

"Aesthetic Education Courses" and "Aesthetic Education through Courses": Dialectical Analysis and Integration Pathways in the Practice of Aesthetic Education in Universities

Huaiying Liu

Academy of Fine Arts, Lianyungang Normal University, Lianyungang, Jiangsu, 222000, China

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Abstract: Focusing on the practice of aesthetic education in Universities, this article probes into "Aesthetic Education Courses" and "aesthetic education through courses". At present, aesthetic education in Universities faces many difficulties such as concept cognition, teachers' ability and curriculum system, which affects the effective integration of the two. Through theoretical analysis, this article distinguishes that "Aesthetic Education Courses" and "aesthetic education through courses" are interrelated in objectives, contents and functions, and there are differences in positioning, teaching methods and implementation subjects. It is found that the integration of the two faces the problems of conceptual deviation, lack of teachers' ability, curriculum planning and convergence. Based on this, this article proposes to strengthen the concept of comprehensive aesthetic education, build a sense of collaborative education, improve teachers' quality, plan and promote the organic connection of courses as a whole, and provide an effective integration path for aesthetic education practice. Through this, the aesthetic education system in Universities can be improved, and students' aesthetic quality and comprehensive quality can be improved.

1. Introduction

In the contemporary education system, aesthetic education in Universities plays a key role in shaping students' sound personality and improving their aesthetic quality and humanistic spirit [1]. With the continuous updating of educational ideas and the increasing demand of society for all-round development talents, the importance of aesthetic education in Universities is becoming more and more prominent [2]. In the process of aesthetic education practice, the two important concepts "Aesthetic Education Courses" and "aesthetic education through courses" are often confused or treated in isolation, which hinders the effective implementation of aesthetic education in Universities [3]. Therefore, distinguishing the relationship between "Aesthetic Education Courses" and "aesthetic education through courses" and exploring the integration path of them have become an important task for aesthetic education workers in Universities.

From the perspective of educational development, aesthetic education has gone through several stages since it was introduced into China's educational system. In the early days, aesthetic education focused more on the teaching of artistic skills, presented in the form of specialized "Aesthetic Education Courses", such as music and art courses [4]. These "Aesthetic Education Courses" have improved students' artistic perception ability to some extent. However, with the development of the times, people gradually realize that it is difficult to fully achieve the goal of aesthetic education only by relying on specialized "Aesthetic Education Courses" [5]. Therefore, the concept of "aesthetic education through courses" came into being, which emphasizes the integration of aesthetic education elements into various non-aesthetic specialized courses in Universities, so that students can receive aesthetic education while learning professional knowledge, and broaden the implementation ways of aesthetic education.

At present, the diversified development of social culture makes students come into contact with various cultural forms and aesthetic concepts. This not only provides rich materials for aesthetic education in Universities, but also puts forward higher requirements for the content and methods of

aesthetic education in Universities [6]. The continuous advancement of educational reform urges Universities to pay more attention to the cultivation of students' comprehensive quality. As an important part of all-round development education, aesthetic education's quality and effect are directly related to the overall level of personnel training [7]. In the complex situation of aesthetic education practice, it is of great value to explore the relationship between "Aesthetic Education Courses" and "aesthetic education through courses" and find an effective integration path for promoting the innovative development of aesthetic education in Universities and improving the quality of personnel training. This study will focus on this core issue.

2. Correcting the relationship between them

In the practice of aesthetic education in Universities, clearly distinguishing the relationship between "Aesthetic Education Courses" and "aesthetic education through courses" is an important basis for effectively promoting aesthetic education. The two are closely linked, but there are significant differences.

(1) Contact

Both "Aesthetic Education Courses" and "aesthetic education through courses" aim at promoting students' all-round development, and make concerted efforts in improving students' aesthetic quality and cultivating sound personality. "Aesthetic Education Courses" directly shapes students' aesthetic perception and creativity with systematic aesthetic knowledge imparting and skill training [8]. On the other hand, "aesthetic education through courses" exerts a subtle influence on students' aesthetic concepts by excavating the aesthetic elements in the subject knowledge in the teaching process of various subjects. Although the two approaches are different, they are ultimately committed to making students have the ability to appreciate and create beauty and shaping a positive attitude towards life.

