

A Study on the Practical Pathways of Aesthetic Education in Colleges and Universities from the Perspective of Aesthetic Education Infiltration

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Abstract: In recent years, practical approaches to aesthetic education have been continuously explored by various colleges and universities. The goal and pathway of infiltration have gradually integrated aesthetic education into all aspects of teaching activities. In this study, the practical exploration of college aesthetic education infiltration actions is taken as its starting point. By combining the actual situation of colleges, the concept of aesthetic education work is clarified, and detailed elaboration on advancing aesthetic education practices is conducted from three aspects: the improvement of the curriculum system construction, the deepening of the innovative practices of aesthetic education, and the expansion of the spaces for aesthetic education infiltration. Practical pathways for aesthetic education have also been proposed. Guided by theory, this research is significant for guiding the practical work of aesthetic education infiltration in colleges and universities in the new era.

Keywords: Aesthetic Education; Aesthetic Education Infiltration; Aesthetic Education Practices

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Being regarded as a significant component of the Party's educational policy, aesthetic education is seen as an important means to carry out the fundamental task of fostering virtue through education. The concept of "educating with beauty, beautifying with beauty, and cultivating the essence with beauty" is closely centered around the work of aesthetic education in colleges and universities. The goals of talent cultivation in schools are aligned with the promotion of the implementation of aesthetic education reforms and the deepening of the practice of aesthetic education. Goal planning, connotation construction, team building, and organizational management are continuously strengthened. A four-dimensional linkage of cultural and artistic quality cultivation, cultural heritage and innovation, cultural services, and cultural exchanges is implemented to construct a multi-level, comprehensive, and school-specific practical system for aesthetic education infiltration in the new era. This system aims to help students have their aesthetic and humanistic literacy enhanced, their sentiments refined, their character tempered, and their innovative and creative vitality further stimulated.

1. Measures to Propel Aesthetic Education Practices

1.1 Perfecting the Aesthetic Education Curriculum System and Setting up an Inclusive Aesthetic Education Mechanism

Cultivate people through aesthetic education by the implementation of a cultural aesthetic cultivation strategy. A curriculum system is built that features the school's advantageous disciplines, with art courses as the mainstay, aligning with the needs of new engineering and liberal arts development and the comprehensive development of talents, by relying on the unique strengths of university disciplines. An aesthetic education teaching model characterized by "three levels, full coverage, and complete integration" is

formed through the full exploration and integration of aesthetic education resources, ensuring that aesthetic education is provided to all students.

1. Perfect the training program. It can be achieved by integrating public art courses into the undergraduate talent training programs for all majors in the school, with the requirement that students must complete at least 2 credits of public art courses to graduate being specified. Furthermore, exploration is conducted based on actual conditions to include aesthetic education into the graduate training programs, with the aim of achieving full coverage of aesthetic education courses for all students and comprehensive integration across all grade levels.

2. Enrich the aesthetic education curriculum. The public art elective courses shall be fully and sufficiently offered in compliance with the requirements of the Ministry of Education. Three major categories of elective courses shall be established: aesthetics and art history theory, art appreciation and critique, and art experience and practice, ensuring that a comprehensive coverage of aesthetic education course types is achieved. The aesthetic education curriculum shall be refined to cultivate interdisciplinary high-quality aesthetic education courses. Public art courses are focused on cultivating aesthetic and humanistic literacy, emphasizing the cultivation of innovative abilities, and primarily covering the inheritance and development of excellent traditional Chinese culture and the education of artistic classics. The aesthetic education content within the school's advantageous disciplines shall be explored, with the integration space of aesthetic education with other disciplines being actively expanded, and a comprehensive .

1.2 Deepen the innovative practice of aesthetic education and fully implement the action of aesthetic education infiltration

The implementation of aesthetic education practice in colleges and universities is primarily focused on the construction of art groups, with the aim of centering on the school's talent cultivation goals. A variety of artistic practice activities, both on and off campus, that are elegant in form and profound in connotation, are carried out. An aesthetic education practice model that integrates "competition-performance-service" as a trinity is constructed.

