the question "Who has the most influence on your aesthetic perceptions? Among the answers to this question, I was surprised to find that the proportion of "teachers" was only 1.3%, 48% of the students thought that their aesthetic

perceptions were most influenced by celebrities and celebrities, 48% of the students thought that their family and friends, whom they had most contact with, had the most influence on their aesthetic perceptions. In comparison, the influence of teachers on students' aesthetic perceptions is negligible. This also confirms that aesthetic education in schools is extremely lacking.

4.2.1.3 Status of demand for aesthetic education

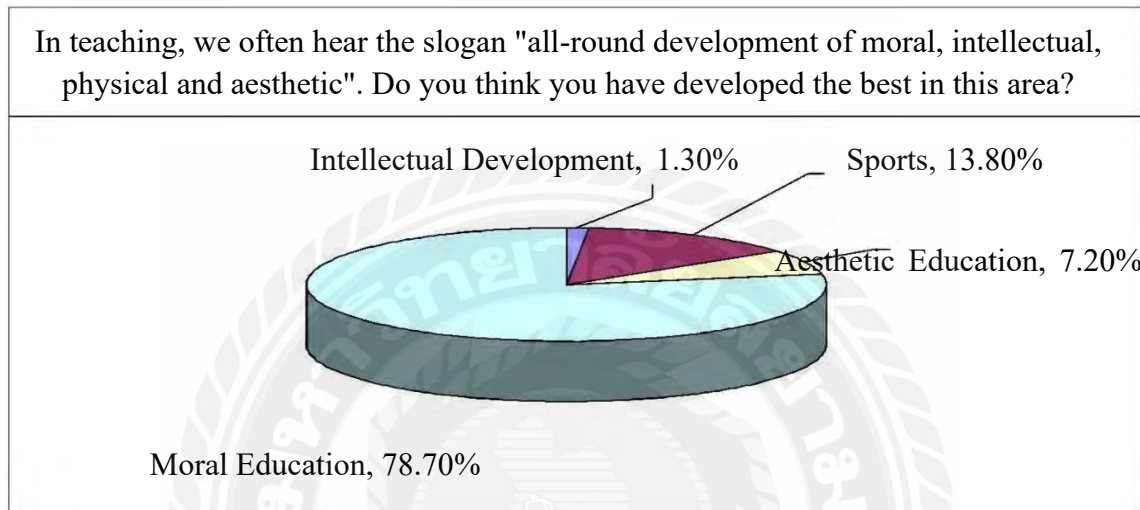


Figure 4.1 Self-evaluation of higher education students

In the students' self-evaluation, those who think they have the best moral education account for the majority, followed by aesthetic education and then physical education, while those who think they have the best intellectual education are very few, which reflects two characteristics: most students affirm their own moral education because moral education, as an important teaching content in China's education, has a heavy weight and runs through the whole study career from elementary school to university, so students are very familiar with it and know its judgment standard well. They are familiar with it and know its judgment standard well, so they judge themselves as students who are politically and morally qualified; while most students' denial of their intellectual education shows that senior vocational students seriously lack confidence in themselves, and even in their senior vocational career, they have not got rid of the shadow of "losers in college entrance examination". Only 7.2% of the students think they have the best development in aesthetic education, which again shows the serious lack of aesthetic education teaching in schools.

Table 4.8 Demand for aesthetic education among higher vocational students

Question	Options	Number of people	Composition ratio (%)
Do you think aesthetic education is necessary for your growth?			
	There are	332	88.3
	No	44	11.7
Do you think aesthetic education will help you in your future career?			
	There are	322	85.6
	No	12	3.2
	Uncertain	42	11.2

88% of students believe that aesthetic education has helped them grow up, and most of them believe that it has influenced their psychology to a greater or lesser extent during their own growth. Students believe that under the guidance of their teachers, through their exposure to and participation in various types of art, they have felt the beauty of the world, perfected their spiritual world, enriched their emotional experience, and made their lives full and colorful.

Also, 85% of the students believe that aesthetic education will help them in their future careers. Students who are already in the workforce feel this most strongly. With the development of economy and the improvement of people's material living standard, people's desire for "beauty" has become stronger and stronger. This is also gradually reflected in the requirements for higher vocational students. Some students reflected in the interview that when they participated in the interview, the interviewing unit not only tested their vocational skills and examined their vocational skills, but also rated their speech, appearance and grooming, and added them to the interview results. It shows that nowadays, when work units select higher vocational students, besides professional skills, they also value students' aesthetic qualities, which shows the importance of strengthening the teaching of aesthetic education for higher vocational students.

4.2.2 The Current Situation of Aesthetic Education Teachers in Higher Education Institutions

4.2.2.1 Sources and Composition of Higher Education Aesthetic Teachers

There is no special teacher for aesthetic education, and teachers who serve as teachers of aesthetic education-related courses are basically divided into three major categories in terms of their graduating majors: teachers graduated from art majors, such as art design, painting majors, interior design, music, dance and other majors, who serve as teachers of more specialized courses such as "Art Appreciation", "Design Composition" and "Interior Space Design"; teachers graduated from career-related majors, such as "Architectural Aesthetics". The courses of "Architecture Aesthetics" can be taught by teachers who graduated in Fine Arts. Teachers graduated from art majors account for the major proportion. In terms of job attributes, they can be divided into part-time teachers and full-time teachers, of which the proportion of part-time teachers is higher and the proportion of full-time teachers is lower.