"Aesthetic Education Courses" covers many professional knowledge such as art and aesthetics, and builds a relatively complete aesthetic knowledge framework for students. For example, in the painting course, students learn professional contents such as color matching and composition skills. "Aesthetic education through courses" skillfully integrates aesthetic education content according to the characteristics of different disciplines [9]. Taking physics course as an example, teachers can guide students to appreciate the beauty of simplicity and symmetry contained in physical formulas. The two contents complement each other, jointly enrich students' aesthetic experience and broaden students' aesthetic vision.

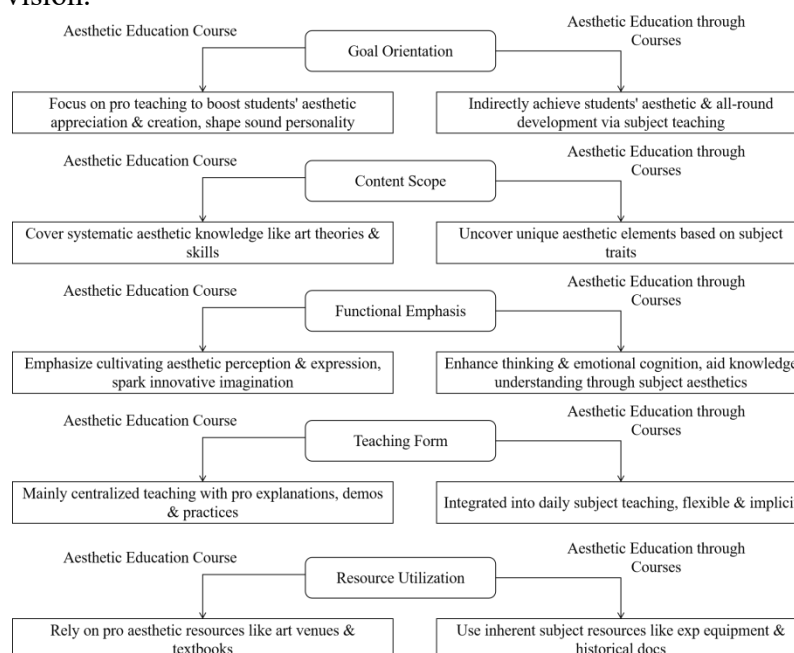


Figure 1 A Comparison between "Aesthetic Education Courses" and "Aesthetic Education through Courses"

"Aesthetic Education Courses" focuses on cultivating students' aesthetic appreciation and expressive ability, and arousing their creativity and imagination. "Aesthetic education through courses" not only cultivates students' professional quality, but also promotes students' thinking quality and emotional cognition with the help of aesthetic factors in disciplines. The two functions promote each other and promote the improvement of students' comprehensive quality in all directions. Figure 1 shows the characteristics of the connection between "Aesthetic Education Courses" and "aesthetic education through courses".

(2) Difference

"Aesthetic Education Courses" is a course specially set up for the implementation of aesthetic education in Universities, which occupies a core position in the aesthetic education system in Universities and is the main position to focus on aesthetic education [10]. On the other hand, "aesthetic education through courses" is to infiltrate the aesthetic education concept into the teaching of various subjects, which is in the position of auxiliary integration, aiming at enabling students to naturally receive aesthetic education while learning professional knowledge.

"Aesthetic Education Courses" usually adopts centralized teaching method, and professional aesthetic education teachers systematically impart aesthetic knowledge and skills by using various teaching methods such as teaching, demonstration and practical operation [11]. The main body of "Aesthetic Education Courses" is mainly teachers with professional aesthetic education knowledge and skills, who have profound professional qualities in aesthetic education. The implementation subject of "aesthetic education through courses" is teachers from various disciplines. Although they have professional knowledge in this discipline, their literacy in aesthetic education is uneven. It is necessary to continuously improve their aesthetic education ability in the teaching process in order to better integrate aesthetic education into subject teaching.