1. Strengthen the supply of aesthetic education practice. Aesthetic education practice activities that are characteristic of the times, unique to each school, and reflective of the youth shall be widely carried out, with the branding of campus cultural festivals, club parades month, welcome freshmen evenings, and farewell to graduates evenings being deepened. A platform for group aesthetic education display and exchange shall be established. A regular mechanism shall be created for all students to participate in artistic performances, with various group practice activities such as choirs, group dances, group recitations, art practice workshops, and experiential learning at traditional culture inheritance bases being promoted, gradually forming an aesthetic education landscape characterized by "one department, one feature" and "one school, multiple features."

2. Enhance the construction of art groups. The organizational management of school art groups shall be continuously enhanced, with the support system being improved and operational mechanisms being optimized. A fine ethos shall be persistently cultivated, and artistic practices are innovatively carried out. The daily training of art groups shall be integrated into the management of art courses, and the training program for aesthetic education practice courses shall be fully implemented. Special concerts and art salons for art groups shall be organized, enriching the forms of aesthetic education activities and enhancing the quality of these activities. The exemplary and leading role of high-level art groups in aesthetic education at colleges and universities shall be fully utilized.

1.3 Expand the space for aesthetic education infiltration and drive the development of local aesthetic education

1. Create an aesthetic education cultural environment. The campus cultural environment shall be created as an important aspect of the aesthetic education infiltration initiative in colleges and universities. A diverse range of cultural clubs shall be built in combination with the school's unique characteristics, and a variety of cultural activities that are elegant in form, noble in tone, and positive in nature are organized. Additionally, the development of school new media network platforms, radio stations, campus display windows, and other display spaces shall be ensured to create a campus aesthetic education environment that is present at all times, in all places, accessible to everyone, and keeps pace with the times.

2. Drive the development of rural aesthetic education. The inherent advantages in talent, intellect, and resources of colleges and universities shall be fully utilized, with an aesthetic education advancement mechanism being actively established with the areas assisted, local primary and secondary schools, and co-built rural areas. A "hand-in-hand" support mechanism shall be established between colleges and universities and primary and secondary schools, rural schools, and activities such as sharing aesthetic education classroom resources, mutual exchange of aesthetic education teachers, and practical research on aesthetic education topics shall be engaged in, to promote the improvement and efficiency of rural aesthetic education development.

2. Suggestions for the Implementation Path of Aesthetic Education Infiltration

1. Persist in being inclusive to all, accessible to everyone, and carry out the aesthetic education infiltration initiative. Students' core qualities, such as aesthetic perception, artistic expression, and creative practice, shall be fully enhanced, enriching their spiritual and cultural life, and promoting a more joyful physical and mental development, a more vibrant youth, and a more well-rounded character formation. A school-specific model for aesthetic education infiltration development shall be formed, with the cultivation of cultural quality being adopted as the main line, cultural heritage and innovation at its core, and cultural service and exchange as the approach.

2. Highlight cultural education and aesthetic education to achieve the integration of aesthetic education with ideological and political education. The integration of the cultivation and practice of socialist core values into the entire process of creation, rehearsal, and performance shall be consistently maintained, with the spirit of Chinese aesthetic education being promoted and the rich soil of Chinese excellent traditional culture being drawn upon, while the outstanding achievements of human civilization shall be absorbed to form a classic art program library. The educational role of school songs, school history, and school mottos shall be utilized, with original cultural works of the school being performed in various settings, leveraging the power of cultural education and strengthening cultural confidence.

3. Implement key breakthroughs, using points to propel the whole, to achieve leapfrog development in aesthetic education. The construction of high-level art groups shall be focused on as a key initiative, with the introduction of refined arts into the campus being utilized as a key resource, and the National College Students' Art Exhibition being targeted as a key goal. Original characteristic cultural works shall be prioritized as key projects, and "in-house full-time teachers + external high-level professional artistic talents" shall be utilized as key teaching staff. Aesthetic education practical teaching activities shall be deepened for all students, achieving leapfrog development in aesthetic education.

3. Conclusion

In the new era, the work of aesthetic education infiltration in colleges and universities is recognized as a systematic project. Continuous strengthening of top-level design, enhancement of policy guidance, improvement of training mechanisms, and optimization of evaluation and assessment are required, with a responsibility system gradually being established where the party committee exercises unified leadership, various colleges and departments take on their respective responsibilities, and the entire university community participates collaboratively. Through these measures, aesthetic education is enabled to better serve the comprehensive growth of students, cultivate teachers' aesthetic education sentiments, and permeate the campus culture of schools, continuously creating a new situation for modern aesthetic education with Chinese characteristics in the new era.

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