

A Brief Analysis of the Infiltration of Aesthetic Education in Art Courses in Colleges and Universities

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Abstract. The simultaneous development of five educations vigorously advocated in today's society has promoted the torrent of students' all-round development, but among them, aesthetic education has many deficiencies. The role of aesthetic education in colleges and universities is particularly important. In recent years, China has formulated and promulgated a series of guidelines and policies to promote the implementation and implementation of aesthetic education. Therefore, we need to dig deeper into the shortcomings of aesthetic education and how to implement it correctly. This article analyzes and elaborates on aesthetic education in colleges and universities in three parts. The first part discusses the connotation and present situation of aesthetic education through the understanding of the history and development of aesthetic education. The second part comprehensively analyzes the problems in the implementation of aesthetic education curricula in colleges and universities. The third part aims at the problems in aesthetic education and analyzes how to deal with these difficulties in the future. Encourage people to discover and feel beauty with glasses, truly daily aesthetic education, continuously improve people's perception of beauty, enhance people's sense of happiness, and thus improve the level of social progress. Obstacles and countermeasures in the practice of aesthetic education in colleges and universities are the key processes to improve the core literacy of college students in the new era and have great theoretical and practical significance for cultivating correct values and aesthetic spirit.

Keywords: Aesthetic education; universities; art courses.

1. Introduction

Schiller's aesthetic theory and Cai Yuanpei's simultaneous development of five educations are the key entry points for discussing aesthetic education in colleges and universities today. Aesthetic education is an important and indispensable part of the five education. It is an important ideological link that enriches people's spiritual world and provides people with a healthy thinking guide. However, with the progress and advancement of the times, aesthetic education thoughts are also kept updated. Aesthetic education is an important task in the course of modern college education. It is the core aesthetic quality of college students and the key ability of social development, and the cultivation of people's all-round development and progress cannot be separated from aesthetic education. Combining Chinese and foreign literature, this paper discusses the profound connotation and rich heritage of aesthetic education thought and practice in universities. This topic mainly studies whether the implementation of aesthetic education in colleges and universities in the new era brings useful and profound impact on college students, and the core problems and countermeasures in the process.

2. The Connotation and Status Quo of Aesthetic Education

2.1. Aesthetic Education

Beauty is a universal inner quality of people towards objective things, which can arouse human's aesthetic response, but its attribute is a subjective response. Everyone can experience beauty, but when humans think about what is beautiful and how to be beautiful, the answers they make are very different. The definition of "beauty" in Western countries, Kant a famous German esthetician, said: "Purposeful happiness does not belong to beauty." This is to remind people that beauty is free and

does not need direction and results, it is what people discover and explore with their heart and mind. In contemporary society, what people seem to do is what they are asked and ordered to do, and it is difficult to discover and feel the true beauty when they are bound in chains. Following ancient China, people have a deep understanding of the concept of beauty, beauty can be interpenetrated with etiquette, morality, literature, and other aspects, which is a noble spirit and quality. Most of them are reflected in the poems of Chinese literati who turn the beauty of mountains and rivers into the beauty of artistic conception and put emotions in the unique art form between words and sentences.

The meaning of aesthetic education in today's society changes with the changes of the times and continuous progress. Impressing people with beautiful images is the process of aesthetic education. Aesthetic education refers to the education that cultivates students' healthy aesthetic ability and cultivates students' ability to appreciate and create beauty. It is a very meaningful and indispensable part of comprehensive development education. By strengthening students' understanding of people's lives, dreams, and efforts, they can develop their political quality, moral cultivation, and ideological and emotional health. In addition to improving students' understanding and awareness of reality and history, aesthetic education can also cultivate their observation, imagination, image-making, and creativity. It can help them regulate their lives and improve their learning ability. Therefore, aesthetic education is to cultivate students' aesthetic consciousness, develop students' interests and hobbies, and finally learn to discover, appreciate, and create beauty by themselves.

2.2. The Development History of Aesthetic Education

The history of aesthetics in ancient China can be traced back to the Neolithic Age when people paid great attention to the feeling and expression of beauty. There are many forms of artistic expressions, such as pottery, sculpture, architecture, and painting, while ancient Chinese artists paid more attention to the "spirit" of the characters, and devoted themselves to the artistic conception of "both form and spirit". For architectural art, there are extremely high requirements for proportion, shape, and color, and it is even more required to achieve the realm of "harmony between man and nature". Since ancient times, our country has attached great importance to the education of beauty. In ancient times, Shun placed great emphasis on the development of emotions and moral guidance in education, which is said to be the main source of aesthetic awareness. And Shun was the first person appointed as "Situ" [1].