3. Integration dilemma

(1) Conceptual cognitive dilemma

Some universities and teachers don't know enough about the value of aesthetic education through courses, and they still equate aesthetic education with specialized Aesthetic Education Courses, ignoring the rich aesthetic education resources contained in various courses. Some educators isolate "Aesthetic Education Courses" and think that aesthetic education has nothing to do with other subject courses, which fails to grasp the comprehensiveness and systematicness of aesthetic education in Universities as a whole. This cognitive deviation makes it difficult for aesthetic education to form a joint force in higher education.

(2) Dilemma of teachers' ability

Lack of interdisciplinary ability of aesthetic education teachers: although aesthetic education teachers have achieved a lot in the field of aesthetic education, they have shortcomings in interdisciplinary knowledge integration. Faced with the rich knowledge system of different disciplines, it is difficult for them to organically combine the contents of aesthetic education with them, which leads to the disconnection between "Aesthetic Education Courses" and other subject courses in actual teaching and fails to give full play to the comprehensive educational function of aesthetic education.

Lack of aesthetic education literacy of subject teachers: Most of the teachers in various subjects focus on imparting professional knowledge of their own subjects, and generally lack systematic theoretical knowledge and practical skills of aesthetic education. This makes them realize the importance of aesthetic education through courses in the teaching process, but because of their own ability limitations, it is difficult to effectively integrate aesthetic education elements into subject teaching, and it is impossible to guide students to explore beauty and feel beauty from subject knowledge. The comparison of the dilemma of aesthetic education teachers' ability in Universities is shown in Figure 2.