4.2.2.2 Teacher's teaching status

Table 4.9 Higher education students' perceptions of teachers of aesthetic education

Questions (multiple choice)	Options	Number of people	Composition ratio (%)
Which way do you like teachers to teach aesthetic education classes?			
	Lecture method	80	21.3
	Teaching with multimedia tools	270	71.8
	Teaching in Practice	296	78.7
What do you think is wrong with the teacher's lessons?			
	The teaching method is rigid and uninteresting	294	78.2
	Not very knowledgeable	188	50.0
	No attention to instrumentation	27	7.2
	Unprofessional	80	21.3

Most teachers of aesthetic education-related courses are transferred from art majors. During the teaching process, students had the most opinions about the teachers' teaching methods, saying that the teaching methods were too rigid, and secondly, that the teachers' knowledge was not profound enough. Some students also thought that the teachers' grooming was disappointing and did not meet their expectations of "beauty".

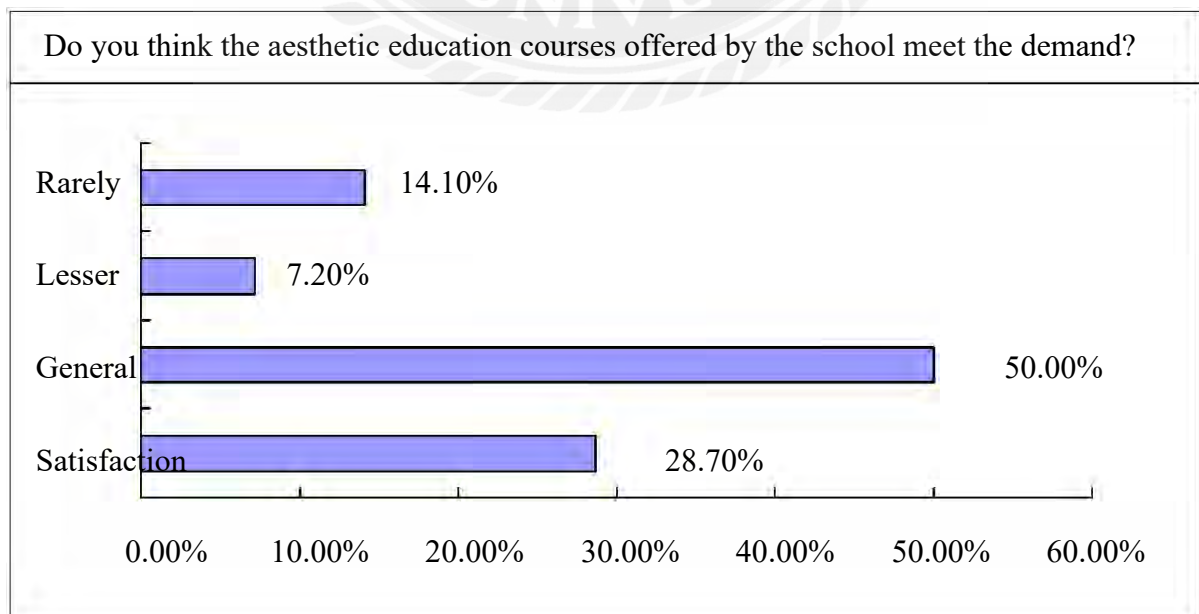
In addition, students' preferred teaching methods were mostly multimedia teaching and practical teaching, which indicated their dislike of the "full classroom" teaching method. In addition, 21% of the students thought that the teachers were not dedicated enough to prepare the lectures and lecture contents. Many students said they were looking forward to the content of the Aesthetic Education course, but after the class, they found that the content was boring and the teacher's attitude was perfunctory, and it was not a core course, which made the Aesthetic Education class unattractive to them. From the feedback, most of the students were interested in thinking that the teachers had shortcomings and hoped that the teachers could improve and perfect the aesthetic education classroom.

4.2.3 The current situation of the curriculum of aesthetic education in higher vocational institutions

Aesthetic education courses are an important carrier of higher vocational aesthetic education. Higher vocational students are concerned about aesthetic education, and the most important index for the evaluation of aesthetic education in higher vocational institutions is aesthetic education courses. Aesthetic education courses are basically divided into three categories: theory, appreciation and practice. The author has investigated three aspects: the amount of class time, course content and course implementation. And through the survey and interview, we know that students generally have more opinions about the aesthetic education courses, which are summarized to include the following three aspects.

4.2.3.1 Analysis of lesson volume and current demand

Table 4.10 Demand of higher vocational students for the amount of aesthetic education courses