After the Spring and Autumn Period, with the collapse of rites and music, the political governance component of rites and music education began to weaken in the Spring and Autumn Period, but rites and music were still passed on as a cultural gene. Confucius, on the other hand, regarded music and ritual as the basis of state governance and the Six Arts as teaching methods. That is to say, under the influence of Confucianism, rites, and music have a new conception. Confucius combined rites and music as an important method of cultivating skills, which greatly affirmed the status of rites and music [2]. The earliest builder of aesthetic education in China was Confucius, a great statesman, thinker, and educator in ancient China and the founder of the Confucian school. The core of his aesthetic education is the unity of beauty and goodness, that is, the unity of form and content. In the long history, through the further development of Confucius and Confucianism, aesthetic education has gradually formed a systematic system.

One of the pioneers of aesthetic education in the early 20th century was Wang Guowei. One of the earliest works in China to use and explain the term "aesthetic education" is his *On the Purpose of Education* published in 1903. During this period, Wang Guowei formed several important thoughts on aesthetic education and made a multi-dimensional interpretation of aesthetic education from four perspectives: pedagogy, philosophical aesthetics, ethics, and psychology. Wang Guowei believes that although intellectual education, moral education, and aesthetic education each have their professional fields in terms of theoretical analysis, they cannot be completely separated from the actual educational practice process.

The idea of aesthetic education was first put forward by Cai Yuanpei in modern times. Since aesthetic education was once included in moral education without considering the value of aesthetic education itself, most people now associate aesthetic education with moral education. In 1912, Cai Yuanpei systematically expounded the important idea of developing five educations simultaneously in his famous educational work *Opinions on New Education*. An important part of Cai Yuanpei's aesthetic education theory is the idea of "replacing religion with aesthetic education", which has aroused the most discussions and debates. His thoughts opposed the retrogression of the society at that time, respected Confucianism, restored the Confucian system to deceive the people, and opposed the dominance of Western religions since the Opium War. Therefore, Cai Yuanpei believes that to achieve the purpose of creating a fully developed personality, instead of encouraging people to believe in an illusory and unreal "afterlife", it is better to experience the beauty of art that shocks the soul and cultivates emotions through the emotional world created by art [3].

2.3. The Current Situation of Aesthetic Education

2001-2010 National Basic Education Curriculum Reform Goals mentioned: The new curriculum system emphasizes the cultivation of students' healthy aesthetics and aesthetic ability. Healthy aesthetics is not just the glamorous appearance or the simple beauty of the image, but the inner aesthetic improvement. For works of art, it is not only the surface and potential evaluation of "beauty" or "not beautiful", but It is necessary to deeply understand and analyze its connotation and emotion. With healthy aesthetics and aesthetic ability, people's lifestyles will also improve and change, and people will pay more attention to the health of their body, diet, life, and mentality, which also plays an important role in promoting social progress and harmony effect. The *Opinions on Comprehensively Strengthening and Improving School Physical Education Work in the New Era* and *Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era* issued in 2020 have greatly enhanced the status of aesthetic education in education and aesthetic education has been improved again. It is required to highlight the connotation and characteristics of aesthetic education in teaching, strengthen the integration of five educations, and create a classroom culture rich in aesthetic education resources.

However, a well-educated person should not only have rich knowledge, but also have the spirit and courage to dare to pioneer and innovate, and most college students seem to lack innovation. In other words, college students have no sense of innovation, and the establishment of aesthetic education in college courses is not perfect, too superficial and simplistic. Although today's society has a more progressive view on strengthening aesthetic ability, aesthetic education is still not popular enough, and most people still don't put it in an important position. Aesthetic education is well implemented in many developed cities, but in small cities or rural areas, it is a content that is greatly lacking or even neglected.

3. Problems Arising from the Implementation of Contemporary Aesthetic Education

3.1. Weak Awareness and Lack of Attention

Colleges and universities still have the old concept of "aesthetic education is art education". In the current society, people still lack attention to aesthetic education, which is mainly reflected in the progress of implementation and the degree of cognition. Most colleges and universities that implement aesthetic education classes do not take this course as a compulsory course, but as an elective and choose according to students' interests. This makes many college students think in their self-awareness that this is not a very important subject that needs to be studied seriously. Therefore, it is not appropriate to set up compulsory courses or elective courses alone. Make aesthetic education a daily education course. On the other hand, students pay little attention to aesthetic education and do not have enough awareness to realize the importance of this education. As a result, they lack motivation and interest in aesthetic education, and it is difficult for them to concentrate on studying and thinking when sitting in the classroom of aesthetic education. Teachers and students in colleges