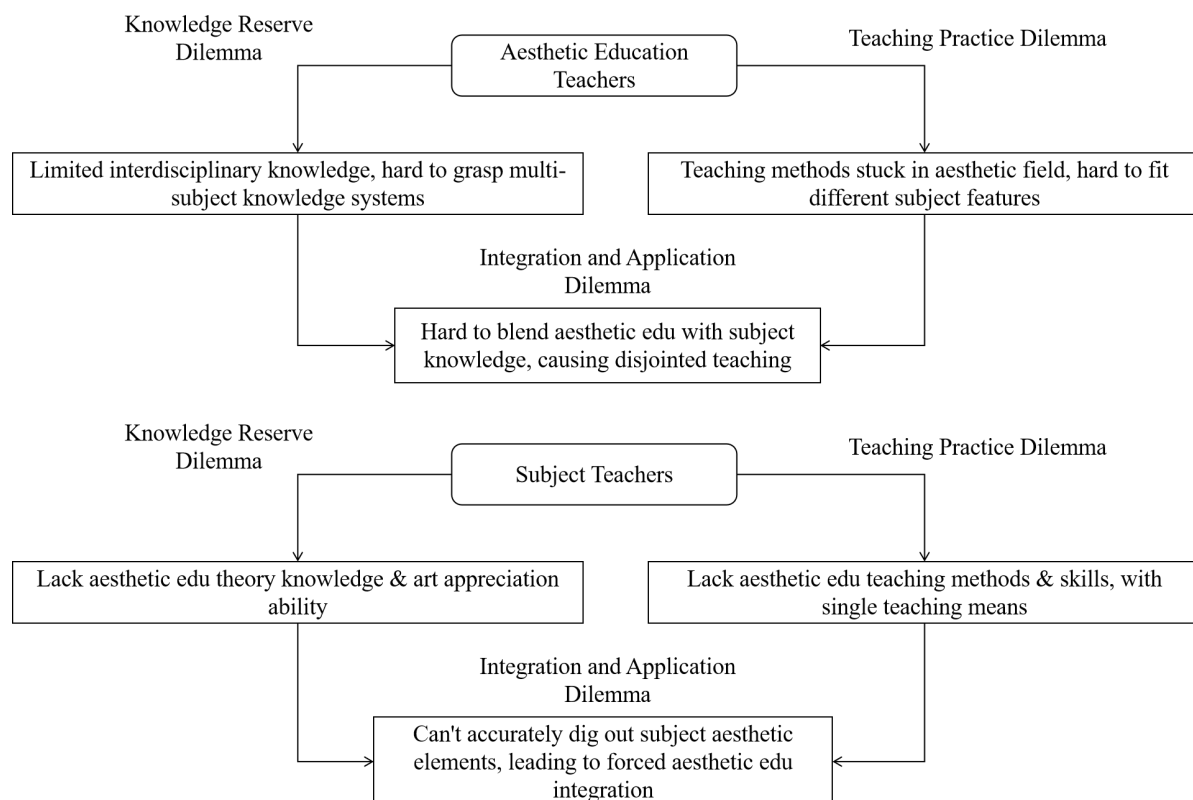


Figure 2 Comparison of the Dilemma of Aesthetic Education Teachers' Ability in Universities

(3) The dilemma of curriculum system

Lack of overall planning: Universities often lack overall planning for "Aesthetic Education Courses" and courses of various disciplines. "Aesthetic Education Courses" and other subject courses are independent, lacking of organic connection in teaching content and teaching objectives, and failing to form a distinct and mutual echo "Aesthetic Education Courses" system, which leads to the failure of effective integration and utilization of aesthetic education teaching resources.

Poor connection between courses: There is a problem of poor connection between "Aesthetic Education Courses" and "aesthetic education through courses" in terms of teaching content and progress. This disjointed phenomenon makes it difficult for students to transfer what they have learned from "Aesthetic Education Courses" to other subjects, and it is impossible to form a coherent aesthetic experience, which affects the overall effect of aesthetic education in Universities.

4. Integration path

(1) Idea renewal path

Strengthen the concept of comprehensive aesthetic education: Universities should actively advocate the establishment of a comprehensive aesthetic education concept covering "Aesthetic Education Courses" and "aesthetic education through courses". Through special lectures, seminars and other activities, the importance of comprehensive aesthetic education is publicized to all teachers and students, so that teachers and students can deeply realize that aesthetic education is not limited to the traditional specialized "Aesthetic Education Courses", but runs through the whole process of education and teaching in Universities. So as to enhance the sense of identity of all teachers and students on the overall aesthetic education and create a good aesthetic education atmosphere.

Constructing the consciousness of collaborative education: It is very important to promote the formation of collaborative education consciousness among teachers in various departments and disciplines in Universities. The management of Universities should play a leading role, establish an inter-departmental coordination mechanism for aesthetic education, and break down discipline barriers. Teachers of various disciplines need to strengthen communication and cooperation and

jointly explore how to carry out aesthetic education in different courses.

(2) Teachers' construction path

Improve the interdisciplinary literacy of aesthetic education teachers: Through organizing systematic training and research activities, enhance the interdisciplinary teaching ability of aesthetic education teachers. The training content can cover the basic knowledge of different disciplines, teaching methods and how to organically integrate aesthetic education with the knowledge of various disciplines.

Strengthen the aesthetic education training of subject teachers: Carry out special aesthetic education training for teachers of various subjects to improve their aesthetic education quality and the implementation ability of "aesthetic education through courses". Training can include aesthetic education theory knowledge, art appreciation ability and aesthetic education teaching methods. By inviting aesthetic education experts to give lectures and organizing subject teachers to participate in aesthetic education practice workshops, we can help subject teachers master the skills of integrating aesthetic education elements into subject teaching.

The content and expected effect of aesthetic education teacher training in Universities are shown in Table 1.