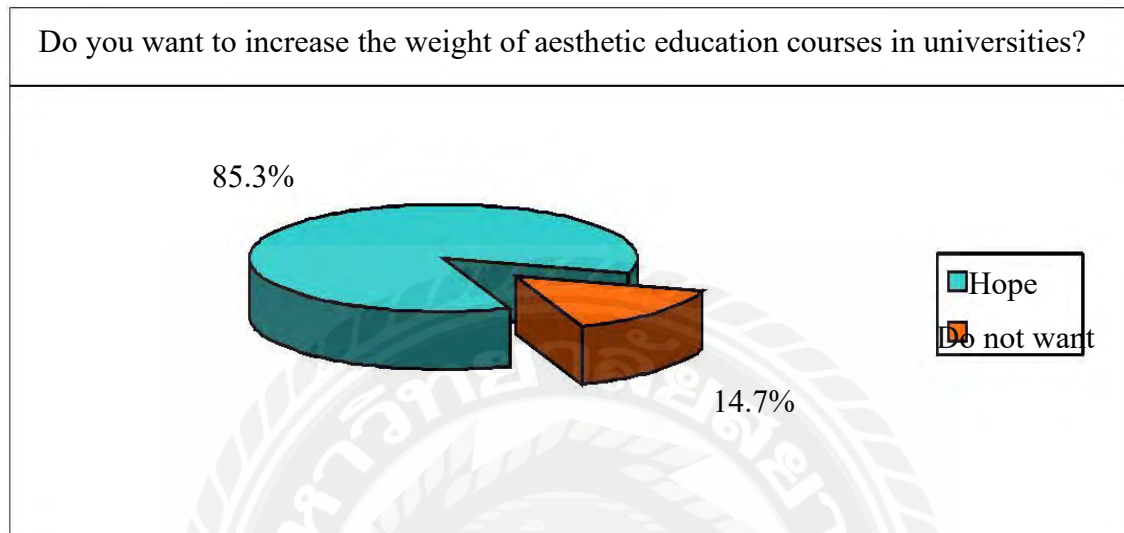


Figure 4.2 Higher education students' demand for aesthetic education courses

From the students' evaluation of the school's aesthetic education courses, it is clear that they are basically satisfied with the school's aesthetic education courses, but they also want to further increase the proportion of aesthetic education courses. 85% of the students want to strengthen the proportion of aesthetic education courses, and they want the school to offer more career-related aesthetic courses, and they want to learn aesthetic knowledge mainly related to their future work in the university's aesthetic education courses. The students would like to learn aesthetics related to their future work in university courses. In terms of aesthetic education courses in vocational colleges, most of the students had studied aesthetic education courses including vocational aesthetics and art in college, and very few of them had not studied them, and some of them had no memory of whether they had studied them or not. Through further interviews, we learned that in the actual teaching process, because of the heavy tasks of professional courses, the content of aesthetic education courses was seriously compressed and squeezed, or the classes were converted to lecture format, resulting in some students having a weak impression of aesthetic education courses.

4.3 The urgent problems and reasons for the current aesthetic education in higher education institutions

4.3.1 Higher education institutions do not pay enough attention to aesthetic education

Most of the higher vocational colleges and universities attach importance to students' professional education and relatively neglect aesthetic education. In recent years, although many institutions of higher education have made some exploration and practice in aesthetic education and achieved certain achievements, the traditional teaching concept and teaching mode still influence the idea of emphasizing skills and underestimating culture to a certain extent, and the importance of aesthetic education is still not sufficiently recognized and invested, there is no institution specially responsible for aesthetic education, no teaching and research room for aesthetic education has been established, and the teaching equipment and facilities cannot meet the teaching needs of aesthetic education. Aesthetic education has not achieved full student coverage and has not been integrated into the whole process of education and teaching.

4.3.2 The effectiveness of teaching varies greatly and lacks corresponding assessment standards

As an elective course, teachers of aesthetic education courses are mostly engaged in teaching courses because of their own love and interest in art, literature and other cultures. Some aesthetic courses, such as philosophy courses, are not attractive to students in higher education institutions, and relatively few students take them; while "film and television appreciation", "literature appreciation", "music appreciation" and other The courses such as "Film and Television Appreciation", "Literature Appreciation" and "Music Appreciation" are simple and easy to learn, and the content and assessment forms are flexible, so there are more students taking these courses. Even for the same subject, there are significant differences in the effectiveness of the course due to different instructors. Especially, the practical courses of aesthetic education, such as club activities and second classroom, require more personal time of teachers and students to complete the establishment of practice bases, organization and management of activities and guidance, which do not count in teachers' title evaluation and performance assessment, and there is no assessment standard and reward system for students. Students do not appreciate the causal link between their professionalism and personal growth by participating in and completing aesthetic education courses and practice activities.

4.3.3 Constructing and improving the aesthetic education system of higher education institutions in the new era

4.3.3.1 Improve the top-level design and strengthen the institutional guarantee of aesthetic education

First, strengthen organizational leadership, the school set up a leading group of aesthetic education, under the aesthetic education research center, set up a separate office, with all the teachers and staff, comprehensive coordination of the school's aesthetic education and teaching practice. The second is to improve the system to ensure that the aesthetic education course system, the nature of the course, the amount of class time and credit hours to give clear provisions, through the evaluation of awards and merits, credit exchange, comprehensive quality credit recognition, etc., to mobilize teachers and students to participate in the initiative of aesthetic education, to create a good atmosphere for the work of aesthetic education. Third, the establishment of a special fund for aesthetic education work, and according to the actual situation of the school gradually increase and optimize the investment in aesthetic education work, and seriously do a good job in the construction of teaching conditions, practice platform and teacher training funds. By strengthening the top-level design of aesthetic education and formulating relevant institutional system, we can ensure the smooth implementation of aesthetic education in higher education institutions and achieve practical results.

4.3.3.2 Conducting a variety of aesthetic education classes

Art comes from life, and so does the sense of beauty. As the saying goes, "Nature is the best teacher", students should learn to get more insights from nature. Throughout the nature of the art and design profession, the real classroom for students to learn should not be limited to the traditional classroom, and the real teacher should not only be a person on the podium. Institutions should encourage and provide a variety of opportunities for students to get out of the classroom and out of school, extending the classroom learning to a wider world. For example, in spring and autumn, they should organize students to go out for sketching, so that they can be in the infinite scenery of nature and record the subtle beauty with their brushes or cameras, thus realizing the subtle immersion of aesthetic education. Another example is to organize students to go to art museums to see exhibitions, to pay tribute to masters and outstanding works, and to experience the charm of both masters' personality and works up close. This is a very good opportunity to help students see the differences and similarities between themselves and their peers, to guide them to see the gaps in comparison, to form a good sense of competition and a positive sense of crisis, and to help them set reasonable goals to strive for.

4.3.3.3 Strengthening the practice of aesthetic education

The formation of scientific aesthetics requires not only strengthening aesthetic theory learning, but also participating in aesthetic practice activities. Higher education institutions should help students cultivate the interest of good life, strengthen aesthetic cultivation and improve aesthetic ability in practice under the guidance of correct aesthetics.