and universities lag in the concept of aesthetic education, and the concept of aesthetic education needs to be updated jointly by educators and students. Any mature educational concept and ideological understanding must go through a process of continuous deepening and deepening. Colleges and universities should strengthen publicity, improve teachers' and students' understanding of the concept of aesthetic education in the new era, and conduct in-depth research on the laws of the development of aesthetic education [4]. Students are just an audience in the classroom, and there are very few opportunities to participate in the classroom. However, compared with intellectual education, due to the limitation of the development stage, aesthetic education has not received enough attention. In the new era and new journey, the synchronization of material civilization and spiritual civilization is an issue that we pay more attention to, and people's spiritual needs are getting more and more attention [5].

3.2. Lack of Professional Teaching Staff

The teaching team is not perfect enough. Colleges and universities lack teachers who specialize in aesthetic education, and some teachers even have no consciousness of developing aesthetic education and teaching aesthetic education knowledge. Without specialized and professional aesthetic education teachers to teach, it is difficult for students to acquire solid and correct aesthetic education knowledge. Colleges and universities should not allow art teachers, music teachers, or other art class teachers to teach aesthetic education courses by the way. This method will lead to a lack of seriousness or emphasis on work by college teachers. As early as 2015, the General Office of the State Council's Opinions on Comprehensively Strengthening and Improving Aesthetic Education Work pointed out that "the overall quality of aesthetic education teachers should be improved through various channels". With the development and progress of society, not only young people in the new era but also teachers should play a leading role. It should be practiced in person to explore the correct direction of the path of aesthetic education, and constantly learn new concepts, new ideas, and new knowledge, update the cognition in the mind, to guide students to carry out "brain renewal". The same is true for art. The emergence of new ideas is the birth of new art. Educators should keep the shining points of the original art and combine them with new ones, to continue the long river of art.

3.3. The Single and Boring Course

Most of the courses are constantly output by teachers, and the theory is serious. Students only learn textbook knowledge about aesthetic education, and it is difficult to expand their thinking and horizons. There is a lack of careful planning and systematic attention to aesthetic education learning. Many colleges and universities are generally short of aesthetic education venues and funds. They have not built formal and rich aesthetic education teachers and activity venues, and it is difficult to have a deep understanding and decomposition of aesthetic education. Schools should set up a variety of scenarios for this course, pay attention to scenario-based teaching, and not just show them to students through multimedia and other Internet tools in class. It is difficult for them to have an immersive and in-depth communication experience. Therefore, most students learn that When it comes to "beautiful" things, he has no emotion or even find them hard. In addition, some colleges and universities lack management structures and management methods and have not established a detailed, close, and strict teaching system for aesthetic education [6]. The curriculum is not reasonable enough, most of them are a few classes, or even one or two classes are rushed through. The aesthetic education in Chinese universities should not only focus on classroom education. Most courses do not think out of the classroom, out of the house, out of the outdoors, let students in "nature", build a "nature classroom", and pay attention to the whole natural environment, to truly enter the ecological environment and natural society. This is a natural classroom. It is a gift of nature and contains many mysteries that we need to observe and study. The teacher did not teach ecology as a blackboard. Natural aesthetic education can well promote students' creativity, imagination, observation, and exploration. Aesthetic education classes should be pleasant and relaxing, not accepting information like a machine. Aesthetic education is to cultivate people with all-around development, and all-around development does not only refer to people who are good at and outstanding in music, art, sports, etc. but also truly free

people. Schiller had proposed that beauty be seen as an expression of "aesthetic freedom" in contrast to "nature," and a sense of the sublime as an expression of our moral independence. Both beauty and sublime freedom are part of aesthetic education, and their combination can perfect aesthetic education and make people's minds transcend the realm of the senses [5].

