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# The Integrated Development of Aesthetic Education and Rural Economy in the Context of Rural Revitalization: A Case Study of Jieshou City, Anhui Province

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## ABSTRACT

Based on the rural revitalization strategy, by leveraging the advantages of Anhui University of Finance and Economics, a public welfare activity titled "The Integrated Development of Aesthetic Education and Rural Economy in the Context of Rural Revitalization: A Case Study of Jieshou City, Anhui Province" was carried out in rural areas. The project team members conducted in-depth investigations and research on the current situation of rural aesthetic education [1], analyzed the reasons, and provided solutions. They continuously explored rural aesthetic education to provide channels for rural children to access knowledge of beauty and broaden their horizons. By entering the campus for investigation and providing various aesthetic education activities, the team members not only understood the current situation of aesthetic education knowledge in the local area but also enriched the extracurricular lives of rural children, further promoting rural cultural revitalization and prosperity. The implementation of this project has helped us to better understand the shortage of rural aesthetic education resources and the lack of teaching staff, which is conducive to constructing the basic framework of rural aesthetic education development, promoting rural economic development, and more precisely promoting rural cultural revitalization.

## KEYWORDS

Rural aesthetic education; Civilization and culture; Rural revitalization; Jieshou City; Anhui Province

## 1. INTRODUCTION

Cultural revitalization is an important strategic decision made by the Communist Party of China in response to the changes in the main social contradictions, specific problems in rural society in different historical periods, and the current unbalanced and inadequate development. According to the policy documents such as the "14th Five-Year Plan for Cultural Development" issued by the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council, the "Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era", and the clear requirement of "enhancing students' aesthetic and humanistic qualities" put forward in the political document of the Third Plenary Session of the 18th Central Committee of the Communist Party of China, it shows that China attaches great importance to inheriting excellent traditional Chinese culture [2] and advocates promoting rural revitalization through cultural revitalization [2]. In response to the national strategic plan, the Qise Guang team visited and investigated various rural primary schools in Jieshou City, Anhui Province, hoping to help local rural primary schools achieve cultural revitalization faster and better through field research. Aesthetic education, as the name implies, is to educate people with beauty. Whether in the West or the East, aesthetic education plays a guiding and educational role. The foundation of rural revitalization lies in education [3]. To implement the rural revitalization strategy, it is necessary

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to prioritize the development of rural education. As an important part of rural education, aesthetic education has special significance for enhancing the aesthetic qualities of the whole people, cultivating noble moral sentiments, and establishing a correct world outlook.

Majia Primary School is located in the northwest of Jieshou City. It has inconvenient transportation, backward campus infrastructure, and few teachers who promote excellent traditional Chinese culture in practical forms. Most of them mainly teach textbooks. The construction of the teaching staff is backward, with a shortage of excellent teachers, low overall quality, and a lack of initiative in learning and teaching aesthetic education [4]. Based on the above considerations, the Qise Guang team took Majia Primary School as the research object to explore the existing problems and deficiencies in its cultural revitalization. In response to the existing problems and deficiencies, targeted solutions were proposed to assist in improving the local education system and provide help for the development of rural revitalization in the village.

Taking Majia Primary School as an example, although there is corresponding economic support for cultural revitalization and the government also has the idea of promoting rural cultural revitalization, there is a lack of measures tailored to local conditions, and culture has not been integrated into primary school life. Rural primary school cultural revitalization lacks certain driving forces from both the outside and the inside. This article focuses on the problems and deficiencies in rural primary school cultural revitalization, enriches the ways for rural children to access excellent traditional Chinese culture through rich and innovative activities, enables them to feel the charm of Chinese traditional culture, and thus stimulates their interest in inheriting traditional culture. Moreover, based on the actual development situation of the local area, the team's suggestions and measures are put forward.

## 2. RESEARCH AND ANALYSIS

Visits and investigations were carried out in the school, and interactions were carried out with students in class, which gave a simple understanding of the aesthetic education situation in the school. In addition, an online questionnaire survey was also prepared, mainly to understand the respondents' understanding of aesthetic education.