CHAPTER 5 Conclusion And Recommendation

5.1 Conclusion

To implement the construction of large aesthetic education in colleges and universities (higher education institutions), first of all, we should establish the correct concept of aesthetic education. It should have a correct understanding of aesthetic education, realize the positive role of aesthetic education for higher vocational students' body and mind, and understand the importance and necessity of implementing aesthetic education in higher vocational colleges; secondly, it should be promoted from top to bottom, with the government making policies to decide the general direction, college leaders implementing policies to carry out specific operations, and finally the implementers carrying out implementation in teaching or activities.

5.2 Discussion

5.2.1 Insufficient number of courses

The insufficient number of aesthetic education courses in higher vocational colleges is mainly reflected in two aspects: firstly, the types of courses and the majors they are oriented to are limited, and secondly, the class time of aesthetic education is very small. From the general reflection of students and the actual curriculum of colleges and universities, the number of aesthetic courses is small and the class time is low, so it is difficult to meet the needs of students for aesthetic education courses. The number of courses is not much, because of the lack of teachers specializing in aesthetic education and the limitation of the number of students who can take the courses, which leads to the limited number of students who can really receive aesthetic education from the courses, and many students don't even know whether the school has opened aesthetic education courses. Many students do not even know if the school offers an elective course in aesthetic education. Because of the small number of courses, students have little or no choice of courses, and they often find themselves in a situation where they can't take the courses they like and can't learn them.

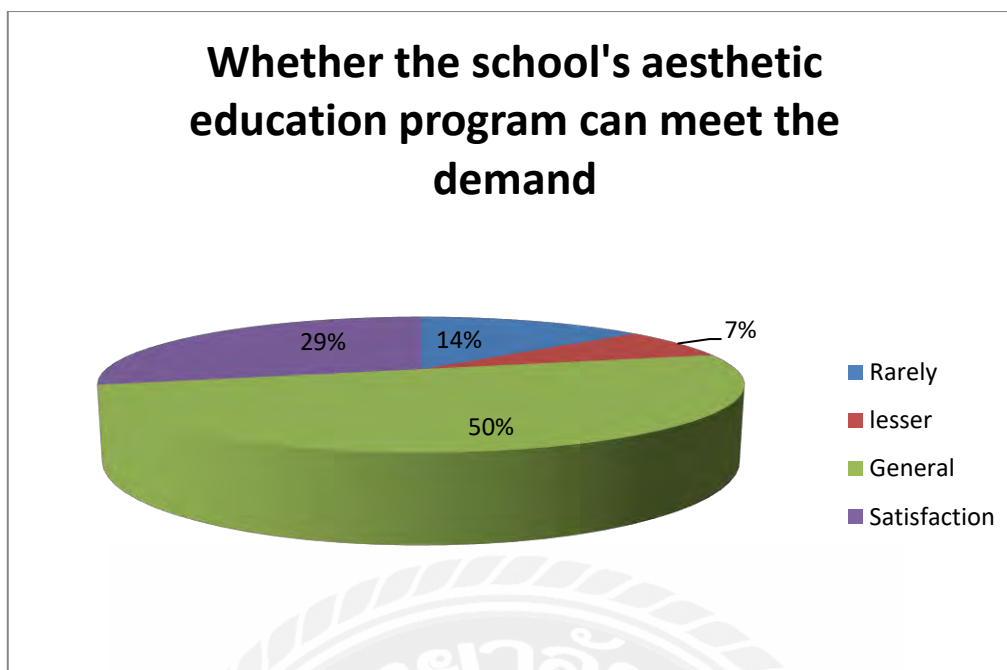


Figure 5.1 Whether aesthetic education programs meet demand

From the above survey, we can understand that only 29% of the students think that the aesthetic education curriculum of the university meets their own development needs, while the remaining 71% of the students think that the aesthetic education curriculum of the university does not meet their needs.

It is also known from the questionnaire that in the same school, even in the same major, some students said they did not feel that there was aesthetic education in school, and some students had an impression of some of the aesthetic courses again, just because the number of class hours was so small that the courses were over before the students had time to devote themselves to the classes. This has caused students to have a weak impression of aesthetic education. In the interviews, many students suggested that they had just been exposed to aesthetics and had to rush to the end of the class before they had a chance to learn more about it. Most students would like to increase the amount of class time and the variety of aesthetic education courses to meet their aesthetic education learning needs.

5.2.2 Course content is old and unattractive

From the survey and interview, we can learn that some students think that aesthetic education is very useful, but when they actually teach the course, they find that it is empty and tasteless, too theoretical and not practical enough, and the content is rather old and does not keep up with the trend of the times. If the teaching content of aesthetic education does not increase the fashion elements and the atmosphere of the times, it will not be able to arouse the interest of students, especially the higher vocational students, otherwise it will not be able to play the real role of "educating people and

cultivating feelings" of aesthetic education. Higher vocational students have their own unique world view, and their interests are not consistent with the content of the current teaching materials. The author has reviewed the existing teaching materials of aesthetic education in higher education institutions and found a problem through his own teaching experience that the teaching materials of aesthetic education like to quote the classics, such as those masterpieces of art. These classics are the essence of human civilization, but they do not play a significant role in aesthetic inspiration for students in actual teaching. The main reason is that these works are too far away from the students' living environment for them to truly understand the rhythm of them, and if they overemphasize the art classics, they may cause students to resent them. One reason is that students think these works are outdated, and on the other hand, if teachers keep emphasizing the excellence of these works, and students cannot really experience them, they will doubt and deny themselves in their hearts, and thus show some resistance to these works, so it is more difficult to achieve the teaching effect of improving students' aesthetic quality. How to balance students' interests and the requirements of scientific aesthetics in the content selection of aesthetic education teaching is now a difficult problem for aesthetic education teaching. In addition, many aesthetic education courses lack of appropriate high-quality teaching materials, or even no teaching materials, can not meet the requirements of students for the times of aesthetic education. The curriculum of aesthetic education should keep pace with the times and be close to the real life and work in order to stimulate students' interest in learning; and the content of the aesthetic education curriculum in vocational education should not be copied from undergraduate teaching materials, but should be close to the vocational characteristics and meet the characteristics of higher vocational students. Thus, to improve the aesthetic education courses in higher education institutions, it is crucial to update the teaching materials of aesthetic education courses.

