

Discussion on the Development of Public Aesthetic Education Curriculum in Colleges and Universities in the Perspective of Education Internationalization

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Abstract: Beauty is complex, so aesthetic education is not something that can be easily completed in certain curriculum in colleges and universities. The aesthetic education in public aesthetic education curriculum in colleges and universities should guide students to understand and experience the style, essence and rules of beauty, provide students with aesthetic channels to observe the world, and understand life. It integrates cultural resources that are based on China's position in the international perspective and meet the needs of society and the individual development of students into specific teaching work, and plays the effectiveness of resources from multiple cultures, multiple nationalities, and multiple regions to achieve "educating students with beauty" and "educating students with morality", to train high-level international talents with multicultural literacy.

1. Introduction

Since *the Action Plan for the Education Revitalization in the 21st Century* issued by the Ministry of Education in 1999, university education has transformed from elitism to massification, and the original research-based teaching method has been transformed into paying more attention to students' comprehensive literacy. Public aesthetic education curriculum carries the important mission of quality education in colleges and universities, and it is also a very important part of the current education and teaching work of colleges and universities in China that emphasizes the cultivation of personality and realizes the development of "morality and nurturing". To promote the work of aesthetic education in colleges and universities in the new period, it is necessary to introduce international thinking in the construction of public aesthetic curriculum in colleges and universities, build a cross-cultural aesthetic education teaching team, improve teaching skills in multiple art categories, deepen the reform of aesthetic education, promote the collaborative innovation of aesthetic education and moral education, to realize the sustainable development of aesthetic education in the education of colleges and universities.

2. Development Status of Public Aesthetic Education Curriculum in Colleges and Universities

Beauty is the source and power to establish morality, pure spirit, and perfect personality. The aesthetic education in colleges and universities is an important part of the work of roots cultivation and soul-making. Its purpose is to cultivate students' ability to observe, appreciate, feel, experience, and create beauty. The value of aesthetic education is mainly reflected in cultivating students' aesthetic abilities of being relaxed and happy, promoting the development of personal character and creative ability, and adjusting the social character of students to conform to the mainstream social values, promoting social harmony and moral construction, and realizing the external value of quality education.

As early as 2006, the Ministry of Education issued *the Guidelines for Public Art Curriculum of National Colleges and Universities* and proposed that colleges and universities need to provide a series of public aesthetic education curriculum such as *Introduction to Arts*, *Approach to Arts*, and *Appreciation of Fine Arts*. Each student must complete at least 2 credits of relevant courses to graduate. This program was first carried out in colleges and universities directly under the Ministry

of Education and key colleges and universities in the province, and implemented in national colleges and universities within 2-3 years [1].

After more than ten years of development, public aesthetic education curriculum has reached popularity in colleges and universities currently. In 2018, a questionnaire survey of students from non-art colleges and universities at 9 different levels in 5 provinces (cities) across the country found that although only about one third of students received aesthetic education in high school, they all participated in public aesthetic education curriculum of 2 credits or more in higher education. And the public aesthetic education curriculum in most colleges and universities have implemented the three changes in curriculum teaching in accordance with the requirements of the Ministry of Education: The curriculum has changed from a single *Introduction to Art* to a multi-curricular system with *Approach to Art* as the core and many art appreciation courses as the auxiliary; The purpose of teaching has changed from learning and mastering knowledge of art theory to focusing on improving aesthetic literacy, fostering the spirit of innovation and practice, and shaping sound personalities; The teaching method has changed from the traditional simple teaching of literary and theory knowledge as well as the history of art development, to guiding students to actively accept art, take the initiative to feel art, and use perceptual teaching to stimulate students' direct and genuine contact with art, to cultivate the feeling and ability of art appreciation.

Although the Ministry of Education attaches great importance to the significance of aesthetic education in colleges and universities and the high popularity of public aesthetic education curriculum in colleges and universities, there are still three major problems in the implementation of specific courses: First of all, in the teaching system of colleges and universities, especially the local colleges and universities and of comprehensive colleges and universities of science and technology, public aesthetic education curriculum belongs to the so-called "subsidiary course" or "side course" no matter in the cognitive of the students, or in the development of subject construction and the allocation of school resources. Students generally study out of coping psychology, that is, in order to get the credits, they have to learn. The colleges and universities also consider aesthetic education as a supplement to the main subjects, and courses are often started to cope with superior management. Secondly, the teachers of public aesthetic education curriculum in colleges and universities are mostly part-time, and even some colleges and universities hire teachers from the society in order to ensure that each student can complete 2 credits of aesthetic education curriculum and to solve the problem of insufficient teachers. These socially-sourced aesthetic education teachers have not been trained in systematic aesthetic education, and they do not know much about basic art theory knowledge. Thirdly, colleges and universities regard aesthetic education as art education or even philosophical education in curriculum settings. They focus on theoretical interpretation and depart from art itself, so that students without relevant foundations cannot understand it at all. The public aesthetic education curriculum fall into the dilemma that the more teachers teach, the less enthusiasm they have and the more students learn, the less they are interested in.

