

# RESEARCH ON THE REFORM AND PRACTICE OF THE DUAL DRIVE FUSION OF «CURRICULUM IDEOLOGICAL AND POLITICAL EDUCATION» AND «CURRICULUM AESTHETIC EDUCATION» IN ART EDUCATION

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Based on the analysis of the current situation both domestically and internationally, it can be seen that ideological and aesthetic education has become a global consensus in art education. According to the data analysis method of ideological and aesthetic education in art exhibitions, the three-dimensional driving method of ideological and aesthetic education in art education, and the system oriented method, we will deepen the three-dimensional practice from teaching to research, mainly including integrating ideological and aesthetic education elements into the construction of the first classroom, to assist in «Curriculum Aesthetic Education» and «Curriculum Ideological and Political Education»; Focusing on artistic innovation and performance in the second classroom practice, to support the ideological and political orientation of artistic practice; Expanding academic research and promoting academic activities to support theoretical research on ideological and aesthetic education; The construction of a dual drive education team consisting of «Curriculum Aesthetic Education» and «Curriculum Ideological and Political Education» teachers in the teaching team. The purpose is to address the disconnect between ideological and political education, aesthetic education teaching, and professional teaching, to address the singularity and inadequacy of aesthetic education and ideological and political resources, and to address the value orientation, innovative development, and achievement orientation of art majors. Ultimately, the dual drive reform of «Curriculum Ideological and Political Education» and «Curriculum Aesthetic Education» will be achieved in art education, promoting the cultivation of art professionals with strong ideological and aesthetic qualities.

**Keywords:** *Art education, course ideological and political education, curriculum aesthetic education, teaching reform.*

1. Research context: Global consensus on ideological and aesthetic education

*(1) Current situation analysis*

One is the analysis of the current situation of «Curriculum Ideological and Political Education»

In 2014, the Central Committee of the Communist Party of China issued a document on ideological education work, and the term «Curriculum Ideological and Political Education» gradually emerged. The concept of «ideological and political education in courses» originates from the elimination of the «two skin» phenomenon between ideological and political courses and professional cultivation. In December 2016, the National Conference on Ideological and Political Work in Universities was held, which pointed out the need to enhance the affinity and pertinence of ideological and political education, so that various courses and ideological and political theory courses can go hand in hand and form a synergistic effect. The report of the 19th National Congress of the Communist Party of China pointed out the need to achieve connotative development in higher

education [1]. In June 2020, the Guidelines for the Construction of Curriculum Ideological and Political Education in Higher Education Institutions pointed out the need to integrate ideological and political education into the talent cultivation system and give full play to the educational role of each course. Under the background of ideological and political courses and «large-scale ideological and political courses», the close integration of school ideological and political education with social ideological and political construction «highlights the important characteristics and significant advantages of socialist education with Chinese characteristics» and «reflects the direction and basic requirements of ideological and political course reform in the new era». [2, p. 10]. Course ideological and political education is the integration of ideological and political elements into professional courses. «We should make good use of classroom teaching as the main channel, so that various courses and ideological and political theory courses can go in the same direction and form a synergistic effect» [3]. Therefore, course ideological and political education is the construction of a full process, all-round, and all-round education pattern for professional courses and ideological and political elements.

The project leader used a survey questionnaire to gain a deeper understanding of the current status of ideological and political education in art majors. According to a survey report, 79% of students majoring in art learn about relevant policies and ideological hot topics through ideological and political courses; 18% of students have the habit of reading and watching current affairs news to understand policy guidelines; Only 3% of students have systematically read books on ideological and political education. This indicates that there are still shortcomings in ideological and political education in art majors. According to a survey, 82% of students majoring in art have a moderate interest in ideological and political education; 12% of students are completely uninterested in this; Only 6% of students have a certain interest in this. This indicates that there is still a gap between the teaching of art majors and the goals of «Curriculum Ideological and Political Education», with objective problems such as disconnection of teaching objectives, poor teaching effectiveness, and rigid curriculum arrangements. Firstly, the teaching of ideological and political courses in art majors lacks depth. Art majors lack in-depth analysis of ideological and political knowledge, and the teaching content is too one-sided. The ideological and political courses mainly focus on teaching theoretical knowledge, and end up in the form of open or closed book exams, which limits the teaching content to the imparting of basic theoretical knowledge and exam points, and even some teaching content is repeatedly discussed, resulting in students' ideological and political cognitive level still being at a relatively shallow level. Secondly, there is a lack of correlation between art related courses and ideological and political courses. Ideological and political education is mainly conveyed to students through lectures, and the combination with art related professional courses is too superficial, resulting in low psychological acceptance by students. Thirdly, the ideological and political