Table 1 Training Content and Expected Outcomes for Aesthetic Education Teachers in Universities

Teacher Type	Training Module	Specific Content	Expected Outcomes
Aesthetic Education Teachers	Interdisciplinary Knowledge	Basic concepts, principles, and development trajectories of various disciplines	Gain an in-depth understanding of different disciplines and accurately identify entry points for aesthetic education
	Interdisciplinary Teaching Methods	Teaching strategies and techniques suitable for different disciplines	Design interdisciplinary aesthetic education plans and enhance teaching interaction and effectiveness
	Integration of Disciplinary Aesthetic Education	Methods for exploring and integrating aesthetic elements in various disciplines	Achieve natural integration of aesthetic education with multiple disciplines and enhance students' interdisciplinary aesthetic abilities
Subject Teachers	Aesthetic Education Theory	Basic principles of aesthetics and the development history of aesthetic education	Systematically master aesthetic education theories and improve aesthetic education cognitive levels
	Art Appreciation	Appreciation methods and key points for various art forms	Enhance art appreciation abilities and enrich materials for disciplinary aesthetic education
	Aesthetic Education Teaching Techniques	Aesthetic education methods applicable to subject teaching	Skillfully apply aesthetic education techniques and improve the quality of disciplinary aesthetic education

(3) The optimization path of curriculum system

Overall planning of curriculum: Universities need to make overall planning of "Aesthetic Education Courses" and courses of various disciplines. In the course setting, we should fully consider the characteristics of different courses and aesthetic education objectives, and reasonably arrange teaching content and class hours. Universities should optimize the curriculum structure, ensure the reasonable distribution of aesthetic education content among different courses, and form an organic and unified "Aesthetic Education Courses" system.

Promoting the organic connection of courses: Establishing the communication and coordination mechanism between "Aesthetic Education Courses" and "aesthetic education through courses" is the key to realize the organic connection of courses. Educators should clarify the division of labor and cooperation of different courses in aesthetic education teaching, and ensure that the teaching content

and teaching progress echo each other.

5. Conclusions

This article focuses on the relationship and integration path between "Aesthetic Education Courses" and "aesthetic education through courses" in the practice of aesthetic education in Universities. In the aspect of relationship discrimination, it is clear that the two are closely related and there are significant differences. The connection is embodied in the goal coordination, all of which are aimed at promoting students' all-round development and improving their aesthetic quality. The contents complement each other, "Aesthetic Education Courses" provide systematic aesthetic knowledge, and "aesthetic education through courses" are integrated into the characteristic aesthetic education content according to the subject characteristics. Functions promote each other, "Aesthetic Education Courses" cultivate aesthetics and creativity, and "aesthetic education through courses" promote thinking and emotional cognition, which help each other. The difference lies in the course orientation. "Aesthetic Education Courses" is the core specialized course, and "Aesthetic education through courses" is in the auxiliary integration position. In terms of teaching methods, the former focuses on teaching, while the latter flexibly penetrates into subject teaching; The implementation subjects are teachers of aesthetic education and teachers of various disciplines respectively. On the level of integration dilemma, some universities and teachers have insufficient understanding of the value of "aesthetic education through courses" and treat "Aesthetic Education Courses" in isolation. In terms of teachers' ability, aesthetic education teachers lack interdisciplinary ability and subject teachers lack aesthetic education literacy. In the curriculum system, there is a lack of overall planning and poor curriculum cohesion.

In view of these problems, the integration path proposed in this article has important practical significance. Concept renewal can change the concept of teachers and students and create a comprehensive aesthetic education atmosphere. The construction of teachers can improve teachers' ability and provide talent support for the integration of aesthetic education. The optimization of curriculum system can improve the curriculum setting and connection, and enhance the systematization and coherence of aesthetic education. Through these paths, it is expected to build a perfect aesthetic education system in Universities, improve students' aesthetic quality and comprehensive quality, make aesthetic education in Universities better adapt to the development needs of the times, and lay a solid foundation for cultivating all-round talents. In the future, aesthetic education in Universities should continue to pay attention to these aspects, constantly optimize practice, and push aesthetic education to a new height.

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