5.2.3 The teaching methods are too single and lack of innovation

The rigidity of teaching methods is also a major problem in the implementation of aesthetic education courses. An important reason for the low quality of the aesthetic education courses in higher education institutions is the lack of innovation in teaching methods. The traditionalization of the course model leads to the monotony of the course form, while the course content is old and not able to keep up with the times, which cannot meet the needs of higher education students for aesthetics, thus making the course lack practicality and attractiveness. Students generally have great expectation for the aesthetic education class, but after the class, they often show disappointment in the form of the class. In the student survey, the author has learned that the contrast caused by lively content and rigid teaching methods is the main source of students' opinions about the current aesthetic education curriculum. In the current implementation of the aesthetic education curriculum, the basic approach is still to "fill the classroom", "the teacher speaks, the students listen" form. This form of class is not different from other courses, not lively enough, lack of interaction. Because the school

management does not pay enough attention to aesthetic education, teachers do not pay much attention to the aesthetic education course, which leads to no motivation to teach, so we can not talk about the improvement of teaching methods, as long as the class is completed to complete the task. Although some teachers currently use multimedia teaching methods, using pictures, audio, video, and even network interaction, micro-lessons, and digital classes in the classroom to enrich the aesthetic education curriculum, which has gained the popularity of students. However, not many teachers of aesthetic education use such teaching tools for reasons such as time cost and teaching cost.

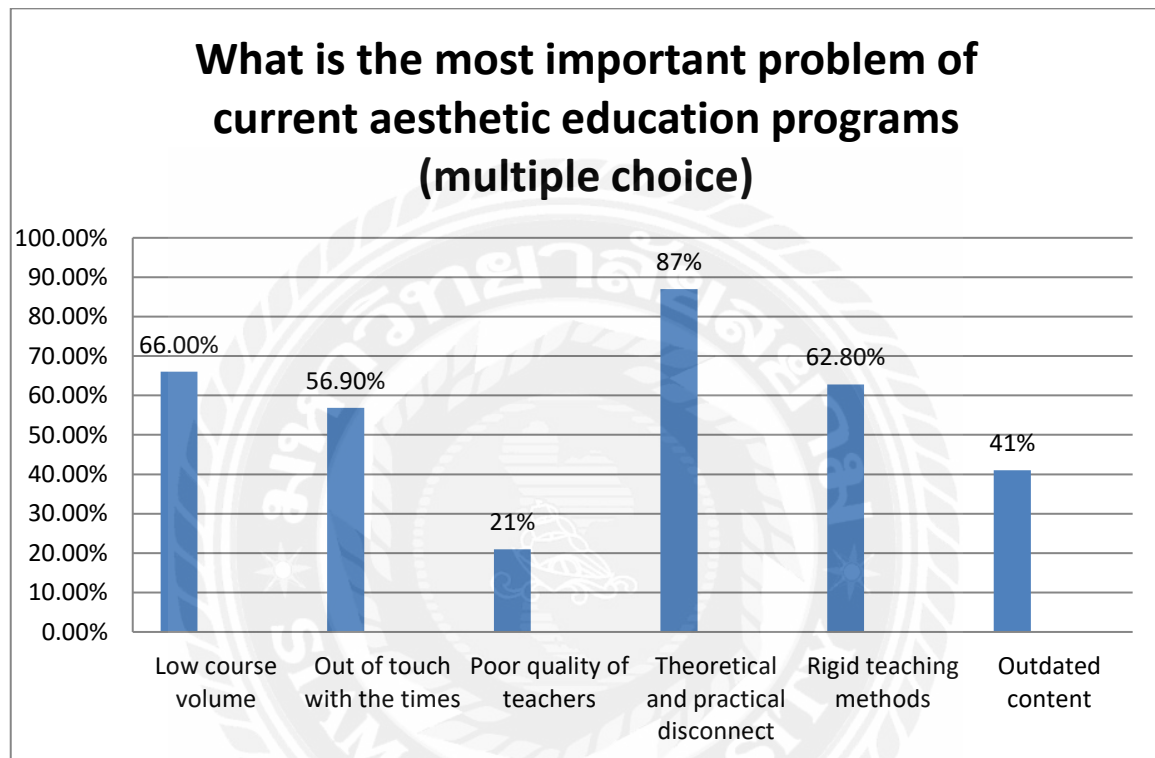


Figure 5.2 Main issues of the aesthetic education curriculum

From the main problems of the current Aesthetic Education course, we can see that students' opinions on the Aesthetic Education course mainly lie in the disconnection between the theory and practice of the course content, rigid teaching methods, old content, and too little course volume. By checking the school-based textbooks related to aesthetic education and combining with students' opinions, I believe that the preparation of the higher vocational textbooks is largely based on the undergraduate textbooks, or even the "shrunken version" of the undergraduate textbooks, which is not closer to the characteristics of higher vocational students and their career orientation. Some of the contents are rather old and not timely adjusted according to the characteristics of the times and career evolution.