The Ministry of Education is also concerned about the current quality of public aesthetic education in colleges and universities. In April 2019, it issued *the Opinions on Effectively Strengthening the Work of Aesthetic Education in Higher Education in the New Era* in response to the problem, and proposed that the current work of aesthetic education in colleges and universities be separated from the current educational reform and development requirements, and it not only fails to meet the expectations of students for art education resources, but also fails to give full play to the international perspective. Colleges and universities should not only incorporate public art curriculum into their teaching plans, but also focus on the development of art practice education, and proposed that colleges and universities could carry out various forms of art practice activities and strengthen the construction of art communities.

3. The Development of Education Internationalization of Public Aesthetic Education Curriculum in Colleges and Universities

Education internationalization has not been uniformly defined in the academic field. UNESCO has proposed that: "Education internationalization is a process that combines the main functions of

subject teaching, scientific research, and social services from a cross-border and cross-cultural perspective and atmosphere" [2]. This definition shows that education internationalization is a process of continuous development and expansion, and there are changes from curriculum, specialty, and teaching, as well as changes from the environment, needs and policies. From all aspects, education internationalization is actually a systematic project, including many elements, the most notable of which are curriculum internationalization, teaching resource sharing, and multicultural communication.

The internationalization of colleges and universities and education internationalization are the current trend of education development. "Education is to face the world, modernization and the future". The international development of aesthetic education in colleges and universities can not only make the students come into contact with the colorful and diverse scenery and integrate with social development situation and needs, but also be conducive to improving the quality of colleges and universities, cultivating talents with local sentiments and multicultural perspectives, and meeting diverse educational needs.

In order to promote the education internationalization of public aesthetic curriculum in colleges and universities, and to comply with the national strategy of internationalization of higher education, we should coordinate various aspects and multi-level forces and resources in all aspects of teaching to coordinate and make full use of the current international resources of colleges and universities, to improve the quality of aesthetic education in colleges and universities, enhance the innovation and competitiveness of students, build a multicultural and multi-dimensional aesthetic education curriculum group as a way to promote the improvement of the comprehensive strength of colleges and universities, and build a college aesthetic education system with the goal of development of cross-cultural capabilities. In terms of specific implementation, it is not only necessary to rely on the national policy and the guidance of the Ministry of Education, but the colleges and universities themselves shall focus on improving and upgrading from the following three levels:

Firstly, the national strategy of internationalization of higher education is integrated into the educational philosophy of public aesthetic education curriculum in colleges and universities. As early as 2008, the State promulgated *the National Medium and Long-term Educational Reform and Development Program*, which has already mentioned the opening up of education and international exchanges and cooperation among colleges and universities, which are the needs and directions for the reform and development of education in colleges and universities. Higher education should carry out multi-level and wide-ranging exchanges, so as to meet the requirements of international economy, national society, culture and arts, and cultivate international talents with an international perspective, knowledge of international rules, and the ability to participate in international affairs and competition [3]. Aesthetic education in colleges and universities belongs to the quality education in higher education, and in the specific implementation, it carries the important mission of multicultural communication. Therefore, in the educational philosophy of public aesthetic education curriculum in colleges and universities, we should always dare to have a global vision and international thinking.

What needs to be clarified is that international thinking does not mean simply "going abroad". To think that only studying foreign art theories and works is international, which is an absolutely wrong thinking pattern. The internationalization of aesthetic education in colleges and universities must expand the width and depth in the implementation dimension: Width means that aesthetic education needs to be universal for everyone. In addition to the curriculum, it also includes music, sports, text, pictures, etc. "No school course is irrelevant to aesthetic education" [4]. Even from prenatal education to early childhood education, basic education, higher education, social education, and even aging education, the aesthetic education has always been running through people's whole life. Depth means that aesthetic education should be rooted in China, look at the world, and stand at the height of the world to access the crystals and treasures of human arts worldwide, learn to absorb excellent art paradigms, think independently about innovative practices, and integrate the internationalization with localization. The public aesthetic education curriculum in colleges and universities can neither deprecate their own worth in adhering to worship everything foreign, nor should they be passively adhered to in following the beaten track. The international development should reflect the effect of

"one plus one is more than two", "seeking benefit sharing in opening up and seeking win-win value in tolerance".