According to the results of the questionnaire survey, most of the families of the respondents were from townships, which was more conducive to the feedback of the survey results. When writing the research report, we conducted an investigation and analysis of the comparison between aesthetic education courses in township and urban schools and found that there were almost no aesthetic education courses in township schools [5]. We also asked township teachers about the reasons. The common reason was the shortage of teachers. There were a total of seven fixed teachers in the primary school we investigated, one of whom was about to retire, and the rest were mobile teachers, which could not guarantee the teaching quality of students.

According to the questionnaire survey, half of the people thought that the current development of aesthetic education was average, and only a small number were satisfied with the current level of aesthetic education development. On the one hand, it shows that the current level of aesthetic education development needs to be improved; on the other hand, it shows that aesthetic education has not reached the places where it is really needed. The Ministry of Education has long introduced the policy of the all-round development of morality, intelligence, physique, aesthetics, and labor. However, in reality, it can be truly implemented in cities. In township areas, the number of migrant workers from parents is gradually increasing every year, and the number of students in township schools is also decreasing. In addition, problems such as excessive mobile teachers cannot guarantee teaching quality and the singleness of courses exist.

## 3. PRACTICAL FINDINGS

We visited and investigated rural primary schools and conducted in-depth investigations and research on the aesthetic education teaching staff, infrastructure, and the development of aesthetic education culture and civilization of primary school students in the local area, and conducted in-depth research on the long-term development of culture and civilization in rural areas.

During the research process, we learned that the mobility of teachers in rural remote areas was particularly high [6]. In an elementary school we visited, there were only 5 fixed teachers in the school, and the rest were mobile teachers. After visiting Majia Primary School in Jieshou City, Anhui Province, we also learned that due to factors such as economic development and inconvenient transportation, rural schools generally have a shortage of teachers. A considerable number of professional aesthetic education teachers choose to work in cities because of factors such as urban salary and living conditions, resulting in a shortage of rural primary school aesthetic education teachers and insufficient teaching quality. Moreover, the campus infrastructure is not perfect, and the equipment is aging, which is not conducive to the healthy growth of students. Any educational activity in the school cannot be separated from the carrier of educational resources. The teaching resources related to aesthetic education courses in some rural primary schools, such as teaching instruments and equipment, are relatively scarce. Some rural primary schools lack aesthetic education teaching facilities and classrooms, affecting the presentation of aesthetic education classes and the improvement of teaching quality. As a result, most rural primary school teachers teach by explaining traditional textbooks, and this kind of aesthetic education teaching without practical application cannot achieve good results.

## 4. DEVELOPMENT COUNTERMEASURES AND SUGGESTIONS

During this investigation and practice, team members had in-depth exchanges with children, understood the deficiencies in local aesthetic education and cultural inheritance, and did their best to popularize some knowledge about aesthetic education and intangible cultural heritage [7] among children. Through some practical activities done with children, everyone more deeply realized the important value of aesthetic education and the significance of inheriting local intangible cultural heritage in Fuyang. Not only that, but it also exercised children's practical ability, aesthetic ability, and innovation ability.

With the continuous progress of society, the state has attached more and more importance to aesthetic education for primary and secondary school students. However, there are inevitably omissions in the process of comprehensive popularization of education. Moreover, there are a large number of intangible cultural heritages in Fuyang, and a small number of intangible cultural heritage inheritances are facing some difficulties.

In this activity, the team conducted a preliminary investigation based on Majia Primary School in Fuyang, Anhui Province, and interacted with children in an art class [8]. In the class, team members and children worked together in groups to make handicrafts, which not only exercised their practical ability but also enabled them to experience the connotations of these intangible cultural heritages. Through this activity, team members deeply realized the importance of the parallel development of morality, intelligence, physique, aesthetics, and labor, and also realized the in-depth integration of intangible cultural heritage and aesthetic education.