courses in art majors lack teaching support. The emphasis on textbook knowledge in ideological and political education makes the teaching content more rigid. There are inherent differences between art related professional teaching and ideological and political education, which can lead to students losing interest in ideological and political courses.

*Secondly, an analysis of the current situation of aesthetic education*

In the symposium on literary and artistic work held in October 2014, it was proposed that «literature and art are the horn for the progress of the times, the most representative of the style of an era, and the most able to lead the style of an era» [4, p. 6]. In 2018, Jinping Xi wrote back to 8 senior professors at the Central Academy of Fine Arts, fully affirming their suggestions on aesthetic education, providing clear guidance for the new era of aesthetic education in universities, and requiring universities and teachers to root themselves in the new era and do a good job in aesthetic education [5, p. 6]. On September 10, 2018, at the National Education Conference, it was pointed out that «efforts should be made to build an education system that comprehensively cultivates morality, intelligence, physical fitness, aesthetics, and labor skills, and form a higher level of talent cultivation system». «We should comprehensively strengthen and improve school aesthetic education, adhere to educating people with aesthetics and culture, and improve students' aesthetic and humanistic literacy». In 2019, the Ministry of Education issued the «Opinions on Effectively Strengthening the Aesthetic Education Work in Higher Education Institutions in the New Era», which clearly pointed out that aesthetic education is the soul of educational development, comprehensively improving students' aesthetic and humanistic literacy, and comprehensively strengthening and improving aesthetic education is an important task for higher education in the current and future period. In this context, universities are constantly establishing specialized centers for aesthetic education research to carry out aesthetic education reform and practice. In addition, society has put forward higher requirements for the cultivation of high-quality talents in aesthetic education. Require high-quality talents to possess noble character, promote positive energy in society, and thus better serve society.

The British government attaches great importance to intellectual and moral education, as well as the cultivation of aesthetic education for students. It also places great emphasis on educating students on craftsmanship, music, and art. It is believed that using music, scent, color, and light to assist learning can have a better effect on comprehensive quality education [6, P. 74]. Canada places special emphasis on cultivating students' hands-on practical and creative abilities in order to enhance their innovative spirit and creativity, almost including in all aspects of life and learning. The art education courses offered are diverse, including various types of art education such as arts and crafts, speeches, music, drama, photography, and art. The teaching staff for elective courses are uniformly allocated by the education administration department, teacher associations, and schools, ensuring that the teaching staff of local schools can be fully utilized. In addition, teaching

methods are very flexible, and teachers pay attention to inspiring students' interests and creating an atmosphere [7, p. 106]. In Japan, the «School System» promulgated in the fifth year of the Meiji era was an important symbol of art education practice, which led to the establishment of art education as a subject. The announcement of the establishment of art schools in 1867 is seen as the beginning of school art education. In the fully westernized education law promulgated in 1879, it completely imitated the American art education model, among which the University of Tsukuba followed the American art education method and established an art major group. In the mid to late Meiji period, art educator Kiyoshi Kuroda presided over Western painting teaching at the Tokyo School of Fine Arts and proposed art education policies for Japanese art education. In 1987, Japan held a conference on the current and future status of art education, pointing out the direction for the development of art education in universities, helping to better set up art education courses in universities, and promoting their development. Currently, comprehensive universities in Japan offer art courses such as music and art to provide students with art education. One of the more successful ones is the Kyoto Prefectural Painting School, which has attached great importance to humanities and art education since its establishment, making art education a general education, Enhance students' humanistic literacy. Former Prime Minister Yasuhiro Nakasone proposed that cultivating perfect members of society should not only focus on knowledge education, but also attach importance to and carry out moral education, ideal beliefs, and social morality education [8, p. 49].