5.3 Recommendation

5.3.1 Constructing a perfect curriculum system for higher vocational aesthetic education

The curriculum and teaching of aesthetic education in schools is the key to the implementation of aesthetic education. After nearly 30 years of experiments and practical exploration of aesthetic education, scholars and teaching researchers have made certain achievements in the study of the curriculum system of aesthetic education, constructed a "large aesthetic education" system, and constructed the results of aesthetic education objectives, contents, curriculum, teaching materials, teaching methods, and evaluation systems for each stage from kindergarten, elementary school, secondary school to university, and carried out. In particular, we have found the initial composition of the aesthetic education curriculum system based on the structure of aesthetic teaching, and designed and implemented the basic model of the five circles of the "Great Aesthetic Education" curriculum. Based on the characteristics of higher vocational education, I believe that the core curriculum of higher vocational education system should be the first circle of comprehensive courses of aesthetic education, and the comprehensive courses of aesthetic education offered by higher vocational colleges and universities are closely related to the majors, such as "Garden Art" for gardening majors, "Color Aesthetics" for advertising majors, "Art Appreciation" for education majors, and so on. On the contrary, because of its close connection with the profession, it can better guide students to experience the beauty of the profession, and "put beauty education in professional learning", which will not only improve students' understanding of the beauty of their future profession, but also greatly improve their understanding of the beauty of their future profession. This will not only enhance students' awareness of their future career beauty, but also greatly stimulate students' interest in professional learning, improve students' learning initiative and enthusiasm, so as to improve students' learning efficiency and promote the overall progress of students' professional skills. Secondly, higher vocational colleges should pay attention to the extracurricular aesthetic education activities in the fourth and fifth circles, which are not implemented in the form of classroom, but are "hidden courses", although they are included in the "large aesthetic education" curriculum. They are not implemented in the form of classroom, but to build up the campus atmosphere of higher vocational colleges and universities, to let students experience the beauty of campus and improve their aesthetic cultivation through extracurricular activities such as clubs, sports and culture.

5.3.2 Strengthening the contemporary sense of the content of aesthetic education courses

Different scholars have different views on the topicality of the Aesthetic Education curriculum. Some scholars talk about the "Internet" and "change", which is extremely disparaging; some strongly advocate and even actively carry out the teaching practice of introducing popular culture into the classroom. The author believes that the content of the aesthetic education curriculum should be viewed dialectically and not be

accepted or rejected in its entirety. The aesthetic curriculum must keep up with the changing trends of the times, but at the same time, the implementers of aesthetic education must carefully screen the content, carefully check the gate, and bring the best part of the culture of the times into the curriculum content.

It is worth noting that while strengthening the practicality and topicality of the content of the aesthetic education curriculum, attention should also be paid to upholding the nobility of the content of the aesthetic education curriculum. The current social culture inevitably has a tendency of vulgarization. This vulgarized social culture also has a certain negative impact on the aesthetic tendency of higher vocational students. To strengthen the contemporary sense of the content of aesthetic education courses, teachers and textbook compilers should keep a good gate, reject vulgarity and cultivate nobleness. They can advocate national aesthetic standards and cultivate students' awareness of the beauty of Chinese culture. While insisting on nobleness, they cannot be detached from the reality of society and the practicality of higher education, and absorb the excellent components of popular culture while avoiding vulgarity.

5.3.3 Try flexible and varied teaching methods

Aesthetic education is different from moral education and intellectual education, and the traditional indoctrination method is not applicable; it is also different from physical education, and the demonstration and drill methods are not effective, and it has its own unique teaching methods. In the teaching implementation process of aesthetic education, the following principles should be adhered to: the principle of experience, the principle of communication, the principle of individualization, the principle of stage, and the principle of diversity. In the teaching of aesthetic education, to adopt a flexible and varied teaching mode, we should focus on these three principles: the principle of experience, which requires teachers to return the initiative to students; the principle of communication, which advocates interactive communication between educators and educational objects; and the principle of diversity, which has various ways and means of teaching organization. Therefore, the aesthetic education courses in higher education institutions should make full use of these three principles. On the one hand, the principle of experience should be used to fully mobilize the autonomy consciousness of educated people and stimulate their enthusiasm of self-construction and independent construction in the course of teaching. Secondly, we should pay attention to the interactivity of the education process. The process of education itself is a process of exchange of ideas and emotions between teachers and students. Teachers of aesthetic education should create an educational atmosphere with equal personalities, cordial relations, mingling situations and lively activities, and then fully mobilize students' enthusiasm, initiative and creativity, devote themselves to inspiring students to develop rich imagination, stimulate their aesthetic power and creativity, and improve students' understanding of the teaching content, and in the teaching process to Give students appropriate motivation, understanding and help, give more opportunities for students to ask and

answer questions, focus on classroom communication and interaction between teachers and students, and focus on discussion-based and heuristic flexibility in the classroom. Finally, in the means of teaching, combined with the content of the course, we should give full play to the flexibility and richness of multimedia and network, use multimedia technology, audio, video, pictures and other technologies to display art works visually in front of students' eyes, organically combine aesthetic theory and students' aesthetic experience, fully mobilize students' aesthetic interest, promote the improvement of students' aesthetic literacy, and promote the development of students' perfect personality. The students will be able to fully mobilize their interest in aesthetics, promote the enhancement of their aesthetic qualities, and promote the development of their perfect personalities.

