

The Value and Path of Integrating Excellent Traditional Chinese Culture Into Aesthetic Education Evaluation in Universities

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ABSTRACT

The evaluation of aesthetic education in universities is an essential requirement for promoting the comprehensive development of college students, and it is also an inevitable result of implementing the fundamental task of cultivating morality and talents. Chinese excellent traditional culture is a refinement of traditional culture, containing rich aesthetic value and providing reference value for improving the evaluation of aesthetic education in universities. The integration of excellent traditional Chinese culture into the evaluation of aesthetic education in universities is an inherent requirement for promoting the integration of aesthetic education in primary, secondary, and tertiary schools, is also an inevitable choice for forming a pattern of integrated education, which is conducive to enhancing cultural confidence, cultivating new talents of the times. Based on this, integrating excellent traditional Chinese culture with aesthetic education evaluation in universities not only requires adhering to value guidance and grasping the correct evaluation direction, but also practicing people-oriented and building a scientific evaluation system.

KEYWORDS

Excellent traditional Chinese culture; Evaluation of aesthetic education in universities; Integration of Five Education Systems

1 The necessity of integration excellent traditional Chinese culture into the evaluation of aesthetic education in universities

The evaluation of aesthetic education in universities is an important component of aesthetic education in primary, secondary, and tertiary schools, and is a continuation of the evaluation of aesthetic education in primary and secondary schools. Students in primary and secondary schools have weak aesthetic understanding abilities, insufficient knowledge accumulation and reserves, and find it difficult to have a deep understanding of aesthetic theories and connotations. Therefore, there is a lack of systematic evaluation of aesthetic education in primary and secondary schools, leading to a disconnect between primary and secondary education and aesthetic education evaluation in universities. The rich aesthetic education resources contained in excellent traditional Chinese culture not only provide teaching resources for aesthetic education in primary and secondary schools, thereby strengthening the evaluation of aesthetic education in primary and secondary schools, but also provide theoretical depth for the teaching content of aesthetic education in universities. Only by combining excellent traditional Chinese culture with aesthetic education evaluation in universities, can we effectively fill the gap in aesthetic education evaluation in primary and secondary schools, inherit the educational achievements of basic aesthetic education in primary and secondary schools, achieve seamless connection between students' aesthetic education and values, and promote the integrated development of aesthetic education in primary, secondary, and tertiary schools.

2 The contemporary value of integrating excellent traditional Chinese culture into aesthetic education evaluation in universities

2.1 Beneficial for enhancing cultural confidence and promoting excellent traditional Chinese culture

In the context of continuous cultural exchange and integration among various countries, universities not only bear the responsibility of inheriting excellent traditional Chinese culture, but also play an important mission of resisting historical nihilism and fighting against foreign negative ideologies. In this process, universities integrate excellent traditional Chinese culture into aesthetic education evaluation, which not only provides a new perspective for aesthetic education evaluation in universities, but also enhances cultural confidence and promotes the inheritance

and development of excellent traditional Chinese culture. At the same time, integrating the inheritance of intangible cultural heritage and other excellent traditional Chinese cultural concepts into the evaluation of aesthetic education in universities, can not only enhance students' aesthetics, but also strengthen their understanding of excellent traditional Chinese culture, enhance cultural identity, achieve the transformation from cultural consciousness to cultural confidence, and thus strengthen the promotion and inheritance of excellent traditional Chinese culture.

2.2 Beneficial for cultivating new talents of the times and implementing the fundamental task of cultivating morality and nurturing people

Aesthetic education is a pursuit of value and an important way to promote comprehensive human development. Integrating excellent traditional Chinese culture into the evaluation of aesthetic education in universities is beneficial for cultivating new talents of the times and implementing the fundamental task of cultivating moral character. The excellent traditional culture of China has been formed through the refinement of traditional culture, and its educational ideas have pointed out the direction for universities to carry out aesthetic education evaluation, which has become an important lever for implementing the fundamental task of cultivating morality and talents. From the perspective of value pursuit, aesthetic education is related to the ideal pursuit of comprehensive human development, which is in line with the value goal of "becoming an adult" in traditional Chinese culture, which teaches people to "follow their hearts without exceeding the norm". The integration of the two is conducive to students forming a consciousness and ability to learn from the past and the present, and constantly innovate, which is conducive to cultivating new people in the times. In addition, the cultural ideas of benevolence, righteousness, propriety, wisdom, and trustworthiness emphasized in excellent traditional Chinese culture are in line with the emotional and value education of aesthetic education, enabling students to shape correct values and cultivate patriotism in the educational process. Therefore, integrating excellent traditional Chinese culture into the evaluation of aesthetic education in universities can guide students to enhance their creativity and shape noble qualities, which is of great significance for cultivating new talents in the era.

3 Path selection for integrating excellent traditional Chinese culture into aesthetic educational evaluation universities

3.1 Adhere to value guidance and grasp the correct evaluation direction

On the one hand, clarify the purpose of aesthetic education evaluation in universities. The evaluation of aesthetic education in universities needs to "implement the fundamental task of cultivating moral character, leading students to establish correct aesthetic concepts, cultivate noble moral sentiments, and shape a beautiful soul". The purpose of integrating excellent traditional Chinese culture with aesthetic education evaluation in universities is to help students shape correct values and promote their all-round development. On the other hand, based on the principle of "dual subject", clarify the positioning of teachers and students in teaching. The "dual subject" principle refers to the fact that both teachers and students are subjects in teaching, and they influence and promote each other in teaching activities. It is necessary to not only give full play to the leading power of teachers in teaching activities, but also stimulate the active role of students as learning subjects. Teachers are disseminators of knowledge and have a more mature and profound understanding of the values embedded in excellent traditional Chinese culture. Therefore, it is necessary to fully leverage the leading role of teachers to help students shape correct aesthetics and values. At the same time, in the realm of modern education, students have transformed from passive recipients of various knowledge to active participants in education. Therefore, for universities, it is necessary to actively cultivate students' subjectivity and innovation consciousness, guide students to actively express and participate in aesthetic education, create a positive aesthetic education atmosphere, and grasp the correct evaluation direction.

3.2 Practice people-oriented approach and build a scientific evaluation system

On the one hand, improve the various indicators of the evaluation system for aesthetic education in universities. When constructing an aesthetic education evaluation system, universities should consider the age and grade gap of students, especially pay attention to the aesthetic education evaluation of new students, make appropriate

adjustments to the teaching content of excellent traditional Chinese culture, and enhance students' acceptance. On the other hand, the evaluation indicators for aesthetic education in universities should have multiple evaluation dimensions. The basic indicators for evaluating aesthetic education in universities should be set with moderate difficulty, with the aim of achieving the standard for all. At the same time, setting high standards for aesthetic education evaluation in universities, focusing on individual differences of each student, and encouraging them to make breakthroughs and innovations in areas of outstanding academic performance. In addition, the evaluation of aesthetic education in universities should introduce process evaluation indicators and continuously refine and quantify them. Through process evaluation, problems in aesthetic education in universities can be identified and resolved in a timely manner. At the same time, in the process evaluation, a student aesthetic education growth file can be established to continuously record students' creativity and reflection in the learning process of excellent traditional Chinese culture, avoiding the mechanical evaluation mode of only results and scores, and strengthening the scientificity of the evaluation system..

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