## *(2) Research consensus*

The first is that «ideological and political education in curriculum» and «aesthetic education in curriculum» are the needs of the times in art education. In the context of the continuous deepening and improvement of «ideological and political education in the curriculum», the educational concept of putting education first, moral education first, aesthetic education, and beautification of people has become the fundamental requirement for cultivating moral character in universities. It plays an irreplaceable role in ideological and political education, personality education, value education, aesthetic education, and other aspects. Art majors have strong characteristics, using «Curriculum Ideological and Political Education» and «Curriculum Aesthetic Education» as carriers, exploring more permeable paths for the integration of professional courses with ideological and aesthetic education elements, comprehensively enhancing the educational function of «Curriculum Ideological and Political Education» and «Curriculum Aesthetic Education» , continuously exploring the dual drive collaborative education path, from educational ideology to teaching method reform, comprehensively analyzing the reform measures for the integration of art majors with moral education and aesthetic education, Promote the comprehensive development of college students majoring in art.

The second is that «Curriculum Ideological and Political Education» and

«Curriculum Aesthetic Education» in art education are historical inevitability. The essence of «Curriculum Ideological and Political Education» and «Curriculum Aesthetic Education» construction is education with the goal of cultivating morality and infiltrating the soul. When implementing «Curriculum Ideological and Political Education» and «Curriculum Aesthetic Education» in art majors, it is a historical inevitability to conduct educational reform and practice with curriculum reform as the research object. The teaching reform and practice of art majors based on «Curriculum Ideological and Political Education» and «Curriculum Aesthetic Education» play a guiding role in professional construction. It is a necessary path for cultivating innovative talents through the combination of «five educations» in the new era, aiming to continuously cultivate first-class professional talents with both moral and artistic qualities.

*2. Research methods: From data analysis, stereoscopic driving to system orientation*

(1) Analysis of data on ideological and aesthetic education in art exhibitions and performances

The project uses top international and domestic art exhibitions in art education over the past decade as a carrier to analyze the aesthetic and ideological factors in award-winning works, providing reference for competition selection, organization, and targeted guidance; Analyze the characteristics and advantages of award-winning works over the years, and their significant impact on the cultivation of talent abilities and comprehensive qualities; Analyze the feasibility and completion data of converting competition works into projects, teaching reform data, relevant teaching reform articles and textbook data, patent application data, and teaching achievement award application data. Finally, various competition and achievement transformation data will be organized to form a model of talent quality and ability requirements, and then a set of competition research data system will be formed.

*(2) The three-dimensional driving force of ideological and aesthetic education in art education*

By closely integrating the «Course Ideological and Political Education» and «Course Aesthetic Education» in the first classroom of the art major with subject competitions and art exhibitions in the second classroom, art exhibitions and performances are widely carried out. With international and national high-level competitions and various innovation and entrepreneurship annual meetings as carriers, relying on the courses of «Design Innovation and Competition» and «Art Design Innovation and Entrepreneurship Activities», artistic works are widely created and participated in in practice, In theory, write papers extensively and participate in conference submissions, guiding students to participate extensively in mentor projects. Write and publish teaching reform papers and academic research papers on the integration of «Curriculum Aesthetic Education» and «Curriculum Ideological and Political Education» into art majors, elevating art education practice to a three-dimensional theoretical construction level that

integrates professionalism, aesthetic education, and moral education.

*(3) The guidance of ideological and aesthetic education system in art education*

This method includes a combination of goal oriented, problem oriented, and outcome oriented approaches. Propose a three-dimensional mixed education problem of moral education, aesthetic education, and art education. Through project research, combine the possibility of proposing problems with the practicality of solving them, and continuously discover problems to promote the in-depth development of teaching reform. The goal is to promote the cultivation of theoretical and practical talents in the field of art through «value orientation+innovative education», and cultivate builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor required by the country.