5.4 Future Research Recommendations

5.4.1 Research Summary

First of all, the significance and value of building a comprehensive aesthetic education curriculum is argued. On the one hand, it is to achieve the purpose of aesthetic education, and on the other hand, it is to change the status quo of aesthetic education and truly root aesthetic education in school education. Secondly, the essential connotation of aesthetic education and the system construction of comprehensive aesthetic education curriculum are clarified. Aesthetic education is the education of the heart, the education that makes people feel the meaning of life, the value of life, the pursuit of life quality, and the pursuit of the highest state of life. As a general term for the school's aesthetic education curriculum, the construction of the curriculum is based on the premise of achieving the purpose of aesthetic education. Although the study of what the integrated aesthetic education program is clarifies the status and role of the program in schools and emphasizes the importance of the program, it does not necessarily mean that the program exists in schools. The study of the "what" is only a rational explanation of the existence of the curriculum. A certain amount of current research shows that some schools' aesthetic education work is not yet rooted in practice. Regardless of the effectiveness of its implementation, the overall value of aesthetic education can only be well realized when it is implemented in schools as a regular practice. Finally, a strategic concept for implementing an integrated aesthetic education curriculum is proposed. The comprehensive aesthetic education curriculum is practice-based, focusing on the accumulation of students' aesthetic experience, shaping students' stable socio-aesthetic psychological structure, and cultivating students' aesthetic personality. The whole teaching process is full of aesthetic characteristics, and the process of implementing the curriculum itself is a process of accumulation of aesthetic experience.

5.4.2 Research Reflection

Because of the researcher's own very limited amount of professional knowledge reserve and research technology level, despite the best efforts, there are many problems and shortcomings in this study. First, the current situation study is relatively short, and the use of individual interview method and classroom observation for the overall attribution of the current situation of aesthetic education cannot reflect the reasons for the existence of certain special problems, which is not conducive to targeted problem solving. The results of the interviews and observations also only represent the current situation of aesthetic education that occurs in some schools. Second, we do not have a good grasp of foreign studies, and we cannot draw on many valuable ideas and methods, such as the development of aesthetic education activities in the former Soviet Union.

5.4.3 Research Outlook

People create beauty in real life, but they lack an eye for it. Aesthetic education is to "train" people's eyes so that they will become a pair of eyes that will consciously find beauty. All things in the practice of social life can produce beauty as long as people "see" their essential meaning. Aesthetic education is a kind of soul education, and the highest level of aesthetic education is the cultivation of a perfect personality. Personality, as the soul of humanity, is the fundamental quality that governs all knowledge, emotion, and action. In China, the relevant state departments and academia have realized the important value of aesthetic education, and have "established" aesthetic education at the theoretical and policy levels. However, in practice, the implementation of specific recommendations and programs for aesthetic education in schools has been less than ideal. Some scholars attribute this problem to the college entrance examination system, the unclear identity of aesthetic education in schools, and the lack of awareness of aesthetic education among teachers and students, while others attribute it to the lack of aesthetic education teachers and the lack of aesthetic education in the teacher training process. All of the reasons expressed in the current study have their validity, but they are not the most fundamental reasons for the existence of the problem. The most fundamental reason is that people are not really aware of the value and significance of aesthetic education. The root of these problems lies in people's lack of "eyes" to discover beauty and their lack of ability to visualize the essence of things in life. Therefore, based on students' social life and learning experience, the comprehensive aesthetic education curriculum aims to enhance students' aesthetic ability, accumulate aesthetic experience, cultivate aesthetic humanity, and improve aesthetic personality, so that the individual value of aesthetic education can be fully revealed, and through the cultivation of individuals, the social value of aesthetic education and the national value of the country can be promoted. The vision of this course is as follows.

First, this study mainly researches the integrated aesthetic education curriculum from a theoretical perspective. In the follow-up study, we should continue to take the Marxist view of practical aesthetic education as the guide and Dewey's empirical view

of aesthetic education as the methodological inspiration to strengthen the practical research of the integrated aesthetic education curriculum. Marx's view of practical aesthetic education and Dewey's view of empirical aesthetic education are of great significance and value to the construction and implementation of the current school aesthetic education curriculum. Under the guidance of Marx's view of practical aesthetic education, aesthetic education is to prompt individuals to intuit the status and state of man as a whole in the practice of life, in the concrete material environment, and the value of meaning in the growth of life, so as to produce a sense of aesthetic pleasure. In the practical study of integrated aesthetic education courses, attention should be paid to the connection between practical activities and human emotions, meanings and values, and the activities should be raised to the level of aesthetic comprehension. Dewey believes that the learning of knowledge itself is aesthetic, and the perfection of experience produces aesthetic experience, which gives people a sense of pleasure and value. In the practical research under this view, it is necessary to acquire aesthetic meaning and accumulate aesthetic experience from the learning of knowledge and skills themselves, rather than overly pursuing formal aesthetic experience.

Second, there is a need for in-depth research on the theoretical significance and strategies of how to integrate aesthetic education into the school curriculum, and further research is needed on the methods and strategies of integrating aesthetic education into all spheres of school, family, and society, and into all aspects of human learning and life. The role of aesthetic education is not limited to the curriculum or to the school, but the follow-up research should also consider how to integrate aesthetic education into all aspects of human learning and life, so that the whole state of human life and learning contains a sense of beauty and vitality, and so that school, family and society are interconnected to form a modernized aesthetic education system with Chinese characteristics.

Third, in-depth research on the comprehensive aesthetic education curriculum with activity courses as the carrier. School activity courses are in various forms and themes. For the activity theme, the follow-up research needs to be considered in depth, whether the content of aesthetic education can be formulated in accordance with the cognitive development level of students by stage and grade level with corresponding clear thematic content. As for the forms of activities, whether they can be more clearly divided into several major categories. For example, basic theoretical analysis activities, to help students raise awareness of beauty and analyze it, and establish correct aesthetic concepts and ideals; aesthetic appreciation activities, to stimulate students' aesthetic enthusiasm and cultivate their healthy and noble aesthetic interests through systematic appreciation of classical works inherited from human history, such as music, painting, architecture and sculpture, literature, film and television; aesthetic practice activities. In addition, students can participate in some thematic activities to improve their ability to perceive and appreciate beauty, and to improve their ability to express and create aesthetics in the practice of these activities.