The following are the measures proposed by our team to develop rural aesthetic education based on the local development status:

### 4.1. Strengthen the Construction of Teaching Staff

Recruit professional art teachers to teach in rural areas. Attract talents by improving treatment and providing subsidies to enrich the rural aesthetic education teaching staff. Regularly organize rural teachers to participate in aesthetic education-related training to improve the aesthetic education teaching ability and artistic accomplishment of in-service teachers, enabling them to master diversified knowledge and skills. Formulate a targeted recruitment plan for rural aesthetic education teachers for art major college graduates, providing preferential policies such as establishment guarantee, housing subsidies, and living allowances to attract them to teach in rural schools. In addition, regular professional skill improvement training can be organized through a combination of online and offline methods to help teachers update their knowledge.

### 4.2. Improve the Setting of Aesthetic Education Courses

Ensure that schools offer sufficient and complete aesthetic education courses, such as regular courses such as art, music, and calligraphy, and ensure that the class hours meet the relevant requirements. And aesthetic education courses can be developed in combination with rural characteristics, integrating elements such as rural intangible cultural heritage and traditional handicrafts, such as paper-cutting, clay sculpture, and straw weaving, to create an aesthetic education resource bank [9]. Providing rich and colorful aesthetic education courses can enhance students' enthusiasm for aesthetic education knowledge and make the integration of aesthetic education into schools more natural and effective.

### 4.3. Improve Aesthetic Education Teaching Facilities

Equip rural schools with sufficient art teaching equipment, such as painting tools and musical instruments, to meet the needs of daily teaching practice. Create a campus environment full of artistic atmosphere, build campus cultural walls, art display corners, etc., so that students can be influenced by beauty at any time. Cooperate with the local government to obtain government support to promote the improvement of regular equipment. According to the needs of school aesthetic education courses, rural schools should be equipped with basic teaching equipment such as drawing boards, pigments, paintbrushes for painting, musical instruments (such as pianos, erhu, harmonicas, etc.) for music teaching, and writing brushes, rice paper, and ink for calligraphy practice to ensure that students can carry out various aesthetic education practical activities normally.

### 4.4. Carry out Aesthetic Education Practical Activities

Organize students to participate in rural cultural and artistic activities, such as rural art performances and art exhibitions in folk festivals, to provide a display platform for students and enhance their practical abilities. Hold various art competitions and exhibitions to encourage students to actively participate in creation and display their works, and stimulate students' interest and creativity in aesthetic education. Hold theme art competitions: Regularly carry out different theme competitions such as "Campus Painting Competition", "Campus Singing Competition", and "Campus Calligraphy Competition", set corresponding awards to stimulate students' enthusiasm for participation, and let them improve their artistic skills and aesthetic abilities in the process of preparation and competition.

### 4.5. Promote the Coordination of Family, School, and Society

Publicize the importance of aesthetic education to parents, guide parents to support their children's participation in aesthetic education activities [10], and encourage families to create an artistic atmosphere. For example, parents can appreciate art works with their children. Unite rural communities, integrate community art resources, invite folk artists to enter schools to give lectures

and teach skills, and at the same time use community sites to carry out off-campus aesthetic education practical activities.

The "Marching Towards Beauty and Educating with Beauty" action is an attempt by the "Qise Guang" team to serve rural revitalization through aesthetic education. According to the current practical results, it is worth further and continuous implementation. Integrating paper-cutting into rural aesthetic education can enable children in poor rural areas to enjoy intangible cultural heritage aesthetic education, cultivate children's creativity and appreciation ability, enrich students' thinking, and promote rural cultural revitalization. The development of rural aesthetic education requires the participation of college students. In the process of college students' participation, it can also help rural children grow up healthily and happily and contribute to the realization of rural cultural revitalization to a certain extent.

"To make a tree grow tall, one must strengthen its roots; to make a river flow far, one must dredge its source." To strengthen aesthetic education, it must be done step by step. Beauty is a fertile soil. Only by diligent cultivation, fertilization, and watering can this soil be more fertile, can higher moral cultivation be achieved through aesthetic education, can individuals be accomplished, and can the country be supported.

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