*3. Research practice: A three-dimensional practice from teaching research to team building*

(1) First classroom construction: melting ideological and aesthetic education elements to assist in «Curriculum Aesthetic Education» and «Curriculum Ideological and Political Education»

Aesthetic education, through humanities and arts teaching and artistic activities, can not only provide students with aesthetic education and cultivate their temperament, but also cultivate their ability to create beauty and pursue their ideal realm of beauty [9, p. 415]. Art education is divided into two types of courses. The first is public art courses such as calligraphy, painting, and drama, which carry out aesthetics and art history theory, art appreciation and criticism, art experience and practical teaching; The second is to incorporate aesthetic education elements into non art courses, incorporating the ideals and beliefs of beauty, cultivating beautiful personalities and moral sentiments in the curriculum. Ideological and political courses are divided into two categories. The first is ideological and political courses, which cultivate students' correct political views and moral norms, and form social practice activities that conform to the socialist core values of ideological and moral character; The second is «ideological and political education in courses», which integrates ideological and political elements into various courses and goes hand in hand with ideological and political theory courses.

Carry out aesthetic education teaching through the carriers of «Curriculum Ideological and Political Education» and «Curriculum Aesthetic Education». «Course Ideological and Political Education» refers to the integration of ideological and political elements into the curriculum; Curriculum aesthetic education is the integration of aesthetic education elements into the curriculum. Using national and provincial-level first-class courses such as «Calligraphy Classroom», «Design Innovation and Competition» and «Design Aesthetics» as well as demonstration courses such as «Course Ideology and Politics», «Art Review», «Northern Puppet Performance» and «Advertising Design», as the first

classroom carriers, we aim to build «Course Aesthetics Education» and «Course Ideology and Politics» resources that meet the needs of students. At present, a graded curriculum system integrating national first-class courses, provincial-level first-class courses, «course ideological and political» demonstration courses, and public art courses is being implemented to carry out aesthetic education and «course ideological and political» teaching.

*(2) Second Classroom Practice: Focusing on Art Innovation and Art Exhibition, Supporting the Ideological and Political Direction of Art Practice*

Strengthen the political orientation of artistic innovation and art exhibitions. The core concept of this project is to ensure that artistic practice activities do not have political issues, and the close integration of ideological and artistic innovation is the core of this project. The deep integration of moral education and art education will integrate the cultivation of morality and talent throughout the entire process of artistic creation, solving the problem of value guidance in artistic creation. Putting professional education and moral education first, improving political standing; Through the deep integration of moral education and art education, this project aims to study the characteristic teaching practice of «ideological and political education in the curriculum» in the art major. The diversified and iconic achievements in the combination of moral education and art education in art competitions, exhibitions, teaching research, and practice provide important support for the improvement of the quality and level of innovative talent cultivation, and play an important role in promoting the cultivation of high-level art talents with strong thinking, excellent quality, and professional competence.

Create a campus aesthetic education environment through art exhibitions and competitions. Starting from 2022, the school will host the China Higher Education Association Ranking Competition – the Shenyang Finals of the China University Computer Design Competition, and carry out artistic innovation and competitive education activities that integrate innovation, competition, research, and learning through high-level competitions. Optimize the training program, add courses such as "Design Innovation and Competition" and «Art and Design Innovation and Entrepreneurship Activities», and integrate innovative concepts into the entire process of talent cultivation. Organize various exhibitions and performances, using puppetry performances, concerts, art festivals and other forms of performance as carriers, carry out rich and colorful artistic practice performance activities, enrich campus culture, and create an artistic atmosphere where everyone pursues beauty and educates everyone. Providing nutrients for enhancing aesthetic and comprehensive literacy through art exhibitions. It can be seen that the comprehensive development of human beings includes aesthetic education in art education, and art education itself should also take different artistic qualities as the educational goal of comprehensive development of human beings [10, p. 56].

