

Analysis of the Practical Paths of Aesthetic Education Empowering the Fine Arts Teaching in Colleges and Universities

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ABSTRACT

With the continuous development of the times and the increasingly deepening of educational reform, aesthetic education has attracted more and more attention from people and has become a hot topic in the field of education. It is of great practical significance to fully integrate aesthetic education into the fine arts teaching in colleges and universities, which is conducive to cultivating students' aesthetic judgment and aesthetic accomplishment, improving the teaching effect of fine arts majors, and enabling fine arts students to adapt to the development requirements of high-quality and outstanding talents in the new era. Therefore, this paper will conduct in-depth research and exploration on the empowerment of aesthetic education in the fine arts teaching in colleges and universities, analyze the significant value of aesthetic education empowering the fine arts teaching in colleges and universities and the current situation of traditional fine arts teaching in colleges and universities in detail, and propose specific and feasible practical paths, aiming to provide relevant reference for giving full play to the advantages of aesthetic education, improving the teaching quality of fine arts majors in colleges and universities, promoting the all-round development of students, and cultivating more outstanding fine arts talents with profound aesthetic accomplishment and aesthetic ability.

KEYWORDS

Aesthetic education; Fine arts majors in colleges and universities; Practical paths

1 Introduction

Aesthetic education integrates the aesthetic teaching and the aesthetic feeling teaching, and focuses on cultivating the correct aesthetic cognition of the educated and enhancing their ability to appreciate and create beauty. It is an important focus for cultivating high-quality and outstanding talents with all-round development of morality, intelligence, physical fitness, aesthetics and labor in the current era, and plays a crucial role in moral education and talent cultivation. *The Notice of Ministry of Education on Fully Implementation of the School Aesthetic Education Immersion Action* clearly states that it is necessary to further strengthen aesthetic education work in schools, enhance the educational function of school aesthetic education, integrate aesthetic education into all links of educational and teaching activities, and cultivate socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, aesthetics and labor.

As an important component of the higher education system, the fine arts teaching in colleges and universities aims to cultivate students' professional skills in fine arts, enrich their theoretical reserves of professional knowledge in fine arts, and further enhance their aesthetic ability, artistic appreciation and creativity. However, with the development and progress of society and the continuous reform and innovation in the field of higher education, problems such as the imperfect course content and relatively single teaching methods in traditional fine arts teaching in colleges and universities have become prominent. Therefore, it is difficult to meet the development requirements of the new era and the growth needs of students, and the quality of talent cultivation is restricted. Aesthetic education empowerment has brought new vitality to the fine arts teaching in colleges and universities, which is profit to improve the quality of fine arts teaching in colleges and universities and cultivating more fine arts talents who meet the development requirements of the times and possess outstanding aesthetic and creative abilities.

2 Current Situation of Traditional Fine Arts Teaching in Colleges and Universities

There are some problems in the traditional fine arts teaching in colleges and universities, which restrict the quality and effectiveness of fine arts teaching and affect the exertion of the function of aesthetic education. First, the content of fine arts courses is relatively outdated, still focusing on basic skill training such as traditional painting and sculpture, while neglecting emerging technologies, new media art and other contents^[1]. The course content lacks innovation and practicality. Second, the teaching methods are relatively single. Usually, the lecture-based teaching method is adopted, which ignores the students' dominant position in learning, fails to stimulate students' enthusiasm and interest in fine arts learning, and is adverse to cultivating students' creativity. Third, the teaching staff is less qualified, the aesthetic accomplishment of professional fine arts teachers needs to be improved, the educational concepts of teachers have not been updated in a timely manner, and most teachers still play the roles of knowledge transmitters and skill trainers in

teaching, so that the changes that teachers should become guides and inspirers in the current era are ignored. Fourth, the evaluation system is single. The existing evaluation system usually overemphasizes the final fine arts works presented by students and fails to assess their growth during the fine arts learning process. At the same time, it only focuses on students' mastery of fine arts theoretical knowledge and skills, but neglects the assessment of students' aesthetic ability and creativity. Fifth, the practical activities are insufficient. Students lack the opportunity to apply their fine arts skills to real practice, which is not conducive to cultivating their hands-on ability and creativity and affects their all-round development.