4. Suggestion

4.1. Set up a Flexible, Open, and Rich Classroom

Colleges and universities should grasp the characteristics of flexibility, openness, and richness of aesthetic education. Most students tend to focus on the score assessment and let books trap their thinking. For aesthetic education teaching, a variety of teaching strategies can be used. Teachers can use a variety of teaching strategies to create interactive experiences so that students can collide with their thoughts during the interaction, because the image and emotion of beautiful things have characteristics, and they have multiple interpretations of humanities [7]. Create situational teaching. The goal of situational teaching is to use cases or situations as the carrier to guide students to conduct independent inquiry learning and enhance students' ability to analyze and solve problems. The cultures of the world are varied, and colleges and universities are located in different regions, so the local ethnic culture is naturally unique. Teachers should first go to various villages or cities to find the "beauty" contained in nature and humanities. For curriculum setting, colleges and universities might as well make use of existing local resources. Traditional paintings, graphics, decorations, and folk crafts can all be created according to local "art" content. Integrate them into all lessons and present them to students. Once students understand, engage, and become familiar with these techniques, they gain a new and enhanced ability to observe and create. Therefore, the methods teachers use to evaluate and demonstrate their effectiveness in practice will form the basis of future educational activities, even though current instructional technologies may become outdated [9].

4.2. Combine the Five Educations

Each kind of education is not an independent educational activity, and the five restrict each other and penetrate each other. Cai Yuanpei's aesthetic theory believes that aesthetic education is the fundamental means to beautify life, and aesthetic education is the fundamental means to develop personality. Therefore, he must give full attention and advocacy to aesthetic education. He will also put it in a formal and rational position [8]. A person's social attitude towards reality is called an aesthetic attitude, which is a human trait. It is unique in that it responds to the spiritual needs of society. Natural environments, scientific discoveries or ideas, spiritual movements, creative processes and their outcomes, and works of art can all lead to a wide variety of aesthetic experiences. People are spontaneously influenced by the aesthetic qualities of reality, which are constructed through the act of education. Aesthetic education is the name of this education [10]. Aesthetic education is a kind of education, and it should not be regarded as a teaching goal, nor should it be completed as a task. Therefore, in moral education, intellectual education, physical education, aesthetic education, and labor education, there should be no bias. The five types of education should be developed harmoniously to promote the all-round development of people. The road to education has a long way to go. As an educator, we should pay attention to and improve in all aspects, to promote the overall progress and improvement of various education. Improve people's sensibility and moral cognition through aesthetic education, to achieve the purpose of aesthetic and moral education. The goal of aesthetic education is to subtly render individuals with the power of beauty, rather than to educate through complex logical reasoning and deep-rooted traditional information structures. What is achieved is cultivation rather than output. Therefore, integrating aesthetic education into moral education can help students obtain theoretical, practical, and emotional satisfaction in the classroom, and can also help them accurately understand the nature and laws of things.

4.3. Construct a Diversified Evaluation System

At present, most of the evaluation methods of college students' ecological aesthetic education are unbalanced and one-sided. The main evaluation objects include self-evaluation, social evaluation, school evaluation, and teacher evaluation, especially the "one size fits all" evaluation method that is limited to the theoretical examination after the course is over. The assessment process goes beyond student and teacher assessment of course material, making aesthetic education a phased study [11]. Aesthetic education is a long-term and sustainable process, emphasizing the integration of students with the environment, society, and life while paying attention to the uniqueness of individuals. This reminds me of Schiller's aesthetic theory, that people are a whole, and aesthetic education enables people to realize aesthetic freedom. Only by reaching the highest level of aesthetic freedom can people perceive and follow moral principles completely freely. The key to effective art education is careful evaluation of students' artistic and creative endeavors [11]. In the course materials, the method of teaching aesthetic education to college students is based on theoretical forms of creative activities, in-depth research on artistic and cultural phenomena, and theoretical thinking. relationship to practice. The evaluation of education should also be multi-faceted. It should not use attendance rates or test scores to measure the excellence or goodness of students, and constantly explore the direction of improvement of creative special education and teaching skills.

5. Conclusion

Through in-depth and in-depth research on aesthetic education, it is known that with the continuous introduction of national policies, the status of aesthetic education in education has been improved, and people are also sensitive to feelings and obstacles, but there is still a long way to go before the implementation of aesthetic education in colleges and universities. Factors such as educational resources and regional development level are not considered in this paper, and further research can be carried out on this basis in the future. Colleges and universities are important bastions to cultivate the deep connotation and solid foundation of college students and provide them with solid shelter and strong combat effectiveness. In the same way, education is the way that occupies most of a person's life and has the most profound impact. It is flexible, free, open, and innovative. It is a responsibility to people, to the family, and more importantly, to society and the world. Aesthetic education is also meaningful, through continuous exploration, to strengthen the continuity and permanence of the spirit of aesthetic education in the future. Aesthetic education is flowing, advancing, and progressing with The Times, and education constantly reflects the changes in social thought and the rapid flow of information. The maintenance and establishment of aesthetic education consciousness is challenging in any era, and in the future, aesthetic education will further improve and progress.

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