*(3) Expanding Academic Research: Promoting Academic Activities to*

### *Assist Theoretical Research on Ideological and Political Education and Aesthetic Education*

Carry out various academic lectures on aesthetic education series. Introduce and share high-level resources in the industry, actively expand and plan resources, and carry out academic activities such as art education series lectures, training, and master courses. Inviting experts and scholars from well-known domestic and foreign universities and institutions to carry out academic exchange activities on aesthetic education and «Curriculum Ideological and Political Education». As an important carrier of academic research, it aims to create a strong academic atmosphere and environment for «Curriculum Aesthetic Education» and «Curriculum Ideological and Political Education».

Consolidate diversified aesthetic education teaching and research achievements. Through the teaching and research of «Curriculum Aesthetic Education» and «Curriculum Ideological and Political Education», cultivate students' aesthetic ability and appreciation level, cultivate innovative and practical abilities in aesthetic education, and continuously promote the cultivation of aesthetic education talents. On this basis, we will continuously carry out reforms and research on «Curriculum Ideological and Political Education» and aesthetic education teaching, publish aesthetic education articles, publish textbooks, apply for research topics, guide art exhibitions, and apply for teaching achievement awards, forming a reform and practice that combines practice and theory, expanding research forms, and continuously condensing iconic achievements in teaching and research.

#### *(4) Team Building: Building a Double Drive Education Team for Teachers in «Curriculum Aesthetic Education» and «Curriculum Ideological and Political Education»*

Establish a teacher information database for Cheng Sizheng and «Curriculum Aesthetic Education», fundamentally improve teaching quality through teaching basic skills competitions, art exhibitions, and other forms, comprehensively and deeply implement the development concept of ideological and political education and aesthetic education in the new era into the teacher team, and through cross school cooperation, build a teacher team with excellent ideological and political skills, high level of aesthetic education, and strong professional level. Building a three-dimensional and dual wheel driven teaching team for «Curriculum Ideological and Political Education» and «Curriculum Aesthetic Education» is a prerequisite and guarantee for the reform of art education. Carry out «external introduction and internal training», and establish a first-class teacher team with correct values, professional competence, and noble aesthetics across universities and regions. The focus of the «Curriculum Aesthetic Education» teaching team is to integrate art appreciation, art aesthetics, and art innovation into professional courses and art public courses, and carry out aesthetic education dissemination activities for art exhibitions and performances; The teaching team of «Course Ideological and Political Education» focuses on



integrating ideological and political elements into professional courses, promoting excellent traditional Chinese culture, red revolutionary culture, and advanced socialist culture.

To achieve the goal of putting ideological and political education first and aesthetic education as the foundation for sports education. Firstly, prioritizing ideological and political education in the curriculum. Moral education is a prerequisite for art education, with the aim of cultivating students to become reliable builders and successors of the socialist cause with a correct outlook on life, values, and the world [11, p. 126]. The formation of China's socialist core value system, guided by Marx's goal of human freedom and comprehensive development, serves as the guiding principle for the development of ideological and political education in the curriculum. The ideological and political education courses in the field of art should reflect the spirit of the times, cultivate students with the qualities of «patriotism and love for the Party, self-improvement and self-reliance, moral integrity and trustworthiness, and seeking truth and goodness», form unified value standards and behavioral norms, enhance national cohesion, and provide correct value guidance for the implementation of further innovative education strategies. Values are the foundation that determines thinking and action, and are one of the basic qualities that college students need to possess. They are also a basic requirement for ideological and political education in the curriculum. The second is based on «Curriculum Aesthetic Education». Guided by the Marxist concept of literature and art, incorporating aesthetic education elements from excellent traditional Chinese culture, red culture, and advanced socialist culture into art related professional courses, promoting socialist core values, continuously guiding college students in thinking patterns of art aesthetics, appreciation, and innovation, exerting subjective initiative, exploring human inner aesthetic traits, expanding aesthetic imagination and ideological dimensions, Develop innovative spirit and aesthetic ability in aesthetic education.