3 The Important Value of Aesthetic Education Empowering the Fine Arts Teaching in Colleges and Universities

Empowering the fine arts teaching in colleges and universities with aesthetic education has very important practical significance. On the one hand, integrating aesthetic education into the fine arts teaching in colleges and universities can help students establish the correct concept of aesthetic education^[2]. Through carrying out a variety of aesthetic education practice activities, students can better understand that aesthetic education is not the single training of skills and techniques, and recognize the diversity of beauty and that beauty is a deep resonance of emotions and souls. Meanwhile, it can enable students to form correct aesthetic concepts and encourages them to be good at discovering, appreciating and creating beauty in daily life and study. On the other hand, introducing aesthetic education into the fine arts teaching in colleges and universities can effectively enhance students' aesthetic ability, creative ability and hands-on ability through practical paths such as optimizing fine arts courses, promote the all-round development of students, and thereby effectively improve the quality and effect of fine arts teaching in colleges and universities.

4 Specific Implementation Paths of Aesthetic Education Empowering the Fine Arts Teaching in Colleges and Universities

4.1 Enrich the Course Content and Optimize the Course Design

In order to introduce aesthetic education into the fine arts teaching in colleges and universities and give full play to its empowering role, the optimization and improvement of course content and course design are of vital importance. With the development of the times and the continuous update of educational concepts, fine arts teaching should not be confined to the traditional imparting of painting techniques. Instead, it should incorporate knowledge in various aspects such as history and culture, so as to broaden students' learning horizons and increase their theoretical knowledge reserves. In this regard, colleges and universities can integrate interdisciplinary resources to enrich the teaching content of fine arts majors, and then optimize the course design. They can add development courses on the basis of basic courses and professional courses. Basic courses focus on cultivating students' basic fine arts skills, such as sketching, color, and composition. Professional courses are designed around different fields, covering contents such as traditional Chinese painting and oil painting to meet the diverse learning needs of students, and help them understand the development history and cultural connotations of different art categories. Development courses offer students art history, aesthetic theory, cross-cultural art communication and other contents^[3], and introduce advanced art forms like digital media art in line with the development of the times to help students keep abreast of the latest art trends and deepen their understanding and cognition of fine arts and art. Meanwhile, these courses can help students form a more comprehensive knowledge structure, enhance their interdisciplinary and cross-field thinking abilities, better improve their aesthetic and artistic appreciation abilities, and give full play to the empowering role of aesthetic education.

4.2 Synthetically Apply Various Teaching Methods

In order to fulfil the empowering role of aesthetic education in the fine arts teaching in colleges and universities, teaching methods are also crucial. In the teaching process, fine arts teachers should abandon the conventional "cramming" teaching method and synthetically apply various teaching methods to stimulate students' enthusiasm and initiative in fine arts learning, and better cultivate their abilities to discover, appreciate, feel and create beauty. By adopting the discussion-based teaching method, teachers can divide students into groups based on their situations during the teaching process to make students appreciate and delve into the themes, expression techniques, and artistic values of masterpieces by art masters in groups. At the same time, teachers should pay attention to guiding students to ponder problems from different perspectives during this process, encourage them to express different opinions and views, guide them to respect different opinions and voices, and cultivate their critical thinking and innovative consciousness^[4]. By adopting the project-based teaching method, teachers can formulate a specific theme and then

assign it to students to handle on their own. In this process, students are encouraged to participate in the design, implementation and evaluation of actual projects, actively engage in artistic creation, and display and evaluate their works, so as to enhance their practical ability and fine arts skills, and cultivate their capacity to create beauty.

4.3 Strengthen the Construction of the Teaching Staff

In the current fine arts teaching in colleges and universities, there is a problem of less qualified teaching staff, and the aesthetic literacy of teachers needs to be improved, which restricts the quality and effect of fine arts teaching. Therefore, when colleges and universities introduce aesthetic education into the teaching of fine arts majors, they should strengthen the construction of the teaching staff, and comprehensively enhance the aesthetic literacy of fine arts teachers, to provide an important teaching staff guarantee for fine arts teaching, and thus better play the empowering role of aesthetic education in fine arts teaching. Colleges and universities should guide fine arts teachers to establish a correct view of teacher, enable them to realize that the integration of aesthetic education requires them to play the roles of guides, organizers, inspirers and creators of aesthetic experiences in the teaching process through holding meetings and other means, and make them respect students' dominant position in learning during the teaching process to better stimulate students' pursuit of beauty. At the same time, colleges and universities should also strengthen the training of fine arts teachers, and regularly organize them to participate in professional training on aesthetic education, thus enhancing their consciousness and literacy of aesthetic education.