Secondly, the teaching resources of public aesthetic education curriculum in colleges and universities should not be confined to domestic or even local areas. They should "go up" and "go down". "Go up" means that the content of the curriculum is to choose more elegant arts and mainstream arts in the world art, to promote wisdom with art, to carry virtue with art, and give full play to the role of classic culture to infect, cultivate and inspire people. "Go down" means that the combination of world folk arts and intangible cultural arts in the teaching process. Folk arts generally take into account both practical and aesthetic functions. Intangible cultural arts are various cultures and arts created by humans in social and historical practices, which is a kind of living culture that has condensed the natural needs, social needs, and spiritual needs of human development in generations to generations, and conveys the common people's aesthetic ideas, aesthetic orientation, and aesthetic ideals.

How to introduce rich international aesthetic education resources into public aesthetic education curriculum, foreign colleges and universities have already made relevant attempts. The Art Management and Heritage Research Course of University of Leeds requires students to choose topics on their own to study world folk stories in project forms. In the project, students first need to find a folk story that can represent a certain culture or a certain area, and translate it into English, then retell it, and modernize it at the same time, design patterns and colors themselves, and make a set of illustrations by freehand sketching. After the project is completed, the students' works will be sorted out and printed into a book, which will be widely distributed through the city library. In this process, students have infused ancient stories with their own interpretation and fresh nutrition. Not only can folk stories be modernized and renovated, students can also truly experience an international perspective and build international thinking.

Thirdly, the aesthetic education in colleges and universities should work hard on the curriculum and create a public aesthetic education curriculum group, which consists of three levels: Public aesthetic education compulsory courses, public aesthetic education elective courses, and community activities aesthetic education courses. The public aesthetic education compulsory courses focus on the popularization of art knowledge and the introduction of art theory. Students can master some necessary literary theory knowledge in the development of world arts, such as the origin of art, the nature of art, the function of art, the classification of art, etc. At the same time, understand the most basic technical characteristics of various art categories, such as the line and color of painting, the pen using for the layout of calligraphy, the modeling space of sculpture, and the scale tuning of music. The public aesthetic education elective courses should be a group of elective courses with a wide range and variety, including a number of cross-cultural and cross-border art appreciation courses and art skills courses adapted to the current social development. They are set up after public aesthetic education compulsory courses, to provide aesthetic and humanistic training for students who are not art majors but have hobbies or artistic skills, to stimulate the internal driving force of students' professional learning and innovation. The community activities aesthetic education courses are to make use of the international education resources of colleges and universities, guide students to introduce the aesthetic factors of various countries in the community activities, cultivate students' healthy and active, lively and individual, self-respecting personalities in leisure activities, and help students complete their personalities.

At present, in the construction of public aesthetic education curriculum groups in colleges and universities, the proportion of public aesthetic education compulsory courses is high, and the teaching system is the most complete and has the best implementation effect. Public aesthetic education elective courses are still in the construction stage in ordinary colleges and universities, and some schools offer courses such as teacher aesthetic education, artificial intelligence and aesthetics, science and aesthetics, and are at the forefront of curriculum innovation. And the community activities aesthetic education courses promote the development of aesthetic education with the characteristics of its own disciplines. For example, Southwest University established the "Aesthetic Education Festival", Central China Normal University established the "Guizishan Aesthetic Education Festival",

and Wuhan Textile University established the "Talented Aesthetic Education Festival", but the overall development is relatively lagging. In fact, most domestic colleges and universities currently have schools of international exchange or international colleges, and they have recruited a large number of international students from all over the world. They receive discipline training and professional education in China, and at the same time they are playing their vitality in campus activities. In the construction of community activities aesthetic education courses, the international education background and local cultural characteristics of foreign students should be brought into play, for example, to make cross-cultural art dialogues in aesthetic education courses, or Chinese and foreign students perform art creations by choosing the same topic (such as the standard of beauty, artistic performance, etc.) and display their works, thus reflecting different interpretations to this topic by different cultures. The cross-cultural communication with multiple forms, multiple contents and multiple channels is exactly the characteristics and vitality of aesthetic education in colleges and universities.

4. Conclusion

Therefore, on the one hand, the public aesthetic education courses of colleges and universities in the new era must be popularized, to help students understand, appreciate art, and feel art, so that they can receive the edification of art from multiple different dimensions and comprehensively, so as to purify the soul and enhance aesthetics. On the other hand, we must conform to the trend of times and global trend of the internationalization of higher education, integrate nationalized teaching thinking at the three levels of "universality", "openness", and "communication", promote cultural heritage and innovation, and carry forward the spirit of Chinese aesthetic education, strengthen the function of aesthetic education in colleges and universities and improve the level of social aesthetic education.

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