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APPENDIX A

Research on the Current Situation of Aesthetic Education in Higher Education Institutions

Hello students! We conducted this sample survey in order to gain an in-depth understanding of the current situation of teaching aesthetic education in higher education institutions and to understand the basic status of the perception of aesthetic education in higher education institutions. The questionnaire is anonymous, and all data are used for statistical research. Please answer the questions according to your actual situation and real thoughts, which will be the main basis for us to understand the situation and improve the teaching. There are both single choice and multiple choice options in this survey. Thank you for your cooperation, students!

Question 1 Your gender (single-choice)

Options

A. Male B. Female

Question 2: Your grade: (Multiple choice)

A. Freshman B. Sophomore C. Junior D. Graduated

Question 3: What is your major:(Multiple choice)

A. Science and Technology B. Humanities C. Medicine

Q.4 What do you think aesthetic education is? (Multiple choice)

A. Art education B. Art education C. Aesthetic education

Q5 What are the main courses you have taken in art? (Multiple choice)

A. Art B. Music C. Dance

E. Calligraphy F. Other G. None

Q6 Are you willing to receive art education? (Multiple choice)

A. Very willing B. Not willing C. Don't care

Q7 Do you think the main reason for your lack of art education is? (Multiple choice)

A. Economic reasons B. No time C. No attention

Q8 What is the art that you have more daily contact with? (Multiple choice)

A. Literature B. Film and television C. Music D. Art

E. Dance F. Photography H. Other

Q9 Through what means did you come into contact with the above arts (multiple choice)

A. Teachers or others to teach B. Paper books

C. Computer D. Television E. Mobile phone

Q10 How do you think about fashion? (Single-choice)

A. Since it is popular, it must be beautiful

B. Fashion is not necessarily beautiful

C. I don't think it's beautiful, but everyone recognizes it, so I go with the flow

Question 11 Do you think there is a standard for beauty? (Single-choice)

- A. There is a standard B. There is no standard
- C. The standard of beauty changes with the times

Q12 Who has the most influence on your concept of aesthetics? (Multiple choice)

- A. Celebrity idols B. Social celebrities C. Internet celebrities D. Family members
- E. Friends F. Elders G. Teachers

Question 13 In teaching, we often hear the slogan of "all-round development of moral, intellectual, physical and aesthetic".

Which aspect of your own development do you think is the best: (Single-choice)

A. Moral education B. Intellectual education C. Physical education D. Aesthetic education

Q14 Do you think aesthetic education is necessary for your growth? (单选题)

- A. Yes B. No

Q15 Do you think aesthetic education will help you in your future career? (Multiple choice)

- A. Yes B. No C. Not sure

Q16 Which way do you like teachers to teach aesthetic education courses: (Multiple choice)

A. Lecture method B. Combining multimedia teaching methods C. Teaching in practice

Q17 What do you think is the problem with the teacher's lessons? (Multiple choice questions)

A. teaching methods are rigid and uninteresting B. not knowledgeable C. not pay attention to the instrument D. not dedicated

Q18 Do you think the aesthetic education courses offered by the school can meet the demand? (Single-choice)

- A. very good, diverse B. average, can basically meet the needs
- C. Less, not meeting the learning needs D. Very little, almost none

Q19 Do you want to increase the proportion of aesthetic education courses in college? (Single-choice)

- A. Hope B. Don't hope

Q20 What do you hope to learn in the university's aesthetic education courses? (Multiple choice)

- A. To learn the knowledge and skills of art
- B. Knowledge and skills of aesthetics in daily life
- C. Aesthetic knowledge related to future work

Question 21 Which related aesthetic courses would you like to see offered at school (multiple choice)

- A. Literature B. Art C. Aesthetics related to career

Q22 What do you think is the most important problem of the current aesthetic education curriculum? (Multiple choice)

- A. The content is old and does not arouse interest
- B. The teaching methods are rigid and not innovative
- C. The separation between theory and practice

- D. The quality of teachers cannot meet the curriculum of aesthetic education
- E. Out of touch with current society and culture
- F. Too little curriculum

Q23 What do you think is the most scientific assessment tool for aesthetic education? (Single-choice)

- A. Closed-book exams
- B. Open-book examination
- C. Practical study

Q24 How much importance do you think schools attach to aesthetic education?

- A. very good B. relatively good C. average D. poor E. very poor

Q25 In what ways do you want your school to carry out aesthetic education? (Multiple choice)

- A. Teaching activities B. Extracurricular practice C. Other

Q26 Which activities of aesthetic education have you participated in your school? (Multiple choice)

- A. Curriculum study B. Club activities
- C. Culture and art festival D. Social practice activities

Q27 Which of the above activities do you think has influenced your college life? (Multiple choice)

- A. Takes up my study time
- B. Enriched my college life
- C. Improve my aesthetic quality
- D. No effect at all

Q28 What do you think is missing in aesthetic education in schools? (Multiple choice)

- A. educational philosophy B. teachers' conditions C. campus atmosphere
- D. Quality of students E. Equipment and space

APPENDIX B

Interview Outline

1. What do you think aesthetic education is? Is it important?
2. Have you studied any courses related to aesthetic education?
3. How do you think your aesthetic taste is?
4. What do you do to improve your aesthetic vision?
5. What kind of art do you like? Music, art or film?
6. Do you like to read books? What kind of books do you read? Through what means are you exposed to literature?
6. What do you think of our school's campus culture?
7. Do you think our school is beautiful? What is beautiful about it? What is not beautiful?
8. Do you join any clubs? What are your hobbies and interests?
9. Do you think the school's aesthetic education courses are useful?
10. Do you have any suggestions for the aesthetic education in school?