4.4 Improve the Evaluation System

In the teaching process of fine arts majors in colleges and universities, in order to give full play to the empowering role of aesthetic education, improving the evaluation system for students is also an important path. The traditional evaluation system places too much emphasis on the mastery of theoretical knowledge and fine arts skills, while neglecting the evaluation of students' aesthetic ability, innovative consciousness and ability, as well as critical thinking. It makes students fail to have a comprehensive and objective understanding of themselves, harms their growth and development. In this regard, colleges and universities should accurately understand the higher requirements that aesthetic education places on college students, and focus on cultivating students' aesthetic ability and art appreciation ability to break away from the traditional single evaluation model mainly based on examination scores, scientifically design a diversified evaluation system covering aesthetic ability, innovative consciousness and ability, practical ability, artistic expression ability, critical thinking, and the transformation of learning effectiveness, introduce a variety of evaluation subjects, such as teacher evaluation, classmate evaluation, and self-evaluation, and adopt multiple evaluation methods, such as portfolio assessment and reflective writing. This evaluation can conduct a comprehensive and objective evaluation of students' growth performance, learning achievements, and their potential and progress in different art fields, supervise them to continuously progress and grow, stimulate their internal learning motivation, and guide them to become high-quality, compound and outstanding art creators who meet the requirements of aesthetic education.

4.5 Carry out Practical Activities

Art practice activities are an important extension of the fine arts teaching classroom in colleges and universities, a key link in deepening aesthetic education, and an important practical path to realize the empowering role of aesthetic education in the fine arts teaching in colleges and universities. Therefore, to put into great play to the empowering role of aesthetic education, colleges and universities need to attach greater importance to practical activities, and actively carry out a series of fine arts practice activities to provide students with more practical opportunities, enable them to effectively enhance their artistic appreciation and aesthetic abilities of fine arts works through personal participation, stimulate their thinking and innovative consciousness, and make them create fine arts works with more connotations. Specifically, colleges and universities can regularly organize a series of practical activities, such as art exhibitions and fine arts competitions of students' fine arts works, or on-site visits to art galleries, to enable students to experience the unique charm of fine arts works through actual participation and enhance their appreciation ability. At the same time, they can also exercise students' practical ability by organizing corresponding competitions. In addition, colleges and universities can also enhance cooperation with relevant enterprises to provide students with practical opportunities and projects. For instance, they can collaborate with well-known local advertising agencies and art design companies^[5], to offer students internship opportunities to participate in actual fine arts design projects, such as creating company promotional posters, thus effectively improving students' fine arts design ability.

4.6 Create an Aesthetic Education Environment

Empowering the fine arts teaching in colleges and universities through aesthetic education can also be achieved by creating an aesthetic education environment. Colleges and universities should bring into full play to the implicit educational function of the campus environment and fully integrate aesthetic education into campus life, so as to cultivate students' aesthetic ability and taste accomplishment imperceptibly. Specifically, colleges and universities can take the campus environment as the entry point, post aesthetic education posters in public areas such as libraries and canteens, and build cultural corridors to create a strong aesthetic education cultural atmosphere for students. Through this way, aesthetic education can silently permeate every corner of the campus to allow students to be edified and cultivated in an implicit educational environment, and unconsciously improve their aesthetic ability and art appreciation ability. In addition, colleges and universities can vigorously carry out campus art creation and beautification activities, such as mural creation, sculpture installation, landscape renovation, and architectural design, and encourage students to actively participate to apply the professional knowledge and art skills they have learned in fine arts to practical activities, thereby deepening students' experience of beauty and enhancing their ability to appreciate and create beauty. Meanwhile, colleges and universities can vigorously hold aesthetic-themed exhibitions and other related activities on campus to broaden students' aesthetic horizons.

5 Conclusion

There are some problems in the traditional fine arts teaching in colleges and universities, such as the imperfect course content, relatively single teaching methods, less qualified teaching staff, and insufficient practical activities, which severely restrict the teaching quality and level of fine arts in colleges and universities and are not conducive to cultivating outstanding fine arts talents. Through specific practical paths such as improving and optimizing course content, synthetically applying various teaching methods, strengthening the construction of the teaching staff, improving the evaluation system, expanding practical activities, and creating an aesthetic education environment, it can achieve the in-depth empowerment of aesthetic education on the fine arts teaching in colleges and universities, enhance the teaching quality and effect of fine arts majors in colleges and universities, and cultivate more outstanding art talents of the new era with aesthetic ability and aesthetic accomplishment. In the future, colleges and universities should continuously strengthen their emphasis on aesthetic education, explore more specific practical paths to integrate it into the fine arts teaching, so as to fully leverage the educational value and potential of aesthetic education, help the teaching of fine arts majors continuously reach a new level, and cultivate more high-quality, and excellent compound fine arts talents with aesthetic ability, artistic accomplishment, as well as innovative consciousness and ability to provide an important talent foundation for the prosperous development of China's fine arts cause.

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