#### *4. Research value: solving teaching problems and result orientation*

(1) Can solve the disconnection between ideological and political education, aesthetic education teaching, and professional teaching

Traditional aesthetic education mainly focuses on general humanities and arts courses, while traditional «Curriculum Ideological and Political Education» teaching often combines ideological and political elements with professional integration. Both independently apply for courses based on the professional characteristics of teachers, while ignoring the needs of students for aesthetic and political qualities in aesthetic and ideological education; In addition, although the curriculum is systematized, the form of the curriculum is relatively single, lacking flexible conversion of compulsory, elective, club, and performance credits, which has caused a disconnect between aesthetic education and ideological and political education in terms of professional curriculum design and talent quality requirements.

Through the dual drive of «Curriculum Aesthetic Education» and

«Curriculum Ideological and Political Education» in art majors, the problem of disconnection between ideological and political education, aesthetic education, and professional teaching can be solved. The ultimate goal of teaching reform is to cultivate artistic talents who are both red and professional, with both moral and artistic qualities.

*(2) Can solve the problem of single and insufficient resources in aesthetic education and ideological and political education*

Notice of the General Office of the Ministry of Education on Issuing the Guidance Plan for Public Art Courses in National Ordinary Higher Education Institutions (Education, Sports and Art Department [2006] № 3), requiring the implementation of the «Regulations on School Art Education Work» (Ministry of Education Order № 13), which is applicable to non art majors in national ordinary higher education institutions. The number of teachers responsible for teaching public art courses in each school should account for 0.15% to 0.2% of the total number of students on campus, with full-time teachers accounting for 50% of the total number of art teachers. In response to this issue, in addition to public art courses, incorporating aesthetic education elements into art and other subject courses, promoting the reform of aesthetic education courses and «Curriculum Aesthetic Education», and realizing the important role of everyone's aesthetic education and aesthetic education. Integrating ideological and political elements into art courses, running through the entire process of cultivating art talents, implementing full course coverage, full staff training, and all-round integration, is of great significance. By promoting the full coverage of «Curriculum Aesthetic Education» and «Curriculum Ideological and Political Education» in art majors as mentioned above, the problem of single and insufficient resources in aesthetic education and ideological and political education can be solved, with the ultimate goal of creating a rich environment and atmosphere for aesthetic education and ideological and political education.

*(3) Being able to address the value orientation, innovative development, and achievement orientation of the art profession*

The solution is to cultivate people for whom. Art education cannot be separated from moral and aesthetic education. It is necessary to cultivate a firm political stance and moral character, and to integrate moral education and aesthetic education throughout art education, in order to solve the problems of ideological and political education and value guidance in professional education. Moral education is the first priority, aesthetic education is the foundation, and artistic creation is carried out in people's daily life practice. Papers are written on the land of the motherland, and the value orientation of integrating «Curriculum Ideological and Political Education» and «Curriculum Aesthetic Education» into art innovation, competition, exhibition, teaching and research, art benefiting the people and art benefiting schools is strengthened in all aspects, links, and fields. The problem solved is how to cultivate people. The basic concept is to highlight the innovative concept of art education, and the close combination of the two is

the soul of this achievement. The integration of ideological and political aspects into the cultivation of artistic innovation talents is an important theory of Marxist literary and artistic views, guiding the reform of «Curriculum Aesthetic Education» and «Curriculum Ideological and Political Education». Art education based on Marxist literary and artistic views cannot do without innovative spirit, integrating innovative thinking, innovative concepts, entrepreneurial consciousness, and creative spirit into art education. The fundamental goal of solving the problem is to use achievement orientation as the driving force for talent cultivation, based on moral education, aesthetic education, and artistic innovation, and integrate the promotion of socialist mainstream values into the quality, quantity, level, and standard of talent cultivation into art education. Widely carry out art exhibitions and performances of socialist core values, vigorously promote art benefiting the people and schools, and enable students to improve their professional abilities and levels in «Curriculum Aesthetic Education» and «Curriculum Ideological and Political Education». The purpose is to cultivate innovative talents with strong ideological and political skills and excellent aesthetic abilities.

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Дата поступления рукописи в редакцию: 12.03.2024.

Дата принятия рукописи в печать: 31.03.2024.